



Children and Young People's Committee

Wednesday, 03 April 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 03 April 2019** at **09:30**.

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

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

Summary of Children and Young People's Services

Committee functions:

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

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

* **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.

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THE MORAY COUNCIL

Children and Young People's Committee

SEDERUNT

Councillor Sonya Warren (Chair)
Councillor Shona Morrison (Depute Chair)
Ms Nicola Belcher (Member)
Miss Leah Burt (Member)
Mrs Anne Currie (Member)
Mrs Susan Slater (Member)
Ms Angela Stuart (Member)
Councillor George Alexander (Member)
Councillor James Allan (Member)
Councillor Frank Brown (Member)
Councillor Paula Coy (Member)
Councillor Lorna Creswell (Member)
Councillor Tim Eagle (Member)
Councillor Ryan Edwards (Member)
Councillor Claire Feaver (Member)
Councillor Louise Laing (Member)
Councillor Aaron McLean (Member)
Councillor Derek Ross (Member)

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

Wednesday, 13 February 2019

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

PRESENT

Councillor George Alexander, Councillor James Allan, Ms Nicola Belcher, Councillor Frank Brown, Miss Leah Burt, Councillor Paula Coy, Councillor Lorna Creswell, Mrs Anne Currie, Councillor Tim Eagle, Councillor Ryan Edwards, Councillor Claire Feaver, Councillor Louise Laing, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Councillor Sonya Warren

APOLOGIES

IN ATTENDANCE

Also in attendance at the above meeting were Councillor Leadbitter (Ex-Officio), the Chief Executive, Head of Schools and Curriculum Development, the Acting Head of Integrated Children's Services, the Acting Head of Lifelong Learning, Culture and Sport, Karen Lees, Quality Improvement Officer, Stewart McLaughlin, Quality Improvement Officer and Tracey Sutherland, Committee Services Officer.

1. Chair of the Meeting

The meeting was chaired by Councillor Sonya Warren.

2. Order of Business

The Chair asked the Committee to note that Item 18 on the agenda, Resolution, would be taken as item 2a on the agenda.

3. 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.

4. Resolution

The meeting resolved in terms of Section 50A (4) and (5) of the Local Government

(Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting during consideration of the items of business appearing at the relevant paragraphs of this minute as specified below, so as to avoid disclosure of exempt information of the class described in the appropriate paragraphs of Part 1 of Schedule 7A of the Act.

Paragraph Number of Minute	Paragraph Number of Schedule 7A and reason
21	5 Information relating to the adoption, care, fostering or education of any particular child or relating to the supervision or residence of any particular child in accordance with a supervision requirement.

5. Minute of Previous Meeting of 21 November 2018

The minute of the meeting of the Children and Young People's Services Committee dated 21 November 2018 was submitted and approved.

6. Written Questions **

The Committee noted that no written questions had been submitted.

7. Northern Alliance - Regional Improvement Plan Progress Update

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the Education Operational Deliver Committee of the further development of the Northern Alliance Regional Improvement Plan (Phase 2).

Following consideration, the Committee agreed to:

- i) note the progress of the Northern Alliance Regional Improvement Plan; and
- ii) note that a grant of up to £1,086,087 has been allocated to the Northern Alliance to enhance the Regional Improvement Collaborative's activities and capacity building.

8. Initial Analysis of Achievement of Curriculum for Excellence Levels - Teacher Judgement Survey 2018

A report by the Acting Corporate Director (Education and Social Care) provided Committee with a summary of the data collected in June 2018 and provided to the Scottish Government at the end of August 2018 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2018.

Following consideration the Committee agreed to note the report.

Councillor Leadbitter (ex-officio) entered the meeting during the discussion of this item.

9. Moray Fostering and Adoption Panel Review 2018

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the work undertaken by the Moray Fostering and Adoption Panel during the period January to December 2018.

Following consideration the Committee agreed to note the work of the Moray Fostering and Adoption Panel in the period January to December 2018.

10. Education and Social Care Capital Budgets 2018-19

A report by the Acting Corporate Director (Education and Social Care) informed Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2018/19.

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

Councillor Alexander left the meeting during the discussion of this item on the agenda.

11. Education and Children and Families Revenue Budget Monitoring Report 2017-18

A report by the Acting Corporate Director (Education and Social Care) informed Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2018/19.

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

Councillor Alexander re-entered the meeting during the discussion of this item on the agenda.

12. Performance Report (Education and Social Care) Half Year to September 2018

A report by the Acting Corporate Director (Education and Social Care) outlined the performance of services for the period from 1 April 2018 to 30 September 2018.

Following consideration the Committee agreed:

- i) to note the performance against Education and Social Care Performance Indicators as at the end of September 2018;
- ii) to welcome good performance as indicated in the report; and
- iii) to note the actions being taken to seek improvements where required.

13. Singleton Inspections of ELC - Published Reports November-December 2018

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during November to December 2018. These were:

- VIP Childcare, Elgin
- Ark Childcare, Mosstowie
- East Beach, Lossiemouth
- Liberty Kids, Elgin
- Millbank Primary Nursery, Buckie
- Miltonduff Pre-school Group, Miltonduff

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

14. Education Scotland Inspection of The Cabin Nursery, Dufftown

A report by the Acting Corporate Director (Education and Social Care) invited the Committee to scrutinise and note the outcomes of the recently published report on a Moray Early Learning Centre (ELC) setting following inspection by Education Scotland.

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

15. Education Scotland Inspection of Millbank Nursery, Buckie

A report by the Acting Corporate Director (Education and Social Care) invited the Committee to scrutinise and note the outcomes of the recently published report on a Moray Early Learning Centre (ELC) setting following inspection by Education Scotland.

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

16. Education Scotland Inspection of Hythehill Primary School and Nursery Class, Lossiemouth

A report by the Acting Corporate Director (Education and Social Care) invited the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following an inspection revisit by Education Scotland and the Care Inspectorate.

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

17. Inspection of Moray Supported Lodgings Project

A report by the Acting Corporate Director (Education and Social Care) invited the Committee to scrutinise and note the inspection of Moray's Supported Lodgings Project by the Care Inspectorate which was completed on 1 October 2018.

Following consideration the Committee agreed to note the content of the inspection report into the Moray Supported Lodgings Service.

18. Career Information Advice and Guidance External Review

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the recent external review by Education Scotland with regard to Career Information, Advice and Guidance Services. The report was published on 9 November 2018.

Following consideration the Committee noted the contents of the report.

19. New Fostering Scheme for Moray

A report by the Acting Corporate Director (Education and Social Care) sought Committee approval to establish a new fostering scheme in Moray having consulted on the proposed arrangements.

During discussion Councillor Alexander sought agreement to amend the wording of recommendation 2 to read 'payable to children in foster and kinship care' rather than 'payable for children to in foster and kinship care'. The Acting Head of Integrated Children's Services was happy to make the amendment.

Following consideration the Committee agreed to:

- i) approve the establishment of a new fostering scheme in Moray described in Appendix I of the report; and
- ii) note the issues relating to allowances made payable to children in foster and kinship care.

20. Question Time ***

Under reference to paragraph 21 of the minute of the previous meeting of 21 November 2018, Councillor Ross sought clarification on why the Chair of Children and Young People's Committee had not, as agreed at the previous meeting, circulated the letter from the Educational Institute of Scotland.

In response the Chief Executive clarified the situation with regards to the letter. The addressing of the letter was not clear initially if it was a personal letter or was widely circulated to all Conveners. The letter was confirmed to have been circulated to all Conveners.

He further added that the letter was in the process of being circulated to all members of the Committee along with a letter and a joint statement from the Association of Directors of Education in Scotland (ADES) and the Scottish Government. Members of the Committee will therefore have the EIS, ADES and Scottish Government

positions.

The Chief Executive confirmed that Moray Council is following the advice from ADES and he hoped the issue that Councillor Ross raised will be wholly dealt with by the correspondence Members will receive.

The Chief Executive apologised for the confusion as to the status of the letter.

Under reference to paragraph 12 of the minute of the previous meeting of 21 November 2018, Councillor Alexander sought clarification on the on whether the decision taken at that meeting regarding the funding of the Active Schools and Sports Development programme and the decision taken at Moray Council on 23 January 2019 would require a suspension of standing order 82 as the decision was made within 6 months.

In response the Chief Executive, confirmed that he was of the understanding that Standing Orders were suspended when it is in relation to budget decisions, however he would check with the Head of Legal and Democratic Services and confirm the position.

Under reference to paragraph 12 of the minute of the previous meeting of 21 November 2018, Councillor Brown sought clarification on the point he raised about the Council being able to afford their contribution to continue the funding of the Active Schools and Sports Development project. He continued that assurances were given that the Council could afford the payment however several weeks later at a meeting of Moray Council when the budget was considered, the proposal was put forward as a saving. He went on to ask, why the Administration Group had put forward the spend for approval knowing that they were then going to put the spend forward as a saving.

In response, Councillor Leadbitter confirmed that between the 2 meetings the Scottish Government had announced their budget which had resulted in implications on decisions already made. He further added that budget proposals are being made as a result of the changing information following potential budget changes from Westminster and Holyrood.

During discussion of this item, in order to conclude the business of the meeting, the Committee agreed to Suspend Standing Order 74 and continue the business of the meeting beyond 12.45pm.

Councillor Eagle sought clarification on the Wellbeing Surveys; Re-aligning Children's Services, Transforming Children's Futures which have recently been sent to all parents in the area. Concern has been raised by some parents on the intrusiveness of the questions. Councillor Eagle further questioned whether the Council had done any promotion of the questionnaire and that parents/children have the option to opt out of completing the questionnaires.

In response, the Head of Schools and Curriculum Development confirmed that there are currently 2 surveys being conducted. The Wellbeing Survey is a national survey which the Council will be part of and undertake.

The second survey is in connection with Moray's Children's Services and is being carried out to look at the alignment of Children's Services and is being lead by Health.

The Head of Schools and Curriculum Development confirmed that parents have the option to opt out of completing the questionnaires.

The Acting Head of Integrated Children's Services further added that Moray is part of the 3rd cohort of the Re-aligning Children's Services Programme across Scotland. The survey is aimed at determining what children and families feel are their areas of need within Moray. Letters have gone out to every parent and child within the area and champions have been identified in each school to have the dialogue with parents and children to pick up any issues that are being raised.

Councillor Eagle requested that Officers carry out some work to ensure that parents were aware of the option to opt out.

In response the Acting Head of Integrated Children's Services agreed to take that forward.

Councillor Leadbitter further added that the same issue, regarding the intrusiveness of the questions had come up at West End Primary School, and he urged parents who were wishing to opt out could feedback to the Scottish Government on their reasons as the survey is always being reviewed and their feedback would be helpful.

Mrs Belcher, requested whether a review of the music tuition could be undertaken as it should not only be available for those families who can afford it.

In response, Councillor Warren confirmed that the Head of Schools and Curriculum Development has been asked to review the music tuition within Moray and to look at alternative proposals.

21. Achievement of Curriculum for Excellence Levels Trend Data 2016-18

A report by the Chief Executive provided Committee with a summary of the data collected in June 2018 at individual school level and provided to the Scottish Government at the end of August 2018 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2018 broken down per Associated Schools Group and per school.

Following consideration the Committee agreed to note the report and Appendix I.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

SUBJECT: YOUNG CARERS STRATEGY

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the Young Carers Strategy 2018 -2019.
- 1.2 This report is submitted to Committee in terms of Section III (D) (2) exercising the functions of the Council as a Social Work Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

- (i) scrutinise and approve the Young Carers Strategy 2018-2019 and;
- (ii) approve the plan moving forward from 2019, for an all age strategy review to co-ordinate with the adult strategy - Carry on Caring 2016-19.

3. BACKGROUND

- 3.1 With the implementation of The Carers (Scotland) Act 2016, new rights for unpaid carers of all ages came into effect from 1 April 2018. The purpose of this Act is to support carers with their health, wellbeing and support needs, to enable them to continue to care for the cared for person, assuming they are willing to do so. In doing so, the Act introduces several duties upon local/integrated authorities in relation to identifying and supporting carers of all ages.
- 3.2 A carer is someone who provides or intend to provide care for another person, but not if this is only because the person is under 18 years of age. There is no requirement for a carer to provide a substantial amount of care on a regular basis.
- 3.3 An adult carer is aged 18 or over, and not attending school.

- 3.4 A young carer is defined as a carer, as above, who is under the age of 18; or who is 18 or over, but still attending school.
- 3.5 The Act determines that carers must be involved in the development and preparation of a local carer strategy.
- 3.6 The Act places a duty on the local authority, or integrated authority, to provide an information and advice service for all carers, including young carers.
- 3.7 Adult carers have a right to an 'Adult Carer Support Plan'.
- 3.8 Young carers have a right to a 'Young Carer Statement'. The responsible authority, or integrated authority, must offer a Young Carer Statement to anyone they identify as a young carer (and prepare one if the offer is accepted). They must also prepare a Young Carer Statement for any young carer who requests one.
- 3.9 The Young Carer Statement should contain information about the young carer's circumstances and caring role, including: -
- The nature and extent of care;
 - The impact of caring on the young carer;
 - The extent to which the young carer is able and willing to provide care;
 - How far the type and extent of the care provided is appropriate;
 - What 'personal outcomes' matter to the young carer to continue to provide care;
 - The support available to young carers locally; and any support which the responsible authority intends to provide.
- 3.10 On turning 18, any Young Carer Statement continues to have an effect until an Adult Carer Support Plan is prepared, or the young person is no longer a carer.
- 3.11 The local authority of the cared-for person is responsible for providing support, although the local authority may ask or commission another organisation to provide support on its behalf, for example a local Carers Centre. Quarriers Carer Support Service (Moray) is currently commissioned by Moray Council to provide support for young carers with significant caring roles.
- 3.12 The Act establishes a process to determine whether a local authority has a duty to provide support to a young carer to meet their identified needs, through the creation of local eligibility criteria. The duty to provide support to a young carer depends upon the extent to which the young carer's needs for support meet the local eligibility criteria. If a young carer has eligible needs, the local authority must consider whether breaks from caring should be part of the support provided.
- 3.13 If a young carer's identified needs do not meet local eligibility criteria, support can be provided to meet any other needs identified in the Young Carer Statement, for example, information and advice; and/or support available via universal services in the local community.

- 3.14 In recognition of the duties imposed by the Act, a working group to progress the required developments for young carers was established between February and August 2018. Consistent with legislation, the process of consultation with young people involved a number of agencies and organisations including the third sector, and enabled the creation of several key documents relating to young carer identification and support.
- (i) Young Carers Strategy 2018-19, **APPENDIX I** was developed as a statement of intent and recognising the longer term developments required in Moray to deliver the duties of the Act. The strategy was consulted on with young carers, families and professionals in the summer of 2018: the feedback is contained within the document. This strategy document acknowledges that it exists independently of Moray's current Adult Carers Strategy – Carry on Caring 2016-19, but with the expressed intention to move forward together from 2019 with a joint approach. A previous Young Carers Strategy was an intrinsic part of Moray's Carers Strategy – Caring Together in Moray 2011-15.
 - (ii) Young Carers Eligibility Criteria, **APPENDIX I** (page 8) consulted on with young carers in Moray in early 2018.
 - (iii) A Young Carers Charter, **APPENDIX II** consulted on with young carers in Moray in summer 2018.
- 3.15 There has been a delay in reporting the Strategy for 2018-19 to Committee, in part driven by the need to make progress with the Young Carers Statement and processes.
- 3.16 A Test of Change for 18 months from March 2019, see **APPENDIX III**, funded by Carers Act implementation funds from Scottish Government, is supporting the development of the Young Carers Statement in Moray 2019-20, allowing presentation of the 2018-19 Young Carers Strategy to Committee. In addition to the development of the young carers statement, Quarriers service have also employed two workers who will pilot the young carers assessment and statement in two schools, prior to roll out across Moray.
- 3.17 The work that Quarriers has achieved to date on the draft Young Carers Statement, and the easy read version can be found at **APPENDIX IV**, and **APPENDIX V**. These are in draft and will be subject to consultation with young carers, through Quarriers service.
- 3.18 It is proposed that work progresses to develop a joint carer's strategy for carers of all ages for 2019 onwards, with Adult Services leading the development.

4. SUMMARY OF IMPLICATIONS

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

This report relates to the following within the Corporate Plan 2018-2023:
- these will be re worked.

- Where life is better for everyone.
- Provide a sustainable education service aiming for excellence.
- The vision being that our children have better educational and social outcomes and so are better prepared for life.
- Improved outcomes for those most in need of support.
- Our most vulnerable young people and families are safe and nurtured.
- Public and staff have confidence in all services we provide for children and young people.

And within the Moray – 10 year Plan – LOIP: -

- Building a better future for our children and young people in Moray.
- Raising aspirations – building a better future for children and young people in Moray.
- The outcomes being that children and young people thrive; have a voice; learn; can get about; have a home; feel secure, healthy, nurtured to be supported to reach their full potential.

The related strategies: -

- Moray Children's Services Plan
- Moray Health and Social Care Partnership Strategic Plan 2016-2019
- Community Safety Strategy
- Moray Community Justice Outcomes Improvement Plan

(b) Policy and Legal

The Council has responsibilities and duties to children in need and at risk through the Children and Young People's (Scotland) Act 2014 and the Children (Scotland) Act 1995. The Council also has responsibilities and duties towards young carers in terms of the Carers (Scotland) Act 2016.

(c) Financial implications

Given the numbers of young carers, and the nature of their caring roles are not properly known, there may be a requirement for increased service delivery. In 2018/19, £48k was provided to cover an initial 18 month contract with Quarriers. The settlement from the Scottish Government for 2019/20 includes £108k for implementation of the Act for Adult and Young Carers

(d) Risk Implications

There are no risk implications associated with this report.

(e) Staffing Implications

There are no staffing implications.

(f) Property

There are no direct property implications associated with this report.

(g) Equalities/Socio Economic Impact

The support for young carers is to promote health and wellbeing and ensure their achievement at work/school is equal to that of their peers, given the valuable role they undertake.

(h) Consultations

Senior Officers within Education and Social Care, Senior Human Resources Adviser, Paul Conner, Principal Accountant, Morag Smith, Senior Solicitor, Litigation and Social Care, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

5. CONCLUSION

5.1 Committee is asked to approve the Strategy and the development of the joint strategy moving forward, which will be reported to Committee in due course.

Author of Report: Corporate Parenting & Commissioning Manager/ Service Manager for Children and Young People for Health and Social Care Partnership

Background Papers:
Ref:



Young Carers **STRATEGY**



Introduction

Moray's vision from the Community Planning Partnership Children Services Plan is for Moray to be the best place in Scotland to grow up in.

This updated strategy reflects the commitments of the Children and Young People's Partnership to recognise young carers as children and young people first and foremost, with any caring role required to be appropriate in relation to age and maturity.

Although this strategy sits separately from Moray's current Adult Carers Strategy, *Carry on Caring 2016-19*, the delivery timescales are co-ordinated to match those of *Carry on Caring*, enabling an all-age strategy review for 2019, offering a joined up approach to supporting carers, and reflecting the holistic approach sought in legislation.

The Carers (Scotland) Act 2016, sitting alongside GIRFEC, the integration of Health and Social Care and Community Empowerment legislation and policy, offers an ideal opportunity to refresh and enhance collaborative working for the benefit of carers in Moray, and is a major feature of the context within which this updated strategy is presented.

'Sometimes young carers just need a break!' (Leon, 12)

A young carer is anyone under the age of 18, or 18 and still attending school, who provides, or intends to provide, unpaid care for another individual.

Moray's Young Carer Strategy 2018-19 builds on foundations established by the previous Young Carer Strategy, which was an intrinsic part of Moray's Carers Strategy, Caring Together in Moray 2011-15.

Asked what one thing they'd change about their lives, comments from young carers in Moray included:

- More help
- More understanding from friends
- More respect from people
- More understanding at school

Asked what the best thing is about being a young carer in Moray, responses included;

- I feel good about what I do
- It's a great experience for the future
- Getting help has made all the difference
- It's brought me closer to my family
- I have a lot of responsibility

Quotes and feedback from young carers in Moray have been incorporated into this document anonymously.

Strategic Context

The 2011 Census identified just over 10,000 people in Scotland aged under 16 identifying themselves as carers. The Scottish Health Survey (SHeS) estimates there are around 29,000 young carers aged under 16 in Scotland: 4% of the child population (aged 4-15).

Young carers are more common in lone parent families, and also contribute the most hours. 28% of young carers in the most deprived areas care for 35 hours a week or more, compared with only 17% of young carers in the least deprived areas.

We lack clarity of the exact number of young carers in Moray, with the 2011 Census identifying 281. This equates to 3.8% of the caring population, higher than the Scottish average of 2%.

Moray's first Young Carers Strategy suggests the numbers of young people in Moray formally identified as carers fluctuated in the previous ten years, never significantly exceeding 300. There are currently 123 young carers aged 7-16 registered with Quarriers; these being young carers with significant caring roles.

There are a significant number of young carers in Moray who remain unidentified, and therefore have little or no support with their caring responsibilities, with their needs only identified at crisis point. This is an area that we recognise in Moray needs to be addressed through this strategy.

A wide range of services and supports exist which Moray Children and Young People Partnership will continue to build on. We will work together to deliver new and innovative ways of offering support to young carers.

Legislation

There are a number of national and local policy drivers impacting on carers, and particularly for young carers. These include:

Self-Directed Support (Scotland) Act 2013

Children and Young People's (Scotland) Act 2014

Public Bodies (Joint Working) (Scotland) Act 2014

Carers (Scotland) Act 2016

The Carers (Scotland) Act 2016

The Carers (Scotland) Act was adopted onto the statute books on 04 February 2016, and will be implemented from 01 April 2018.

The Act sets out a range of measures to improve the identification of, and provision of support to, carers, so they can continue to care, if they wish, whilst maintaining their wellbeing and a life of their own alongside their caring role.

The Act defines a carer as someone who provides, or intends to provide, care for another person. There is no requirement for a carer to provide a substantial amount of care on a regular basis. A young carer is someone under the age of 18 (or 18 and still at school), who provides, or intends to provide, care for another person.

The Act introduces new duties on local authorities to meet the 'eligible needs' of carers. To do so, local authorities must establish eligibility criteria that determine whether they are required to support the carer's identified needs.

The Act also sets out the following conditions/changes:

- Replacing the current Carers Assessment with an Adult Carer Support Plan (ACSP) or Young Carers Statement (YCS), with all carers having the right to be offered, or request completion
- The person being cared for does not need to be in receipt of services
- A duty on local authorities to set local eligibility criteria frameworks, which will be used to determine the level of carer support entitlement, based on identified needs
- A requirement on health boards to involve carers in the hospital discharge process
- A requirement to develop local Carer Strategies, setting out the provision of services to adult and young carers in each integration authority. These will include plans for how carers will be identified and how they will receive information about support in their area.
- Provision of an information and advice service to carers, which must be accessible and proportionate to the needs of carers

- A duty on local authorities and health boards to involve carers of all ages, and carer organisations, in the planning, shaping, delivery and review of services. This will also influence preparation of Short Breaks Services Statements.

- A duty to support carers with identified needs that cannot be met through support provided to the cared-for person or through general local services, but only where those identified needs meet local eligibility criteria

- If a carer has eligible needs, the local authority must consider whether breaks from caring should be part of the support

- Local authorities must take into account the care provided by a carer when conducting an assessment of the person being cared for

- If a carer's identified needs do not meet the local eligibility criteria, support can still be provided, for example, information and advice and/or support in the local community

This strategy will be reflected in other Community Planning Partnership strategies including the Moray Children Service Plan.

Progress since Caring Together for Young Carers in Moray 2011-15

In that first strategy, Moray Council established 4 key objectives:

- Identifying those young carers who need or want support
- Ensuring that young carers needing support get the support they need
- Providing effective support
- Increasing the effectiveness of the support

These led to the commissioning of Quarriers to provide young carer support across Moray, the development of a toolkit for use in primary and secondary schools to aid identification and initial support of young carers, development of a national NHS Young Carer Pathway for School Nurses, and rollout of Moray GIRFEC Child Planning to encompass support for young carers.

Quarriers Carer Support Service (Moray)

Quarriers is commissioned to provide support to young carers in Moray, up to and including the age of 17, to:

- Help ensure children and young people do not have to sustain an inappropriate burden of care for other family or household members
- Reduce the adverse impact on their lives resulting from their caring role, so that their welfare and opportunities are comparable with those enjoyed by their peers.

In doing so, Quarriers provides a direct-access service offering:

- Completion of a Young Carers Assessment and personal Support Plan, identifying the support needs of the young carer and the outcomes they seek to achieve
- 1:1 contact with a Family Wellbeing Worker, enabling emotional support, exploration of the caring role and discussion of concerns and issues impacting on the young carer
- Provision of age-specific training and skills activities, to help young carers manage their caring responsibilities and/or improve confidence and self-esteem, increase aspiration and enjoy the same opportunities as their peers
- Provision of social and leisure activities designed to enable young carers to share experiences, learn from each other, develop support networks and gain the confidence to participate in activities in the wider community
- Age appropriate information and advice, to help young carers understand their role, the condition of the person they care for, the supports available, and other aspects of their life as a young person
- Liaison with health, care and education professionals to help reduce the caring role and ensure appropriate alternative supports are in place within the family

There are currently 123 young carers, as of March 2018 registered with Quarriers, with personalised support plans enabling intensive, active, low and information only levels of support activity.



Moray Young Carers Schools Toolkit

The Moray Young Carers Schools Toolkit was developed for use in primary and secondary schools across Moray, to help staff and pupils understand and recognise the impact of caring on a young carer.

The Toolkit includes lesson plans and resources for use with different age groups, and its roll-out will be the focus of targeted work in schools during 2018-19, aiding implementation of the Carers (Scotland) Act 2016 and ensuring a consistent approach across all schools.

The actions within the strategy will ensure that the toolkit is used in all schools.

NHS Young Carer Pathway for School Nurses

Following the national review of school nursing a young carers pathway has been developed. This follows the GIRFEC principles and sets out the role of school nurses in identifying and supporting young carers. A working group has been set up in Moray to oversee the implementation of the young carers pathway along with other pathways for vulnerable children and young people.

Moray GIRFEC Pathway and Child Planning Process

This pathway and process uses the underpinning values and principles of GIRFEC to ensure that children and young people get the right support at the right time. It ensures that for children, young people and their family, needs are identified using the shared language of wellbeing. At the heart of the process are the premise of participation and consultation to enable the voice of the child and young person to articulate what they need to support them.



Objectives

It is recognised that this strategy needs to build on the 2011-15 strategy and is a statement of intent of what we want for Young Carers in Moray;

- This means ensuring that organisations, services and practitioners recognise the specific the specific needs and issues that affect young carers
- That all policies, guidance and procedures are young carer friendly and
- That all young carers are treated as young people first

The Carers Act focuses on identifying and achieving outcomes for carers, and based on conversations with young carers in Moray, this strategy will enable the formation of a more in-depth and comprehensive strategy from April 2019 onwards.

For 2018-19, we will establish the following objectives:

- Test and refine eligibility criteria for young carer support activity
- Enable early identification of young carers
- Provide effective support for young carers in Moray
- Develop plans to support young carers through transition
- Develop and implement workforce development programmes that embed young carer awareness and support across all disciplines

'It's so good to meet people in the same situation as you. I've made new friends, its great!' (Elizabeth, 14)

Test and refine eligibility criteria for young carer support activity

The Carers (Scotland) Act 2016 places a duty on Moray Council to develop Eligibility Criteria by which it will determine the level of support required by individual young carers, as identified in their Young Carer Statement. Under the legislation, all young carers have the right to access advice and information relevant to their role, with further support as required for their circumstances and the impact their caring role has on their wellbeing.

We will base our eligibility criteria framework on the Moray GIRFEC Pathway, which is used to enable support, guidance and resources at various levels of wellbeing need for any child or young person and their family. Our eligibility framework will take account of the specific circumstances experienced by young carers, and the impact this has on their wellbeing, and enable identification of those young carers for whom targeted, specialist support is required to protect their wellbeing.

Our eligibility criteria will also make clear what support and advice is available for young carers not meeting the threshold for targeted support.

Eligibility Framework

Moray's eligibility framework for young carers has five categories for impact/risk, and links with Moray's GIRFEC Pathway as follows:

Risk/impact category	GIRFEC Pathway
Caring has no impact/no risk	Universal
Caring has low impact/low risk	Universal
Caring has moderate impact/moderate risk	Universal with Support
Caring has substantial impact/substantial risk	Targeted Support
Caring has critical impact/critical risk	Targeted Support

These categories will be applied to seven key aspects of a young carer's life:

- Health and Wellbeing
- Relationships
- Living Environment
- Employment and Training/Education
- Finance
- Life Balance

These categories are set alongside the **GIRFEC wellbeing indicators** and the **National Practice Model**.

*‘Local authorities should consider the **impact** of the caring role on the individual carer and their family, and should address the following questions;*

- Is the caring role sustainable?
- How great is the **risk** of the caring role becoming unsustainable?’

Identifying young carer need

The Young Carer Statement (YCS) will set out a young carer’s identified needs, personal outcomes and the support required for the young carer to achieve these.

We will develop a Young Carer Statement (YCS) template that provides a framework for the identification of individual needs and personal outcomes, based on the SHANARRI wellbeing indicators, to enable support for young carers who have been identified by professionals or have self-identified.

The YCS will be separate from other forms of assessment that a child or young person may be entitled to, e.g. Child’s Plan or Co-ordinated Support Plan (CSP). Careful consideration will be given as to how the YCS sits alongside such other forms of assessment.

The YCS will include:

- the nature and extent of care provided, or to be provided
- the impact of caring on the young carer’s wellbeing and day-to-day life
- information about any arrangements in place for emergencies (sometimes referred to as emergency, or contingency, planning), future care planning, anticipatory care planning and/or advanced care planning (when the person being cared for is receiving end of life care)

- whether support should be provided in the form of a break from caring

We will implement clear procedures regarding who will complete the YCS, how it will be completed and by when. We will consider the role of the Named Person, School Nurses, commissioned services and others, to ensure the most appropriate person undertakes completion of the YCS.

Young carers will be provided with information about what to expect when they request, or accept the offer of, a YCA. All YCS will be reviewed within a specified timeframe, particularly if the health of the young carer or the cared for deteriorates, or if the cared for person is being discharged from hospital.

Enable early identification of young carers

GIRFEC in Moray is about “Getting It Right” for all children and young people; it reflects early intervention and prevention as well as the promotion of wellbeing.

Early identification of young carers is essential to ensure support can be put in place to reduce the impact of caring responsibilities as quickly as possible. The earlier a young carer is identified, the less likely an inappropriate role will become ingrained, increasing the opportunity for the young carer to have a life of their own away from caring.

In Moray, the duties in relation to identifying and supporting those children and young people undertaking a caring role sit with the NHS (for pre-school age) and the Moray Council (for all other children up to the age of 18, and beyond if still in education), other than in exceptional cases.

We will employ a range of initiatives to improve early identification of young carers in Moray, working across health and social care and with a particular focus on developments in schools. Young carers will be encouraged and supported to complete an YCS, enabling access to universal advice, guidance and support and the identification of targeted support needs.

Practitioners in Moray will be supported to be pro-active in identifying young carers as early as possible, and we will create a secure and welcoming environment and culture that empowers young carers and families to feel comfortable enough to self-identify.

‘Schools/teachers need to understand better what it’s like being a young carer. Fitting schoolwork in can be a problem, but I don’t like to explain why I can’t get it done.’ (Amy, 14)



Provide effective support for young carers in Moray

Through completion of the YCS and applying eligibility criteria young carers in Moray will be able to access the most appropriate services for their individual needs. This will range from universal to targeted, as defined within **Moray's GIRFEC Pathway**.

Supports to young carers will be delivered by universal services, and where a young carer's needs are more complex, by services in conjunction with our commissioned Carer Support Service, to focus on meeting the assessed needs of the most vulnerable young carers.

Universal Services

'Transport is a problem. Even if there were things to go to, I couldn't get there.' (Iain, 16)

All universal services for children and young people will be accessible for young carers. These include community activities such as uniformed youth organisations, youth clubs, Active Schools activities, YPODs, services such as Elgin Youth Café and The Loft in Keith, and school nursing services etc. All offer a range of activities and access to age appropriate information for children and young people.

Increasing levels of awareness and understanding of young carers and their lives amongst staff and volunteers in universal services will ensure young carers accessing are welcomed and supported appropriately, and opportunities to refer on for additional support are recognised.

Universal with Support

'It's difficult, dealing with the stress of mum not being well. I don't like seeing her upset.' (Hannah, 12)

For those young carers with more specific needs, access to additional support can be facilitated, and may include referral to the Quarries Carer Support Service (Moray) for specific young carer support, information and advice.

We will ensure staff and volunteers in services able to offer additional, specific, support to young carers are trained to recognise and understand the particular challenges young carers face and the impact their caring role can have on them.

Targeted Support

'Quarriers are good at giving me moral support and someone to talk to. I'm more confident now to talk to other people.' (Gemma, 9)

Young carers with demanding caring roles or experiencing difficulty in relation to caring responsibilities may be referred for more targeted support, including that available from Quarriers Carer Support Service (Moray) in relation to young carers with significant caring responsibilities.

We will continue to commission targeted support services for young carers from the most appropriate provider, and will regularly review unmet need requirements to identify opportunities for increased/changed commissioning.

Breaks from caring

'Having the opportunity to get away from routine and have some fun has made me realise its ok to do things for me.' (Aimee, 17)

Improving opportunities for young carers to maintain good health and wellbeing is an important element in our strategy to supporting them in their caring role.

We recognise that being able to take a break from caring, having the opportunity to work, access education and leisure opportunities are vital to maintaining and improving the health and wellbeing of young carers.

We are committed to exploring flexible break options which enable carer choice as well as value for money. Young carers have told us how important it is-

- To have breaks from their caring role
- To meet with other young people,
- To take part in activities,
- To be supported by staff who understand their needs,
- To know the person they care for is safe when they are not there.

Develop plans to support young carers through transition to adulthood

Children and young people experience several different transition points in their lives. For young carers, these can cause increased anxiety and challenge:

- Moving from primary school to secondary may mean spending each day further away from home than before
- Uncertainty about new teachers, new classmates and the decision of whether or not to explain about their caring role
- Rejecting the idea of further or higher education in a different area because it means moving away from the person they care for
- Moving between Children's and Adult Services for support as a carer

Preparing young carers for transition means recognising the particular concerns they may have, and enabling access to appropriate supports to help them discuss these well in advance.

We will ensure there is preparation and planning for transitions, including early involvement of Adult Services, either in relation to supporting the needs of the cared person for, or the young carer where appropriate.

Where the young carer is already supported by Quarriers Carer Support Service (Moray), links will be developing with Adult Services, however, if the young person is new to a caring role, or their role is likely to increase due to their age and maturity, then contact with Quarriers Carer Support Service (Moray) should reflect the need for joint working across Children's and Adult's disciplines.

1. Learner Pathways for young carers

A Careers Adviser from Skills Development Scotland should be invited to Team Around the Child meetings from S3 onwards, to provide career advice and guidance.

The 16 plus Named Person will be notified if the young person is likely to leave school before their 18th birthday and there are wellbeing concerns.

As part of the Family Firm commitment in Moray, young carers are identified as an equalities group and their identified needs discussed within the pathway planning process across all Moray schools.

Pathway planning meetings are held 4 times a year within each school. For priority groups, each individual pathway plan is discussed and additional support and flexible work-related learning put in place, if required.

The Family Firm offer will include the option to take part in a Family Firm group programme from S3 onwards, providing additional vocational opportunities to support career pathways. This will include the option of a lifecoach (volunteer) to provide additional support as they progress with their pathway in and post-school. The universal offer in connection with the Moray Skills Pathway for all pupils will ensure all are provided with flexible curriculum options.

- Family Firm group programme starts January 2019
- Pathway Planning – already in place. Young carers identified as an equality group.

2. Moving into Adult Services

For young carers with significant caring roles, the move into Adult Services for support is a major transition. Consideration should be given to involving Adult Services in Child's Plan meetings as the young carer approaches 18.

As a young carer reaches 18, their Young Carer Statement will remain in force until replaced by an Adult Carer Support Plan.

We will develop protocols with Adult Services that establish timescales within which young carers can expect to complete an Adult Carer Support Plan, and support good practice in information sharing to prepare young carers for the transition.

'It's good to know I'm not alone.' (Marc, 14)

Develop and implement workforce development programmes that embed young carer awareness and support across all disciplines

'Being a young carer can mean no social life. Where can I go?' (Donna, 15)

Achieving wide-ranging accessible support for all young carers, when they want it, where they want it, depends on Moray's workforce across universal and targeted services having a shared understanding and awareness of young carers and the issues they face, and the confidence and procedures in place to correctly refer on when necessary.

We will enable a programme of workforce development that ensures staff and volunteers across Moray are supported to increase their knowledge and understanding of young carers, and of the processes and practice required to ensure that the wellbeing of young carers are met within the Moray GIRFEC Pathway.

Complete the following form and return in the stamped addressed envelope provided.



Complete the form online at:
<https://www.surveymonkey.co.uk/r/9DMMCNY>

Email your comments to :
gappcyp@moray.gov.uk



Questions

Here in Moray we want to get it right for all young carers. This means we want to make sure those young carers who need support get it when they need it.

We want your views on four statements that form the basis of our young carer strategy and need these views to help us make sure our we have got the strategy right, continue answers on back page if required.

Thank you for taking part.

1. To be able to help young carers, we need to know who they are, but they also need to know they're a young carer. We want to know as early as possible that a young carer has a caring role.

What would help you know you're a young carer?

What would help someone else know you're a young carer?

2. Different young carers will need different types or amounts of help. We want to make sure young carers have the right help available to them.

What help do you think young carers need?

Who would you want to help you?

How will we know it's working for you?

3. There are times in a young person's life where things change and they have to make choices about the future.

What school/home/work changes might affect young carers?

What would make those changes easier?

What difference would it make?

4. We need to make sure that anyone coming into contact with young people in Moray is aware of young carers and able to recognise what support they need and where to get it.

What do people need to know about young carers to be able to help them?





Young Carers Charter

For 2018-19, we will establish the following objectives for all young carers in Moray:

- Test and refine eligibility criteria for young carer support activity
- Enable early identification of young carers
- Provide effective support for young carers in Moray
- Develop plans to support young carers through transition
- Develop and implement workforce development programmes that embed young carer awareness and support across all disciplines

Statement of Intent

1. We will base our eligibility criteria framework on the Moray GIRFEC Pathway, which is used to enable support, guidance and resources at various levels of wellbeing need for any child or young person and their family.
2. We will develop a Young Carer Statement (YCS) template that provides a framework for the identification of individual needs and personal outcomes, based on the SHANARRI wellbeing indicators, to enable support for young carers who have been identified by professionals or have self-identified.
3. We will implement clear procedures regarding who will complete the YCS, how it will be completed and by when. We will consider the role of the Named Person, School Nurses, commissioned services and others, to ensure the most appropriate person undertakes completion of the YCS.
4. We will employ a range of initiatives to improve early identification of young carers in Moray, working across health and social care and with a particular focus on developments in schools. Young carers will be encouraged and supported to complete a YCS, enabling access to universal advice, guidance and support and the identification of targeted support needs.
5. We will ensure staff and volunteers in services able to offer additional, specific, support to young carers are trained to recognise and understand the particular challenges young carers face and the impact their caring role can have on them
6. We are committed to exploring flexible break options which enable carer choice as well as value for money.
7. We will ensure there is preparation and planning for transitions, including early involvement of Adult Services, either in relation to supporting the needs of the cared person for, or the young carer where appropriate.
8. We will develop protocols with Adult Services that establish timescales within which young carers can expect to complete an Adult Carer Support Plan, and support good practice in information sharing to prepare young carers for the transition.
9. We will enable a programme of workforce development that ensures staff and volunteers across Moray are supported to increase their knowledge and understanding of young carers, and of the processes and practice required to ensure that the wellbeing of young carers are met within the Moray GIRFEC Pathway

APPENDIX III**QUARRIERS CARER SUPPORT SERVICE (MORAY)****TEST OF CHANGE –YOUNG CARERS STATEMENT****DATE: 27/09/2018**

This proposal is in response to an identified gap in Young Carer Support in Moray, following the implementation of the Carers Act on the 1st April 2018. Within this new legislation all Young Carers have the right to a Young Carers Statement, and it is a statutory duty for Moray's children's services to provide this. Currently Young Carer Support is delivered through Quarriers, as a targeted support service for those young people referred with an identified need through the child's planning process. Following referral, Quarriers initiate an internal assessment process to establish the level of caring role and agree a plan of support directly related to the impact that caring has on the young carer. Often referrals have been made to the service with a clear outline of the child's needs, but are found not to be related to a significant caring role following early input from the Carer Service. This has been identified as a gap in service provision currently, where the statutory duty to support eligible needs can be met by the current Quarriers contract and does not include provision to deliver the statutory power to deliver support against unmet needs.

As outlined in the Carers Act 2016, The Young Carers Statement will identify personal outcomes for the young carer, and must contain information about:

- ☐ The impact of caring on the young carer's wellbeing (referencing SHANARRI1 guidelines)
- ☐ The extent to which the young carer is able and willing to provide care
- ☐ The extent to which the nature and extent of the care provided is appropriate
- ☐ The support which is needed, if any
- ☐ The support that will be provided, under the duty to meet eligible needs and the power to meet non-eligible needs
- ☐ Whether a short break is needed

The undertaking of the young carers statement is a statutory duty and there is potential to incorporate this within the carers service provider contract in keeping with the Adult Support Plan process. Current provision within the service cannot accommodate the undertaking of Young Carers Statements, which should be made available to all Young Carers regardless of the level or impact of their caring role.

The documentation that Moray will use to facilitate, record and share a Young Carers Statement is yet to be established.

This project outline proposes Quarriers role in establishing a Young Carers Statement process and pathway for Moray, and in conducting the Young Carers Statement on behalf of Moray's children's services. This test of change will include an analysis of the Quarriers Carers Support Service capacity to incorporate the

undertaking of the Young Carers Statement going forwards and recommendations based on the evidence presented at the end of the project.

This proposal includes the costs of 1FTE development worker to be recruited by Quarriers for an 18month period with a budget total of £43,747

Quarriers Young Carer Statement Development Project

AIMS:

Linking into Morays Children's Services this project will assist in:

- Establishing a process for the undertaking of Young Carers Statements
- Undertake the completion of Young Carers Statements of behalf of children's services
- Provide recommendations for Morays children's services re the long term provision for the completion of young carers statements.

DELIVERY:

Based in the Quarriers Carer Support Service Moray, the Young Carers Statement development post will:

- Lead a multiagency Young Carers Statement short life working group to establish the pilot YCS pathway and develop the documentation of the YCS.
- Link in with ongoing children and adult services developments for Carers SDS pathway and protocol development.
- Establish a triage/prioritisation system to ensure all young people identified receive appropriate and proportional support to complete their Young Carer Statement.
- Link in with Quarriers Aberdeenshire Young Carers Statement development to share learning and progress.
- Support the consultation of young people, parents, education and children's services staff in the development and completion of the Young Carer Statement and pathway.
- Assist in the updating of Morays Young Carer Toolkit to reflect the Carers Act and local implementation pathway, before the toolkit rollout is initiated across schools.
- Contribute to the MLDG to incorporate Young Carers awareness and the Carers Act within the relevant courses offered in the workforce development calendar.

EVIDENCING CHANGE:

With the creation of a Young Carers Statement process and pathway for Moray, it is anticipated that the identification of Young Carers and the collective understanding of their views and support needs will be improved through the process of recording and collating the data outlined within the Scottish Governments Carers Census. The ability to collate baseline data at the initial stage of the project, will allow for an accurate and useful analysis of progress going forward to ensure the project is in line with national and local expectations for Young Carer Support.

- Baseline SEEMIS data from Moray schools to establish all young people identified as Young Carers.
- Baseline Carefirst data from children's services to establish all young people identified as Young Carers are receiving support.
- Baseline Quarriers data on all registered Young Carers by schools,
- Baseline Quarriers data on all Young Carers where statutory children's services input identified.
- Baseline Quarriers outcome monitoring data on all Young Carers receiving targeted support

Where baseline data cannot be obtained, gaps in system recording and reporting will be identified to support the collation of meaningful data in keeping with the aims of this project.

Evaluation and Feedback

The facilitation and recording of young people's feedback and evaluation will be embedded into the direct contact work of development post, and explicitly included within the undertaking of Young Carers Statements.

Focus groups, individual feedback and surveys for professionals will be incorporated into the process to ensure the development of the Young Carer Statement and pathway reflects practitioners' views and input from a multiagency perspective. Where possible, relevant discussion points or surveys will be aligned with or incorporated into existing staff feedback mechanisms across the sector.

Measuring Project Activity

In addition to feedback and stakeholder evaluation, the activity and progress of the project will be monitored and evidenced through the following areas:

- Total number of young carers identified on SEEMIS as a quarterly analysis
- Total number of young carer statements completed by Quarriers
- Following the completion of a young carers statement:
 - Total number of young carers supported by universal services
 - Total number of young carers referred onto Quarriers Carer Support Service for targeted support
 - Total number of young carers referred onto children's services for additional support/SDS consideration

Identifying Gaps

Through the process of undertaking a Young Carers Statement, those needs identified that are not in relation to being a Young Carer will be analysed to help identify gaps in service provision or workforce development.

In particular, the identified needs of young people affected by parental mental health and/or substance use will be highlighted within Moray's Mental Health and Wellbeing, and Alcohol and Drug Partnership strategic groups.

Measuring Impact: Young Carer Identification

- The number of young carers identified and already receiving support/known to education children's services
- The number of young carers identified previously unknown to services

Measuring Impact: Young Carers Statement

- The number of Young Carers Statements completed where no Childs Plan required
- The number of Young Carers Statements completed in addition to an existing Childs Plan
- The number of Young Carers Statements completed that results in a Childs Plan

Measuring Impact: Young Carers Toolkit

- The toolkit development post will report against the developments of Young Carer Aware school initiatives and any direct steps taken by education to accommodate support needs as identified in individual Young Carers Statements

Measuring Impact: Young Carers Support

- The delivery of targeted support will be outlined in the Quarriers quarterly service report, and will include an analysis of need and outcomes monitoring for young people engaging in this process.

BUDGET:

Annual Budget	12 months	18 months
37hrs development post	24,730	37,095
Travel	900	1,350
Stationery and Equipment	600	900
Training	900	1,350
Management Fee	2,034	3,052
Total	29,164	43,747

Quarriers do not propose the delivery of the project is viable in a period of less than 12 months.

The delivery of the project within a 12 month timescale will be limited to the creation of the agreed Young Carers Statement and pathway, with limited timescales to bed in learning and young people's feedback into the process.

The delivery of the project will be subject to the support of children's service in the membership of the short life working group, and in the facilitation of SEEMIS and caresys developments where required.

Draft Young Carer Statement (Young Carers aged 12+)

easy read version to be developed for under 12's with parental consents added

PART 1

Worker Details			
Name		Date	
Contact no		Email	
Relationship to Young Carer			
Young Carer Details			
First name		Surname	
Date of Birth		School	
Gender		Ethnicity	
Address, with postcode			
Parent/Guardian Details			
Name		Contact no	
Relationship to Young Carer			
Address, with postcode			
Parent aware of YCS completion?			
Who do you care for?			
Mum/Dad/Grandparent			
Brother/Sister			
Relative			
Other			
Do you help someone at home.....			
who has Dementia? e.g. do they repeat questions, or forget how to do simple tasks			
who has mental health problems? e.g. they might have days where they don't want to speak to anyone, or get dressed/out of bed			
who has a learning disability? e.g. they might have Downs Syndrome, or a condition that makes it harder to do what others their age can do			
who has an autistic spectrum disorder/ asperger's, or ADHD? e.g. does the person struggle to socialise/ engage with others/ likes things very ordered and in routine			
who has a physical or sensory disability? e.g. they might be blind, deaf or need aids to help them get around			
who has a neurological condition? e.g. epilepsy, Multiple sclerosis or another condition which impacts on their ability to control their body			
who is receiving palliative care? e.g. someone whose condition will limit their life expectancy			

who uses drugs?	
who uses alcohol to excess?	
who is elderly frail? e.g. an older person who needs a lot of support to get about and carryout daily living tasks – eg wash/ dress/ cook safely for themselves/ manage a kettle...or maybe they are unsteady when walking	
Who has a condition /or you don't know what condition they have, but they need your help regularly?	
Caring role	
Do you help someone at home with medication? e.g. do you remind them to take tablets/medicine, or collect those for them/ apply eye drops?	
Do you help someone at home with personal care? e.g. do help the person wash or get dressed or to go to the toilet?	
Do you help someone at home with shopping, cleaning, domestic tasks? e.g. do you help lift & carry heavy things, plan & shop for food, do or help with the laundry etc?	
Do you help someone at home with transport? e.g. do you help them use the bus, or take your brother/sister to school because an adult's condition means they can't?	
Do you help someone at home with emotional support/supervision? e.g. do you help keep someone safe, or often talk to them about their situation to reassure them/ do they feel sad or scared?	
Do you help someone at home with finances? e.g. do you help the person manage/pay bills/ collect pension/ money from bank?	

Please circle the number alongside the statement in each section that best fits how you feel today

Safe

I feel safe at home/school/community. I am not abused, neglected or harmed.	5
I usually feel safe at home/school/community. I am not abused, neglected or harmed.	4
I sometimes feel safe at home/school/community. I have at some stage been abused, neglected or harmed.	3
I often don't feel safe at home/school/community. I have been abused, neglected or harmed in my life.	2
I always feel unsafe at home/school/community. I have often been abused, neglected or harmed.	1

Healthy

I am in good health. I feel happy.	5
I have some health problems, but can manage them. My caring role sometimes makes me sad, but this doesn't last.	4
I have some health problems, and sometimes my caring role makes them worse. My caring role makes me feel unhappy. I sometimes find it difficult being with the person I care for.	3
My caring role stops me looking after my own health. I am often unhappy because of my caring role. I often find it difficult being with the person I care for.	2
I have a health condition that isn't controlled.	1

I am unhappy most of the time because of my caring role. I don't want to be with the person I care for.	
--	--

Achieving

I enjoy school/college/work and feel able to do my best.	5
Because of my caring role, I sometimes can't concentrate at school/college/work, or find it difficult to make time for my homework/course work, but I am keeping up.	4
Because of my caring role, I sometimes find it difficult to keep up with school/college work, or miss work.	3
Because of my caring role, I often find it difficult to keep up with my school/college work, or occasionally miss school/college/work.	2
Because of my caring role, I am behind at school/college/work, or often don't go at all.	1

Nurtured

I get on well with my family and the person I care for, and have close friends/people I trust.	5
I mostly get on well with my family/the person I care for. I have good friends, or other people I can talk to.	4
I sometimes feel my family/the person I care for doesn't appreciate me. I don't feel I have many friends, or others I can talk to.	3
I often feel my family/the person I care for doesn't appreciate me. I have few friends, or few people I can talk to.	2
I feel separate from my family/the person I care for. I have no real friends or anyone I trust. I feel nobody cares about me.	1

Active

I have time away from my caring role, to do things with friends and get involved in activities outside school/college/work.	5
I spend time with my friends outside school/college/work. I often get involved in activities in and out of school/college/work, though sometimes it's difficult to arrange.	4
I can spend time with friends, but worry about what's happening for the person I care for while I'm out. I get involved in activities in and out of school/college/work, but not regularly.	3
I make plans to see friends, but don't often manage to do it. I don't have many chances to get involved in activities in or out of school/college/work.	2
I have no time with my friends. I am unable to get involved in activities in or out of school/college/work.	1

Respected & Responsible

I feel involved in decisions at home. I'm comfortable with my caring responsibilities.	5
I usually feel involved in decisions at home. I'm usually comfortable with my caring responsibilities and can speak out when I don't feel something is right.	4

I sometimes feel involved in decisions at home. I sometimes feel I'm being asked to do things in my caring role that aren't right for me, but feel able to speak out when this happens.	3
I often feel I'm not involved in decisions at home. I often feel I'm being asked to do things in my caring role that aren't right for me, and don't feel able to speak out, or feel no-one listens when I do.	2
I never feel involved in decisions at home. My caring responsibilities make me very uncomfortable, but I can't tell anyone about this, or feel no-one would listen.	1

Included

I feel connected to the community where I live/learn/work. I do not worry about money.	5
I usually feel connected to the community where I live/learn/work. I usually don't worry about money.	4
I sometimes feel connected to the community where I live/learn/work. I sometimes worry about money.	3
I often feel I am not connected to the community where I live/learn/work. I often worry about money.	2
I don't feel connected to the community where I live/learn/work. I am very worried about money.	1

Are you willing to provide care?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
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Information sharing with other agencies

To support you as a young carer, it may be helpful to share the information on this form with people who work in other services such as health, social work and education, particularly your Named Person.

Please tell us if you agree to your information being shared with the following people:

For over 12 years only:

I give permission for the information to be shared with the person I care for. Yes ☐ / No ☐

I give permission for the information to be shared with my School. Yes ☐ / No ☐

I give permission for the information to be shared with other agencies that could help Yes ☐ / No ☐

Please note, that in some cases consent is not required to share specific information, e.g. in an emergency situation where sharing is necessary to protect your health and wellbeing, or the health and wellbeing of someone else you mention.

The details you have provided on this form, and the scores you have given against the SHANARRI indicators, are used to work out what other help and information might be of use to you and your family. That might just mean your school being aware of your role as a young carer so they can put you in touch with other young carers, or make it easier for you to keep in touch with the person you care for during

school. It might be that other agencies and services could provide support to you and/or your family that will help: this would mean creating a Child's Plan with you, to make sure the right agencies get involved.

SHANARRI outcomes measure

Scores of 4/5 Your wellbeing is not impacted by your caring role or circumstances. No additional support required at this stage.	Scores of 3 Your wellbeing is impacted by your caring role or circumstances. Some additional support will help.	Scores of 1/2 Your wellbeing is significantly impacted by your caring role or circumstances. Specific support is needed to improve things for you and your family.
--	---	--

Level of support required, applying the eligibility criteria above. This must take into account the nature and extent of care provided being appropriate for the Young Carer's age.

- ☐ No support required. Record on SEEMIS only. YCS copy for Named Person & Young Carer
- ☐ Additional support required. Record on SEEMIS, initiate Child's Plan to enable referral to Quarriers Carers Service to complete YCS Part 2. YCS copy for Named Person, Young Carer and Quarriers.
- ☐ Targeted Intervention Required. Record on SEEMIS, initiate Child's Plan to enable referral to Quarriers Carers Service to complete YCS Part 2, & referral to any other appropriate agency for support for young person. YCS copy for Named Person, Young Carer and Quarriers.

Please indicate actions completed:

Permissions checked	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer given copy of Statement	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Copy of YCS to Named Person	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer recorded on SEEMIS	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Named Person initiated Child's Plan	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer referred to Quarriers Carers Service	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer referred to additional services via Child's Plan	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Child Protection Concern raised	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>		Date:
	With whom:			

Signature of Young Person:		Date:
Signature of Parent/Guardian:		Date:
Signature of worker completing YCS:		Date:
Signature of Named Person receiving YCS:		Date:



Young Carer Statement



Worker details

Name _____

Date _____



Contact number _____



Email _____

Relationship to young carer _____



Young carer details

First name _____

Last name _____



Address including postcode _____

Date of birth _____

School _____

Gender _____ Ethnicity _____



Parent/guardian details

Name _____



Contact number _____



Address including postcode _____

Relationship to young carer _____

Parent aware of YCS completion? Yes/no/don't know

Who do you care for?

- Mum/Dad/Grandparent ☐
- Brother/Sister ☐
- Other relative ☐
- Other ☐

Do you help someone at home who...?

Please
tick



has dementia?
e.g. maybe they repeat things, or forget how to do simple tasks?

☐


has mental health problems?
e.g. they might have days where they don't want to speak to anyone, or get dressed/out of bed.

☐


has a learning disability?
e.g. they might have Downs Syndrome, or a condition that makes it harder to do what others their age can do.

☐


has an autistic spectrum disorder, Aspergers or ADHD?
e.g. they might be upset if things don't always happen the same way, or don't make eye contact/talk to other people

☐


has a physical or sensory disability?
e.g. maybe they are blind or deaf, or use a wheelchair/walking sticks.

☐


has a neurological condition?
e.g. epilepsy, Multiple Sclerosis or something else that means they can't always control their body the way they'd like

☐


is receiving palliative care?
e.g. they are very ill and won't get better

☐


takes drugs?

☐


drinks too much?

☐


is old and can't manage alone?
e.g. an older person needing a lot of help to get about and do things like wash/dress/cook safely, or maybe they are unsteady when walking.

☐


has another reason for needing your help regularly?

☐

Your caring role

Please
tick



Do you help someone at home with medication?
e.g. do you remind/help them to take tablets/medicine, or
collect those for them?

☐


Do you help someone wash, get dressed or go to the toilet?

☐


Do you help someone at home lift and carry heavy
things, plan and shop for food, do or help with the
laundry, etc?

☐


Do you help someone at home to get out?
e.g. do you help them use the bus, or take your brother/sister to
school because an adult's condition means they can't?

☐


Do you help someone at home stay safe, or often
talk to them about their situation to reassure
them?
e.g. maybe they feel sad or scared?

☐


Do you help someone at home with money?
e.g. do you help the person manage and pay bills, or collect
pension/money from bank?

☐

Please circle the number alongside the statement in each section that
best fits how you feel today.

Safe



I feel safe at home/school/community.
I am not abused, neglected or harmed.

☐


I usually feel safe at home/school/community.
I am not abused, neglected or harmed.

☐


I sometimes feel safe at home/school/community.
I have at some stage been abused, neglected or harmed.

☐


I often don't feel safe at home/school/community.
I have been abused, neglected or harmed in my life.

☐


I always feel unsafe at home/school/community.
I have often been abused, neglected or harmed.

☐

Healthy



I am in good health. I feel happy.

☐


I have some health problems, but can manage them.
My caring role sometimes makes me sad, but this doesn't last.

4



I have some health problems, and sometimes my caring role makes them worse.
My caring role makes me feel unhappy.
I sometimes find it difficult being with the person I care for.

3



My caring role stops me looking after my own health.
I am often unhappy because of my caring role.
I often find it difficult being with the person I care for.

2



I have a health condition that isn't controlled.
I am unhappy most of the time because of my caring role.
I don't want to be with the person I care for.

1

Achieving



I enjoy school/college/work and feel able to do my best.

5



Because of my caring role, I sometimes can't concentrate at school/college/work, or find it difficult to make time for my homework/course work, but I am keeping up.

4



Because of my caring role, I sometimes find it difficult to keep up with school/college work, or miss work.

3



Because of my caring role, I often find it difficult to keep up with my school/college work, or occasionally miss school/college/work.






2







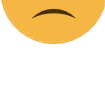
Because of my caring role, I am behind at school/college/work, or often don't go at all.

1

Nurtured

	I get on well with my family and the person I care for, and have close friends/people I trust.	5
	I mostly get on well with my family/the person I care for. I have good friends, or other people I can talk to.	4
	I sometimes feel my family/the person I care for doesn't appreciate me. I don't feel I have many friends, or others I can talk to.	3
	I often feel my family/the person I care for doesn't appreciate me. I have few friends, or few people I can talk to.	2
	I feel separate from my family/the person I care for. I have no real friends or anyone I trust. I feel nobody cares about me.	1

Active

	I have time away from my caring role, to do things with friends and get involved in activities outside school/ college/work.	5
	I spend time with my friends outside school/college/work. I often get involved in activities in and out of school/college/ work, though sometimes it's difficult to arrange.	4
	I can spend time with friends, but worry about what's happening for the person I care for while I'm out. I get involved in activities in and out of school/college/work, but not regularly.	3
	I make plans to see friends, but don't often manage to do it. I don't have many chances to get involved in activities in or out of school/college/work.	2
	I have no time with my friends. I am unable to get involved in activities in or out of school/ college/work.	1

Respected and responsible



I feel involved in decisions at home.
I'm comfortable with my caring responsibilities.

5



I usually feel involved in decisions at home.
I'm usually comfortable with my caring responsibilities and can speak out when I don't feel something is right.

4



I sometimes feel involved in decisions at home.
I sometimes feel I'm being asked to do things in my caring role that aren't right for me, but feel able to speak out when this happens.

3



I often feel I'm not involved in decisions at home.
I often feel I'm being asked to do things in my caring role that aren't right for me, and don't feel able to speak out, or feel no one listens when I do.

2



I never feel involved in decisions at home.
My caring responsibilities make me very uncomfortable, but I can't tell anyone about this, or feel no-one would listen.

1

Included



I feel connected to the community where I live/learn/work.
I do not worry about money.

5



I usually feel connected to the community where I live/learn/work.
I usually don't worry about money.

4



I sometimes feel connected to the community where I live/learn/work.
I sometimes worry about money.

3



I often feel I am not connected to the community where I live/learn/work.
I often worry about money.

2



I don't feel connected to the community where I live/learn/work.
I am very worried about money.

1

Are you willing to provide care?

Yes ☐

No ☐

Unsure ☐

Information sharing with other agencies

To support you as a young carer, it may be helpful to share the information on this form with people who work in other services such as health, social work and education, particularly your Named Person.

Please tell us if you agree to your information being shared with the following people: For over 12 years only:

I give permission for the information to be shared with the person I care for.

Yes

No ☐

☐

I give permission for the information to be shared with my school.

Yes

☐

No

☐

I give permission for the information to be shared with other agencies that could help

Yes

☐

No

☐

Please note, that in some cases consent is not required to share specific information, e.g. in an emergency situation where sharing is necessary to protect your health and wellbeing, or the health and wellbeing of someone else you mention.

The details you have provided on this form, and the scores you have given against the SHANARRI indicators, are used to work out what other help and information might be of use to you and your family. That might just mean your school being aware of your role as a young carer so they can put you in touch with other young carers, or make it easier for you to keep in touch with the person you care for during school. It might be that other agencies and services could provide support to you and/or your family that will help: this would mean creating a Child's Plan with you, to make sure the right agencies get involved.

SHANARRI outcomes measure

Scores of 4/5

Your wellbeing is not impacted by your caring role or circumstances. No additional support required at this stage.

Scores of 3

Your wellbeing is impacted by your caring role or circumstances. Some additional support will help.

Scores of 1/2

Your wellbeing is significantly impacted by your caring role or circumstances. Specific support is needed to improve things for you and your family.

Level of support required, applying the eligibility criteria on the previous pages.

This must take into account the nature and extent of care provided being appropriate for the Young Carer's age.

☐

No support required. Record on SEEMIS only. YCS copy for Named Person and Young Carer.

☐

Additional support required. Record on SEEMIS, initiate Child's Plan to enable referral to Quarriers Carers Service to complete YCS Part 2. YCS copy for Named Person, Young Carer and Quarriers.

☐

Targeted Intervention Required. Record on SEEMIS, initiate Child's Plan to enable referral to Quarriers Carers Service to complete YCS Part 2, and referral to any other appropriate agency for support for young person. YCS copy for Named Person, Young Carer and Quarriers.

Please indicate actions completed:

Permissions checked	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer given copy of Statement	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Copy of YCS to Named Person	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer recorded on SEEMIS	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Named Person initiated Child's Plan	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer referred to Quarriers Carers Service	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Young Carer referred to additional services via Child's Plan	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
Child Protection Concern raised	Yes <input type="checkbox"/>	Not required <input type="checkbox"/>	No <input type="checkbox"/>	Date:
	With whom:			

Signature of young person:		Date:
Signature of parent/ guardian:		Date:
Signature of worker completing YCS:		Date:
Signature of Named Person receiving YCS:		Date:



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – SPEYSIDE HIGH
SCHOOL ASG**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the findings of the Schools for the Future Review visits to the Speyside High School Associated Schools Group (ASG) which took place between November and December 2018.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary, and further education; adult and community education and Lifelong learning; and to determine the Council's policies in regard thereto.

2. RECOMMENDATION

2.1 It is recommended that Committee agrees:-

- (i) to scrutinise and note the report; and**
- (ii) to receive a further report detailing the new Schools for the Future Strategy in line with the Council's ongoing Property Asset Management Review and the resource required to implement.**

3. BACKGROUND

- 3.1 At its meeting on 2 March 2016 the Committee agreed to note the outcome of the consultation and pilot work done on the draft 'Schools for the Future Policy' and to refer the draft policy to Moray Council for approval (paragraph 7 of the minute refers).
- 3.2 As a pilot, all schools in the Forres Associated Schools Group (ASG) were audited against the schools for the future criteria. Indicators for Criterion 2 - School Rolls and Criterion 3 - Financial Position are statistical and the data is held centrally. Criterion 1 - Quality of Educational Experiences was audited

by teams of central officers and peer head teachers who spent up to one day in each school observing learning and teaching, interviewing head teachers, teaching staff, non-teaching staff and pupils and examining documentation and samples of pupils' work. The size of the team was proportionate to the size of the school, and ranged from two to four people. This audit process was very similar to the Quality Audit process previously operated by Educational Services and School Reviews carried out by the then Continuous Improvement Team.

- 3.3 Full details of the pilot reviews were discussed at a Members' workshop on 16 February 2016.
- 3.4 The final policy was approved at a meeting of the Moray Council on 25 May 2016 (para 9 of the minute refers). At this time it was also agreed that two ASGs would be visited per year to undertake reviews. Over session 2016/17 the chosen ASGs were Lossiemouth and Buckie. The ASGs for session 2017/18 were Elgin Academy which was completed by the end of 2017 and Elgin High took place between January and March 2018.
- 3.5 The Head of Schools and Curriculum Development and the Quality Improvement Officer (QIO) team continue to review the process of conducting the reviews. During this round of visits a pre-visit with the Head Teacher was introduced which has made the compilation of the timetable much better. In order to speed up the production of the draft report, a 'writing' day has been introduced with the lead QIO and other officers on the visit team clearing a day in the diary in order to complete the 'draft report'. Prior to the Elgin Academy schools' visits, all paperwork was reviewed with questions updated in line with current expectation.
- 3.6 Peer reviewers continue to be used. Further invites were issued to Headteachers, Deputies and Principal Teachers of Additional Support Needs as well as to colleagues who are undertaking these roles in an acting capacity. This resulted in many new reviewers and further training was provided for them with the opportunity for existing reviewers to come along for refresher training. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Speyside High visit, a Deputy Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion. He valued this opportunity and was positive about the level of dialogue taking place at regular times during the course of the visit. We will continue to make this a feature of reviews for the final two ASGs this session.
- 3.7 One remaining ASG is to be reviewed under the policy (Keith Grammar ASG was conducted from February to March 2019). Milne's High ASG is planned from May to June 2019. However, due to capacity within Education at this time and other emerging priorities, this may be deferred.
- 3.8 A sustainable schools strategy is currently being produced and will inform the future of enhanced school visits.
- 3.9 Due to the rurality of the Speyside ASG and the rolls of the schools, all six criteria were reported on for all the primary schools.

- 3.10 Individual reports highlight that not all schools in Speyside ASG are sustainable and viable. The effects of a 'Make do and mend' policy decision is having a negative impact on many of the Educational buildings within the ASG with considerable variance in the quality of Educational environment across Moray.
- 3.11 Condition of the schools in Speyside are as follows:
- Speyside High – C
 - Aberlour Primary – B
 - Craigellachie – B
 - Glenlivet – C
 - Inveravon - C
 - Knockando – C
 - Mortlach – C
 - Rothes – B
 - Tomintoul – C
- 3.12 Significant capital investment is required to improve the condition of Speyside High, Glenlivet, Knockando, Mortlach and Tomintoul Primaries to bring up to A standard accommodation.
- 3.13 The following schools are deemed sustainable:
- Speyside High
 - Aberlour
 - Knockando
 - Mortlach
 - Rothes
 - Tomintoul
- 3.14 The following schools are not sustainable with a number of options identified for appraisal:
- Craigellachie
 - Glenlivet
 - Inveravon (currently mothballed)
- 3.15 Although Aberlour is deemed sustainable, due to the proximity of the Secondary school and the capacity within it, there are merits in considering alternative arrangements ie 3-18 campus or an alternative campus leadership model in order to ensure the sustainability of education within the area for years to come.
- 3.16 Inveravon Primary school is currently mothballed with no requests from parents/carers to enrol children for the last two academic years. The overall condition rating was C in 2012/13, however the electrical and mechanical ratings at that time were deemed to be D ratings. A separate report will be submitted to this Committee regarding the future plans for this school.

- 3.17 In order to sustain Education across the Speyside ASG, a project lead should be identified to consider all options and to fully appraise them in order to make final recommendations to Moray Council to maximise Educational benefits and ensure a sustained, quality learning experience for the children across Speyside. A report will be brought to a future meeting of this Committee detailing the resource required to take forward the recommendations in line with the Schools for the Future strategy.
- 3.18 In parallel with the scheduled visits under the existing schools for the future policy, a Schools for the Future Strategy is being developed to have a clear plan for the learning estate aligned to the Asset Management Strategy to ensure a sustainable education provision for the future. For this work to progress, additional resource is required to lead this forward and will be included in the report as indicated in the recommendations.

4. SUMMARY OF IMPLICATIONS

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

The contents of this report relate to Priority 2 – ‘Ambitious and confident children and young people’.

(b) Policy and Legal

The policy is designed to provide the Council with clear criteria which will guide the Council in formulating any proposals for changes to the school estate under the Schools (Consultation) (Scotland) Act 2010.

(c) Financial implications

There are no financial implications arising directly from this report. However, there may be financial impact in implementing this policy should members wish to consider the recommendations of individual reports.

(d) Risk Implications

Implementing a criterion based approach to assessing school sustainability should reduce the risk of further deterioration in school building condition and suitability. The strategy outlined in the policy should optimise educational benefits for pupils and ensure equality of opportunity in terms of access to educational provision and facilities.

(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

None arising directly from this report.

(h) Consultations

Senior Officers in Education and Social Care, Head of Housing and Property, Head of Development Services, Quality Improvement Officers,

the Senior HR Adviser, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Speyside High ASG Head Teachers, Ed Picksley, Depute Head Teacher, Speyside High School and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

- 5.1 The policy and subsequent review reports are designed to provide a transparent basis from which the Moray Council can review its school estate to ensure it provides equality of opportunity for children and young people in terms of access to high quality educational provision and facilities as well as making the School Estate future proof for years to come.**

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

Background Papers:

Ref:

Appendix 1

SPEYSIDE HIGH SCHOOL**1. Quality Educational Experience****1.1 Attainment**

Within the Broad General Education, the Achievement of Curriculum for Excellence Levels in literacy at third level has decreased over the 3 years of data collection and is below the Moray average in Reading, Writing and Listening and Talking. In Numeracy, third level attainment is above the Moray average for session 2017/18 and has been fairly consistent from the previous session.

The school has had a focus on assessment and moderation as well as the engagement with Education Scotland Benchmarks for all curricular areas. As a result, the data being submitted nationally for Numeracy in S3 continues to be reliable and correlates with attainment in the Senior Phase for that cohort. The BGE attainment data for Literacy is more cautious and there is a focused agenda from the Senior Leadership team ensuring support and challenge within teacher professional judgement in this area.

The school is using the Moray Tracker for BGE tracking and monitoring and is beginning to use the data to analyse progress and the use of relevant interventions in order to ensure improved attainment as well as informing improvement planning. This is being further supported by the use and analysis of Scottish National Standardised Assessment information; there is scope to extend the use of tracking and monitoring approaches as well as SNSA data to support the learner understanding of levels achieved and improved levels of attainment.

In S4, the percentage of pupils achieving Levels 4 and 5 Numeracy is consistently above the Moray average, with Levels 4 and 5 in Literacy presenting below the Moray average according to Insight data. There is some work to do to ensure that the school attains in line or above virtual and national averages in the Literacy measure. S5 and S6 Literacy at Levels 4 and 5 are below the Moray average but much improved on previous S4 Literacy attainment. Numeracy in S5 and S6 is above Moray and VC averages and is performing to a consistent level. There are a range of initiatives in place to improve Literacy attainment in S4 in particular; these should be monitored to ensure positive improvement in this area. This is also supported by tracking of S5/6 pupils to ensure highest levels of Literacy and Numeracy at point of exit from school through bespoke lessons and curriculum design.

SQA examination results present an overall positive picture for S5 and S6 pupils. S5 pupils achieve above virtual, Moray and national comparators for 1+, 3+ and 5+ at Level 6 awards. This is not a consistent picture over the last

3 years and there is a need to ensure existing positive tracking processes continue to be used to support cohorts who may have a tendency for lower attainment; the value gained from this process was evident in particular during session 2017/18.

The Improving Attainment for All measure on Insight presents a positive picture for low and high attaining learners in S4, 5 and 6 for all comparative measures; there is some work to be done with middle 60% of learners to ensure their progress is tracked throughout the year and year on year to ensure an improving trend in attainment and to also consider the ranges and courses available for this cohort.

During session 2017/18, the percentage of S5 pupils achieving SCQF level 6 awards was above the Moray and national average. The tracking now in place for ensuring positive progress for S4 learners has been developed to monitor progress of levels and attainment for this cohort throughout the session and is supported by a range of interventions; this is emerging as good practice and the effectiveness of this should be measured at SQA certification in August 2019 and extended wider to cover S5 and S6 as appropriate.

The most recent data for the percentage of leavers in an initial positive destination (session 2016/17) presents a fairly consistent trend over the last 4 years; the school should continue to use the Pathway Planning meetings and Developing the Young Workforce initiatives effectively to ensure that the school leavers are represented favourably in line with comparator measures.

The school has a clear process for identifying and supporting young people into a positive destination and should ensure that this is continued. Almost 40% of leavers from the school go on to Higher Education, which is slightly lower than national comparators. A significant number also progress on to Further Education and Employment.

1.2 Wider school activities

Speyside offers a wide range of opportunities for young people to achieve and this is widely celebrated. Celebratory methods include "Friday briefs", newsletters and social media. Young people compete at a national level including athletics and dance. Merits and awards are given at End of Term Assemblies and the Prize-giving Ceremony in June. Merits and demerits contribute effectively to the positive behaviour culture and restorative opportunities for all pupils. House assemblies celebrate more regularly, and departmental and class recognition operates in a range of ways. Pupils chart progressive achievements within personal profiles, throughout their school life. A standing item on the weekly SLT agenda is "Pupil Achievement" so that pupils are noted by the head teacher and senior staff. Pupils are presented for the Moray School Awards.

In recent years, considerable investment is giving pupils access to high quality facilities as timetabled lessons and via the extra-curricular offer. Some facilities are shared with the community and uptake is by members of the

public of all ages. Partnerships with the ASG primary schools ensure all pupils have access to the facilities from an early age, which supports transition and skills development. As a result there is a respect and pride in the school environment by pupils, who use the school as a lifelong community asset.

Extra-curricular activities offer choice, and some personalised design. Pupils access specialist facilities, such as the music practice rooms, and are enabled to exercise leadership in the creation of clubs and fundraising events. The context of the school supports challenging physical, creative, environmental and social learning opportunities, and staff are keen to develop the children's interests and skills. For instance, due to the proximity to the River Spey the children all have swimming lessons and are offered canoeing club.

The house system is the foundation to school organisation; activities within houses capturing pupil voice and providing opportunities for involvement in school improvement. The school ethos is supported by the Rights Respecting School Award, working towards Silver level. Political literacy develops through studying international politics and an American-style campaign for the selection of "The Senate" (the official pupil voice) and house captaincy is operating. In Modern Studies lessons pupils research arguments and counter-arguments on topical issues such as medicinal cannabis. Wall displays show evidence of Interdisciplinary Learning analysing the government structure, with graphs, a map and a timeline.

Leadership at all levels, such as the Ethos Group, led by a school administrator and the Eco-group led by the school janitor, aligns with SIP priorities. Some groups are pupil led, such as "Parkour" (free-running gymnastics), in which pupils participate and develop positive relationships, while learning and improving skills in a personalised and flexible way.

Fundraising and an attitude of altruism is promoted. Charities are supported in creative ways, and led by pupils. The Dynamic Youth Award has been achieved by pupils such as those who run the Moray School Bank, and others have supported fundraising and enterprise in bespoke projects. Ethical responsibility is evident, with students participating in environmental issues such as Learning for Sustainability and Social Enterprise, in keeping with the context of the school.

1.3 ASN provision

There is continuous and ongoing collaboration between Senior Leadership, Guidance, ASfL and curricular teams in order to support pupils. Parent's value opportunities for regular dialogue with ASN staff so that their views are included in this collaboration.

Local Authority Central Services, associated primary schools and partner agencies work together to raise awareness, advise on additional needs and transitions into school. This was evidenced through child planning discussion and in the detail of the IEPs. The ASfL team value opportunities to share

practice and train with others. Also noted was the diminishing availability of resources from certain services.

Meet learners' needs: Identification, Curriculum delivery, Communication and Record keeping

163 pupils are recorded in the '*confidential book*,' identified at Staged Intervention 1 or 2, and are educated in mainstream with intervention and support. Eight pupils have IEPs and of these, two are mainly educated with an alternative curriculum in the Enhanced Provision. There are no pupils with a CSP.

Pupil wellbeing is a priority, evidenced by the attention and care given to pupils throughout the school. Parents concurred with this and said that there were no concerns about bullying; stating that teachers notice how the children are doing and intervene. School staff know the pupils well and understand their needs. This is evidenced by continuous verbal feedback in class and ongoing collaboration between ASfL support staff and class teachers.

Pupils' Needs are identified through P7 transition tracking data and shared with staff. Staged Intervention levels will be added to this. Where necessary, child planning starts earlier: i.e. there is current planning for P6 pupils with more profound needs. An enhanced transition calendar will be developed to include a clear programme and more parental engagement achieved through transition child planning and review meetings. Regular communication and updates through child planning, meetings and ongoing dialogue was identified by parents as an ongoing need, not just at transition.

Emergent Needs are identified through several sources: PSA observations, parental concern, SEEMIS referrals and more informal discussion. The electronic confidential book is the tool used to share information about barriers to learning and suggests strategies to meet pupil needs. ASN assessment of needs and tracking will be developed to include a SEEMIS flagging system and the use of Learner Profiles and Strategies and the latest IEP format as part of the new child planning system. It is also recognised that Additional Assessment Arrangements require review and development.

Learning experiences are made accessible using e.g. scaffolding, word banks, pre-printed notes, table squares, talking only lessons and accessible work booklets. Alternative activities within the class and graduated Learning Intentions and Success Criteria were not evident. Differentiation for able pupils through extension work was observed in Maths. All teachers have a differentiation pocket book and an exemplar pack will be issued by the differentiation working group soon.

Alternative courses ie Health and Science are used as a stepping stone to National 5 Science. Conval House is a spacious resource and is used for individual tuition, pupil respite, calming and coping strategies and social skills groups.

PSAs supported pupils in class in close proximity. An alternative whole class support approach would mean that pupils become less reliant on a PSA to deliver their learning.

The enhanced provision caters for two pupils who undertake a curriculum of themed activities based on real-life contexts, annual calendar events and enterprise e.g. Christmas Fair preparation. The focus is to develop independence, life-skills and skills in literacy and numeracy. Current curriculum content includes using National 1 and 2 Communication and Numeracy courses, following an S3 practical cookery course in liaison with HE Department, Arts and Crafts activities, some PE and swimming provision and links with Moray College. Pupils are happily included in mainstream Art lessons, lunchtime Art club, lunchtime football. Learning is organised by ASfL teachers and often delivered by PSAs. It is recognised that curriculum planning, delivery and recording for pupils with complex needs is in place but requires review. The intention is to develop more Outdoor Learning using the Duke of Edinburgh and the Princes Trust to include more local visits. An alternative curriculum for BGE will be developed as required by the new pupils where breadth, depth, challenge and recording progress will be embedded into planning. However, there are many success stories about the pupils in the enhanced provision, one of whom is now able to attend college once a week.

Allocation of Resources and Staffing

PSA/ASfL Teacher allocation is prioritised firstly to meet the needs of the enhanced provision and then mainstream. Pupils are sometimes grouped and often work using a 1:1 model, allocation of staffing is also due to be reviewed. Parents are engaged and involved in school activity but would like this to continue. They very much appreciate the extra-curricular lunchtime groups which led to parents taking a group to London winning and App competition. PSAs would like regular meetings to improve communication and to feel valued.

There is evidence of distributed leadership in ASfL staff team evidenced by a shared responsibility for curriculum content, current deployment of staff and collaboration with mainstream staff.

The school has had a series of temporary PTs ASfL in recent years. There is now a strong ASfL team with ample resource and the capacity to improve Inclusive practices discussed in this visit, seen in the DIP and provided above.

1.4 Curriculum

The Speyside High School curriculum is delivered by means of the 33 period week which was introduced in August 2018 to maximise pupil learning time and opportunities. There is a well-developed curriculum rationale in place which is presented in poster format and helpfully includes areas such as 'Moray Skills Framework', Pupil Entitlements' and the 'Speyside Context'. This rationale was introduced in 2015 and is being reviewed by staff and pupils to include Developing the Young Workforce (DYW) and the Career Education

Standard (CES). The central focus paragraph may change to better capture the current curricular provision at the school. The Vision, Values and Aims (VVA) of the school has been reviewed and updated by the school community in a collegiate manner to include pupils, staff, parents and the local community and business partners. The VVA review should help to inform the delivery of a pupil-centred curriculum which will purposefully lead to positive pupil destinations. The school community should continue to engage in the vision for the curriculum with a particular emphasis on better learner pathways in relation to the school as outlined in the current SIP. This will allow the Responsibility of All (ROA) agenda particularly with regard to Literacy and Numeracy to be a relevant part of pupil learning. Health and Wellbeing is covered in the PSE and PE curriculum.

Under the leadership of a DHT there is a Pathway Planning Working Group and a skills based ROA Working Group which are seeking to improve Literacy and Numeracy attainment and further embed National Progression Awards (NPAs) from level 2 to level 5 in the curricular offer. One measure of the success of this work will be a higher percentage of pupils gaining positive destinations and also those sitting National 5 subjects in the 2019 SQA examinations. This will be complemented by work being undertaken to identify alternative qualifications and awards within the Senior Phase to support learning pathways centred on learner needs and aspirations. This forward looking approach should continue to provide a breadth of progression with accreditation within the Senior Phase.

During the visit there was a focus group with local DYW representatives who commended the school's enthusiasm to engage with the DYW agenda and local employers to positively influence outcomes for Speyside pupils. There are lots of opportunities for learners at SHS to have access to employers and work experience although it was noted that there are pinch points in the year, namely during November and December when business firms are traditionally busy. Those present found the school staff to be supportive and approachable and would like to be involved in helping to set priorities in the SIP which reference DYW and Pathway Planning. This willingness gives an opportunity to influence a strategic intent to embed DYW with the Career Education Standards and Work Placement Standards. The representatives would like to be more involved in influencing what skills pupils master in school so that they will be better prepared for a smoother transition to employment whether directly or via university or college courses.

The school has introduced Universal Pupil Support (UPS) into the BGE which will be progressed into the Senior Phase and which is taught by DHTs. UPS is kept distinct from Personal and Social Education (PSE) by focussing on bringing DYW into the curriculum in terms of skills awareness and development. During the Senior Phase there is a period of PSE and a period of Driving Attainment. There is focus on mental health in PSE and this has been started by a pupil and parent survey.

There are a strong number of SQA courses on offer from SCQF Level 4 to 7, providing accreditation for all pupils, some of whom benefit from smaller class

sizes. This may prove a challenge if the school widens its provision into Level 4 and 5 units and courses and National Progression Awards (NPAs). However, the school is aware of the need for planning to improve the curriculum in terms of its rationale and design to better facilitate more learning pathways leading to positive destinations. The school community is keen to see these changes in the curricular offer and the scoping work should continue to implementation.

1.5 Learning & Teaching

Speyside High School has a range of well-resourced learning and teaching spaces, offering a wide variety of Broad General Education (BGE) and Senior Phase courses across all curriculum areas. Senior Phase courses at Scottish Credit and Qualifications Level (SCQF) 5 and 6 in particular, offer pupils breadth in Senior Phase National Qualification options. Depth and progression in learning is further supported by teacher adaptability in multi-level learning and teaching. During our visit, all practitioners were visited on at least two occasions by members of the Schools for the Future reviewing team. In almost all classes, almost all pupils exhibited rights-respecting and positive behaviours, with mutually respectful relationships identifiable across the school between pupils and staff. Very few instances of low level misbehaviour were noted with most incidents handled swiftly by staff.

In most classes, most pupils were engaged in learning and teaching activities with clear explanations given in most lessons, supporting pupils in knowing 'what' they were learning. Pupils in both the BGE and Senior Phase were less clear in the majority of learning visits with regards to 'why' they were learning certain topics and concepts. In most lessons, practitioners build on prior learning and in the majority of lessons, recapped on previous learning. Learning Intentions and Success Criteria were present in less than half of lessons visited and predominantly in the BGE. In few of these lessons, Success Criteria were co-constructed with pupils, building increased pupil ownership of learning. Increased differentiation of Success Criteria in the BGE would further support engagement of all pupils in learning, with clear, relevant and measurable Success Criteria providing focus for later self-reflection. In less than half of lessons, links were made to skills under development and wider career pathways, bringing relevance to learning.

Most pupils spoken with in classes across stages relayed to us that they were encouraged by staff to do their best, with practitioners using positive praise well in the majority of lessons to motivate and encourage them. A range of teaching approaches and activities which encouraged pupils to be independent and self-motivated were observed in less than half of lessons visited. This included opportunities for active learning, ICT based learning, 'hands-on' practical and experimental work, pupils working individually, in pairs and in small groups with some pupils able to link their learning to other contexts. In most lessons, time spent on teacher-led direct teaching input was extended, limiting opportunities for pupil leadership of learning.

Differentiation of learning activities in the majority of lessons within BGE and Senior Phase classes was by end outcome, with common Success Criteria present when differentiated learning activities were present. This limited access for some pupils to learning activities underway and additional challenge for some pupils in the BGE. Further differentiation would positively impact on the pace and challenge in the majority of lessons, as evidenced in a wide range of classrooms visits.

In the majority of lessons in the BGE and most lessons in Senior Phase, children were aware of their progress and level, and next steps in their learning. In the majority of lessons visited, questioning was used well to check for understanding. In a few lessons, this included more open-ended questioning and tasks, developing higher order thinking skills. In the majority of lessons, there were interventions in support of learning with instant dialogue and feedback on learning. In Senior Phase, pupils valued smaller class sizes in most lessons visited, offering greater opportunities for individualised support.

In some lessons, self and peer assessment were used well to support reflection on learning and next steps with greater emphasis on teacher feedback in jotters and on classwork in most classes. Further development of plenaries would provide useful reflection time for pupils to assimilate their new learning and consolidate their understanding. Recent developments in BGE 'Universal Personalised Support' periods (UPS) and Senior Phase 'Driving Attainment' periods are supporting pupil self-reflection on knowledge and skills, with Senior Phase focus on raising aspirations and attainment in preparation for life after school through focused learning conversations.

The school is progressing with work to roll out the 'Lesson Charter' developed for use across the school, with focus on the components identified for excellent learning and teaching. Further development and reinforcement of this work supported by the Learning and Teaching Working Group will be of benefit in gaining greater consistency in learning and teaching experiences across the school. Further focus on assessment is for learning strategies will support practice in questioning, feedback, self and peer assessment for pupil success in learning.

1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

The school was built in 1977 with a new Community wing added with a performance space within the last 5 years. The standard of facilities is variable across the school although it has been well maintained. Corridors are bright and airy and the headteacher has a programme to replace carpeting and to repaint rooms. The Business Education room has been refurbished and currently can accommodate a class of 30 pupils. Additional IT facilities do not accommodate this number of pupils and so the Business Education room is well used by other departments wishing to access

computers. With a falling roll there are a number of vacant classrooms including a science lab, a technical room and some multi-purpose classrooms. The guidance team are located in an area which is not easily accessible and in the peripheral of the school. Consideration is being given to relocating them to a more central point within the school. A swimming pool is adjacent to the PE facilities and the school has a 3G pitch. The school has also plans to resurface the games hall which is currently proving a safety issue and a concern for pupils use. The entrance area is currently not secure and this is a major concern where the public could easily have access to all areas of the school building including the swimming pool and changing areas. Roof repairs were undertaken last year, although planned works to plumbing were halted. The school has plans to use it's underspend to redecorate and recarpet classrooms on a rolling basis.

1.7 Pastoral Care

Speyside High is a very welcoming school that puts pupils' wellbeing at the very heart of everything they do. Relationships between pupils and class teachers are a particular strength with pupils commending staff for not only supporting their learning, but their emotional and physical needs. Pupils acknowledge staff often give up their own time to provide them with rich experiences. A safe, secure environment with a positive ethos means the pupils felt if they had an issue or any concerns they could speak to prefects, individual teachers, support staff, or their guidance teacher. Pupils reported that concerns are dealt with swiftly and efficiently.

Guidance teachers were identified as a key support, but some children did report their experiences were inconsistent in terms of the service they received dependent on House Group. Good partnership working was reported, although access to actual resources limited. More robust tracking and monitoring processes have been put in place so issues around absences, lateness, de-merits are identified at an earlier stage to ensure appropriate supports are put in place for pupils. The Guidance team reported they have strong communication links with parents. A robust P7-S1 transition programme has been established, including an enhanced transition programme for pupils who require it. The PT ASN, in partnership with the Guidance team, works closely with primary schools to identify these pupils early in P7 through visits and observations. S2 buddies also support this transition.

Speyside High School is driving forward the relational school agenda to ensure it is a nurturing school. Several groups have been formed to focus on various strands of health and wellbeing and a significant number of staff have shown a willingness to progress this agenda. The Strategic leads are aware that embedding the different strands of the relational school will take several years.

1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 91.27% (Moray 94.9%).

Violence/Aggression against staff: There were no reported incidents in session 2017/18.

There were 4 exclusion incidents involving 4 different pupils in session 2017/18.

2. School roll

2.1 Roll and roll forecast

Based on the 2017 census the roll was 427 and of that 96% were within the catchment and 16 outwith.

The School Roll in 2018 is 410 pupils. Since 2013, the roll has decreased by 70 (from 479 to 409).

Forecasted roll: 2025 – 369 pupils.

Estimated decrease by 40 pupils over next 6 years.

S1 – 81, S2 – 87, S3 – 77, S4 – 66, S5 – 58, S6 – 41.

2.2 Inward placing requests

2018/19: 2 inward placing requests

2.3 Outward placing requests

2018/19: 0 outward placing requests.

2.4 Roll as percentage of capacity

2018/19 School Roll: 72% of physical capacity.

2.5 Class composition

N/A

2.6 Number of teachers

FTE – 37.77 (47 staff)

Includes 22 teachers, 21 Principal teachers, 3 Depute Headteachers and 1 Headteacher.

2.7 School roll

2017/18 School Roll 427.

2.8 Maximum Capacity

2017/18 – School Roll 427, 76% –Physical Capacity

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2018/19 was £5,967.

3.2 Financial trends

School devolved budget (including carry forward) for 2017/18 had a 2.4% underspend

3.3 Financial plans

The school has turned the budget from an overspend when the headteacher first arrived at the school to a healthy position. The Headteacher is ably supported by the Business Support Manager who has a great handle on the school finances and staffing. For a time the school was running with 2 deputies to aid the finances, however there is now an acting DHT part funded through Pupil Equity Funding (PEF) monies. Due to the low school roll it is often difficult to attract and appoint Principal Teachers (PTs). As a result, the school may have to consider shared PT posts in future for sustainability reasons or to make posts more attractive. Financial prudence has enabled the school to carry out minor works to improve the quality of learning spaces with more plans in place.

Conclusions

On the basis of the evaluations of criteria 1-3 Speyside High is a sustainable school due to its location and the travel times permitted for pupils. The roll and enrolment forecasts are currently below the minimum roll threshold for a secondary school. Due to location and travel times there is no need to evaluate criteria 4-6 at this time.

Recommendations

A non-denominational school, Speyside High School covers the a catchment area which is the largest in Scotland and is situated in the village of Aberlour, classed as a Moray Rural School (accessible rural areas).

Although projections would suggest sufficient capacity in future years to meet the needs of the extensive school catchment area, there is a projected fall in roll over the next 7 years of up to 64 pupils. The following options should be considered and appraised:

- Consider campus leadership 3-18 model
- Consider 3-18 school with one or more of the primary schools and nursery
- Retain Speyside High School as per existing arrangement
- Consider refurbishing or rebuilding the school to improve the condition

Areas of Strength

- Positive and inclusive school ethos and culture, supported by mutually respectful relationships across the wider school community
- A conscientious and committed staff team, working together to offer young people a wide and varied range of opportunities to participate and achieve

- Recent developments including review of Curriculum Rationale, development of Lesson Charter and skill development focus provide impetus for strengthening learner experiences, relevance of learning and future pathways planning
- School self-evaluation and emerging leadership capacity has supported identification of improvement priorities, directing work of ambitious school working groups
- Emerging upward trend in attainment particularly in S5

Areas for Improvement

- Working collaboratively, staff should work to embed the Lesson Charter as a mechanism to improve the consistency in learner experiences
- All staff should review mechanisms for capturing pupil voice to ensure that self-evaluation leads to improved outcomes for young people
- Review the scope and purpose of school improvement groups aligning to the School Improvement Plan to ensure measurable outcomes for learners
- Continue to develop approaches to tracking and monitoring of pupil progress
- Review arrangements for the pastoral care of learners

ABERLOUR PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, Curriculum for Excellence (CfE) achievement of a level data for 2017/2018 indicates that pupils perform marginally below Moray averages for Reading and Numeracy, and below Moray averages for Writing, Listening and Talking. In P4, achievement of a level data for 2017/2018 highlights that pupils perform above Moray average for Listening and Talking, and notably below Moray averages for Reading, Writing and Numeracy. In P7, achievement of a level data for 2017/2018 indicates that children performed above Moray averages for Writing, Listening and Talking. Children achieved marginally below Moray averages for Reading and Numeracy. SNSA data is being used to assist teachers with their judgments at the relevant stages.

Through discussion with the Headteacher and staff, practitioners are growing in confidence in their Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7). Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities, with increasing focus this session on Reading moderation as an ASG and school focus also on Numeracy. The ASG Action Plan for 2018-2021 includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working together with the Principal Teacher (Additional Support Needs), pupils in need of further support and learning interventions have been identified in partnership with all teaching staff. Baseline assessment has commenced for identified pupils for Literacy, Numeracy and Health and Wellbeing. This will support tracking of progress over time, measuring impact and success of interventions including planned Numeracy groups, team-teaching activities and flexible groupings (for example, for spelling). Planned protected time for dialogue between class teachers and the Principal Teachers (Additional Support Needs and Support for Learning) will strengthen timeliness of enacting interventions further.

A range of targeted and universal interventions have been embraced inclusive of Literacy (Emerging Literacy, Accelerated Reader), Numeracy ("Big Maths", "Sumdog", "Little Big Maths") and HWB related interventions (Library refurbishment and accessible reading materials, Outdoor Learning, "Woodland School", Nurture). The school continue to evaluate impact of PEF interventions, strengthening approaches to monitoring impact on individuals and groups, with additional funds allocated this session to continue work on

interventions through localised school empowerment using PEF. In order to address concerns identified by the school with Numeracy and Maths (Mental Arithmetic), “Big Maths” was adopted across the school last session, supported by Pupil Equity Fund monies. This has supported development of a Mental Maths progression, with plans within the 3-year School Improvement Plan to extend this to the Nursery, with “Little Big Maths”.

The school has embraced Tracking and Monitoring of learner attainment and achievement, supported by the local authority Tracking and Monitoring spreadsheet tools. Teachers are increasingly more aware of data, with review of groups and individual pupils and their attainment supporting identification of attainment gaps and enabling interventions in support of closing such gaps. Further tracking of cohorts and individual pupils over time, using all available data (for example, PiPs, InCAS, Achievement of a level, TPJ, diagnostic assessments) will support practitioners further in assessing pupil needs and impact of interventions for closing attainment gaps.

1.2 Wider school activities

Aberlour Primary School has a range of pupil leadership opportunities, in-school and after-school clubs supported and led by a range of staff. P7 House Captains and P6 Vice-Captains are elected each session through a whole-school democratic voting process, to lead “Ospreys”, “Eagles”, “Harriers” and “Falcons” houses. Key issues raised by fellow pupils are discussed through House Pupil Voice Meetings, ensuring all children have a say. All children are also members of one of four committees – Eco, Rights, Community and HWB, each moving forwards with key school priorities. Children were keen to share work of each group, with Eco Group working towards Green Flag status for the school and “Eco workers” - supported by the school janitor - arranging litter picking activities. The Rights Group are steering the school towards Gold Unicef Rights Respecting School status and further embracing Global Goals with the Community Group involved in a shoebox appeal for charity.

The HWB group has been engaged in work to support the British Heart Foundation also, through charitable fundraising. P7 pupils act as buddies to P1 pupils, with P6 pupils currently buddying Nursery pupils in preparation for P7-P1 buddying next session. P6 pupils have also supported library improvements, suggesting changes to the environment and directing purchase of new resources including dyslexia friendly texts and audio books. Leadership of class assemblies, responsibilities at Parents’ Evenings, Tuck Shop duties and “Playground Squad” (where P7 groups deliver lunchtime activities) all support children in developing further leadership skills.

Most staff lead and support a range of clubs and wider activities in order to enrich pupil curricular and wider experiences. These include DYW, Choir, STEM related roles, Bikeability, Running club, Language learning, Outdoor learning, Nurture, Craft Club, Homework, Netball, Gardening and Leadership games. All classes have an area in the outdoor garden, responsible for upkeep. Parents value the opportunities presented, with inclusion of all regardless of level of need or ability. Pupils recognise that there are many

opportunities and activities for them to participate in or lead and value staff for encouraging them to succeed.

Pupil achievements are recognised and celebrated through ongoing class activities, House Points, assemblies, social media, school noticeboards, classroom displays and home-school communications. "OSCARS" (Our School Can Achieve Results) based on the Curriculum for Excellence four capacities – "Successful Learners", "Confident Individuals", "Responsible Citizens", "Effective Contributors" – are awarded weekly to pupils who meet identified criteria, with recognition at assemblies and certificates of recognition awarded following walking up the red carpet. Wider achievements are also displayed on the "Aberlour Achievement Tree" with achievements shared from home written on paper leave, added to as pupils move through the school.

School values are celebrated each term and shared at assemblies with recent assembly focus on "kindness" and the need to "fill one another's buckets". The school is at the early stages of tracking wider achievements and pupil participation, both in and out of school. Learner profiling identified through School Improvement Plan will support this process. Supported by staff, pupils have successfully fundraised for a range of charities including Lepira, Children in Need, NSPCC and British Heart Foundation. The school has a central role in the community, working in partnership with a range of organisations and notably contributing to local community initiatives and events as highlighted in section 6.3.

1.3 ASN provision

2018 census: 27 pupils were registered with an Additional Support Need (ASN) equivalent to 20% of the school roll (133). This was taken from the census data and given the nature of the school this does fluctuate during the session. This is below the Moray primary school average (32.1%; 2017/2018). The school has an Enhanced Provision Base in support of young people with identified Additional Support Needs, most children currently accessing mainstream classes for most of their time in school.

The school has an enhanced provision facility and there is currently one pupil with profound and complex needs requiring use of specialist facilities. Partnership working is very good, and staff are committed to working collaboratively with other agencies and partners. Relationships with parents are strong; their input is welcomed and valued and daily communication systems are working well.

Staged intervention is used to plan for learning and individualised timetables prioritising maximum inclusion for pupils to work within mainstream settings with their peers. Whole school pupil support needs are identified and reviewed through termly meetings between class teachers and the Additional Support for Learning (ASfL) team. For learners who are highlighted, further assessment is undertaken by the ASfL teachers and this informs interventions. The process is evident and tracked in the paperwork. Collaborative practice between class and ASfL teachers allows interventions to be successfully taken forward within an inclusive approach.

While programmes of work for pupils with high needs are very carefully planned, the process needs review, in particular, the number of IEPs and IEP targets. In some instances, IEP's are currently being used as curriculum plans and targets are not yet sufficiently SMART (specific, measurable, achievable, realistic, time-bound). Use of new Moray paperwork and procedures will help inform changes. It is particularly important that pupils with complex learning needs are profiled to ensure that their curriculum level and content is clearly identified. Timetables then need to be revisited to ensure that the location of delivery is suitable (classroom or enhanced provision). Record keeping for pupils with ASN is clearly set up and implemented.

Support staff are well deployed, with a good match of strengths and relationships when working with pupils. PSAs would benefit from clearer advance planning for pupils with high learning needs with more opportunities for input. Relationships amongst staff are very strong and informal passing of pupil information on a daily basis functions well. PSAs find teachers approachable and feel valued.

1.4 Curriculum

During session 2017/2018 the school developed a Curriculum Rationale aligned to the refreshed school vision and values, providing foundation for further developing a relevant and motivating curriculum for learners. The Curriculum Rationale is reflective of school context and learner profile. Feedback from the school community highlighted the local environment, traditional school buildings and grounds, new teaching initiatives and the outward looking staff as important factors in the school's history and future. All aspects were captured visually in a Curriculum Rationale infographic, highlighting to parents and pupils what underpins a child's learning journey at Aberlour Primary School. Further description attached to the "through the window" illustration created will strengthen understanding for parents and the wider school community on the curriculum in practice.

Work has been undertaken by the school to date on development of progressions for Literacy, Numeracy, Health and Wellbeing, Music and Modern Languages, supporting understanding of achievement of a level and teacher expectations. The school plans to extend development of curriculum progressions to wider curriculum areas, aligning to National Benchmarks. Collegiate review and streamlining of teacher planning formats supported by curriculum progressions will maximise teacher time for learning and teaching activity resource planning, production and delivery. This will ensure all learners continue to progress through the Broad General Education, including planning in support of more able pupils embracing 3rd level experiences and outcomes. Collaboration in planning with wider colleagues within and outwith Aberlour Primary School would strengthen staff confidence further in planning for differentiation to meet a wide range of learning needs and abilities in classes. Planning for inter-disciplinary learning is underway and staff engage with national benchmarks, supported at school and ASG level with moderation.

School focus this session has also been on Mental Arithmetic and Health and Wellbeing linked to outdoor learning, with considerable work on positive relationship building and solutions-orientated approaches in support of learners and their learning needs. This is linked in with refreshed school vision and values. The school have embraced the “Big Maths” progression and framework with “Little Big Maths” planned for Nursery in support of P1 numeracy entry level, funded through PEF monies. Feedback from staff and pupils has been very positive with improvements in pupil attainment noted using “Big Maths” online data analysis tools.

Children also benefit from learning and skills development through new contexts, supported by partners in Primary Engineering project, enterprise projects for Christmas Fayre, and wider DYW initiatives. Learners are also developing confidence in Science through involvement in Moray Science and Primary Science projects. P7 Curriculum transition is also developing with Speyside High School, with pupils participating in transition activities, extended for pupils with Additional Support Needs.

1.5 Learning & Teaching

Aberlour Primary School has a very positive and bright environment for learning with classroom wall space and corridor display spaces used well to showcase children’s learning and achievements. During the reviewing team’s time at Aberlour Primary School, all classes were visited by at least two reviewers in order to observe learning and teaching activities, speak with learners and review classwork.

In most lessons, children understood the purpose of their learning, knowing *what* they were learning, with clear instructions provided in the majority of lessons in support of groups and individual children. Most children when questioned *why* they were learning specific topics and contexts for learning were less sure of the purpose of their learning, the majority using scaffolding provided for learning and problem solving. Learning Intentions were shared in most classes visited. Success Criteria (whole class) were identifiable in the majority of classes, with variability in Success Criteria focus from those linked closely with learning intentions to those involving more structural and behavioural targets. Co-creation of Success Criteria in partnership with learners was evident in less than half of lessons. Supported by practitioners, co-creation of Success Criteria would enable further ownership of learning by pupils and differentiation of success criteria for groups and individual pupils as appropriate. Extending opportunities for self and peer assessment linked to Success Criteria would also support increased pupil ownership of learning, identification of progress and next steps in learning.

In most classes, children appear to enjoy learning with positive relationships and behaviour exhibited, in line with school positive relationships approaches and underpinned by the school’s rights-respecting ethos. Few instances of low level misbehaviour were handled swiftly and sensitively by staff concerned, in a restorative manner. Staff know pupils well and are aware of

their need for universal and targeted support. Further differentiation of activities would strengthen learning further, ensuring all children maximise success in their learning. Learners are keen to engage and contribute to whole class discussions, with examples of open-ended questions for deeper understanding observed in less than half of lessons, promoting higher order thinking skills; increased focus on this would further support pace of learning, challenging more able learners. Increased focus on skills development, career education standards and transfer of skills in wider IDL contexts would further increase depth and transferability of learning, supporting future progression.

In the majority of classes, learners received written or verbal feedback on learning activities, tasks and in answering whole-class questions. Most teachers used whole class and individual praise well in order to motivate learners who in turn responded positively. In a few classes, learners were beginning to reflect on learning activities through ongoing dialogue and learning conversations with class teachers. Closer links to reflection on Success Criteria and evidencing progress in reflection logs/profiles would further strengthen progress in learning. Extending opportunities for formative assessment within learning experiences across stages would lead to further timely interventions, ensuring sufficient pace and challenge for learners across stages. Continued collegiate revisiting through the established Teacher Learning Community (TLC) of Assessment is for Learning (AifL) strategies in support of appropriately timed summative assessment will further aid identification of appropriate pace and challenge for individual learners and specific learning needs, building learner independence.

Through focus group discussions, pupils value learning activities planned by their teachers and support provided by all staff, encouraging a Growth Mindset and “can-do” attitude. Children note a variety of strategies used by teachers within different stages across the school in order to help them learn and reflect, including ‘tickled pink/green for growth’, marking codes, learning breaks and teacher modelling of learning. Through focus group discussion, parents value the hard work and adaptability of staff to “think outside the box”, supporting all children in an inclusive and caring environment.

1.6 School buildings

Condition: standard B (2017)

Suitability: standard B (2017)

Aberlour Primary School is a traditional Victorian designed school, originally completed in 1897, altered over the years in line with modern building regulations and fire safety standards. The school was further extended in 2002 to provide specialised accommodation for children with Additional Support Needs. The school building consists of one main building, with two other buildings attached by a corridor, all of which present in a good state of repair. Traditional classrooms lead off of a lengthy corridor leading from a sizeable school hall. The school has external areas including a playing field, outdoor garden area and external tarmac parking. The outdoor environment is well resourced and well-used with an outdoor classroom and sensory garden funded by Tesco “Bags of Help”. Internal classrooms, while of a traditional

nature, are all equipped to deliver the curriculum including integration of interactive Promethean boards and ICT.

There are currently 6 classes formed for the 133 pupils of Aberlour Primary School. The school has the ASG Enhanced Provision Base and a nursery offering 30 places for 3 and 4 year olds. The school also houses the Aberlour and Craigellachie Pre-school Partnership Nursery. The school library has recently been refurbished with the view of pupils helping to shape improvements made.

During our visit, concern was raised regarding poor heating in the Enhanced Provision. Working temperatures were extremely low and this requires further investigation via a vis underfloor heating.

1.7 Pastoral Care

Aberlour Primary School has a very welcoming ethos, with positive relationships noted amongst pupils and staff during this visit. The school has achieved UNICEF's Rights Respecting School "Silver: Rights Aware" award, highlighting strong commitment to the support and promotion of children's rights. The school plan to seek accreditation for Gold level later this session. Across the school and with all staff, there is a commitment to the principles of "*getting it right for every child*" (GIRFEC), where staff know children well and are sensitive to their needs. Children are also able to talk about inclusion and equity, knowing that different children may need different levels of support.

Children in P1 to P3 reported that most children in the school behave well and are kind and helpful. All children know who to go to if support was required. This included obtaining support from teachers, support staff and friends. Most children in P4 to P7 feel safe and know who to go to with any concerns.

The school very much focuses on Promoting Positive Relationships, embracing a "Ready, Respectful and Safe" approach. The majority of children across stages highlight playground behaviour as an ongoing area for development with some children exhibiting non-rights respecting behaviours. A few children also have positive attachment figures in place to support them, with all children reflecting on the wellbeing indicators (SHANARRI) for interventions as appropriate in support of their wider Health and Wellbeing. Children are very knowledgeable about school initiatives and have a shared pride in their school with strong desire to come to school. Children believe bullying is not a problem since the "Positive Relationships Policy" was introduced.

All staff have engaged with "Building Better Relationships" training looking at nurture and restorative practice, underpinned by the UNCRC, children's rights and principles of GIRFEC. The school advocates promoting positive behaviour and aims to ensure everyone feels safe, are treated with dignity and respect.

Staff aim to ensure welfare and positive wellbeing of children at all times, fully trained in Child Protection issues. Systems are in place to ensure pastoral care and teachers are involved as appropriate in the Child Planning process and interventions that may follow. Parents report that all children are included and valued and all staff care and are proactive, thinking creatively if there is a problem in finding a solution. Sessions for parents to come in to see what and how pupils are learning, are valued along with the “open door” nature of the school for communication and support of their children.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.83% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 12 incidents were recorded (2017/2018) involving 6 different pupils.

There were no incidents of exclusion (2017/18).

The school has a “Positive Relationships Policy” revised this session, outlining key strategies and positive behaviour reinforcement including Rights Respecting Charters (School, Class, Playground), rewards, “Reflect 5” restorative conversation approach and “Playground Squad”; children who have completed leadership training in order to offer friendship, help and encouragement to others in embracing the Playground Charter. Pupils feel that most children behave well and are very accepting of one another, with only a few children exhibiting behaviour that make them feel less safe in the playground on occasion.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 (Pupil Census) is 137 pupils. Since 2013 the roll has decreased by 8 pupils (from 145 pupils).

The majority of pupils (91; 66%) are from within catchment in Aberlour. Less than half of pupils (46; 34%) originate from outwith catchment.

Forecasted roll: 2025 – 115

Estimated decrease by 22 pupils over next 7 years

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 4, 2015/16: 10, 2016/17: 29, 2017/18: 7, 2018/2019 (Year to date): 7 inward placing requests

2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 4, 2015/16: 2, 2016/17: 2, 2017/18: 1, 2018/2019 (Year to date): 0 outward placing requests

- 2.4 Roll as percentage of capacity
2018 School Roll: 133; Functional Capacity: 169 = 79%
2018 School Roll: 133; Maximum Capacity: 206 = 65%
- 2.5 Class composition
2018-19: 6 classes: 3 single stage and 3 composites
(Classes: Composite: P1/2, P2/3, P3/4)
- 2.6 Number of teachers
2018 – 9.6 fte Teachers – 11 Staff
Includes 1.0 fte Headteacher, 5.8 fte Teachers and 2.8 fte Principal Teacher
(1.0 fte PT [School]; 1.0 fte PT [ASfL - 0.6 fte school funded]; 0.8 fte PT [ASN])
- 2.7 School roll
2017 School Roll: 137; Current 2018 School roll: 133

3. Financial position

- 3.1 Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 133) is £3,361

3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 1.65% overspend.

3.3 Financial plans

The Head Teacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities. This has included purchase of Literacy, Numeracy and HWB resources and use of PEF funding for targeted resources (including Numeracy “Big Maths” and “Little Big Maths” purchases). Where appropriate, staff, pupils and parents are involved in determining resource purchase with a very supportive Parent Council raising £27,000 to date funding iPad purchase, transport, spelling resources and Woodland Schools funding.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Aberlour Primary School is fully staffed at this time. Difficulties arose last session through local authority budget savings identified resulting in loss of visiting specialists. Through creative partnership working among staff, Physical Education and Art are now delivered across stages by two practitioners, 1 day per week respectively for each curriculum area. Practitioner classes are covered in order to support this by committed cover teachers.

4.2 Headteacher Relief Time

The Headteacher is the sole member of Senior Leadership at Aberlour Primary School. As such, the Headteacher recognises the Principal Teachers as her Extended Leadership Team for support and challenge. At this time, the Headteacher is non-class committed (Primary Headteacher with Nursery class formed and ASG Enhanced Provision Base within school). A Newly Qualified Teacher (NQT) has enabled current Headteacher non-teaching arrangement alongside budgeting allowing for this arrangement.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school, managing pace of change focused around three key School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives for school improvement, involved in self-evaluation activities and setting priorities. Parents value home-school communication and support offered by all staff, building a community feeling and sense of belonging across a diverse school community. School improvements are monitored carefully, with further impetus for curriculum, learning and teaching foci.

4.4 Staff Development and Leadership of Improvement of Change

Staff lead on a range of priorities and initiatives, linked in with Professional Review and Development. Staff work effectively as a team and are viewed as such by pupils and parents. Considerable work has been undertaken to date on HWB, positive relationships, restorative, rights-respecting and nurture approaches. Increased self-evaluation surrounding consistency in quality of learning and teaching approaches across the school will support practitioners in improving outcomes further for all children.

At times, staff feel challenged by pace of change and new initiatives, with little time to evaluate impact of current School Improvement Plan priorities before moving to new ones. Staff feel that further prioritisation of initiatives/demands is now required, focusing in on what will make the biggest impact for children. Support staff recognise the many positive changes implemented in collaboration with the Headteacher since appointment and would welcome further opportunities to meet for general and specific communication.

5. Schools Accessibility

5.1 Home to school transport time

The majority of pupils (91; 66%) are from within catchment in Aberlour. Less than half of pupils (46; 34%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes. It is noted that Aberlour Primary School has the Enhanced Provision Base for the ASG, highlighting potential for longer travel times for identified pupils.

5.2 Distance to another suitable school

Nearest schools to Aberlour Primary School are identified as Craigellachie Primary School (2.4 miles; 5 minutes approximate travel via A95) and Rothes Primary School (5.2 miles; 10 minutes approximate travel via A95 and A941).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist among the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (0.4 miles; 2 minutes approximate travel).

6. **Strong Links with the Community**

6.1 Parents' Views

Parents report that they are happy with the school and believe that all staff work tirelessly for the benefit of their children, leading a range of initiatives and activities. In a recent parent/carer survey (43 parental responses), most parents "agree" (55%) and "strong agree" (30%) that the school seeks their views and listen to their opinions (with the remaining 15% neither agreeing or disagreeing). Most parents also agree (66%) and strongly agree (25%) from same survey that the school is welcoming and there are opportunities to get involved. All parents in this recent survey agreed that they would recommend Aberlour Primary School to another family.

Through focus group discussion with 11 parents, partnership working with parents was identified as "very good", with staff willing to take on board comments and ideas for moving forwards, believing their voice is heard and acted upon. Parents identify that support of their children is very good and they have opportunities to contribute their views and take part in school improvement. Parents value the approachability of all staff including the Headteacher and the "open door" nature for asking questions as required.

6.2 Degree and Quality of Parental Involvement

The school has an active Parent Council, having raised £27,000 to date on a range of resources and activities. This includes recent funding for 16 iPads and docking station, bus transport funding, literacy (spelling) resources and Woodland Schools funding. Parent surveys sent home enable views to be heard with sessions for parents including open afternoons to share learning and Parents' Evenings providing opportunities to share in learning and achievements. Two parents are also involved in supporting the school garden with others volunteering and assisting with school excursions and activities. The school recognises – as with other schools – that it will continue to develop strategies for building meaningful parental involvement and family learning in support of raising attainment and achievement of all.

6.3 Contribution of the school to the Community

The school makes a significant contribution to the local community. Children are actively involved in community events and celebrations including Spring Show (notable Aberlour Primary School entries), Community groups (flower planting), Rotary Club shoebox appeal, Coffee Mornings and Craft Fayres. With regards to Developing the Young Workforce, the school and children engage with local employers including Walkers (Eco-group harvest celebration support and visits to factory for job roles), local distilleries, Co-op, local Church, Community Association, Library, Ogg's Garage (Primary Engineering) and local sole traders including a local joiner (skills focus). Working as an ASG last session and organised by an Aberlour Primary School teacher, a whole-ASG DYW speed dating event took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education. Visits to the local care home and wider community events including fundraising ensure the school continues to have a positive relationship with and reputation amongst the Aberlour community as noted by parents in focus group discussion.

6.4 Other Provision (e.g. Nursery)

The school has the ASG Enhanced Provision Base and a nursery offering 30 places for 3 and 4 year olds.

6.5 Multi-function use of building

The school has the ASG Enhanced Provision Base and also houses the Aberlour and Craigellachie Pre-school Partnership Nursery in an area adjoining the school nursery.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

Rothies Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

Conclusions

On the basis of the evaluations of criteria 1-6, Aberlour Primary School and Nursery (with ASG Enhanced Provision Base) is currently a sustainable school. The roll and enrolment forecasts indicate that the school will remain above the minimum roll threshold for a primary school in a rural area (above 90 pupils per section 6.7, “Schools for the Future: A Policy for Sustainable Schools”, 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area. Roll prediction indicates a decrease of 22 pupils over the next 7 years. With current functional capacity (79%) and maximum capacity (65%) alongside future reduction in school roll anticipated, Aberlour Primary School has future capacity to receive additional pupils from within or outwith existing catchment area.

Recommendations

A non-denominational school, Aberlour Primary School covers the village of Aberlour and rural areas to the South of Aberlour, classed as a Moray Rural School (accessible rural areas). Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment and further needs of the ASG with regards to Enhanced Provision Base placements from non-catchment area families or other schools, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider relocating Aberlour Primary School and Nursery in Speyside High School
- Retain Aberlour Primary School and Nursery as per existing arrangement

Areas of Strength

- The commitment of the Headteacher to identify and progress with areas for school improvement, supported by all staff
- Children who enjoy being a part of Aberlour Primary School, feeling safe, supported and with a strong sense of belonging to their school and its community
- Staff who work conscientiously to build and maintain a positive, nurturing and rights respecting culture, working in partnership across the school community to build this positive ethos
- Wider partnership working and community links extending children's experiences beyond the classroom, supported through staff and pupil leadership of a range of groups and activities
- Dedicated and caring support staff, committed to improving experiences of all learners including those learners with additional support needs, very willing to take on board recommendations from parents and partners

Areas for Improvement

- Collegiately streamline and review the cohesion of all positive relationship and positive behaviour approaches including those for celebration of successes, mapping to school vision and values for clarity and consistency of all
- Collaboratively review approaches and strategy for planning learning, teaching and assessment, mindful of the tackling bureaucracy agenda, reviewing and implementing appropriate curriculum progressions at pace to support this
- Improve consistency in the quality of learning and teaching across the school, revising "assessment is for learning" approaches and supported by Education Scotland's 'Moderation Cycle' and linked resources, focused in on pace, challenge and differentiation for progression in learning
- Ensure Staged Intervention removes barriers to learning and supports the inclusive culture in the school, with targeted interventions in support of specific learners, including differentiation

CRAIGELLACHIE PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, Curriculum for Excellence (CfE) achievement of a level data for 2017/2018 indicates that all pupils achieved Early Level in all of Numeracy, Reading, Writing and Listening and Talking, which is well above Moray averages. In P4, achievement of a level data for 2017/2018 highlights that pupils perform marginally above Moray average for Listening and Talking and for Writing, and marginally below Moray average for Reading, and below Moray average for Numeracy. In P7, achievement of a level data indicates that children performed below Moray averages for Reading, Writing, Listening and Talking, and Numeracy. SNSA data is being used to assist teachers with their judgments. 2018 SNSA results in Numeracy and Literacy were significantly higher than the Moray averages; in P4 results were higher than the Moray average in Numeracy, and slightly lower than Moray averages in Reading and Writing; and in P7 they were lower in Reading and Writing, but higher in Numeracy. Caution should be noted in the small size of cohorts and the greater significance, therefore, of individual children.

Through discussion with the Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for P1, P4 and P7 is increasing. Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities. This includes formation of a P7-S1 cross-sector Moderation group with Speyside High School for moderation of Writing for 2nd into 3rd level, with work ongoing within the ASG with a P1-P3 (Early and 1st level) Moderation group. The ASG Action Plan for 2018-2021 also includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working with the Head Teacher, practitioners have identified intervention strategies for raising attainment and meeting learning needs. Regular dialogue with practitioners identifies children who may benefit from wider support in Literacy, Numeracy and to improve Health and Wellbeing, including those exceeding expectations. Termly meetings are data-led using achievement of a level and tracking data, with continuous dialogue supporting targeted inputs and resource identification. The school has embraced Tracking and Monitoring of learner attainment and achievement to engage and promote inclusion, with Support for Learning being provided by support staff within class and in partnership with the head teacher and parents. Pupils are well supported in school, staff know pupils well and take a keen interest in their development in and out of school.

1.2 Wider school activities

There are a growing number of clubs, activities and leadership opportunities available to pupils for personal development and wider achievement. These include a Pupil Council, Rights Respecting Committee, and other groups, including work with the headteacher on the “*How Good Is OUR School?*” self-evaluation documentation, which is recorded on A3 sheets then also sent home for parental participation. Parents show they are aspirational in their children’s development skills for life and work and the direction of the contextually rich curriculum.

The school focus on learning outdoors and spoke positively of their involvement in a wide variety of activities both in and outside school. Pupils engage with Active Schools and participate in activities with other schools.

P7 pupils act as buddies to P1 pupils to ensure they transition into the school well. Role modelling by all pupils to those younger and to one another was evident in all classes.

Further opportunities through P6/7 residential, develops problem solving, team building and leadership skills.

Pupil success and achievements are celebrated through assemblies and displays. The website and school Twitter account are used to celebrate achievements, learning experiences and curriculum enhancements. Pupils are beginning to make direct connections between skills they are learning and their future value as part of the workforce. There is a high level of confidence among learners and a great toleration of their diversity.

Parents are invited into school in order to share learning, and speak highly of the work the school are doing to integrate home, school and work life. School staff take a genuine interest in the life and experiences of pupils outside school and make a point of sharing and celebrating them.

1.3 ASN provision

18% of pupils have Supporting Learning Plans and are catered for by differentiation within the mainstream classroom appropriate for their chronological age.

In Craigellachie Primary School, a position of 0.4 Support for Learning teacher remains vacant, however creative use of the funding has secured Pupil Support Assistant time to provide in-class targeted support. The headteacher provides effective leadership and parental comments are included in the plans. Support staff speak of the partnerships with teachers in planning and of a positive self-esteem among supported pupils.

The school is involved with partner agencies – Social workers, Grampian Bereavement, Speech and Language therapists (SALT), Occupational Therapy, Educational Psychology and others as necessary to support pupils,

their families and school staff. Teachers and support staff access additional training to further increase their skills. Teachers make good use of the local network of schools to participate in skill development and share knowledge, both contributing to others and seeking new learning. Support staff are proactive in gaining training and cascading their learning with peers, and are empowered to put new skills to immediate use.

There are procedures in place to ensure successful P1 entry and P7 exit transitions for pupils including early transition meetings and visits, observations, use of social stories and sharing of plans and strategies. Overall support at transitions is working well for mainstream pupils and pupils who require extra help are given a comprehensive and bespoke transition experience.

Craigellachie Primary School has been unsuccessful in recruitment of a Support for Learning teacher, and the 0.4 vacant post is currently covered by the a range of initiatives led by the headteacher with full engagement with teachers, support staff, parents and agencies as necessary, to ensure effective leadership and full inclusion.

1.4 Curriculum

Curriculum Rationale documentation is developed in partnership with the school community, taking into consideration the unique context of the school, and in order to ensure full understanding and commitment to Curriculum for Excellence principles. Through the rich context, pupils have a sense of understanding of their own and their peers' learning and fully accept the different levels and content they and others require, to ensure that every child's right to education is met and there is an expectation among pupils that their lessons are relevant to future career pathways and life skills.

Pupils contribute to the curriculum within the context of planning and flexibility. A great deal of choice and personalisation exists through teacher creativity and the diverse range of ages and abilities within each class. There has been significant investment in Outdoor Learning over several years and pupils are highly engaged with positive proactive experiences in the environment.

Teachers collaborate and engage positively with the ASG, wider Moray and the Northern Alliance, ensuring a dynamic and current curriculum, for instance one teacher is currently attending training to become a STEM mentor/leader.

1.4 Learning & Teaching

Children engaged with the review team and were able to talk about their learning experiences when asked. Lessons are well organised and structured. Learners know why they are learning and how to be successful. Targets were by group and individually set with a focus on transferable skills as well as building foundational knowledge. The open-plan environments are well managed, calm and purposeful. Additional support in the P1-3 class was facilitating structured play in the general purpose room as well as outdoor

experiences. Transitions between learning activities was generally smooth and moved at an acceptable pace. Children preparing for teacher led activities were ready and eager for learning.

Reflective practice and rigorous monitoring with deep collegiate dialogue is resulting in a rich curriculum and reliable data. Curriculum progressions are being used well in numeracy and literacy, and individual needs are being targeted. Differentiation is built into the multi-composite lesson planning to meet the varied needs and ability levels of all learners in all classes, and teachers as well as support staff were engaged and supportive to individuals and groups throughout contact time.

Across classes, children are keen to learn and have a strong desire to further their learning in a variety of contexts and using a range of learning and teaching approaches, as well as creative ideas which give learners added motivation. Through lessons observed – with all classes visited on at least two occasions – there was a mixture of questioning focused on whole-class and individuals, and closed questions were followed up by more probing exploration. This gave opportunity for pupil-led learning, and articulation of their learning. There was some scope for increased pace and challenge to high achievers where choice was given, although children articulated well their reasons for using easier work to practice and build confidence before moving onto more tricky challenges. Greater analysis of the available data in the school tracking systems will identify pupils able to be challenged in specific learning areas to further accelerate the pace and challenge of lessons across all subjects.

Pupils spoke about the value of written feedback in their jotters, and recognised the power of comment based approaches to support next steps in learning. In the upper stages, pupils spoke of peer assessment opportunities and the way they engaged in dialogue with one another to assess and feedback on their work. Highly articulate pupils were able to accurately outline next steps in their reading and writing.

All teachers used praise to motivate and engage pupils in their learning and to encourage others to participate in their learning. Teachers made use of ICT to reinforce and support learning and teaching activities.

The curriculum is context based, so the afternoon involved a visit and service at the war memorial in the village to take part in the armistice centenary. Pupils taking part showed sensitivity and genuine gratitude for the community sacrifice and towards those participating.

1.5 School buildings

Condition: standard B (2018)

Suitability: standard B (2018)

The school building is a warm and welcoming Grade II listed building in the centre of a residential area of the village of Craigellachie. The entrance foyer is the reception area and off this a small office currently used by the

headteacher. The upper primary teaching area accessed from this reception foyer/admin space consists of an open space divided into two classroom areas. The stairs descending to the Primary 1-3 and outdoor areas can be accessed from the centre of this room, or outside. P1-3 are located downstairs in a separate building within the grounds. Here a two-roomed prefabricated building offers to one side the lower primary classroom and to the other side the General Purpose room (with kitchen). Adjacent to this is another separate small building currently used as the staff room. The school has extensive outside areas, for outdoor learning and outdoor play.

The village hall is situated across the road from the school and is open during the school day for access whenever needed. The hall is used by other groups outwith term-time and in the evenings and weekends. A rental fee includes opening in the morning, locking up and cleaning.

1.6 Pastoral Care

In focus group discussions, children indicated that they feel safe in school and know who to go to if they have a problem or concern. Staff are all trained in child protection issues. Children feel safe in outdoor areas, supervised, listened to and cared for by support staff. Staff use nurture activities and have received training in supporting mental wellbeing and bereavement in order to further develop care strategies. Wider support of pupils is further enhanced through links with the community, such as the church links we saw on the visit we accompanied to the war memorial.

The positive behaviour procedures are applied with increasing fairness and consistency following Craigellachie's "*traffic light system*", which works well to promote positive behaviour. Parents are involved in ensuring this works well and are supportive, which means that behaviour rarely escalates negatively.

1.7 Attendance, exclusions & pupil behaviour

2017-18 Attendance rate: 95.8% (Higher than the Moray average of 94.9%)
Violence / Aggression against staff: No incidents recorded.
Exclusions: No exclusions recorded.

2. School roll

2.1 Roll and roll forecast

Since 2013 the roll decreased by 14 (22%) from 63 to 49. A further decrease is forecasted for 2025 to 37.

2.2 Inward placing requests

The catchment summary currently identifies 64% (32 children) reside within the catchment and 36% (18 children) travel from outwith the area.

2.3 Outward placing requests

This year there were no outward placing requests.

2.4 Roll as percentage of capacity

Against Functional Capacity: 49/75 (65%) and Physical Capacity: 99 = 49%

2.5 Class composition

2018-19: 3 composite classes 1 x P1-3, 1 x P4/5 and 1 x P6/7.

2.6 Number of teachers

4.0 FTE Teachers – 4 Staff This includes 3.0 Teachers and 1 Head Teacher

2.7 School roll

2018 School Roll: 49

3. **Financial position**

3.1 Budgeted running cost

The cost per pupil in 2018-19 is £4,795.

3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 1.86% underspend

3.3 Financial plans

The Head Teacher uses devolved budget effectively for whole school developments as identified through school self-evaluation and improvement planning.

4. **Staff Wellbeing and Development**

4.1 Availability of Teachers

There is a full complement of class teachers. There is a vacancy for a 0.4 Support for Learning Teacher.

4.2 Head teacher Relief Time

The head teacher is the sole promoted teacher. A probationer teacher together with the headteacher's teaching commitment completes the class teacher quota. The head teacher assumes the leadership role in regard to Support for Learning Teacher with vacancy funding providing some additional temporary hours of Pupil Support Assistants.

4.3 Leadership Capacity

The head teacher provides clear direction to the school, managing the pace of change focused around the School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives.

4.4 Staff Development and the Leadership of Change

Professional Review and Development of teachers and the Employee Review and Development of support staff ensures that staff focus on a range of priorities and initiatives and work effectively together. Teachers and support staff recognise the positive changes implemented and the collaboration facilitated by the head teacher. Considerable work has been undertaken to promote consistency with behaviour and relationships, including working on Children's Rights, Inclusivity and Diversity.

5. Schools Accessibility

5.1 Home to school transport time

Most pupils live within the village and surrounding area. It is anticipated that all pupils travel no more than 30 minutes to school in normal traffic.

5.2 Distance to another suitable school

Nearest schools are Aberlour to the southwest (2.4 miles approximate travel time by road is 5 minutes); Rothes to the north (3.6 miles approximately 9 minutes by road) and Mortlach to the southeast (4.2 miles approximately 9 minutes by road).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other primary schools exist among the ASG. Transition arrangements for P7 – S1 and enhanced transition for ASN pupils are in place with Speyside High School (2.4 miles away approximately 5 minutes travel by road).

6 Strong Links with the Community

6.1 Parents' Views

Parents praised the head teacher and the staff including support staff and the temporary (probationer) teacher. They maintain that pupils in Craigellachie are well supported to keep high standards of behaviour and engagement with learning and social skills. Communication between school and home is open and amicable.

New thinking brought by recent graduates was deemed to be healthy and fresh, as was the collegiality of staff across Speyside and Moray, along with the joint learning opportunities for pupils.

Parents are keen to support the school in whatever way makes the children's experience better, regularly offering their services and fund raising avidly. They spoke with personal knowledge of how well they feel ASN/ESN children are integrated within the school and are fully catered within the class,

speaking highly of the PSA work which takes place in class and therefore they see their children flourishing.

Where concerns were raised about children transitioning to high school, anxieties had been alleviated by the extensive transition programme and the preparation given by staff across the P7 year.

6.2 Degree and Quality of Parental Involvement

Parents are active and generally a core group of parents run the parent council and support the school financially and with manpower for events and offsite learning. Although there was generally a greater interest in fundraising and event, parents were also able to speak about the curriculum rationale document, improvement priorities and the vision of the school, citing helpful documents and the clarity of the head teacher and teachers in promoting these things. Parents are welcoming of the opportunity to revisit the vision values of the school in the light of topical policies such as gender education and the STEM curriculum.

6.3 Contribution of the school to the community

The school makes a significant contribution to the local community, using the village hall for assembly space and for whole school activities, PE, performances etc as well as the serving of daily lunches, and engaging in intergenerational activities.

Pupils take part in community activities such as litter picking and bulb planting, and link with the church. At the time of this visit the school were playing a significant role in the Armistice Service.

6.4 Other Provision (eg Nursery)

The school does not have a nursery provision.

6.5 Multi-function use of the building

Moray primary schools are not formally let for community groups and activities. No informal arrangements are currently in place.

6.6 Capacity in nearest schools

Rothes Primary School - Roll as percentage of capacity

2018 School Roll: 93 / Functional Capacity: 175 = 53%

Aberlour Primary School - Roll as percentage of capacity

2018 School Roll: 133 / Functional Capacity: 169 = 79%

Mortlach Primary School - Roll as percentage of capacity

2018 School Roll: 126 / Functional Capacity 175 = 72%

Conclusion

On the basis of the evaluations of criteria 1-6, Craigellachie Primary School is currently not a sustainable school. The roll and enrolment forecasts indicate that the school will be variable over the next 7 years, indicated to fall to approximately 32 pupils in 2025.

Recommendations

School roll projections and the contents of this report suggest high costs to the Council in future years to retain this school. The opening of the village hall for lunch and activities with the annual rental is an additional cost. The inability to fill the part-time Support for Learning Teacher vacancy potentially identifies staffing problems in a small school.

The following options could be considered:

- Consider campus leadership model across Speyside ASG
- Consider relocating to Speyside High School
- Consider merger with Aberlour Primary, Rothes Primary or Mortlach Primary and rezoning to ensure the shortest travel times for children
- Retain existing arrangement

Areas of Strength

- Staff, pupils and parents have a strong sense of loyalty to the school, keen to support school improvement, an ethos of positivity and a commitment to one another to achieve their collective aims
- Relationships across the school are strong. Pupils of all ages model the school's values in lessons and around school
- The Head Teacher is respected within the school community and committed to shared ownership and the leadership of all
- Staff, pupils and parents communicate well and leadership at all levels operates to the benefit of the work of the school

Areas for Improvement

- Continue to revise school Vision and Curriculum Rationale in partnership with the school community
- Use the robust tracking data and the monitoring of learning, teaching and assessment, to ensure appropriate pace and challenge in all learning experiences

GLENLIVET PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

Overall attainment in the school is positive and the majority of pupils achieve anticipated levels in line with their progress and potential. Attainment data for the school is collected through the Achievement of Curriculum for Excellence Levels in June each year. The numbers in each stage are small so percentages can be skewed in the presentation of overall figures. The use of data from the Scottish National Standardised Assessments is available to support teacher professional judgement and further training in this area will benefit future interventions for children.

The children in Glenlivet in session 2017/18, achieved above the Moray average for Achievement of a Level in Literacy and Numeracy; this was above the Moray average in Reading for P4 and below the Moray levels for Writing, Listening and Talking and Numeracy. For P7 pupils, it was broadly in line with Moray averages given the small numbers of pupils in the cohort.

The school uses the Moray tracker for progress and attainment and this is supported by a range of teaching approaches to focus on attainment; precision teaching, accelerated reader, Nelson spelling testing and also a wide variety of summative and formative assessment approaches. This supports attainment overtime for most children in the school.

A strength of the school, and therefore attainment, is the personalised approaches to planning and the ability for all staff to be able to meet the needs of all learners, within a challenging and aspirational environment.

There is a wide range of opportunities for some children with some complex levels of need to achieve. This is carried out through a focus on numeracy and literacy and also a life skills approach in cooking, money, social aspects and planning for change. There is potential to further develop physical activity through swimming.

1.2 Wider school activities

There are a wide range of school activities which benefit the majority of children. This is evident through the partnerships with artists who have supported curricular input through computer equipment and experience of a range of creative approaches. The Spey Fishers Board, Crown Estate Scotland and Tomintoul and Glenlivet Landscape Partnership also work with the children in the school with a variety of initiatives; the children are very much involved in the planning and evaluation of such activities. This is also very much in conjunction with the school approach to Smarts which are recognised and celebrated as part of more formal learning and wider achievement activities.

There are also increasing opportunities to develop the curriculum through a wide range of learning opportunities; this has provided all children with experience of hens, bees and gardening within the school environment. Parents and partners have also supported the school in these areas. Outdoor learning is a vital and successful element of the school and reflects a strong understanding of the context of the school as well as the contexts for learning.

The children also have strong links with local churches and the community members are regularly involved in the life of the school. There are also a number of opportunities to work with other schools in the ASG. There are a number of opportunities throughout the week and year to celebrate the many successes and achievements within Glenlivet Primary.

1.3 ASN provision

There is 31% of the school roll with ASN. Within that number there are children with Exceptional Needs Funding who have dedicated support staff. These children are fully integrated into the class and are given a fully differentiated curriculum, planned and assessed within teacher planning for the class.

Learner profiles are completed using the Moray standard profile for all pupils with Additional Support Needs (ASN) and these are shared with parents and all staff currently every term (four times per year).

Life skills is a core curriculum component for a group of children who were seen working on the money unit in maths, collecting eggs from the hen coop, building apartment mock-ups in shoeboxes and learning their parts for the nativity. Outcomes were sampled from a highly successful course in baking, which aims to build confidence and ability to manage their diet and independently feed themselves specifically for two children for whom basic life skills are an essential component of their Exceptional Needs curriculum.

The Support for Learning teacher has hours on Tuesdays and Thursdays and works with pupils within the classroom and on specific skills.

Support Assistants work on interventions, and there has been recent, measured success with Word Wasp for children needing accelerated learning at word level in writing, and with the maths precision teaching accessed by all pupils.

All children in the class have individual pupil profiles used to communicate between professionals and home. Children contribute regularly and take the files home for parental input each week. Weekly targets, set against the SMART themes and other school priorities, are personalised to the learners' needs and build on prior learning. For ASN pupils this is a rich supplement to the SLP.

Planners are comprehensive and follow progressions linked to the benchmarks. Individuals are tracked closely and gaps that emerge are timely addressed.

Enhanced transition to high school is personalised where necessary and begins in P6 for some children, with three days in P7 for all pupils transitioning with identified additional support.

The buildings and grounds are not all fully accessible for wheelchairs users, but some structures are in place to support the need, for instance the ramped access at the entrance and the toilet facilities. There are no pupils with this need at present.

The classroom environments are conducive to learning for pupils with sensory and physical needs. The school is inclusive, caring and supportive of pupils and their families. Complex needs and strategies are well known across the staff team and all pupils are sensitive and caring in their relationships with one another.

1.4 Curriculum

The children in a single P1-7 multi-composite class benefit from a highly personalised learning experience and work alongside others within the whole range of primary age which is a rich social experience. At the time of our visit 16 pupils between years 1-6 (no P7s on roll this year) were supported through lessons planned for working groups of similar ability – 7 groups in numeracy; 5 groups in reading; 4 groups in writing. Due to the nature of the class pupils are grouped by ability not age, thus allowing for full inclusion of pupils with Additional/Exceptional Support Needs.

The curriculum in Glenlivet is rich in context. The school is within the Cairngorms National Park and the outdoor environment is a strong feature of daily learning. Outside areas have been developed in a range of ways and additional activities are anticipated to commence next year, with additional classroom research is currently underway as part of the evolving curriculum. During the summer pupils were supported by the community association to make the school friendly to pollinators, and therefore planted wildflowers and painted trellising yellow.

The outdoor curriculum is provided by engaging the pupils and the community in current research and by collaborative planning, for instance in building a “scrap shed” a group went to Orkney to research a school using a scrapshed there. This was followed by engaging local connections for the building of the shed itself and now the children are utilising materials from the Moray Wastebusters group. The cohort is a strong farming community and these are experiences which will support the creativity and versatility needed should pupils have a future involvement in farming/crofting on a large or even domestic scale.

Joint strategic planning and appropriately resourced CPD opportunities with the other Speyside primary schools, ensures that the children of Glenlivet have similar experiences in preparation for High School, such as that which is developed for the Modern Languages curriculum. Glenlivet's focus on French is enjoyed by pupils and staff and the children are well prepared for the next stage of learning.

Health and Wellbeing is a central focus and the school follow the SMART system for behaviour, socialisation and motivation. As a result the children are ready for learning, responsible and articulate about their own wellbeing, including mental health. Children are supported in a range of ways to explore the aspects of the Wellbeing indicators, and report with confidence that they are working on those things they find more challenging.

Appropriately differentiated Numeracy and Literacy are a primary focus of daily lessons, supported by individualised homework. A current focus on improving maths was noted by a parent as being evident by the improvement seen in the quality, quantity and variety of homework in maths that is more developed this year.

The school receives Pupil Equity Funding and uses this to promote social inclusion for school and community. Together with Tomintoul Primary School, the children last year established a club and thus boosting such relationships supports the pupils socially within the Speyside community.

Science Technology Engineering and Mathematics (STEM), Creativity and the Careers Education Standard, are specific within the skills development pathways and this term pupils have had the support of Monday afternoon practical science sessions with the Central Officer for STEM. The head teacher has taken up the challenge to continue experimental science during which the children are enthusiastically engaged and highly motivated. This demonstrates that initiative is taken with the curriculum to incorporate local and national drives to the benefit of the children.

1.5 Learning & Teaching

All children engaged with the review team and were able to talk about their learning experiences when asked. There was evidence of routines and clear expectations of behaviour within classes. All areas of the school were bright, well-resourced and provided a range of opportunities to support and aid learning.

There was a positive ethos across the school and very good relationships were evident between children and staff. This created a positive learning environment. All children were very clear about the purpose of their learning and were able to understand how to know if they had been successful and what steps they would have to take to continue to improve.

There was evidence in most curricular areas of skills development and the majority of children were able to explain how this supported them in their learning and across unfamiliar situations.

There was evidence of pupil led planning and how this ensured learning which included pace, challenge and differentiation with no ceiling being put on potential. The children thrived upon this style of learning and were confident in the flexibility which this allowed. As a result, the children were all confident, articulate and naturally engaged and curious.

The children benefited from a range of learning approaches and the support staff are skilled and creative in how they support and lead learning in the classroom; this is achieved through clear planning and professional discussion. This allowed children's needs to be met consistently and in a variety of ways, ensuring that the learning and teaching in a P1-7 class was appropriate, responsive and evidencing a range of good practice throughout the visit.

Pupil feedback is clear and relevant and is supported through reflection logs which the children complete, some with adult support, and form a relevant and timely communication home with supports aspects of family learning.

1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

Glenlivet Primary School is a well kept and well maintained school within a traditional building in generous surrounds which affords a great deal of space for the pupils and supports outdoor learning opportunities.

There is currently 1 class formed for the 16 pupils of Glenlivet Primary School. The school has a well developed outdoor area with a polytunnel, bee keeping, hens and a range of outside activities for the children through the Trock Stop.

1.7 Pastoral Care

There was a very positive, welcoming ethos in the school. Children felt supported by all school staff and knew who to go to if they had a problem. A positive culture of support and pastoral care was evident across the school. Pupils were positive regarding most aspects of the school with a sense of pride and belonging. The school has a very strong sense of equity and equality for all pupils and this was evident in the school vision and values. All staff demonstrated a caring and positive attitude towards pupils where their inputs were welcomed and valued by pupils and their families.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.12% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: no incidents were recorded (2017/2018).

There were no incidents of exclusion (2017/18).

The school has “Golden Rules” which complement the successful school ethos, and this enhances the positive relationships which exist within the schools and support the vision, values and aims.

Pupils feel that all children behave well and are very accepting of one another, there are no instances of bullying and the children support one another in their learning and in play.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2018 (Pupil Census) is 16 pupils. Since 2013 the roll has increased by 7 pupils (from 9 pupils).

Forecasted roll: 2025 – 16

Estimated consistent roll over next 7 years

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 0, 2017/18: 0, 2018/2019 (Year to date): 0 inward placing requests

2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 2, 2016/17: 3, 2017/18: 0, 2018/2019 (Year to date): 1 outward placing request

2.4 Roll as percentage of capacity

2018 School Roll: 16; Functional Capacity: 42 = 38%

2018 School Roll: 16; Maximum Capacity: 42 = 38%

2.5 Class composition

2018-19: 1 class

2.6 Number of teachers

2018 – 1 full time equivalent teacher, currently the Headteacher is supporting this by teaching the class.

The full staffing complement includes 1.0 fte Headteacher, who is a Paired Headteacher with Tomintoul Primary School, usually the 1 fte Principal Teacher is the main class teacher.

There are also a number of PSAs who support in the school in a variety of roles within and outwith the classroom.

2.7 School roll

2017 School Roll: 16; Current 2018 School roll: 16

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2018/2019 (based on current roll: 16) is £5,967.

3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 6.90% underspend

3.3 Financial plans

The Head Teacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation and School Improvement Plan Priorities.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Glenlivet Primary School is not fully staffed at the time of the visit but will return to a full staffing complement in the very near future. As a result, the headteacher has been class committed since August. Difficulties arose last session through local authority budget savings identified resulting in loss of visiting specialists. Through creative partnership working among teaching and support staff, a wide curriculum is delivered across stages by the staff within the school, parent helpers and community and partners.

4.2 Headteacher Relief Time

The Headteacher is the sole member of Senior Leadership at Glenlivet Primary School. As such, the Headteacher recognises the substantive Principal Teacher as her Extended Leadership Team for support and challenge, as well as leadership when she is in the other school.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school, managing pace of change focused around the key School Improvement priorities. Staff and pupils are empowered to lead on a wide range of priorities and initiatives for school improvement, involved in self-evaluation activities and setting priorities. School improvements are monitored carefully and this supports the Standards and Quality reporting.

4.4 Staff Development and Leadership of Improvement of Change

Staff are given a level of leadership and autonomy which they thrive on and are able to carry out successfully. Staff work effectively as a team and this is recognised by pupils and parents.

5. Schools Accessibility

5.1 Home to school transport time

The majority of pupils (13; 87%) are from within catchment in Glenlivet. Only 2 children (13%) originate from outwith catchment. For most children in this latter category it is anticipated travel is less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Glenlivet Primary School are identified as Tomintoul Primary School (9.8 miles; 16 minutes approximate travel via B9008), Knockando Primary School (11.9 miles; 21 minutes approximate travel via B9102 and B9008) and Mortlach Primary School (12.6 miles, 20 minutes approximate travel time via B9009).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Glenlivet has a paired headship with Tomintoul and a range of collegiate activities take place between the 2 schools and there is also co-operative working arrangements as common with other Primary Schools exist among the ASG. Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (12.4 miles; 19 minutes approximate travel).

6. **Strong Links with the Community**

6.1 Parents' Views

Parents in the focus group had long histories with the school, the least being four years, and spoke positively of their experiences of working with the school. They were on first name terms with the head teacher and parents collectively feel that all the needs of their children are being met at Glenlivet.

Parents have experiences in other schools and compare Glenlivet favourably with prior placements, including those which were considered to have been positive experiences.

Parents acknowledged the head teacher as going "above and beyond to hold this community together", and made comment to that effect in the current staffing situation in that the head teacher had taken on the full time teaching commitment due to staff absence.

Parents spoke of their children "blossoming" and "growing in confidence", comparing the school to a family. All staff in the school were believed to genuinely care for every child and it was parental opinion that they all put in an effort "well beyond" expectations of their post.

6.2 Degree and Quality of Parental Involvement

The parent council has a core of 6 parents who regularly work with the school on improvement plans and carry out many functions with respect to fundraising and ensuring provision for the school is appropriate and sufficient.

Parents are knowledgeable about school improvement and spoke enthusiastically about the engagement of all staff with them and as an involved and passionate team, working for the benefit of all children within the community. They were aware of curriculum priorities and gave examples of how they saw this in their daily conversations with their children, and in the quality and type of curriculum work and reporting coming home.

Parents positively engage with their children's learning and most weeks contribute to the pupil profiles. Parents personalise their contribution in whatever way suits them and many of them offer extensive support, praise and enthusiasm for the ongoing relationship with the teaching and support staff who all contribute to the profiles and support the pupils with their engagement in them.

Parents of pupils with ASN appreciate the additional support their children receive and they appreciate the way in which that personalised curriculum is delivered as an element within the daily class experiences, suggesting that it be regarded as a model of good practice. They also see that regardless of ASN status of a child, they will access intervention as required, and noted that precision teaching had been embraced by all children and was supporting personal targets on a daily basis in numeracy and literacy. These parents are closely consulted daily on operational matters and more formally on strategic planning and oversight of provision for their children.

Communication is considered appropriate. The head teacher and staff communicate regularly by email, and there is never an issue with clarifying arrangements either in person or by phone.

6.3 Contribution of the school to the Community

The links with the Glenlivet and Inveravon Community Association brings the school resources and activities, such as the erection of the polytunnel and support to operate it, and as described elsewhere with the planting of wildflower gardens and the management of bees. Informal relationships through these groups ensure that there is continuous support for the school.

The school have a number of activities planned each year for the villagers and intergenerational work in this area is seen as important to the community, for instance the school run the "Burns Celebrations" in the village hall each January.

Links with Tomintoul Primary School are also active, given that the head teacher is paired across the two schools. This allows for joined working on in-service and training sessions, and for peer collaboration formally as well as informally.

Glenlivet pupils usually transition to Speyside High School in Aberlour. There is a robust programme of pastoral support in place, and an enhanced transition tailored to pupils' personal needs to ensure that making that move to secondary education is smooth. This also means that in the later primary years, the children are cementing relationships with other pupils transitioning from other areas of Speyside.

Within the Associated School Group, the head teacher takes on significant roles, such as chair and secretary, and support other head teachers, for instance as a mentor to an Acting Head Teacher who has been in post for 17 months.

6.4 Other Provision (e.g. Nursery)

The school does not have a nursery onsite; children will come from a range of other early years settings.

6.5 Multi-function use of building

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Knockando Primary School - Roll as percentage of capacity
2018 School Roll - 49 / Functional Capacity 75 = 65%

Tomintoul Primary School - Roll as percentage of capacity
2018 School Roll - 31 / Functional Capacity 75 = 41%

Mortlach Primary School - Roll as percentage of capacity
2018 School Roll - 126 / Functional Capacity 175 = 72%

Conclusion

On the basis of the evaluations of criteria 1-6, Glenlivet Primary School is currently not a sustainable school. The roll and enrolment forecasts indicate that the school will be variable over the next 7 years, remaining as one P1-7 class. The inability to fill a short term vacancy has been a concern and potentially identifies future staffing problems in a one teacher school. The staffing has now returned to its normal complement shortly after the visit.

Recommendations

School roll projections and the contents of this report suggest insufficient capacity and high costs to the Council in future years to retain this school. The potential inability to fill staffing vacancies when they rise is a concern.

The following options could be considered:

- Consider campus leadership model across Speyside ASG
- Consider merger with Tomintoul Primary or Mortlach Primary and rezoning to ensure the shortest travel times for children
- Retain Glenlivet Primary with considerable refurbishment required to improve condition

Areas of Strength

- Positive, welcoming ethos with strong relationships within and across the school community
- Enthusiastic, articulate learners who are involved in reflection and evaluation of their learning; evident through highly effective learning and teaching approaches across all stages
- Inclusive and supportive culture which supports a high level of commitment, leadership and teamwork from all staff
- Curious and inquisitive learners benefit from positive aspects of praise through “Smarts” in a wide range of curricular areas

Areas for Improvement

- Continue to develop a range of opportunities for pupil voice ensuring more potential for pupil leadership across the school
- Consolidate the range of tracking data and ensure the uses for analysis and improvement strategies are extended to all staff
- Further develop the use of “Smarts” to articulate with the school vision and values for a cohesive approach

KNOCKANDO PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In 2018 Achievement of a Level in P1 Reading (100%), Writing (100%), Listening and Talking (100%) and Numeracy (100%) are above the Moray averages of Reading (74%), Writing (67%), Listening and talking (81%) and Numeracy (72%). In P4 Reading (40%), Writing (40%), Listening and Talking (70%) and Numeracy (40%) are below the Moray averages of Reading (66%), Writing (56%), Listening and Talking (71%) and Numeracy (59%).

In P7 Numeracy (70%) is above the Moray average (61%). In P7 Reading (80%), Writing (70%) and Listening and talking (90%) are above the Moray averages of Reading (71%), Writing (61%) and Listening and talking (75%). Trends over time tend to be increasing in P1 and P7, although P4 is harder to gauge due to the cohort size. This data shows that P4 is an area where attainment is lower than expected and in P4 and other stages individual programmes of work are provided to support learners who find aspects of their literacy or numeracy challenging.

Staff are engaged with moderation activities within the school and across the Speyside ASG to improve the measurement and levels of attainment. Last year, with introduction of the new Scottish National Standardised Assessments (SNSA), the school did not use baseline assessments, although there are plans to re-introduce these for P3, P5 and P6 pupils. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning. Teachers use SNSA data along with Reading, Writing, Listening and talking and Numeracy Achievement of Curriculum for Excellence Level (ACEL) data to track pupil progress. Initial levels for pupils are entered in August and in October there are parent attainment meetings to discuss levels of attainment and target setting. Staff contribute information to the tracking system three times in the year and there are discussions with the headteacher to plan interventions which are then evaluated and their impact assessed against the SIP priorities.

The use of the Moray Tracker has meant that their awareness of pupil progress has been heightened and it has given teachers more confidence in their ability to track the Achievement of a Level for pupils. Knockando staff will benefit from continued engagement with Benchmarks and any Associated School Group or Authority wide moderation activities. This is enhanced by the approachability of school staff via the head teacher. With raising attainment as a SIP priority the school has worked with parents to support pupils in P1-4 with a numeracy information pack. On the basis of family learning feedback Numeracy twilight sessions are being offered to show videos of P3 pupils using their Family Learning numeracy packs to support parents. Parents interviewed were happy with the attainment of their children, how it is reported to them and with the structure of parent interviews. Parents are also referred to Parentzone in the school handbook and in the termly

Parent Newsletters for ideas on how to support their child's progress and thereby support raising attainment.

1.2 Wider school activities

The school has a wide range of wider school activities on offer for most pupils, often provided in conjunction with a range of partners, including parents, as well as Active School and other organisations. Children talked enthusiastically about 'Activities' afternoon for children in P4-7. Activities include music, gardening, crafts, press and pupil, first aid, life skills and drama. 'Rotakids' is delivered in conjunction with the Rotary Club. Pupils are able to make suggestions for activities they would like to be involved in with Community Links and children talked positively about rehearsing for a Christmas Performance in Knockando Parish Church. Groups rotate monthly, allowing opportunities to develop knowledge and skills in a range of contexts. Support staff play a vital role in the wider life of the school. Also, the tennis after school activity is being offered to involve parents in a meaningful way in the life of the school using the medium of health and well-being.

Children were able to tell us about a range of extra-curricular activities available, promoted through noticeboards. Locally sourced sports coaches provide tennis after school club and children are encouraged to join athletics sessions, as well as sign up for 'Bikeability' sessions. Learning logs provide opportunities for parents to share out of school achievements. Each child's achievements are recognised and celebrated through a dedicated display area in the annexe.

Children feel they are able to influence change throughout the school through their participation in committee groups. Committee groups include Communication Group, Rights Respecting School Group, Eco Group and Pupil Council. Children were able to explain how they use 'suggestion' boxes to involve pupils in improving their school. Pupil led improvements were recognised within the Rights Respecting School Accreditation Report. Children were enthusiastic about links with the local Coop. This provides opportunities for children to receive breakfast or access to a morning snack twice a week.

In conjunction with the Home School Link Worker, the school was able to provide opportunities for a small group of children to develop their social skills through a Farm Nurture programme 'Operation Baby Goat'.

1.3 ASN provision

Within the 2018 census, there are 7 pupils registered with Additional Support Needs, this equates to 14% of the school roll (49) – this is below the Moray primary school average of 32% during session 2018/19.

The headteacher has overall responsibility for ASN and is currently covering the 0.2 ASN staffing element within the school during session 2018/19 and additional time available has been allocated to Pupil Support Assistant hours.

This has provided an opportunity for a collective overview of the needs of the children within the school and the corresponding level of attainment.

The PSA team are confident in their roles and responsibilities and were observed working with a range of pupils in different contexts. They participate in the planning and evaluation of lessons and are regularly identify training needs which are then fulfilled. There are a number of new protocols which will be implemented to extend and improve the communication with support staff in order that they feel fully integrated into the team and thus ensuring that they feel fully included and valued. There were examples of support staff taking on leadership roles in areas such as outdoor learning and literacy activities.

Parents are assured that the school is meeting pupil needs with a supportive and responsive approach which gave them confidence to be able to approach the school and the headteacher to further discuss progress and initiatives in place for their child. They feel that the school implemented a focus on early intervention and varied measures which contribute to an effective provision for all children in the school.

Communication was identified a key strength by parents and they cited examples of quickly returned phone calls, access to school and staff to discuss any concerns and opportunities to visit on open afternoon and events. The inclusive practice was also an area of key strength within the school and this is further supported by a strong parent council group.

The ethos and inclusive practice evidenced, both with observations and through supporting paperwork, was a strength which ran across the school. Pupils were keen to be supported and to offer support to others. The capacity for development and improvement is strong with good leadership and committed staff who have shared values which support inclusive practice.

There is evidence of good partnership working within the school but much is informal between class teachers and PSAs; there is opportunity for extending this further to a more formal nature to ensure progress and impact of practice is fully evident within the school.

1.4 Curriculum

The school's Vision, Values and Aims have been co-created by the school community. The school's vision is 'to use the context of the school to deliver a coherent curriculum which will develop the capacity of every pupil...' This is grounded in the school values which are: Respect, Kind and Helpful, Hardworking, Achieving and Fun. The Vision, Values and Aims are evident within the life of the school and are communicated regularly through assemblies and classroom by means of positive relationship messages. The school has a Curriculum Rationale based on the four capacities of Curriculum for Excellence and the eight Curricular Areas. These are exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by an emphasis on

Thinking Skills and Health and Well-being. There is opportunity for reviewing this with reference to the context of the school and the Curriculum for Excellence Benchmarks. This could be done with a clear focus on raising attainment.

There are a wide range of curricular opportunities available to pupils which include the regular classroom subjects with Literacy, Numeracy and Health and Wellbeing being foundational across the curriculum areas. In terms of progression, work is being carried out at present to ensure that the curriculum meets the needs of learners as well as moderation work to develop a range of assessments to ensure consistency across all stages. The curriculum is enhanced by other activities such as Outdoor Learning which provides a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and its active involvement with the life of the school.

Due to the composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent work being repeated. This keeps staff in a progressive mind-set with the children at the centre of lesson planning. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities, in particular when supporting more and less able learners. The PEF budget of £4,800 is being spent on Outdoor Learning blocks for all classes which will further develop challenging experiences led by class teachers to help build pupil resilience as well as ELKAN training for all PSA staff to develop adult interactions to support communication and identify processing difficulties in pupils. Also, the school is providing support to families so that they can access curricular resources for their children to enthuse family learning. The Accelerated Reading Programme and additional reading resources are being bought and used as a tool to promote reading for enjoyment across the school community with the aim of raising levels of Literacy.

1.5 Learning & Teaching

All classes were visited, with each class receiving at least three learning visits. Across the school, children experience very positive relationships with staff and peers, creating a learning environment which is underpinned by the school values and UNCRC articles. Children enjoy coming to school and are willing participants in their learning. Staff have developed attractive and engaging learning areas across the school. Communal and classroom wall displays are used effectively to share success in learning, as well as to provide prompts for independent learning. Learning areas are welcoming and well organised. In almost all lessons observed, the children were motivated by the tasks and activities on offer to them. This is demonstrated in their positive attitude to learning. The children work well in cooperative teams and with learning partners. Teachers provide many opportunities for children to support each other in their learning.

There are examples of exemplary practice in learning and teaching. Well planned lessons were observed, with clear links or references made to prior learning. Staff know children well and work diligently, alongside support staff, to provide them with the best possible learning experiences. In all classes, learning intentions and success criteria were shared. In the best lessons, children worked closely with their teacher to discuss and co-create success criteria, promoting deeper understanding and developing higher order thinking skills. Across the school, there was evidence that the children used and understood the language of learning. Teacher's explanations were clear across the school and, as a result, children can describe the tasks they are engaged in and, increasingly, the skills they are developing. In most lessons, the learning experiences were appropriately challenging and enjoyable although there was scope for increasing pace and differentiation to further meet learner's needs .

Children have regular opportunities to use digital technology. Interactive whiteboards are used as a teaching tool to enhance learning and teaching. Laptops, computers and iPads are used well by children to support learning experiences and meet individual needs. For example, in accessing a wide range of software; displaying information using Excel and accessing websites for research.

1.6 School buildings

Condition – minimum standard C (2017)

Suitability – minimum standard B (2017)

The school has a split site with the main building being Victorian and a prefabricated building which houses the P6/7 classroom, the library and the kitchen/dining hall. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in. The Headteacher's Office has been moved this year to create a larger area for school administration.

1.7 Pastoral Care

Knockando Primary School provides a welcoming, stimulating, happy and inclusive environment where each child demonstrates determination and positive achievement. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, positive behaviour and pupil attitude and there is a strong sense of pride within the school.

The school vision, values and aims are embedded within the culture and ethos of the school as evident from discussions across all focus groups undertaken; pupils from all classes, parents and grandparents, teaching staff, non-teaching staff. Children feel safe and fully supported and know who to go to with any concerns.

Careful use of PEF funding has focused on a range of wellbeing and inclusion initiatives to ensure parity of provision for all children and to remove barriers often evident in a rural environment.

Staff are working together to ensure all children feel safe, nurtured and included with full entitlement to their rights as set out in the articles of the United Nations Convention on the Rights of Child (UNCRC). Through this rights-respecting approach, children have access to pastoral care and support both within and out with the classroom environment and the school has recently been awarded the Silver Award for Rights Respecting Schools. Pupil voice features considerably in supporting activities and progress within the school and should be further strengthened with approaches to affecting the direction of school improvement agenda in the formal and informal curriculum.

1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 96.1% (Moray – 94.9%)

Violence / Aggression against staff: 0 incidents recorded (2017/18)

Exclusions: 0 exclusions recorded (2017/18)

2. School roll

2.1 Roll and roll forecast

School Roll: 2018 – 49 pupils

Roll has stayed the same as 2013

School Roll Forecast 2025 – 56 (to increase by 7 = 14%)

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0,
2016/17: 1, 2017/2018: 1, 2018/19: 0 inward placing requests

2.3 Outward placing requests

Net placings over past five years: 2014/15: 2, 2015/16: 1,
2016/17: 1, 2017/2018: 0, 2018/19: 0 outward placing requests

2.4 Roll as percentage of capacity

2018 School Roll - 49 / Functional Capacity 75 = 65%

2.5 Class composition

2018 – 3 classes: 3 composite classes

(Classes: Composite – 1 x P1-3, 1 X P4/5, 1 X P6/7)

2.6 Number of teachers

2018 - Teachers FTE – 4.0 (4 staff)

(Includes 3.0 teachers and 1 HT; 1 X Teacher job share – 3 days/2 days)

2.7 School roll

2018 School Roll – 49

2.8 Maximum Capacity

2018 School Roll – 49 / Physical Capacity = 49%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2018/19 was £4,811

3.2 Financial trends

School devolved budget (including carry forward) for 2017/18 had a 4.26% underspend which equates to £8,129

3.3 Financial plans

The underspend for 2017/18 is been used to continue with changes to the building to help with the more effective use of space and to carry out INCAS tests for classes which are not being SNSA assessed to help track attainment.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Knockando Primary School is fully staffed at this time. PE, Art and Music are offered across all stages by class teachers.

4.2 Headteacher Relief Time

The Headteacher covers the ASN provision across the school.

4.3 Leadership Capacity

The Headteacher provides clear direction to the school, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are keen to be involved in these improvements and initiatives. The school community respects and values the leadership provided by the staff team at Knockando.

4.4 Staff development and leadership of Improvement of Change

Staff are given opportunity on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with raising their attainment and embedding employability skills in the curriculum. The school staff seek to empower the children to have the confidence, determination and resilience to achieve all they can regardless of background.

5. Schools Accessibility

5.1 Home to school transport time

Most pupils (44; 80%) are from within catchment surrounding Knockando. A fifth of the pupils (11; 20%) originate from out with the catchment. Most children in this latter category it is anticipated travel for less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Knockando Primary school are identified as Craigellachie Primary School (8.6 miles; 15 minutes approximate travel time via B9102 and A941), Aberlour Primary School (10 miles; 17 minutes approximate travel via B9102 and A941), Rothes Primary School (10.1 miles; 17 minutes approximate travel time via A94) and in the Forres ASG Dallas Primary School (8.8 miles; 16 minutes approximate travel.)

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (10 miles; 17 minutes approximate travel).

6. **Strong Links with the Community**

6.1 Parents' Views

Parents report that they are very happy with the school and are appreciative of the hard work of the head teacher and staff in their children's learning. In a recent parent/carer survey most parents thought that the school communicates well with them although they wanted clarification on educational acronyms which was actioned through actions such as rewriting a SIP with more inclusive terminology. Through focus group discussion with 8 parents and grand-parents, partnership working with parents was identified as positive and meaningful. Parents voiced the opinion that they would like the acting Head teacher post to be made permanent if possible.

6.2 Degree and Quality of Parental Involvement

Parents are involved in their children's learning as the school in activities such as Settling in Meetings, Attainment Evenings, Reporting to Parents and Open Mornings to show off the creative learning which takes place in school and to show how parents can help support their children's learning in class. This is evidence of the way in which the school has been working hard to engage parents. There is an active Parent Council who provide money for school trips, teaching resources and also provides funding to enhance the curriculum with activities such as dance, sport, music, drama and outdoor education. Indeed the outdoor play area was built by parental donation and local labour.

6.3 Contribution of the school to the Community

Knockando Primary School is at the heart of a large but widely scattered community as a hub which brings members of all ages together. The school

looks to the past and the future to inform the present in terms of the traditions of the area and the aspirations of the pupils. The community is rich in the resources of the people who live within the community and support the school so the school looks for ways to support the community. Both the Rotakids projects and the Eco Committee are actively involved in raising funds and supporting the local environment and wider campaigns.

School staff and pupils team up with other groups to work on community projects and look at ways they can support families in the community to overcome any barriers that living in a rural area may present. At the moment the school is working with Knockando Multisports group, Knockando Athletics Club, Knockando Church, Elgin Rotary Club, Aberlour Co-op and Archiestown Community Association on a variety of projects and this encourages the learners to plan ways to improve their local area and to get involved and make a difference.

The current joint ventures include a shared Christmas Fair and Community Evening with Archiestown Village Council, the school shares facilities with Knockando Athletics Group and the Knockando Sunday School to allow them to attract more participants. School pupils are part of the Speyside Young People Decides Initiative and this has been linked to the promotion of pupil voice within the school and community. In Term 3 2018/19 the school will be working with Historic Environment Scotland in a joint Celebrating Speyside Heritage Project, the theme of which will be decided upon by pupils and then shared with the wider community.

6.4 Other Provision (e.g. Nursery)

The school houses a partnership nursery 'The Knockando Playgroup' offering 30 places for 3 and 4 year olds with 14 children at present.

6.5 Multi-function use of building

The school has a partnership playgroup in the main school building. In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

Rothies Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

Aberlour Primary School

2018 School Roll: 133; Functional Capacity: 169 = 79%

2018 School Roll: 133; Maximum Capacity: 206 = 65%

Conclusions

On the basis of the evaluations of criteria 1-6, Knockando Primary School is currently a sustainable school. The roll and enrolment forecasts and because of its location, there will remain a need for this school classed as a non-denominational school serving an accessible rural area. ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), Roll prediction indicates an increase of 7 pupils over the next 7 years. With current functional capacity (65%) and maximum capacity (49%) and despite a future increase in school roll anticipated, Knockando Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

Recommendations

A non-denominational school, Knockando Primary School covers the village of Knockando and rural areas to the west of Aberlour, classed as a Moray Rural School (remote rural areas). The school is currently paired with Inveravon Primary which is mothballed with no pupil enrolments for sessions 2018/2019 and 2019/2020. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider refurbishing the school buildings to improve condition
- To undertake a statutory consultation for Inveravon Primary School in line with the Schools (Consultation)(Scotland) Act 2010

Areas of Strength

- An inclusive ethos and culture which reflects a commitment to children's rights and positive relationships which are evident throughout the school.
- Children are eager and active participants who are empowered to take responsibility for their learning.
- All staff are committed to change which results in improvement for learners.
- The whole school community contributes effectively to the life of the school and wider community in a range of well planned activities.

Areas for Improvement

- Continue to develop effective self-evaluation using robust tracking and monitoring approaches to improve attainment in literacy and numeracy for all children.
- Build upon existing approaches to differentiation to ensure pace and challenge across a wider range of curricular areas.

MORTLACH PRIMARY SCHOOL

1. Quality Educational Experience

1.2 Attainment

In terms of attainment there is an improving trend in P4 with P1 and P7 presenting a variable picture across the three years of data. Staff are engaged with moderation activities within the school and across the Speyside ASG to help improve attainment and the accuracy of its measurement and this has ensured that the attainment data gathered from Teacher Professional Judgement (TPJ) is more reliable.

In 2018, Achievement of a Level in P1 Reading (80%), Writing (70%) and Listening and talking (95%) are above the Moray averages of Reading (74%), Writing (67%) and Listening and talking (81%). In P4 Reading (63%), Writing (63%), Listening and talking (94%) and Numeracy (63%) are above the Moray averages of Reading (66%), Writing (56%), Listening and talking (71%) and Numeracy (59%). In P7 Achievement of a Level in Reading (80%), Writing (70%), and Listening and talking (90%) are above the Moray averages of Reading (71%), Writing (61%) and Listening and talking (75%). Also, in P7 Numeracy (60%) is below the Moray average (61%).

The school has its own tracking and monitoring system in place to monitor pupils' progress which includes Achievement of a Level in curricular areas such as Social Subjects and Languages, and includes support and interventions in place for some pupils in a range of areas. Teachers use the Scottish National Standardised Assessment (SNSA) data along with Pupil Impact Sheets in Reading and Writing, Spelling and Numeracy to track pupil learning and to identify gaps for possible interventions to be introduced. Teachers meet with the headteacher three times over the course of the school session to discuss pupil progress, identify any gaps in learning and plan appropriate supports. As a result of a more rigorous approach in tracking attainment, teachers' confidence is growing in making judgments on pupils achieving expected national levels. This could be enhanced further by including regular inputs by pupils to gather their views on their progress and feedback on learning experiences.

Staff may benefit from continued engagement with benchmarks and any Associated School Group or Authority wide moderation activities. Parents were happy with the attainment of their children and how it is reported to them. The informal 'Tea and Blether' sessions were particularly popular as they complement the Year Group Curricular Evenings. The school has also tried to help parents better engage with their children's learning by publishing 'Parent Resources for Pupil Homework' which includes information to assist with reading, numeracy and spelling. Pupil health and well-being is tracked by means of the well-being tab on the Moray Tracker.

Approaches to improving attainment permeates through the School Improvement Plan (SIP) 2018-20 priorities in terms of focused strategies to

improve attainment and employability skills, monitoring attainment and closing the attainment gap with Pupil Equity Funding (PEF) being utilised to support relevant pupils. As noted above, attainment is being tracked to identify learning gaps and plan appropriate interventions.

1.2 Wider school activities

The school offers a wide range of extra-curricular activities including Mandarin Club, Strategy (Chess) Group, Choir, Book Club, Craft Club, Badminton and a Homework Club. Pupils in the Sports Leadership Award Group have recently been awarded the Silver Award which has increased their confidence and leadership potential. P6 and P7 pupil citizenship activity has increased as a result of them working towards the Prince William Award in partnership with SkillForce. The school has ensured that clubs are inclusive and there is equity of opportunity to attend. The Pupil Council offers leadership opportunities for all pupils in the Community Groups and in the form of House and Vice-House Captains for senior pupils. The Pupil Council works with the school staff to ensure improvements in the school such as the school garden which has enhanced outdoor learning and fits in with the school emphasis on using its unique context in learning. The school has several opportunities for pupils to be involved in improving the life and work of the school which include Ecogroup, Health Group, Global Citizenship and Rights Respecting School Award (RRS). Pupils have a positive influence on the life and work of the school and their views are valued. The school is currently involved in Education Scotland's Young Learners (Inspectors) Project and as a consequence of this pupils should be more involved in formal school improvement and self-evaluation processes.

P2 pupils won the best themed category and were runners up overall in the Moray Engineer Challenge at Moray College. Last session Mortlach pupils won the Speyside Kwik Cricket Tournament and the Moray finals and were 10th in the Scottish National Tournament which is commendable. Also, Mortlach has just been awarded the Silver Sports Award by SportScotland and won first place in the Speyside ASG Cross Country Event. At the recent Sports Moray Awards, Mortlach won the Silver Award for Community Engagement as well as coming second in the Scottish Mathematical Challenge in Moray. P5 and P6 pupils from the school won the Participatory Budgeting Competition to mark the Year of Young People 2018 with the school also gaining third and fourth place.

There are various ways in which the school celebrates and recognises achievement. These include a series of class awards which are communicated on the school blog. There are also school awards which are given out at weekly school assemblies. Pupils find these to be motivating in terms of class and overall performance.

The school is in the early stages of becoming a Rights Respecting School, currently working towards their Bronze Award. Pupils were aware of their class charter and the rights of the child were displayed across the school and

within classrooms. This enabled the pupils to reflect on their rights and responsibilities as learners.

1.3 ASN provision

Within the 2018 census, there are 33 pupils registered with an ASN (SEEMiS) equating to 26% of school roll (126) – this is below the Moray primary school average of 32% for 2018-2019.

The Headteacher has overall responsibility for ASN and the school has one SFL Teacher (0.6 FTE), who works with pupils both in a class setting and within a room for SFL. Pupils work in the SFL room for targeted support in reading and aspects of numeracy in a group and individual basis as per their personalised support arrangements. Teachers were happy to receive support in class for numeracy and writing with the SFL teacher and Pupil Support Assistants (PSAs) and also Classroom Assistants (CAs) working with groups. Within these groups the learners appeared confident and the pace and level appropriate to the needs. The school should consider using the skills of the SFL teacher in relation to the five key roles.

As well as supporting learners the SFL teacher supports PSAs and class teachers in the planning, monitoring and evaluation of individual educational plans (IEPs) and Learner Profiles and Strategies (LPS). This role allows for consultation with regard to pupil progress and arising needs which is tracked through the school tracking and monitoring documents. School Referral forms and liaison with class teachers are used to identify learners' needs. The use of standardised assessments such as historic PIPs and INCAS, and SNSAs as well as other school assessment evidence helps to inform teacher judgements of pupil progress. The new Moray IEP format is in use ensuring that targets are SMART. The IEPs are reviewed three times a year where learners' and parents' views are sought and taken on board.

Mortlach has a very good partnership with Speyside High and the Enhanced Transition programme starts at the end of Term 2. These transitions are well planned and parents have the opportunity to meet with staff for information sharing. Transition between Pre-School and Nursery is supported through input from EYES.

There is evidence of wide ranging and good partnership work with other agencies with referrals, invitations to meetings, and consultations for specific pupils as required.

PSAs work with identified groups and pupils either in class or withdrawn to a quiet area when it is thought that pupils require more focus. PSAs liaise with teachers and are aware of learning targets and feedback daily on pupils' progress orally. More able learners are given opportunities to promote their learning.

The SFL teacher has been trained in delivery of precision teaching and uses this with individual pupils. Resources have been upgraded to include Clicker 7

and the Stile Programme. The SFL teacher has provided training on these resources and works well with support staff to discuss individual pupils and examine pupil progress on learning targets. The Headteacher and SFL teacher have identified the need to support pupils with social and emotional aspects and the nurture groups are accessed by a group of pupils on a weekly basis. The use of Boxall profiles would help with early identification assessment of pupils, target setting and intervention, as well as tracking pupil progress.

The school also has a Health and Wellbeing Group as part of the pupil voice to listen and support the HWB needs of the school in accordance with GIRFEC and the wellbeing indicators. The staff have benefited from Positive Behaviour Support training required to maintain safety of staff and pupils within school. Staff are able to discuss their training needs during annual ERDP.

The school does not have resources to be able to meet the most severe and complex needs and would benefit from links with a nearby school with an enhanced provision to allow the school to access advice, support and guidance from the PT ASN.

1.4 Curriculum

The school's Vision, Values and Aims have been recently updated in partnership with the whole school community and have an admirable emphasis on 'Together we promote – well-being, respect, growth, positive relationships and a united community.' The Vision, Values and Aims are embedded within the life of the school and are communicated regularly through assemblies and classroom positive relationship messages. The school has a curriculum rationale in place, which was reviewed in 2016 and is due for a refresh later in this academic year. This should be done in the light of the unique context of the school and the Curriculum for Excellence Benchmarks with a focus on raising attainment. The school aspires to promote the aims of Curriculum for Excellence by encouraging the four capacities in its pupils at school, in the local community and beyond. These are exemplified by the commitment of pupils to their learning and the caring way in which they relate to each other.

There are a wide range of curricular opportunities on offer which include the regular classroom subjects such as Expressive Arts, Mathematics and Social Studies with Literacy, Numeracy and Health and Wellbeing being foundational across all of the curriculum areas. In terms of progression, Expressive Arts are being reviewed at present by staff and it would be beneficial to include opportunities for Pupil Voice when themes and/or topics are being considered. Science is taught as a discrete subject so that pupils can focus on it as an important part of the curriculum in the context of the school. The curriculum is enhanced by a variety of other activities such as a bi-annual P6/7 residential visit to Dalguise Outdoor Centre which can help to build resilience and collaborative skills amongst pupils. Pupils have opportunity to visit local businesses such as local distilleries and RAF Lossiemouth which enables

them to see the relevance of learning and growing awareness of potential careers and pathways in the context of the Developing the Young Workforce (DYW) programme.

The school has bundled linked experiences and outcomes to plan for learning in an interdisciplinary way. There was evidence of IDL within a farming context linked to numeracy. Skills for life are being developed in classes as real life situations are referenced in literacy and numeracy classes, for example, how a joiner would use numeracy. The majority of opportunities through the curriculum on offer at Mortlach provide a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and their active involvement with the life of the school. Consideration should be given to involving partners more in the co-delivery of learning.

Due to the number of composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent repetition. This enables staff to keep their pupils at the centre of their planning. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities, in particular when supporting more and less able learners.

There is the potential for better transitions between Early Learning and Childcare Providers which is part of the school's improvement agenda. The transition to the local high school is viewed as positive from Mortlach's perspective with pupils being prepared for the next phase of their learning journey with enhanced transition for pupils where appropriate.

PEF monies have been used to focus on P6 and P7 pupils who were and are at danger of exclusion and this has been successful.

1.5 Learning & Teaching

All classes, including the nursery were visited with a range of lessons observed and most teachers received at least two learning visits from the review team. Learning areas within the school are bright and resources are well organised. Pupil work is displayed in the corridors to showcase their achievements and learning. Teachers demonstrated their use of open questioning and in the most effective practice this focussed on deeper learning. Most children were keen to take part in learning activities.

At all stages, learning intentions and success criteria were in place and shared with children. In the most effective practice, the learning intentions were clear and concise and the success criteria were appropriate, co-constructed and presented in child friendly language. In a few lessons, there were clear links or references made to prior learning and teachers were highlighting some of the skills children were developing or using and linking them to the world of work and later life. There was evidence that staff promote the language of learning and children are able to speak about

different skills they are using. In the most effective practice, these skills were identified through skilful questioning by practitioners, and were linked to the world of work and lifelong learning. Staff should build on the children's current knowledge of skills to support them to be clear about the relevant skills required in a particular lesson rather than identifying more generic skills like e.g. listening. Staff should continue to develop the children's language of learning as this is developing well.

Across the school, most children were active participants in their learning and were keen to share their understanding of their learning with team members. Relationships between pupils and staff were mostly positive and respectful. Most children across the school and nursery enjoy learning and are keen to improve and do their best. Focused praise is used in most classes and beyond the classroom efforts are rewarded through Pupil of the Week and special mentions at assembly.

There were a few examples of good practice in learning and teaching across the school such as open questioning and engaging feedback and these should continue to be shared in order to support all staff to improve. During the visit, too many lessons were teacher led and pupils should be encouraged to take more responsibility for their learning and progress. Through focus groups, children shared that they feel they are able to cope with further challenge in their learning. There should also be a continued focus on differentiation to better meet the needs of learners in a few classes.

Further development of peer assessment will support learners to become more aware of how to improve their learning and subsequent attainment. The school has made a start to incorporating the children's understanding of the 'Learning Pit' to promote challenge, dialogue and a positive growth mindset. This is in the early stages of development. A range of assessment approaches are being adopted in order to analyse more thoroughly the learner's progress over time which should be maximised to help raise attainment.

The school is well resourced in terms of ICT. There were a few examples of how this was being used to enhance learning e.g. learning activities, supporting specific learning needs. Opportunities to do this should continue to be explored in order to further improve children's learning experiences and the use of digital resources to support them.

1.6 School Buildings

Condition – minimum standard C (2017)
Suitability – minimum standard B (2017)

The school is a Victorian building and has been well maintained with recent roof repairs. The reception and entrance areas have been moved to make them more central. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in.

1.7 Pastoral Care

The school community has a positive ethos, which is both welcoming and friendly. There is a calm and purposeful atmosphere evident in classes and pupils take pride in their school and individual achievements. Relationships between both pupils and staff are positive and behaviour displayed during the visit was mostly respectful and co-operative. Parents who were interviewed commented on their involvement in the life of the school and the communication they received regularly via the Head Teacher in a positive manner. Pupils were aware of the way in which teachers looked after them and they felt that staff were approachable should they need to speak to them about any issues concerning them. Wellbeing indicators and the School Charter were evident within the school and some teachers made reference to these during lessons. Children felt safe in their lessons and at break and lunch times. They felt that any misbehaviour was dealt with in a timely and appropriate manner and that bullying was not an issue at the school because every-one looked out for each other. Children in a focus group also identified the strategies to adopt should it arise. There are appropriate Child Protection and Anti-Bullying procedures in place in line with Moray Council policies.

1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 94.6% (Moray – 94.9%)

Violence / Aggression against staff: 2 incidents recorded – 1 pupil (2017/18)

Exclusions: 2 exclusions recorded – 1 pupil (2017/18)

2. School roll

2.1 Roll and roll forecast

School Roll: 2018 – 126 pupils

Roll has decreased by 8 pupils since 2013 (134 = - 6%)

School Roll Forecast 2025 – 112 (to decrease by 8 = - 11%)

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 1, 2016/17: 0, 2017/2018: 2, 2018/19: 0 inward placing requests

2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 2, 2016/17: 2, 2017/2018: 3, 2018/19: 0 outward placing requests

2.4 Roll as percentage of capacity

2018 School Roll - 126 / Functional Capacity 175 = 72%

2.5 Class composition

2018 – 6 classes: 6 composite classes

(Classes: Composite – 1 x P1/2, 1 X P2/3, 1 X P3/4, 1 X P4/5, 1 X P5/6, 1 X P6/7)

2.6 Number of teachers

2018 - Teachers FTE – 6.8 (7 staff)
(Includes 5.8 teachers and 1 HT – job share – 4 days/1 day)

2.7 School roll

2018 School Roll – 126, Nurse Roll – 12 (mornings only)

2.8 Maximum Capacity

2018 School Roll – 126 / Physical Capacity 226 = 56%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2018/19 was £3,462.

3.2 Financial trends

School devolved budget (including carry forward) for 2017/18 had a 0.80% underspend which equates to £1,379.

3.3 Financial plans

The underspend for 2017/18 has been used to decorate up to the upper stages classroom as it was badly in need of refurbishing. The school is hoping to put in a new suspended ceiling in both the ICT suite and the area beside the early stages classrooms to aid redecoration and insulation.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Mortlach Primary School is fully staffed at this time. PE and Music are being delivered across all stages by two class teachers, whilst Art is delivered by all class teachers. German and Mandarin are also delivered one day a week across all stages.

4.2 Headteacher Relief Time

The Headteacher works in a job share capacity with another of the teachers on a four day/one day split. The Headteacher is class committed 1 day a week at present and non-class committed 3 days. The other headteacher is class committed 4 days per week as a class teacher and non-class committed 1 day a week in a headteacher role at present.

4.3 Leadership Capacity

The headteacher provides clear direction to the school, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are becoming more empowered to be involved in a wide range of priorities and initiatives for school improvement including self-evaluation. Parents value the home-school communication and the caring and supportive staff which gives a community feeling and a sense of belonging.

4.4 Staff development and leadership of Improvement of Change

Staff are given opportunities on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with ASN. There is increased focus being given to self-evaluation with the self-evaluation wall in the staff-room which should improve consistency in learning and teaching and support practitioners in improving pupil outcomes.

5. Schools Accessibility

5.1 Home to school transport time

On the basis of the 2017 School Census the majority of the pupils (112; 93%) are from within catchment in Dufftown. Less than half of pupils (8; 7%) originate from outwith catchment. Most children in this latter category it is anticipated travel for less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Mortlach Primary school are identified as Aberlour Primary School (5.4 miles; 10 minutes approximate travel via A95 and A94), Craigellachie Primary School (4.9 miles; 9 minutes approximate travel time via A94) and in the Keith ASG Botriphnie Primary School (4.7 Miles; 8 minutes approximate travel time via A94 and B9014).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (5.4 miles; 10 minutes approximate travel).

6. Strong Links with the Community

6.1 Parents' Views

Parents report that they are happy with the school and believe that staff work effectively for the benefit of their children offering a range of activities. Parents are surveyed termly on aspects of the school and in a recent parent/carer survey they were positive about the new homework policy of mid-week issue and mid-week hand-in. Through focus group discussion with 2 parents, partnership working with parents was identified as positive with the parent voice being heard and staff willingness to take their suggestions for improvement. Parents identify that support for their children is very good and they value the approachability of all staff including the Headteacher and the "open door" policy for engaging with the school.

6.2 Degree and Quality of Parental Involvement

Parents interviewed enjoy being involved with their children's learning and the school makes an effort to involve parents in the life of the school. This is done by, for example, curriculum and family learning sessions, 'Growth Mindset' work-shops and Sandpiper Trust first aid learning sessions. There is positive attendance at the informal 'Tea and Blether' open sessions where staff are approachable and willing to spend time explaining aspects of pupils' learning. Parents thought that school communicated well with them and reports were accessible to parents as was the SIP which is written in a non-jargon, plain English manner. The annual school pupil report is a good summary of their children's learning.

At the focus group, parents felt that they were listened to and welcomed into the school to run clubs such as the 'Community award for Sports' as well as PE and outdoor learning. They thought that the key strengths of the school were its togetherness, enthusiasm and team spirit and felt that the school could do more in terms of STEM activities and work with other schools.

6.3 Contribution of the School to the Community

The school and local community are closely linked, with various events and activities. The school has six community groups which meet twice a term and these groups have various links to the community and employers, for example, Glenfiddich helped to build an Eco garden and pupils regularly visit the Hanover Sheltered Housing complex. The choir will sing at the annual 'Christmas Light Switch On' in Dufftown.

The school has good links with the local library and classes make regular visits to encourage literacy through reading. The librarian comes in termly to Assemblies to tell pupils about any new library initiatives or any library challenges that are current.

6.4 Other Provision (e.g. Nursery)

The school has a nursery offering 20 places for 3 and 4 year olds. This is alongside a partner provider 'The Cabin' which is located within the school grounds.

6.5 Multi-function use of building

The school houses 'The Cabin' Partnership Nursery in an area adjoining the school building.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%
2018 School Roll: 49; Maximum Capacity: 99 = 49%

Rothies Primary School

2018 School Roll: 93; Functional Capacity: 175 = 53%
2018 School Roll: 93; Maximum Capacity: 220 = 42%

Conclusions

On the basis of the evaluations of criteria 1-6 and due to its location, Mortlach Primary School and Nursery is currently a sustainable school. The roll and enrolment forecasts indicate that the school will remain above the minimum roll threshold for a primary school in a rural area (above 90 pupils per section 6.7, “Schools for the Future: A Policy for Sustainable Schools”, 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area. Roll prediction indicates a decrease of 14 pupils over the next 7 years. With current functional capacity (72%) and maximum capacity (56%) alongside future reduction in school roll anticipated, Dufftown Primary School has future capacity to receive additional pupils from within or out-with existing catchment area.

Recommendations

A non-denominational school, Mortlach Primary School covers the village of Dufftown and rural areas to the south of Dufftown towards the Cabrach and the Ladder Hills. It is classed as a Moray Rural School (remote rural areas). Due to its location, Mortlach is a sustainable school. However, its age and condition mean that it does require investment to ensure a high quality learning environment. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Refurbishment to upgrade facilities and learning spaces to improve condition
- Possible merger with Craigellachie Primary School
- Consider Campus Leadership model across Speyside ASG
- Retain Mortlach Primary School and Nursery as per existing arrangement

Areas of Strength

- The leadership of the head teacher is recognised by the school community and the collaborative working of the staff has led to school improvement
- The school has a positive and welcoming ethos with caring and respectful relationships between all school staff and pupils
- Confident and motivated pupils were motivated who displayed a willingness to learn
- The impressive range of opportunities for wider achievement which are well supported by parents and the wider community

Areas for Improvement

- Continue with the planned review of the curriculum rationale as part of the process of school improvement.
- Introduce more opportunities for staff and pupil leadership to aid school improvement.
- The school and nursery should continue to work collaboratively across the Early Level to improve the children's attainment.

ROTHES PRIMARY SCHOOL

1. Quality Educational Experience

1.1 Attainment

In P1, Curriculum for Excellence (CfE) *achievement of a level* data for 2017/2018 indicates that pupils perform above Moray averages for Reading, Listening and Talking, and below Moray averages for Writing and Numeracy. In P4, *achievement of a level* data for 2017/2018 highlights that pupils perform marginally above Moray average for *Reading*, marginally below Moray average for *Listening and Talking*, and below Moray average for *Writing* and *Numeracy*. In P7, *achievement of a level* data indicates that children performed above Moray averages for Reading, Listening and Talking. Children achieved below Moray averages for Writing and Numeracy. SNSA data is being used to assist teachers with their judgments.

Through discussion with the Acting Headteacher and staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, P7) is increasing. Staff have high expectations and have used collegiate time well, engaging with National Benchmarks and participating in cross-Associated Schools Group (ASG) moderation activities. This includes formation of a P7-S1 cross-sector Moderation group with Speyside High School for moderation of Writing for 2nd into 3rd level, with work ongoing within the ASG with a P1-P3 (Early and 1st level) Moderation group.

In order to strengthen P7-S1 transition, writing jotters will also pass from P7 to S1 for continuity in learning in support of academic transition. Through Rothes Primary School practitioner awareness of Literacy content and coverage at secondary school, differentiation of work for more able children will be further supported alongside progression in learning. The school is also progressing with development work for strengthening Numeracy, particularly in the upper stages. The ASG Action Plan for 2018-2021 also includes focus on embedding Benchmarks, Moderation, collegiate working and good practice sharing across the ASG, raising attainment, Developing the Young Workforce (DYW) and Pupil Equity Fund (PEF) related themes. On review of data, partnership working within school and across the ASG and continued focus on moderation, will secure teacher confidence in TPJ further.

Working with the Support for Learning Teacher, practitioners have identified intervention groups with group learning plans for raising attainment and meeting learning needs. Termly meetings are held with practitioners, to identify children who may benefit from wider support. This includes group working on Literacy and Numeracy, social group for Nurture support, cooperative teaching with practitioners and in-class support. Termly meetings are data-led using *achievement of a level* and tracking data, with continuous dialogue supporting targeted inputs and resource identification. The school has embraced Tracking and Monitoring of learner attainment and

achievement, supported by the local authority Tracking and Monitoring spreadsheet tools. Staff know children well, using all available data (for example, PiPs, InCAS, Achievement of a level, TPJ, diagnostic assessments, context) and local knowledge to enact interventions in support of learning. Further tracking of cohorts and individual pupils over time, using all available data will support practitioners further in assessing pupil needs and impact of interventions for closing attainment gaps.

The school has identified a range of targeted and universal interventions as detailed in the School Improvement Plan inclusive of Literacy and supportive ICT based resources (Emerging Literacy, Accelerated Reader, Clicker and WordTalk), Numeracy ("Sumdog", maths tasks/worksheets) and HWB related interventions (Social Group, Nurture). Additional support staff hours have also been funded using PEF monies available, improving the learning and achievement of targeted individuals and groups identified. PEF monies have also supported purchase of resources including set-up of "Calm Corners" in classrooms, supporting the wider wellbeing of children for calm concentration in classes.

1.2 Wider school activities

All pupils are given the opportunity to participate in their House groups in "Talking Tuesdays" or "Wise Wednesdays." These are led by the House and Vice Captains, who have been nominated by their peers, and an allocated member of staff. Contributing to school improvement using "How Good is OUR School" (HGIOURS) and embedding the school's vision and values are the focus of these meetings. Parents have also been invited to participate in a number of these sessions. A 'Have Your Say' box is made available as a means for the children to influence their school community. Celebration assemblies are held every week to highlight success and achievements, with an emphasis on rewarding those who have achieved the target of the week which is linked to an agreed skill.

Opportunities for pupils to lead groups are increasing with the introduction of a book club, a chess and board games club and a film club, providing wider experiences. Pupils have also had the opportunity in the past to be part of the "Support Squad" and buddies for the nursery. Taking part in a variety of fundraising events like MFR Cash for Kids and the Big Scottish Breakfast has contributed to children's understanding of the impact they can have on the wider community. The school have already identified the need to extend leadership opportunities for all pupils at all stages to enhance pupil voice, ensure children have a better understanding of global issues and children's rights, and develop and sustain groups which reflect the needs and interests of the whole school community. Embracing wider accreditation schemes and initiatives – inclusive of UNICEF Rights Respecting Schools and Eco-schools – would recognise and celebrate achievement and provide framework for leadership experiences and opportunities. Continued use of the Wider Achievement Tracker will support work in this area.

There is a Parent Council which supports fundraising and a variety of events. Parents are encouraged to attend the termly Community assemblies to share learning. These are very well attended. Information, achievements, learning experiences and curricular visits are shared with parents and the local community via a variety of means including Twitter, Newsletters, and Open Evenings. Support from partners is evident with some extra-curricular opportunities available like Boxercise, Dance and 'Fun and Fitness'. Pupils spoke positively about their involvement with Lossie Entertainment Academy who are currently working with the whole school to create, produce and perform Rothes Primary Christmas Show.

1.3 ASN provision

At this time, 41 pupils are registered with additional support needs on SEEMiS equating to 44% of the school roll, well above the Moray Primary School average (33% - 2017/2018). All pupils are stage 0/1, with no pupils at stage 2/3. There is a flexible approach to ASN within the school as they aim to be inclusive and meet the needs of all pupils within mainstream classes. Pupil progress is well tracked. The school works with the ASN Staged Intervention model to identify pupils' needs and next steps. Staff meet termly for consultation in the identification of children requiring extra support, which is further supported by a wide range of assessment methods. There has been a particular focus on closing the attainment gap through small groups of children being withdrawn from class to focus on literacy and numeracy skills. A small number of children have Individualised Education Plans (IEP's) that are well written with SMART targets. These are reviewed twice a year. Parents and pupils are involved in agreeing targets for IEP's with staff. Group Learning Plans are also in place for identified children, with plans to formalise parental awareness. The Support for Learning teacher works closely with class teachers and PSAs, providing in-class support and training PSA's where appropriate. Staff spoke positively about the introduction of ICT programmes like 'Clicker 7' and 'Word Talk' to support learning in the class. A weekly nurture session has been set up to respond to the needs of pupils to build social skills and self-esteem. Updates about pupils' wellbeing and learning are via verbal communication between the Headteacher, teachers and PSAs as well as through the "Pupil Concern Folder", centrally recording health and wellbeing concerns. The school plans to extend access to Pupil Concern Folders to non-teaching support staff, further supporting early intervention and the quality of child planning overall.

1.4 Curriculum

The Curriculum at Rothes Primary School is constantly emerging, linked to bringing real life into the classroom and taking lessons beyond the classroom. Learning and teaching is driven by skills development and bringing learning to life, developing skills for learning, life and work. Development of core skills of literacy and numeracy are at the heart of the curriculum with the local context and wider life beyond – including ongoing focus on Global Goals – encouraging all to look beyond Rothes as well as locally for learning contexts. The Curriculum Rationale is under review with the whole school community to

take account of local, national and global priorities. With school vision and values at the heart of the curriculum, the aim is to make learning intrinsically relevant and engaging to children, embracing all contexts for learning including interdisciplinary learning linked to National Benchmarks.

Curriculum progression pathways have been created to date for Literacy and Numeracy with development underway for Science. Aligned to National Benchmarks, this is supporting understanding of achievement of a level and teacher expectations. Progressing with this work at pace through implementation of curriculum progression pathways will strengthen learning progression. Working with ASG Primary and Secondary colleagues, there is potential to undertake joint sourcing and implementation of wider curriculum area progressions, further supporting academic transition to Speyside High School. Working collaboratively, this would also support challenge of more able pupils in the upper stages beyond Literacy and Numeracy to 3rd level.

Focus this session has included planning for progression across the curriculum, with staff adopting a common planning format and planning together where for progression where possible. The school is embracing the Career Education Standards, DYW and in-house "Skills for Stars" framework, further identifying any gaps relating to DYW linked to the 4 capacities of Curriculum for Excellence (Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals). The Wellbeing Indicators (SHANARRI) are also central to curriculum planning, with all children supported to achieve through an appropriate curriculum to meet their learning needs. Learners are also developing confidence in Science through involvement in Moray Science and Primary Science projects. P7 Curriculum transition is also developing with Speyside High School, with pupils participating in transition activities, extended for pupils with Additional Support Needs.

1.5 Learning & Teaching

Roths Primary School is a very welcoming and positive environment for learning, with classroom walls and learning spaces used well to showcase children's learning. During our time at Roths Primary School, a full programme of classroom visits were undertaken, each class visited at least twice during the visit. During visits, learning and teaching activities were observed, classwork and jotterwork was reviewed and learners engaged in conversation about their learning.

Across the school, a very calm and positive ethos for learning was commonplace, with most children highly motivated and on task in most lessons observed. Teachers across classes work well to plan a range of learning activities, involving support staff and volunteers as appropriate in lessons. Teaching is underpinned by school values across classes with explicit links made in most lessons to skills development, wider careers and the wellbeing indicators. In less than half of lessons observed, links to the world of work made did not fully fit with natural lesson flow. Across classes, most children understood the purpose of their learning, the majority of children

accessing learning at a level appropriate to them. Learning Intentions and Success Criteria were evident in all lessons observed and shared in an engaging way in the lower stages, with co-creation of Success Criteria evident in the majority of lessons visited. Co-creation of Success Criteria led to slower pace of learning in a few lessons observed. Differentiation of Success Criteria was also present in the majority of lessons observed, supporting individuals and groups with their learning and reflection on learning.

In the majority of lessons, children reflected against Success Criteria including 'traffic lighting' with teacher feedback focused on '2 stars and a wish' and 'what went well/target to improve' related feedback. Most children were clear on their learning and next steps, particularly in writing and numeracy, including methods of self-reflection. Extending good practice in self and peer assessment consistently across the school - linked in to Success Criteria - would support identification of progress and next steps further, further increasing pupil ownership of learning. On questioning learners across lessons visited, most learners understood the purpose of their learning (the "what") with the majority also understanding "why" they were learning certain topics and content. Staff know learners well, with highly positive and mutually respectful relationships and very good standards of behaviour across the school.

In a few lessons observed, development of higher order reading was observed with children constructing their own questions. The majority of lessons visited contained questioning of a closed nature with less than half containing open-ended questioning for deeper learning. Teachers across classes circulated well in support of individuals and groups, checking for understanding and progress in learning. Most learners in most classes enjoyed active learning activities underway. Pupil Support Assistants worked well across classes with individuals and groups in order to support and challenge learning. ICT was used in classes as appropriate for research or extension activities. The majority of children found learning activities were pitched at a level appropriate to them, with differentiation of activities strengthening learning further, ensuring all children access learning at a level appropriate to them. This would continue to support pace and challenge in learning.

Teaching and support staff used praise well to motivate and encourage learners to achieve. Learners were keen to reflect on feedback given – written and verbal – where learner profiles to be launched (Blue Folders) will further strengthen mapping of progress in learning. Collaboratively reflecting on Assessment is for Learning (AifL) strategies will further strengthen pace and challenge for individual learners and specific learning needs. Through focus group discussions, parents value learning, homework set and flexibility in homework with "optional homework" also provided as appropriate for children who want to extend their knowledge and skills further. Teaching staff are using assessment information well, including SNSA diagnostics to support learner Literacy and Numeracy development. Children value their learning in school, with writing, Maths, outdoor learning, group working and teacher

adaptation of lessons to support more able pupils highlighted as some of the best things about Rothies Primary School.

1.6 School buildings

Condition: standard B (2017)

Suitability: standard B (2017)

Rothies Primary School opened in 1916, now educating the parish of Rothies and the surrounding countryside area, including the Glen of Rothies, Orton and up to the Craigellachie area on the west side of the River Spey. Before Speyside High School opened in August 1976, Rothies Primary School was also a junior secondary school, taking in pupils up to S3. Current school accommodation is utilised for 4 main classes (P1/2, P3/4, P5/6 and P7) alongside a Nursery (Morning and Afternoon). The school has a gym hall that also doubles up as an assembly hall and canteen. A Music Room and Support for Learning classroom are used throughout the week for group teaching and support work. All accommodation is located off of a central square corridor loop. Externally, the school has a grassed play area and various hard-standing playground areas, an outdoor classroom (outdoor learning log cabin classroom and story-telling chair). Internal classrooms, while of a traditional nature, are all equipped to deliver the curriculum including integration of interactive Promethean boards and ICT. There are currently 4 composite classes formed for the 93 pupils of Rothies Primary School.

1.7 Pastoral Care

A major strength of the school is the nurturing environment fostered from Nursery through to P7. It is evident that all staff know pupils well, including their specific needs. Most children reported they felt very safe in school and could talk to any member of staff as they are all so approachable. Pupils reported a strong sense of belonging and are very proud of their school. Support staff are highly regarded and included within the school community - the valuable contribution they make to the school and in supporting pupils is widely recognised. They are particularly proactive in sharing information regarding any concerns so it is passed on in a timely manner to all other members of staff, including teachers and Head Teacher.

In every classroom there is a Wellbeing Wall; the wellbeing indicators are used regularly as a tool of reflection by staff and children. This was particularly evident in the Nursery where the learning focuses on one wellbeing indicator and the SHANARRI bear is used as a vehicle to support discussion around wellbeing. Although each classroom has a "Calm Corner", most staff said there was little need for this as there is already a calm and inclusive atmosphere across the school. Restorative and solution-oriented approaches are adopted when dealing with any issues that arise with pupils.

1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.74% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 2 incidents were recorded (2017/2018) involving 1 pupil.

There were no incidents of exclusion (2017/18).

The school has a “Promoting Positive Behaviour - Our Policy” encouraging all children to treat each other as they would like to be treated themselves, with a restorative approach focus based on “respect”, “responsibility” and “repair”. This links in with the school vision - “by heart and by hand” – based on the traditional school motto with associated values of Happy, Enthusiastic, Achieving, Respectful and Teamwork. Pupils are clear on school systems for when positive behaviour is not exhibited (traffic light warning system), with few incidents noted of concern. Children in focus group discussion spoke favourably of the pupil-led “Support Squad” previously in place for playground support and would like to see this reinstated. Parents through focus group discussion value how swiftly and sensitively any issues of misbehaviour in the past have been effectively handled by the Acting Headteacher and school staff. Consideration of working towards the UNICEF Rights Respecting Schools Award would help the school to focus in on School Charters for Children’s Rights and respecting the rights of others, including developing pupil leadership through this initiative. This would further support enhanced pupil participation in school, with pupils keen to extend meaningful pupil leadership opportunities.

2. School roll

2.1 Roll and roll forecast

The School Roll in 2017 (Pupil Census) is 95 pupils. Since 2013 the roll has remained static (current roll, 2018; 93 pupils)

Forecasted roll: 2025 – 73

Estimated decrease by 22 pupils over next 7 years

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 1, 2015/16: 1, 2016/17: 0, 2017/18: 2, 2018/2019 (Year to date): 0 inward placing requests

2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 2, 2016/17: 2, 2017/18: 1, 2018/2019 (Year to date): 1 outward placing request

2.4 Roll as percentage of capacity

2018 School Roll: 93; Functional Capacity: 175 = 53%

2018 School Roll: 93; Maximum Capacity: 220 = 42%

- 2.5 Class composition
2018-19: 6 classes: 1 single stage and 3 composites
(Classes: Composite: P1/2, P3/4, P5/6)
- 2.6 Number of teachers
2018 – 5.2 fte Teachers – 7 Staff
1.0 fte Headteacher (currently Acting) and 4.2 fte Teachers
- 2.7 School roll
2017 School Roll: 95; Current 2018 School roll: 93

3. Financial position

- 3.1 Budgeted running cost
The cost per pupil in 2018/2019 (based on current roll: 93) is £3,484.
- 3.2 Financial trends
School devolved budget (including carry forward) for 2017-18 had a 2.42% underspend.
- 3.3 Financial plans

The Acting Headteacher uses devolved budget effectively for whole school developments, linked in with school self-evaluation evidence and School Improvement Plan priorities identified. This has included purchase of learning resources and use of PEF funding for targeted staffing and other resources as stated in section 1.1. Where appropriate, staff, pupils and parents are involved in determining resource purchase with a very supportive Parent Council raising funds for a variety of purposes (see Section 6.2).

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Roths Primary School is fully staffed at this time. The Acting Headteacher shares teaching responsibility for P1/2, with 3 other full time teaching staff teaching P3/4, P5/6 and P7 respectively. A part-time Support for Learning Teacher (0.4 fte) provides additional targeted and universal support for identified children. A Senior Nursery Nurse and Nursery Assistant support pre-school children in their learning. The school also benefit from a visiting PE specialist and music instruction provided by Recorder, Violin, Woodwind and Brass instructors. A team of 4 Classroom Assistant/Pupil Support Assistants provide in-class and group support for identified children.

4.2 Headteacher Relief Time

The Acting Headteacher is the sole member of Senior Leadership at Roth's Primary School. The Acting Headteacher works in collaboration with all staff, working collegiately in support of all learners. The Acting Headteacher is 0.6 fte class committed with teaching commitment for P1/2.

4.3 Leadership Capacity

The Acting Headteacher provides strong direction to the school, sensitively managing change focused around three key School Improvement priorities. Staff are empowered to lead on a wide range of priorities and initiatives for school improvement, informed by ongoing self-evaluation activities undertaken by the Acting Headteacher with the school community. Parents value the strong leadership of the Acting Headteacher and the different strengths staff bring to a very forward thinking team, ably supported by non-teaching staff. Pupils have the opportunity to stand for election for the roles of House Captain and Vice-Captain when in P7 but would welcome other committees and leadership opportunities to support school improvement and skills development. Staff feel empowered as part of a team to take forward changes, in informal and formal forums within and outwith the school.

4.4 Staff Development and Leadership of Improvement of Change

Staff work closely with the Acting Headteacher on formal and informal self-evaluation activities, actively discussing school priorities and next steps, reflecting on progress on an ongoing basis. Staff feel they are continually provided with opportunities to lead, with Professional Review and Development processes informing next steps. Staff view themselves as holding varied skills and interests, complementing one another through leadership of House activities, outdoor learning, curriculum progression development and wider achievement celebration.

Staff recognise the Acting Headteacher as very ably knowing strengths and building on these in support of all children. Children value being part of a House and having a voice in school improvement. Further development of pupil and staff leadership opportunities will allow for greater ownership of change, particularly in respect of pupils. Parents welcome the positive changes in recent times led by the Acting Headteacher, proactive and positive in communication, taking action based on feedback on a range of issues from behaviour to supporting their child's learning.

5. Schools Accessibility

5.1 Home to school transport time

The majority of pupils (81; 85%) are from within catchment in Rothes. Less than half of pupils (14; 15%) originate from outwith catchment. Most children in this latter category it is anticipated, travel for less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Rothes Primary School are identified as Craigellachie Primary School (2.4 miles; 5 minutes approximate travel via A95) and Aberlour Primary School (5.2 miles; 10 minutes approximate travel via A95 and A941). Knockando Primary School also within the ASG is within

travelling distance (9.8 miles; 17 minutes approximate travel via A941 and B9102).

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements as common with other Primary Schools exist among the ASG. This includes Moderation activities underway including Curriculum transition work (Writing). Transition arrangements for P7-S1 and enhanced transitions for ASN pupils are in place with Speyside High School (5 miles; 9 minutes approximate travel via A941 and A95). The school also supports students from Moray College UHI on HNC courses through placements in Nursery and P1/2. Students are also supported through teacher training placements from Moray College UHI and Aberdeen University. These arrangements have been ongoing over a number of years.

6. Strong Links with the Community

6.1 Parents' Views

Parents are pleased with the school and in particular, the regular communication, newsletters and approachability of all staff, including the Acting Headteacher. Through focus group discussions with 8 parents (supplemented by parental letter from a further parent), parents feel that their views are sought, listened and acted upon with past Focus Group discussions and Parent Council involvement noted as past forums for discussing views.

Parents believe that Rothes Primary School lives by its "HEART" values, with wellbeing and achievement beyond academic at the fore. Parents welcome transition opportunities including extended transition (Additional Support Needs) and wider pastoral support of their children to achieve and succeed.

6.2 Degree and Quality of Parental Involvement

The school has a Parent Council, The Rothes School Association (RSA) – elected in September each year to provide parents with an effective link with the school and engage in fundraising and school improvement activities. Past achievements include provision of ICT resources, iPads, library books and furniture/equipment through fundraising activities. RSA has also funded wider school excursions including a Cinema trip and supported playground improvements. The Rothes School Pupil Enrichment Fund also exists as a Charitable Trust, set up in 2003 with the aim to invest a capital sum to be used for the wellbeing and benefit of the pupils of Rothes Primary School.

Through focus group discussions, parents value opportunities to visit the school with examples given including Parents' Evenings, Open Evenings, Wise Wednesday and Christmas Shows. Parents would welcome more shared learning events, valuing Community Assemblies in celebration of pupil achievements. Additional family learning resources or packs in support of their child's homework and learning would also be welcomed (for example,

support strategies for Numeracy and Maths for consistency with school based methods). This has been identified by the school in their School Improvement Plan (Priority 3).

6.3 Contribution of the school to the Community

Rothes Primary School is an integral part of the local community. Links include those with local clergy, businesses and industry. As stated by teaching staff, Rothes has tangible community “spirit”, as evident in the volunteers who come in regularly to school to support with genuine care emanating from the community into school. Community Assemblies take place once or twice a term in order to share in pupil learning and achievements, where full use is made of the local area in supporting the curriculum including the river, castle and local employers (e.g. Nursery children visit the local butcher to see how sausages are produced, Glen Grant distillery for careers). Children are actively involved in the local Flower Show, participating most recently in pasta picture display and poetry entries. RSVP (Rothes School Vision for Pupils) is involved in promoting the values and wellbeing indicators across the school community. P5/6 focus for fundraising this session is for MfR ‘Cash for Kids’ with fundraising about to take place through the Christmas Fayre (P5/6 Inter-disciplinary learning). Working as an ASG last session, a whole-ASG DYW speed dating event took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education. All pupils have also created a poppy for Elgin Museum’s “Poppy Cascade”. P7 pupils also baked goods and organised a car wash with Rothes Fire Brigade in order to raise funds for their end of year celebration, also donating money to a nominated charity.

6.4 Other Provision (e.g. Nursery)

The school also incorporates its own Nursery class (currently 22 Nursery children in half-day sessions).

6.5 Multi-function use of building

The school building is in good decorative order and state of repair, with a variety of rooms and general purpose areas suitable for a range of activities and uses.

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Craigellachie Primary School

2018 School Roll: 49; Functional Capacity: 75 = 65%

2018 School Roll: 49; Maximum Capacity: 99 = 49%

Aberlour Primary School

2018 School Roll: 133; Functional Capacity: 169 = 79%
2018 School Roll: 133; Maximum Capacity: 206 = 65%

Conclusions

Rothes Primary School continues to offer pupils a wide range of curricular experiences supported by a team of dedicated practitioners (teaching and non-teaching) in a supportive, inclusive and community school environment. Capably led by the Acting Headteacher using devolved budget effectively, staff present as a committed team of reflective practitioners, working together to provide a broad range of learning experiences to meet a range of learning needs. The school is viewed positively by the wider school community.

It is noted that overall, on the basis of the evaluations of criteria 1-6, Rothes Primary School and Nursery is a sustainable school. It is further noted that the roll and enrolment forecasts indicate that the school will fall below the minimum roll threshold for a primary school in a rural area (below 90 pupils per section 6.7, "Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), classed as a non-denominational school serving an accessible rural area.

Roll prediction indicates a decrease of 20 pupils over the next 7 years. With current functional capacity (53%) and maximum capacity (42%) alongside future reduction in school roll anticipated, Rothes Primary School has future capacity to receive additional pupils from within or outwith existing catchment area.

Recommendations

A non-denominational school, Rothes Primary School covers the village of Rothes and the surrounding countryside area, including the Glen of Rothes, Orton and up to the Craigellachie area on the west side of the River Spey, classed as a Moray Rural School (accessible rural areas).

School roll projections would suggest sufficient capacity in future years to meet the needs of the school catchment where the following options could be considered and appraised:

- Retain Rothes Primary School as per existing arrangement
- Consider Campus Leadership model across Speyside ASG
- Consider merger with Craigellachie Primary School

Areas of Strength

- A positive and rights-respecting school ethos, underpinned by whole-school commitment to school vision and values ensures all children are happy, enthusiastic, achieving, respectful and can work as part of a team
- Leadership of the Acting Headteacher in moving the school forwards, collaboratively identifying School Improvement Priorities using a range of self-evaluation activities and evidence
- Articulate, welcoming and well-mannered children who have ownership and pride in their school, enjoying learning and with strong sense of belonging to their school
- Staff who work conscientiously together as a team in order to support all children in their learning and wider wellbeing, building a positive ethos of achievement
- Partnership working with parents and partners to enrich learners' experiences, sharing and celebrating learner achievements in an inclusive school community

Areas for Improvement

- Review approaches to learning and teaching at all stages to ensure consistency in learning experiences with continued focus on pace, challenge and differentiation for groups and individual learners
- Further extend opportunities for staff and pupil participation and leadership of appropriate school improvement priorities, wider committees and clubs
- Ensure any positive change resulting from school self-evaluation activities are formally recorded - including through school policy as appropriate - for sustainability of improvements and shared understanding of all
- Extend opportunities for parental engagement to wider family learning opportunities
- Working collegiately, adopt appropriate curriculum progressions for wider curriculum areas, supporting planning for breadth of learners' experiences

TOMINTOUL PRIMARY SCHOOL

1. Quality Educational Experience

1.3 Attainment

Attainment data is collected annually at the end of each academic year through the Achievement of Curriculum for Excellence Levels. Attainment levels in P1 and P4 are positive and the majority of pupils achieve levels which are anticipated and the majority are above the Moray averages. P7 attainment levels are slightly below the Moray averages although the numbers in each stage are small and so there is the risk of these small numbers skewing the overall presentation of figures.

Across P1 and P4 attainment levels are increasing over time whilst in P7 these levels are more variable. This shows that Professional Teacher Judgment (TPJ) is becoming more confident over time which is encouraging. Staff are engaged with moderation activities within the school and across the Speyside ASG to improve the measurement and levels of attainment.

STAR Reading tests are carried out as part of the Accelerated reading Programme to assess progress and gaps for positive interventions to boost Literacy. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning in November, January and May each year. Teachers also use the new Scottish National Standardised Assessments (SNSA) data along with Reading, Writing, Listening and talking and Numeracy Achievement of Curriculum for Excellence Level (ACEL) data to track pupil progress and plan interventions to help close any pupil gaps in learning.

The use of the Moray Tracker has meant that teacher awareness of pupil progress has been heightened and it has given teachers more confidence in their ability to track the Achievement of a Level for pupils. This use of the system could possibly be enhanced by including regular input from pupils. Staff will benefit from continued engagement with Benchmarks and any Associated School Group or Authority wide moderation activities. Parents interviewed were happy with the attainment of their children, how it is reported to them and with the structure of parent interviews. With raising attainment as a SIP priority the school has worked with parents by introducing an initial family learning workshop on Emerging Literacy. Parents are also invited to engage with their children's learning through Pupil Learning Logs to help support their child's progress and consequently support raising attainment.

1.2 Wider school activities

In spite of the school's rurality, the Headteacher and staff provide many opportunities for children to achieve through opportunities such as a running club. There is the after school Room 13 Art Club which is very popular and over-subscribed. This club helps develop pupil art skills and baking skills where the baked goods are sold to raise money for schools projects such as

Linda's Room in memory of a member of Support Staff who sadly passed away. Children also get involved in organising community 'Soup and Sweet' activities to raise money for school projects. Parents fed back that they take their children to swimming and athletics in Grantown on Spey, which is in Highland Council's area.

Children feel they are able to influence improvement throughout the school through their participation in committee groups. These groups include Pupil Council and Eco Committee as well as a House System with House Captains who are given leadership opportunities, for example, by helping organise and run the annual Sports Day. The school has reflected on the award of their Eco Green Flag and are considering being involved in the Rights Respecting School Award (RRSA) as it may be more relevant to the current needs of the school. This is primarily because the school community has a good grasp of the importance of eco-issues as they are living in such a beautiful area of Scotland and they value this as many of their parents' careers and the pupils' potential future careers will be land-based.

1.3 ASN provision

Within the 2018 census, there are 12 pupils registered with Additional Support Needs, this equates to 39% of the school roll (31) – this is above the Moray primary school average of 32% during session 2018/19.

The headteacher has overall responsibility for ASN and some additional time available from PEF has been allocated to Pupil Support Assistant hours. This has provided an opportunity for a collective overview of the needs of the children within the school and an ability to offer extra support to vulnerable children to help enhance social inclusion and raise attainment.

The PSA team are confident in their roles and responsibilities and were observed working with a range of pupils in different contexts. They work well with teaching staff and regularly identify training needs which are then fulfilled. The PSAs felt very valued within the school. Information about supporting the pupils was confidently shared amongst staff. They were trusted to provide valuable feedback to support planning. There were examples of support staff taking on leadership roles in areas such as Outdoor Learning and Literacy activities.

The ethos and inclusive practice evidenced, both with observations and through supporting paperwork, was a strength which ran across the school. Pupils were keen to be supported and to offer support to others. Pupils felt their health and well-being is supported through the Wellbeing Indicators. Any pupil concerns or worries are addressed effectively which all pupils spoken to identified as having a positive impact. Classrooms are spacious, well organised and accessible which supports pupil inclusion. All enhanced transitions are individualised to meet the learner's needs. A well-established collaborative approaches between the small schools provides scope to support all pupils in the school.

Parents are assured that the school is meeting pupil needs with a supportive and responsive approaches which gave them confidence to be able to approach the school and the Headteacher to further discuss progress and any issues which arise.

Communication and being listened to was identified as key strengths by parents and they cited examples of quickly returned phone calls, access to school and staff to discuss any concerns and opportunities to visit on open afternoon and events. The inclusive practice was also an area of key strength within the school and this is further supported by a parent council group.

There is evidence of good partnership working within the school with some being informal between class teachers and PSAs; there is opportunity to extend this to a more formal nature to ensure progress and impact of practice is fully evident within the school.

1.4 Curriculum

The school's Vision, Values and Aims have been developed collaboratively. The school's vision is based on Gardner's theory of multiple intelligences and is 'To be as SMART as we can be!'. The pupils are aware of the different intelligences and refer to them in their classes. This vision is grounded in the school values which are: Responsibility, Enthusiasm, Achievement and Learning.' The Vision, Values and Aims are embedded within the life of the school and are communicated regularly through assemblies and classroom by means of positive relationship messages. The school realises the overlap between the 'Smarts' and the skills embedded in the Developing the Young Workforce' (DYW) programme and will cross reference these in the near future so that they are integrated in lesson Learning Intentions and Success Criteria. Recent Science CLPL has enabled staff to focus on enquiry skills and revisit Inter Disciplinary Learning (IDL) science to make it more discrete. Early Stages are more focused on Literacy through the Emerging Literacy programme. The school will be focusing on Numeracy as an area of improvement in the near future.

The school has a Curriculum Rationale in place which is based on the four capacities, the eight Curricular Areas and the design principles of Curriculum for Excellence. These are exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by an emphasis on 'Smart Skills' which ensure the pupils to reflect on what they are learning within different areas of the curriculum and how to improve. This is an area where more Pupil Voice could be heard. There is room for collaboratively reviewing this with reference to the context of the school and the Curriculum for Excellence Benchmarks. This could be facilitated by planning between teachers so that strengths are better used across the P1-3/P4-7 boundary. This should be done with a clear focus on raising attainment.

There are a wide range of curricular opportunities on offer which are regularly reviewed and progressions as being created for Health and Wellbeing, RME,

Technologies and Expressive Arts as part of the current SIP. This work is being carried out at present to ensure that the curriculum meets the needs of learners as well as moderation work to develop a range of assessment evidence to ensure consistency across all stages. The curriculum is enhanced by a variety of other activities such as Outdoor Learning which provides a range of stimulating, relevant and challenging experiences. This is supported and enhanced by activities in the local community and its active involvement with the life of the school. The Tomintoul and Glenlivet Landscape Partnership Newsletter often carries articles on school activities to help the community to be aware of what is happening in school and to support the school where possible.

Due to the two composite classes, the school is aware of the need for teachers to liaise between stages to ensure progression and to regularly review the curriculum to ensure appropriate coverage and to prevent work being repeated. Most pupils' needs are met through the curriculum, although further consideration should be given to the differentiation of materials and activities so that pupils are supported and challenged as appropriate. The PEF budget of £7,200 is being spent on targeted interventions to improve attainment and achievement in literacy and numeracy where gaps are identified to be related to poverty.

Pupils have the opportunity to be involved in the 'Young Engineering Project' where they are national champions and Eco-schools. Plans are being considered to have the school achieve the Right's Respecting School Award (RRSA) to enhance the school ethos with a focus on equity.

In the Nursery pupils are engaged with a curriculum which is based on play and outdoor learning which utilises its unique rural context. This means that the pupils have curricular experiences which encourage them to be active in the outdoors. There is a good curricular transition from the nursery to P1 which ensures that the pupils' learning flows as they move into the primary school.

1.5 Learning & Teaching

All classes were visited, with each class receiving two learning visits. Across the school and in nursery, children experience positive relationships with staff and peers. Children enjoy coming to school and are willing participants in their learning. Staff have developed bright and engaging learning areas across the school. Communal and classroom wall displays are used effectively to share the school vision and values and aims and success in learning, as well as to provide prompts for independent learning. The children work well individually in groups and with learning partners. Teachers provide many opportunities for children to support each other in their learning.

There are examples of good practice in learning and teaching with ability groups being well used to create a supportive learning environment. Well planned lessons were observed which met pupil needs. Teaching staff know children well and work with support staff to provide the pupils with the best

possible learning experiences. In most classes, learning intentions and success criteria were shared. Across the school, there was evidence that the children used and understood the language of learning. Teacher's explanations were clear across the school and, as a result, children can describe the tasks they are engaged in and, increasingly, the skills they are developing based on the school's SMART terminology. This SMART terminology is enhanced by the use of learning logs which means that pupils can positively monitor their learning and enables them to help identify next steps. In most lessons, the learning experiences were appropriately challenging and enjoyable although there was scope for increasing pace and differentiation to further meet learner's needs .

Children have regular opportunities to use digital technology to enhance their learning in accessing a wide range of software; displaying information using Excel and accessing websites for research.

In the Nursery pupils have a wide range of learning experiences which are mapped to the 'Building Ambition' and CfE Levels. They carry out most of their learning through play and enjoy working with each other in groups. Pupils enjoy their learning and were engaged with the activities. They were able to describe what they were learning and were keen to speak about it in a mostly confident manner.

1.6 School buildings

Condition – minimum standard C (2017)

Suitability – minimum standard B (2017)

The school has a single site with the building being quite modern although it has the disadvantage of not having a school hall. To compensate for this the village hall is used for activities which is about 400 metres away which is difficult in inclement weather. The school is very spacious as it was a part of a secondary school at one time, with the other part of the former secondary school now derelict across the road. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in.

1.7 Pastoral Care

Tomintoul Primary School provides a welcoming, stimulating, happy and inclusive environment where the children work well together in a constructive and purposeful manner. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, positive behaviour and pupil attitude. Pupils genuinely appreciate their school and the other members of the school community and this is reinforced by the underlying 'People Smart' aspect of the school ethos.

The school vision, values and aims are embedded within the life of the school as evident from discussions in the focus groups undertaken which included

pupils, parents and teaching and support staff. Children feel safe and fully supported and know who to go to if they have any concerns.

Staff are working together in the school and nursery to ensure all children feel safe, nurtured and included with full entitlement to their rights. Through this rights-respecting approach, children will continue to have access to pastoral care and support which will be more explicit in the context in which they learn and live together each school day. Pupil voice is prominent in the school and should be further strengthened with approaches to affecting the direction of school improvement agenda in the curriculum and wider school activities.

1.8 Attendance, exclusions & pupil behaviour

2017/18 Attendance rate: 93.7% (Moray – 94.9%)

Violence / Aggression against staff: 0 incidents recorded (2017/18)

Exclusions: 0 exclusions recorded (2017/18)

2. **School roll**

2.1 Roll and roll forecast

School Roll: 2018 – 31 pupils

Roll has decreased by 11 since 2013 (- 33%)

School Roll Forecast 2025 – 37 (to increase by 6 = 16%)

2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0,
2016/17: 0, 2017/2018: 0, 2018/19: 1 inward placing requests

2.3 Outward placing requests

Net placings over past five years: 2014/15: 0, 2015/16: 0,
2016/17: 0, 2017/2018: 0, 2018/19: 0 outward placing requests

2.4 Roll as percentage of capacity

2018 School Roll - 31 / Functional Capacity 75 = 41%

2.5 Class composition

2018 – 2 classes: 2 composite classes

(Classes: Composite – 1 x P1-3, 1 X P4-7, 1 X Nursery Class)

2.6 Number of teachers

2018 - Teachers FTE – 2.5 (3 staff)

(Includes 2.0 teachers and 1 HT for 0.5 of the week)

2.7 School roll

2018 School Roll – 31

2.8 Maximum Capacity

2018 School Roll – 31 / Physical Capacity 133 = 23%

3. Financial position

3.1 Budgeted running cost

The cost per pupil in 2018/19 was £7,120

3.2 Financial trends

School devolved budget (including carry forward) for 2017/18 had a 5.64% underspend which equates to £9,376

3.3 Financial plans

The underspend for 2017/18 is being used to replace the main School reception and Nursery entrance doors to ensure security and increase draft proofing to conserve energy.

4. Staff Wellbeing and Development

4.1 Availability of Teachers

Tomintoul Primary School is fully staffed at this time. PE, Art and Music are offered across all stages by class teachers.

4.2 Headteacher Relief Time

In the interim Tomintoul does not have a Headteacher Relief and this is being covered by an Acting Deputy Headteacher at Tomintoul while the Headteacher is currently covering a staff absence at Glenlivet Primary School full-time. This means that she spends all of the working week at Glenlivet at present.

4.3 Leadership Capacity

The Headteacher provides good leadership and clear direction to the schools in her charge. She manages to do this in the context of a current staff absence, managing the pace of change around three key School Improvement priorities which are carefully monitored. Staff and pupils are keen to be involved in these improvements and initiatives. The school community respects and values the leadership provided by the staff team at Tomintoul.

4.4 Staff development and leadership of Improvement of Change

Staff are given opportunities to lead on a range of priorities and initiatives which are linked to Professional Review and Development. Staff work well together as a team and there has been a lot of work on supporting pupils with raising their attainment and embedding employability skills in the curriculum. The school staff seek to empower the children to have the confidence, determination and resilience to achieve all they can regardless of background.

5. Schools Accessibility

5.1 Home to school transport time

Most pupils (37; 97%) are from within catchment surrounding Tomintoul. One pupil (3%) originate from out with the catchment. The child in this latter category travels for less than 30 minutes.

5.2 Distance to another suitable school

Nearest schools to Tomintoul Primary School are identified as Glenlivet Primary School (9.8 miles; 16 minutes approximate travel time via B9008), Mortlach Primary School (18.8 miles; 18.8 minutes approximate travel via B9008 and B9009) and Inveravon Primary School (15.0 miles; 24 minutes approximate travel time via B9008) which is currently moth-balled.

5.3 Existing co-operative arrangements with other schools and further education colleges/training organisations

Co-operative working arrangements with other Primary Schools exist within the ASG. Transition arrangements and enhanced transitions are in place with Speyside High School (21.7 miles; 34 minutes approximate travel).

6. **Strong Links with the Community**

6.1 Parents' Views

Parents report that they are very happy with the school and are appreciative of the hard work of the head teacher and staff in their children's learning in the context of the current staffing situation. Through focus group discussion with 4 parents, partnership working with parents was identified as positive and meaningful and parents were keen to run clubs when they were available. Parents felt that the staff knew their children well and were approachable when there was an issue which rarely happened due to the positive ethos and good relationships which existed within the school. They liked the pupil learning logs and felt that the level of challenge given to their children was appropriate.

6.2 Degree and Quality of Parental Involvement

The school communicates effectively with parents through e-mail and by letter and they are asked for their views when the children receive their school reports. The Parent Council is quite active and supports the school where it can, for example, with the school Christmas Fayre and land based studies at local farms. The parents thought that there is a real team spirit with the school and their children and families working together for the good of the school.

6.3 Contribution of the school to the Community

The school makes a significant contribution to the local community. Children are actively involved in community activities including the building of and placing of bird boxes on the Crown Estate as well as planting a 'Field of Hope' of daffodils. The school is also involved with the Tomintoul and Glenlivet Development Trust and Wildlife Group where they worked together to achieve the 'Dark Sky' status which was celebrated at a Community event. The school and is also keen to give back to the community by arranging events such as the MacMillan Coffee Morning where the pupils baked cakes and served them to raise funds for this charity. The pupils also get involved in litter picks to help sustain the environment in the light of the importance of tourism to the area.

Working as part of the ASG last session, pupils participated in a whole-ASG DYW speed dating event which took place with over 30 employers attending targeted at P7 and S1 pupils, supporting careers-based education.

6.4 Other Provision (e.g. Nursery)

The school has a nursery offering 20 places for 3 and 4 year olds and there are 13 pupils at present.

6.5 Multi-function use of building

In Moray, Primary Schools are not currently let for community groups and activities. No informal arrangements for school building use are currently in place.

6.6 Capacity in nearest schools

Glenlivet Primary School (Dual Headship with Tomintoul)

2018 School Roll: 16; Functional Capacity: 42 = 38%

2018 School Roll: 16; Maximum Capacity: 42 = 38%

Mortlach Primary School

2018 School Roll: 126; Functional Capacity: 175 = 72%

2018 School Roll: 126; Maximum Capacity: 226 = 56%

Inveravon Primary School

The school is moth-balled at present.

Conclusions

On the basis of the evaluations of criteria 1-6 and on the basis of its location, Tomintoul Primary School is currently a sustainable school. The roll and enrolment forecasts and because of its location, there will remain a need for this school to be classed as a non-denominational school serving a very remote rural area. ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list), Roll prediction indicates an increase of 6 pupils over the next 7 years. With current functional capacity (41%) and maximum capacity (23%) and despite a future

increase in school roll anticipated, Tomintoul Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

Recommendations

A non-denominational school, Tomintoul Primary School covers the village of Tomintoul and rural areas to the southern end of the Moray Council area, classed as a Moray Rural School (very remote rural areas). Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Speyside ASG
- Consider refurbishing the school buildings
- Retain Tomintoul Primary School and Nursery as per existing arrangement

Areas of Strength

- Quality learning and teaching based on the 'SMARTS of Multiple Intelligence.'
- A relevant and well-constructed curriculum means that pupils have positive learning experiences in a unique rural context.
- A caring ethos which provides a secure place for learning with good teamwork across the school community with leadership distributed at all levels.
- Polite, well-mannered pupils who are focused and enthusiastic in their learning with positive relationships and partnerships with the local community.

Areas for Improvement

- Continue to focus on raising attainment and 'closing the gap' by developing curricular progressions for pupils combined.
- More use of teacher areas of expertise and strength to enhance curricular and lesson planning.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: ANALYSIS OF SECONDARY SCHOOL ATTAINMENT 2017/18
AND WIDER ACHIEVEMENT 2017/18**

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

1. REASON FOR REPORT

- 1.1 This is an update to the Interim Secondary School Attainment 2017/18 report from the meeting of 21 November 2018 (paragraph 12 of the minute refers). This report included information from Senior Phase National Qualifications results, including information on the National Measures on attainment and achievement as profiled on "Insight", the Senior Phase Benchmarking Tool.
- 1.2 This report is submitted to Committee in terms of Section III (C) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

- (i) considers and notes the updated attainment information of young people in Moray, with specific regard to the National Measures for leavers published on Insight in February 2019; and**
- (ii) scrutinises and notes the contents of the Wider Achievement report.**

3. BACKGROUND

3.1 Attainment

Insight focuses on performance in the Senior Phase across four key national benchmarking measures. The four national benchmarking measures focus on:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school participation
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

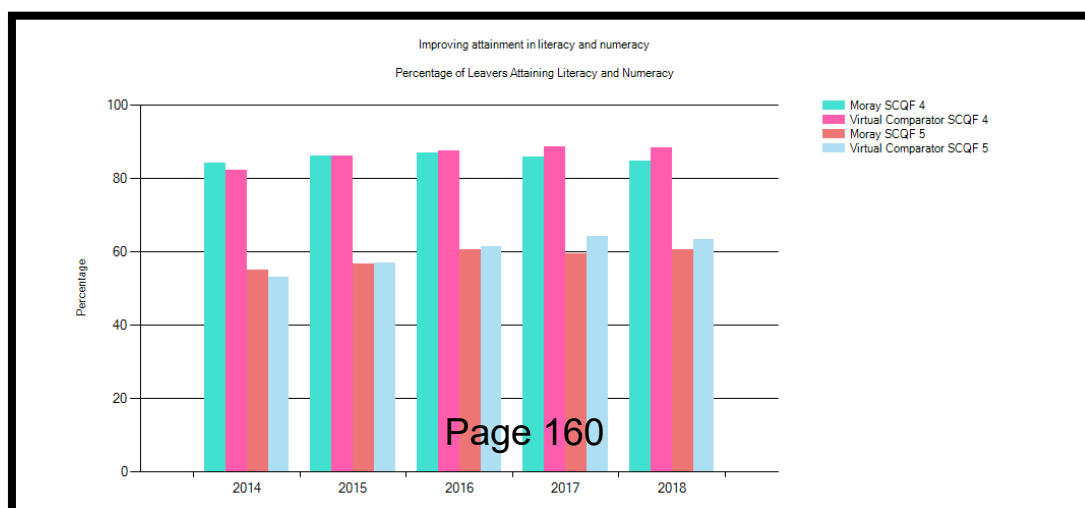
It encourages a holistic approach to evaluating attainment and achievement that takes into account the performance within Moray across all four measures.

- 3.2 A complete picture of the performance of a school (or a local authority, or across Scotland as a whole), requires data from all four of the key measures to be considered together.
- 3.3 Although the latest set of annual exam results become available on Insight in September each year, the school leaver destinations data is not available until December, this then appears in Insight in February of the following year. Therefore, it will only be possible to provide a complete picture of attainment and achievement from March onwards each year.
- 3.4 **Insight Benchmarking Measures – National Measures**

As noted in paragraph 3.3 above, the data for the four national benchmarks will be available each year in late February, once the school leavers' data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4–S6 for the school year 2017/18, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education. The Local Measures, also available on Insight and referred to in the Committee report on 21 November 2018 (para 12 of the minute refers) detail the performance of schools on a cohort by cohort basis. To minimise confusion, it is recommended that we will report solely on the four National Measures in March/April each year. Local attainment performance analysis will take place involving principal teachers and other school senior leaders from September onwards, classified by year group, subject, level of qualification, gender and other filters pertinent to each school.

3.5 Improving attainment in Literacy and Numeracy

Improving attainment in Literacy and Numeracy
 % of leavers achieving an award in Literacy & Numeracy at SCQF Levels 4& 5 (2018)



3.5.1 The above graph 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 for Moray against its virtual comparator for each of the last five years. It shows that attainment levels in Moray have slightly decreased during 2018 at SCQF level 4 but an increase at SCQF level 5. Performance at SCQF level 4 and SCQF level 5 are both lower when measured against our virtual comparator.

	Moray				Virtual Comparator			
Local Measure	2015	2016	2017	2018	2015	2016	2017	2018
Level 4 Literacy and Numeracy	86%	87%	86%	85%	86%	88%	89%	88%
Level 5 Literacy and Numeracy	57%	61%	59%	61%	57%	61%	64%	63%
Further information	2015	2016	2017	2018	2015	2016	2017	2018
Level 4 Literacy	96%	95%	95%	92%	94%	94%	94%	94%
Level 5 Literacy	77%	80%	80%	78%	74%	77%	79%	79%
Level 4 Numeracy	87%	88%	87%	87%	88%	89%	90%	90%
Level 5 Numeracy	59%	63%	61%	62%	61%	64%	67%	66%

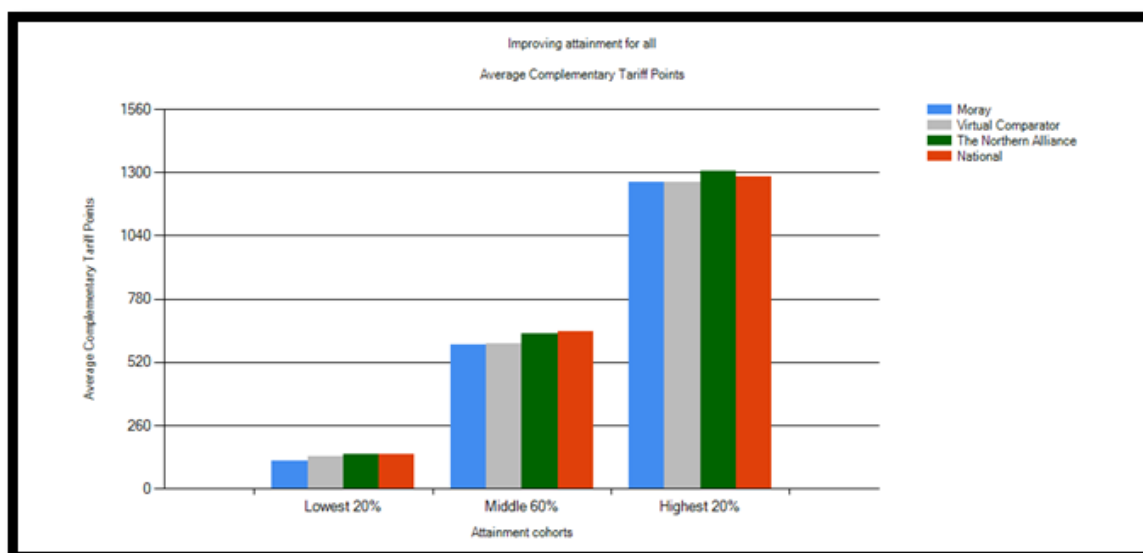
3.5.2 The additional information in the table shows that when literacy and numeracy are considered separately, Moray has seen a decline in SCQF level 4 and 5 literacy, while showing an increase in level 5 Numeracy. Our 4 year trend presents as disappointing literacy which has previously been favourable has declined in session 2017/18 for leavers; however numeracy at level 4 is fairly stable and level 5 has seen slight improvement. These comparisons with our virtual comparator for 2018 shows Moray as slightly below in SCQF level 4 and Level 5 literacy and numeracy. Ongoing work to focus on Literacy and Numeracy continue to be key areas for improvement in our service, with a focus on increasing the proportion of learners achieving both literacy and numeracy at level 5 by the end of their school experience an aim in all our schools. There are a number of initiatives in place in Moray to support the improvement of attainment in both literacy and numeracy through the restructured secondary school week where additional time spent in these areas across the Broad General Education as well as the Senior Phase to identify gaps in both learning and attainment. This has also been discussed during initial school attainment meetings in October with appropriate expectations and initiatives in place. This is being scrutinised further at school level and is an ongoing focus for central staff discussions and school visits.

3.6 Improving attainment for all

3.6.1 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

allocates a specified number of points to each qualification (including units), with more demanding qualifications gaining more points than less demanding ones. Three ability cohorts are identified for the school, its virtual comparator and Scotland as a whole: those in the bottom 20% of tariff points scored, those in the top 20% of tariff points scored, and those that fall within the middle 60% of tariff points scored.

Improving Attainment for all
Average Complimentary Tariff Score of school leavers by ability cohorts (2018)

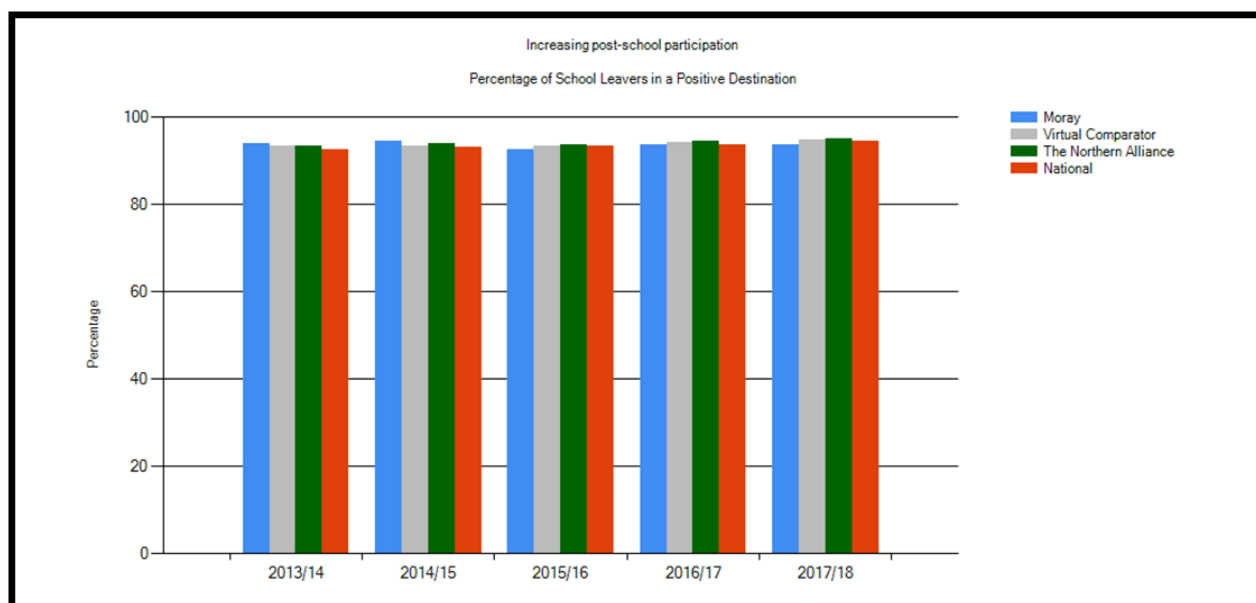


- 6.2 This graph shows data attainment of young people leaving school in 2018. It shows that in Moray, the lowest 20% are attaining less well than the virtual comparator authority equivalent, the Northern Alliance and across Scotland as a whole. This is change in our trend data where the lowest 20% of attainers' usually perform well although this does reflect the cohort data as reported from the September Insight update. Discussions with schools have identified this as a target group to ensure the early identification of the cohort, the curricular offer in place in terms of suitability as well as improving the tracking and monitoring strategies to ensure the appropriate interventions are in place. The middle 60% are broadly in line with the virtual comparator but are below the Northern Alliance and national average; this again reflects the performance of this group as a cohort and in discussions, schools are reviewing their processes to ensure high impact interventions support curricular choice and progression. The highest 20% is broadly in line with the previous 5 years with this year demonstrating the highest number of tariff points by a small margin. Moray is in line with virtual and national comparators. There is ongoing work to ensure tracking and monitoring of progress is directly linked to aspiration and post school destinations through pathway planning meetings. It should be noted that this measure looks at the complimentary total tariff score which is not affected by the number of qualifications and units a young person completes; this removes inequality and anomalies with curriculum structures across Scotland.

3.7 Leaver Initial destinations – Increasing post school participation

3.7.1 This measure shows the percentage of young people securing an initial positive destination when they leave school.

Increasing post-school participation
Percentage of School Leavers in a Positive Destination (2018)



3.7.2 The above graph shows 5 years data on the percentage of Moray school leavers progressing onto a positive destination compared against their virtual comparator, the Northern Alliance and nationally. There has been a slight reduction from previous years in the percentage of Moray school leavers going into a positive destination in 2017/18; with Moray performing below the virtual comparator, Northern Alliance and national average this year. This is a similar position over a number of years and we continue to work with our partners, including Skills Development Scotland, to improve this data.

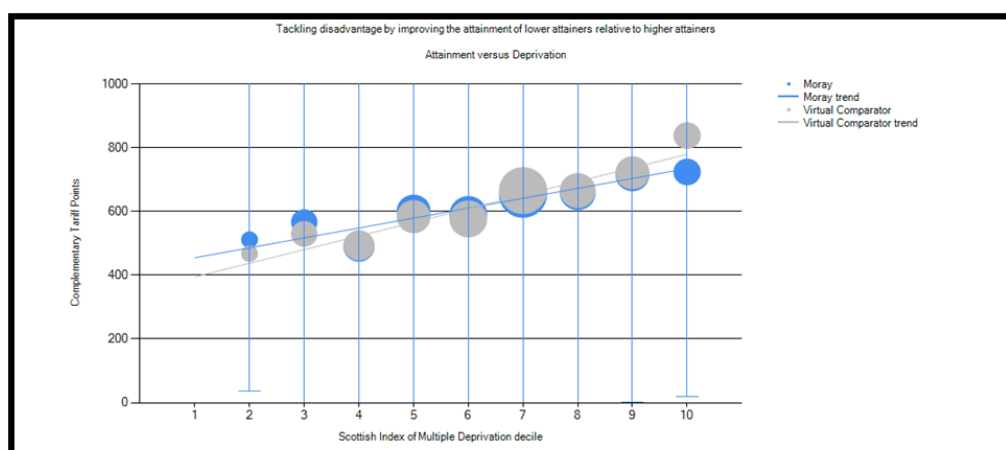
3.7.3 The table below shows the destinations for Moray young people who left school at the end of session 2017/18.

Establishment	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Moray	1.08	22.92	28.65	39.46	1.08	0.86	1.41	3.89	0.65
Virtual Comparator	1.31	26.62	26.52	37.36	0.49	2.16	1.38	3.5	0.66
The Northern Alliance	0.92	27.52	24.16	40.04	0.66	1.59	1.15	3.21	0.75
National	1.2	22.67	26.54	41.16	0.44	2.13	1.34	3.83	0.68

- The percentage going into Further Education is above all comparators with the percentage going into Higher Education comparable with Northern Alliance and national comparators. There are a decreasing number of leavers from Moray going into employment straight from school and this should be observed alongside the trend of the proportion of season employment in Moray. The destination breakdown for Moray is collated from 8 very different schools who have strengths in various destinations; of note is the increase in Further and Higher education and reduction of those leavers going into employment.

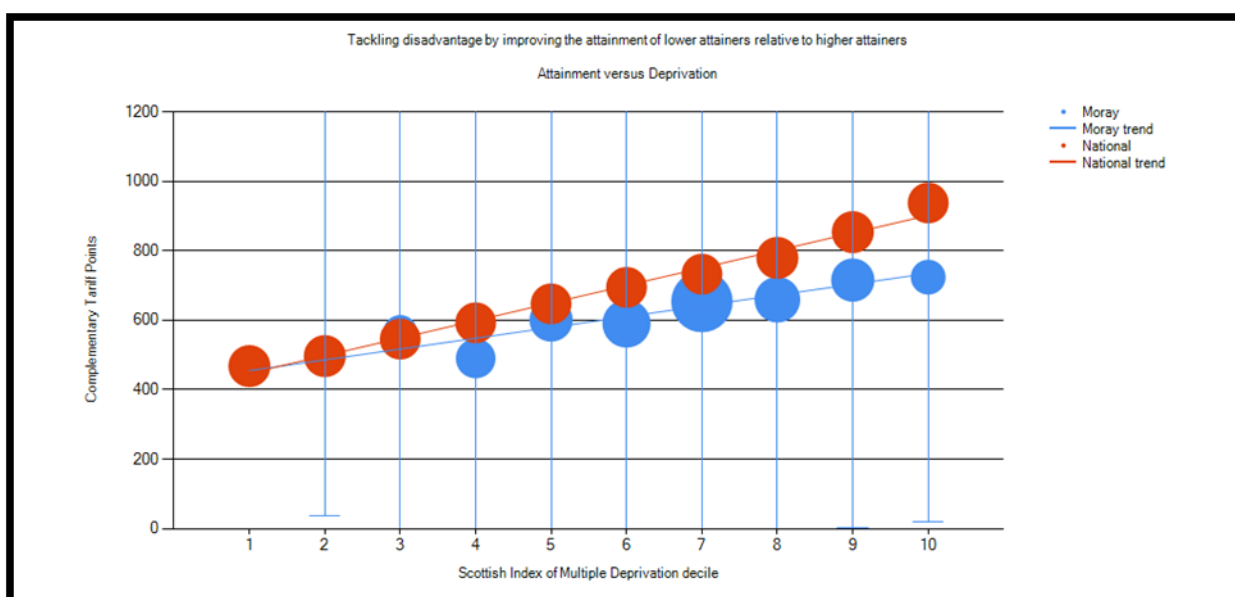
3.8 Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
Average Complimentary Tariff Score of school leavers by SIMD decile (2018)
(Moray versus Virtual Comparator)



- 3.8.1 The above graph shows 2017/18 leaver attainment data (using the complimentary tariff scores) for Moray and its virtual comparator, broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within datazones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. In Moray there are no datazones ranked in decile 1.
- 3.8.2 The graph suggests that school leavers within Moray compare well against the virtual comparator within deciles 2-9 with the tariff scores either above or generally in line with the virtual comparator average tariff score. The performance for those young people in decile 10 is lower than the virtual comparator. The performance of the young people in decile 2 is slightly above the virtual comparator. It is important to be aware of the numbers of young people appearing in each of these deciles. This is represented proportionately in the graph by the area of the circles, with the above graph showing the highest concentration of young people in Moray are in deciles 5-9. It is interesting to note that the vertical lines show the range of attainment within each decile.

Attainment versus Deprivation
Average Complimentary Tariff Score of school leavers by SIMD decile (2018)
(Moray versus National Trend)



3.8.3 The comparison can also be made against the national picture rather than the virtual authority. This picture shows that the young people in deciles 4-10 are performing less well nationally. The leavers in deciles 2 and 3 across Moray are comparing well with their national comparators.

3.9 Breadth and Depth of Qualifications

3.9.1 We can also consider the breadth and depth of the range of qualifications which are the awards gained by level. This demonstrated the suite of qualifications that leavers gain throughout their senior phase.

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.30%	96.86%	96.76%	95.78%	85.51%	60.97%	21.08%
2 or more	95.78%	95.35%	95.24%	93.73%	78.59%	52.97%	9.95%
3 or more	93.84%	93.51%	93.41%	91.78%	72.22%	45.95%	3.46%
4 or more	90.92%	90.59%	90.49%	86.16%	67.46%	37.95%	0.43%
5 or more	84.65%	84.43%	84.22%	80.22%	61.95%	31.35%	0.11%
6 or more	74.38%	74.16%	73.84%	70.70%	52.32%	20.00%	0.00%
7 or more	58.05%	57.62%	57.51%	55.78%	38.70%	9.51%	0.00%
8 or more	38.81%	38.49%	38.38%	36.97%	23.57%	3.57%	0.00%
9 or more	21.62%	21.51%	21.41%	20.65%	11.57%	0.43%	0.00%
10 or more	9.73%	9.73%	9.73%	8.43%	4.00%	0.00%	0.00%

3.9.2 The key measures for level 5 are 3 or more and 5 or more; at 5 or more we have a 4 year high and are above the virtual comparator and for 3 or more we

are slightly below the virtual comparator. The key measures for level 6 are 3 or more and 5 or more; at 5 or more we have the highest percentage in previous years but are slightly below the virtual comparator and this is the same positive picture for 3 or more. At level 7, we consider one or more as a measure and we are broadly in line with previous years and our virtual comparator.

4. Wider Achievement

- 4.1 Summary attainment measures are based on young people's successes in Scottish Qualification Authority Examinations and these are the subject of annual reports to this Committee. Wider achievements are more difficult to quantify as many young people get credit and accreditation not only for learning which takes place in school but also for learning and achievements which take place in the family and in the wider community. There is therefore a growing role for community activities to both support and enhance school based learning. Young people also achieve a range of successes in their lives which cannot be easily captured or reported on.
- 4.2 Research by The National Youth Agency has found volunteering significantly increases young people's skills in communication, teamwork, and managing relationships. It was also seen as providing an important grounding for employment.
- 4.3 Research by the Edinburgh Chamber of Commerce identified the top five skills needed by young people who were not currently employed in education, training or employment as: team skills, communication skills, self management skills, personal skills, and problem solving skills.
- 4.4 Research by 'Being Young in Scotland' has found that of those young people who feel that making a difference is important, between a third and a half then turn to volunteering. This equates to at least a quarter of a million young people. Many young people are content to volunteer without receiving any formal accreditation, but a growing number see it as an experience which can strengthen their CV and enhance future career prospects. Recognising the importance of supporting and celebrating young people's achievements sustains the approach of an 'education for life'.
- 4.5 The Wider Achievement report (**Appendix 1**) can only provide a snapshot of the many achievements of our young people across Moray. Each school has its own mechanisms in place for capturing and celebrating success, via e-portfolios, profiling and school-based awards schemes. The wider community has the opportunity to celebrate these achievements at annual events such as the Moray Young Citizen of the Year awards. Individual young people across all our schools will also have their own personal achievements, perhaps in the fields of music, sport, drama etc and it is equally important that our schools continue to capture these individual achievements and celebrate them.
- 4.6 **Appendix 1** summarises the participation and accredited achievements of young people in Moray which are currently known to the department.

5. SUMMARY OF IMPLICATIONS

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

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

b) Policy and Legal

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 if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas.

e) Staffing Implications

There are no staffing implications arising directly from this report.

f) Property

None.

g) Equalities/Socio Economic Impact

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

h) Consultations

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

6. CONCLUSION

6.1 The Committee is invited to consider and comment on the updated attainment information of young people in Moray with specific regard to the National Measures published on Insight in February 2019.

6.2 That committee scrutinises and notes the contents of the wider achievement report.

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



EDUCATION AND SOCIAL CARE SERVICES

SUPPORTING AND CELEBRATING THE WIDER ACHIEVEMENTS OF YOUNG PEOPLE IN MORAY 2017-18

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Youth Awards in Scotland

The following table lists a number of the youth awards available in Scotland:-

Award Provider / Co-ordinator	Award	Age group	External Accreditation
Air Training Corps	BTEC (Business & Technology Council) Awards, The Duke of Edinburgh's Award, Air Cadet CV	13-18	Some aspects may be accredited externally
Army Cadet Force Association	Star Awards, ILM Certificate, BTEC Awards, The Duke of Edinburgh's Award, Lord Lieutenant's Cadet Award	12-18	Some aspects may be accredited externally
Sea Cadets	BTEC Awards, The Duke of Edinburgh's Award, RYA qualifications	10-18	Some aspects may be accredited externally
ASDAN	Short Course Awards	13-19	Yes
	Certificate in Community Volunteering (CCV)	14+	Yes
	Activities Award	11-19	No
	Certificate of Personal Effectiveness (CoPE)	14+	Yes
Boys' Brigade	Queen's Badge Award, The Duke of Edinburgh's Award, NVQ at levels 2 & 3	5-18	Some aspects may be accredited externally
Duke of Edinburgh's Award	The Duke of Edinburgh's Award	14-25	No
Girlguiding Scotland	Queen's Guide Award	16-25	No
John Muir Trust	John Muir Award	All ages	No
Music Awards	ARBSM awards	8-25	Yes
Scottish Council The Scout Association	Chief Scout's Awards & Queen's Scout Award	6-25	Some aspects may be accredited externally
Active Schools	Sports Leaders UK	9+	Yes
Volunteer Development Scotland & the Volunteer Centre Network Scotland	MV Awards	16-25	No
Youth Scotland	Youth Achievement Awards	14+	Yes
	Dynamic Youth Awards	10-14	Yes
Engagement Team – Youth Work	Various Awards	10+	Yes
Young Scot	Signposting	12-25	No
Saltire Awards	Saltire Awards	12-15	No

Source: Amazing Things, Youth Scotland (2011)
Individual organisation websites – February 2019

Air Training Corps

The Air Training Corps is the RAF's cadet force, divided into six regions, 34 wings and more than 900 squadrons within the communities around the UK. The aim of the cadets is to:

- Promote and encourage a practical interest in aviation and the Royal Air Force among you people
- Provide training which will be useful in the Services and civilian life
- Encourage the spirit of adventure and develop qualities of leadership and good citizenship

The cadets life is about learning through practical experience, especially in the outdoors. Cadets will participate in a range of activities that offer challenge, excitement and adventure and knowledge picked up through the way with structured lectures and first-hand experience.

Cadets can join at age 13 as Junior Cadets and sit exams in aviation studies to progress through the classifications to First Class cadet, Leading cadet, Senior cadet, and Master cadet. They can work towards the Business & Technology Education Council (BTEC) Award in Aviation Studies, the BTEC First Diploma in Public Services, and the BTEC First Diploma in Music. They can obtain badges for First Aid, Shooting, Gliding/Flying Scholarships, Duke of Edinburgh's Award and various sports.

In addition, cadets can achieve the Air Cadet CV, which provides cadets with a record of evidence of their achievements. To be awarded the Air Cadet CV, cadets must have completed 6 activities, which range from having a minimum of 18 months enrolled service to gaining a Duke of Edinburgh Bronze Award.

The Units in the Moray area are in Elgin, Forres, and Rothes (Speyside). The following table shows the unit numbers and number of Air Training Corps cadets as at December 2018:-

Classifications Gained 01 Jan – 31 Dec 18							
Sqn/DF	Strength at 31-Dec-18	Junior (new cadets)	First Class	Leading	Senior	Master	Total Classifications (exam passes)
423 (Elgin) Sqn	41	14	8	7	7	2	22
423 (Speyside) DF	14	9	4	1	0	0	3
446 (Forres) Sqn	20	8	8	0	0	4	6

During 2018 there has been an overall increase of 10 cadets within Moray units, with an increase recorded at each squadron number of cadets have progressed through the aviation classifications during 2018, with cadets also achieving the BTEC and QAIC awards.

Source: ATC Highland Wing, February 2019

Sea Cadet Corps

Moray Sea Cadets was formally adopted by the Sea Cadet Corps in 2004 and currently has cadets from across the Moray area from Keith, Speyside, Fochabers, along the coast but mostly from Elgin. Cadets are presented from Elgin High, Elgin Academy, Lossiemouth High and Speyside High, as well as several of their catchment primary schools.

Aided by 16 adult volunteers, Moray Sea Cadets partake in several adventurous and water based activities such as powerboating, kayaking, coastal rowing and dinghy sailing and other boating exercises. During the winter cadets learn the ropes of seamanship, navigation, meteorology, first aid, catering, drill & ceremonial and other classroom based activities necessary for the understanding of boating and the mixture of theory and practical activities which can lead to RYA (Royal Yachting Association) qualifications. Cadets are actively encouraged to go to National Sea Cadet training camps or onto Offshore Vessels for a week to increase their progression and add to their qualifications. Additionally, there are several international opportunities. A big emphasis for cadets is to instil the 5 values of loyalty, commitment, self-discipline, honesty and respect.

A number of qualifications are available to Sea Cadets, during 2015-16 the following qualifications were gained through the Unit:

- SCC Specialisations (120) - Swimming (19) - RYA Windsurfing (3) - Offshore (15)
- Duke of Edinburgh's Award (2) - NGB Kayaking & Canoeing (2) - SCC Award (35)
- SCC Proficiencies (18) - RYA Powerboating (35) - RYA Sailing (9)
- SJA First Aid (8) - SCC Junior Sea Cadet (12) - BTEC Level 1 in Public Service (4)
- Advancements & Promotions (12) - Ex-cadets progress to volunteer staff (3)
- Ex-cadets join Merchant or Royal Navy (4)

The Moray Unit had a membership of 45 as at Sept. 2016. Membership made up of:

	New Entry	Junior (aged 10 – 12)	Sea Cadets (aged 12 – 18)	Total
September 2016	6	7	32	45

The Moray unit is active in encouraging cadets to take part in some of the external opportunities available through national sea cadets. There have been 12 voyages either on the Tall Ship "TS Royalist" or training power vessel "TS Petchey" in the last year. One cadet went on a foreign exchange to Sweden during the summer of 2015 and another cadet went to support the Jubilee Sailing Trust disability Voyage over Christmas 2015. A cadet has just been accepted onto the very competitive Aviation programme for February 2017 and the unit has booked a TS Petchey trip for the whole unit to sail from Oban through the Caledonia Canal to Inverness where they hope to hold a reception. Cadets also take part in several community events and activities such as Commando Speed March in Spean Bridge, Aberlour House Highland Games (winning 2 gold medals for hill races), Highland Military Tattoo and assisting in various local fundraising events and beach cleans. They have recently gained new boating equipment (dinghy boat, yacht, rowing boats) to enhance their water based activities and are actively fundraising for a new safety boat.

For 2016, Moray Sea Cadets were awarded a Burgee following annual National Sea Cadet review, meaning they are amongst the top 25% units in the UK (400 units).

Source: Northern Area Sea Cadets, December 2016

Army Cadet Force Association

During a young person's time in the Army Cadet Force (ACF) they will follow a syllabus called the Army Proficiency Certificate (APC). As cadets learn more about the various topics and get better at them, they will progress through the star levels until they reach four star or Master Cadet. Subjects that cadets learn include:

- Cadet and The Community; Drill and Turnout; Expeditions; Fieldcraft; First Aid; Junior / Senior Cadet Instructor Cadre; Map and Compass; Military Knowledge; Music; Piping and Drumming; Shooting; Signals; Skill at Arms; Sport

As well as the APC topics, cadets also get the chance to have a go at a wide range of adventurous training activities, including kayaking, abseiling, climbing, caving, skiing, mountain biking and loads more.

Cadets will progress through the challenging 'star' award levels, moving up the ranks to Senior Cadet. The Senior Cadet can then participate at an advanced level to achieve Master Cadet. Cadets who complete the Master Cadet Course are eligible for the Certificate in Team Leading from the Institute of Leadership & Management.

The Army Cadet Force Association is the second largest operator of the Duke of Edinburgh's Award (DofE), with 2-star normally being the level Cadets would be working at when participating in the Bronze Award, and 4-star being the level for Silver and Gold Awards.

Through the Cadet Vocational Qualification Organisation (CVQO), Cadets from 3-star level (aged 16 and over) can earn BTEC First Diploma in Public Services or BTEC First Diploma in Music, which is equivalent to 4 national qualifications at levels 1-3. The Lord Lieutenant's Cadet is the ultimate Award for all ACF cadets.

The Detachments in the Moray area are in Elgin, Forres, Buckie and Keith. The number of Army cadets at April 2018 for each detachment:-

Detachment	Age of young person					Total
	12-13	14	15	16	17+	
Buckie	5	10	3	3	1	22
Keith	6	0	0	3	0	9
Elgin	13	5	8	4	3	33
Forres	10	6	2	5	3	26
Total	34	21	13	15	7	90

In 2018-19 the following number of Army cadets had completed or were working through the following awards:-

Detachment	Awards				
	CVQO	APC	DofE	BTEC	1 st Aid
Buckie	0	22	0	0	4
Keith	0	9	0	0	11
Elgin	0	14	5	0	5
Forres	0	18	4	1	6
Total	0	63	9	1	26

Source: Army Cadet Force Association (The 1st and 2nd Battalion The Highlanders), January 2018

Boys' Brigade

The Boys' Brigade in the Moray Council area is made up of two battalions: the Moray Battalion which has four companies –Elgin, Forres, Lossiemouth and Rothes, and the Banffshire Battalion which 1st Buckie is part of.

The companies meet weekly in local schools and churches and provide a wide range of activities including an award scheme which takes in the curriculum of excellence.

The Boys' Brigade provides a programme of activity across four different age groups. The Brigade offers a progression programme with different awards schemes for different ages, and the opportunity to undertake the President's Badge, Queen's Badge and Duke of Edinburgh's Award. 1st Buckie have nine boys and 4th Elgin three boys gaining the Queens Award this session. 1st Buckie also have seven boys working towards the President's award. These are the two highest awards in the Boys' Brigade.

The companies compete in various sporting events at battalion level and brigade nationally, which includes football, swimming, high jump, uni-hoc, general knowledge, badminton, table tennis, bowling and marching. Companies also attend various events, church parades, camps and activity weekends across the country and abroad. 1st Buckie were winners in the Brigade Scottish 5 A-Side Football and are now going to England to represent Scotland in the UK finals. 4th Lossiemouth have been very successful this session and have made history in Moray Battalion by winning every single competition and being crowned Best Company in Moray.

Boys' Brigade remains strong in parts of Moray with 1st Buckie being the biggest company in Scotland and 4th Lossiemouth having more boys than the rest of the Moray Battalion put together. 4th Lossiemouth has kept steady numbers over the last 5 years and goes from strength to strength. This is mainly due to meeting in Hythehill Primary School in a housing estate in Lossiemouth and being part of the school. This is a strong partnership between the school and the Boys' Brigade and could be replicated with other schools throughout Moray.

Overall Moray Battalion has a small decrease this session with numbers down to 140 from 149, this is largely due to Burghead being in abeyance again. 1st Buckie Company increased from 171 to 198, with a particular rise in anchor boys.

Moray Battalion - Company	Boys' Brigade Sections			Company Totals	Officers
	Anchor Boys (age 5-7)	Juniors (age 8-10)	Company (age 11-18)		
4 th Elgin	12	12	6	30	6
2 nd Forres	11	11	4	26	3
4 th Lossiemouth	20	36	18	74	5
1 st Rothes	5	5	0	10	3
Moray	48	64	28	140	17

Banffshire Battalion - Company	Anchor Boys (age 5-7)	Juniors (age 8-10)	Company (age 11-18)	Company Total	Officers
1st Buckie	56	61	81	198	43

Source: The Boys' Brigade, February 2019

Girl Guiding Scotland (The Queen's Guide Award)

Girlguiding Scotland aim is to enable girls and young women to fulfil their potential and to take an active and responsible role in society through a distinctive, stimulating and enjoyable programme of activities delivered by the Girlguiding movement. The scope and flexibility of the programme, designed to meet the needs of each girl, reflect this emphasis on personal achievement.

Girls have the opportunity to gain a number of badges and awards throughout their time in Girlguiding, reflecting on the wide variety of experiences and tasks the girls will take on in developing personal skills whilst contributing to Guiding and the local community.

In August 2018, Moray Girlguiding embraced the new UK Girlguiding programme which was created to inspire girls and young women – delivering a varied range of new activities with plenty of badges to be earned and new skills to be developed with the aim to broaden their horizons. Through fun, friendship, challenge and adventure Girlguiding Moray will continue to follow Girlguiding's mission for the future, to empower girls to find their voice, inspire them to discover the best in themselves and to make a positive difference in their community.

In Moray

In Moray there were 880 girls enrolled with the Girlguiding movement as at February 2019. In total there are 61 units based throughout Moray, with 19 Rainbow units, 23 Brownie Packs, 15 Guide Units and 4 Senior Section Units. In addition there are 210 leader volunteers in Moray.

Districts	Section				Total
	Rainbows (Age 5 to 7)	Brownies (Age 7-10)	Guides (Age 10-14)	Seniors (Age 14+)	
Buckie and Seafield	70	77	36	2	185
Elgin and Lhanbryde	30	81	58	-	139
Elgin Landward	21	63	32	2	118
Forres and Kinloss	28	66	57	11	162
Keith	34	44	31	1	110
Laich	30	32	10	-	72
Lossiemouth	15	33	16	-	64
Total	228	396	240	16	880

During 2018 - 3 new units, 2 rainbow and one Ranger were started. Unfortunately, 5 units did close in different areas and there is a large waiting list for Rainbows across the County with the potentially for 3 units if there were enough volunteers. The growth strategy continues to support the retention and recruitment of volunteers.

Source: Girlguiding Moray, February 2019

John Muir Trust (The John Muir Award)

The John Muir Award is an environmental award that is delivered through partnerships with youth organisations, schools, clubs, Local Authorities, and outdoor centres. It encourages awareness and responsibility for the natural environment in a spirit of fun and adventure.

The John Muir Award is used to help deliver Curriculum for Excellence outcomes, close the poverty-related attainment gap, and demonstrate Learning for Sustainability in action. It involves pupils taking responsibility for nature (in school grounds and communities), helps establish aspirations for healthy behaviour, and improves wellbeing in line with Scottish Government SHANARRI indicators. Such activity helps foster a culture of achievement in schools – building essential skills for life, learning and work.

The John Muir Award in the Cairngorms offers an exciting opportunity for participants to meet the challenges of a national environmental award scheme, this is done through a range of activities that encompass 4 main challenges – discover a wild place; explore its wildness; conserve a wild place; and share your experience. There are 3 levels of award, encouraging a progressive involvement:

- Discovery Award (introductory level) – a minimum 4 days (or equivalent)
- Explorer Award (intermediate level) – a minimum 8 days (or equivalent)
- Conserver Award (advanced level) – a minimum 20 days (or equivalent) over 6 months

John Muir Award participants in Moray are registered for the scheme through a variety of groups, these include 'Wild Things!' (Findhorn based provider delivering nature based programmes to schools and other groups), CNPA Junior Ranger Project and Moray DofE.

Between August 2017 to June 2018, Moray pupils from 7 primary schools and 2 secondary schools signed up and completed the John Muir Awards in the Cairngorms.

In 2017-18 a total of 212 John Muir Awards were gained by young people in Moray (aged 16 years and under) through the John Muir Award scheme in the Cairngorms. The breakdown of awards is detailed below:

	Awards Achieved (2016-17)			Total
	Discovery	Explorer	Conserver	
Primary	164	0	0	164
Secondary	39	9	0	48
Total	203	0	9	212

The number of young people going through John Muir awards is down on last year, this was largely due to organisational changes. It is anticipated that numbers will be back to the numbers recorded in previous years.

Source: John Muir Award scheme, Cairngorm National Park Authority, February 2019

Musical Achievements (ABRSM)

The National Youth Orchestras of Scotland (NYOS) provides orchestral experiences in classical and jazz music for its students from the age of 8 – 25, through eight ensembles, ranging in age, size and musical style. NYOS Junior Orchestra is for ambitious young musicians aged between 8 and 14 years old and the first step on the ladder for The National Youth Orchestra of Scotland. NYOS Senior Orchestra is for graduates of the NYOS Junior Orchestra and older students aged between 12 and 18 years old, aspiring to become members of The National Youth Orchestra of Scotland. The National Youth Orchestra of Scotland is the flagship orchestra of NYOS for musicians aged between 13 and 25. Auditions for entry to The National Youth Orchestra of Scotland are held annually, throughout Scotland, attracting hundreds of auditionees each year.

This year Moray pupils were involved in a number of NYOS training and courses. A total of 7 students from Moray auditioned and all were offered either a place in the Junior or Senior Orchestra, or a reserve place.

The Associated Board of the Royal Schools of Music (ABRSM) is an examinations board in London which provides examinations in music at centres around the world. The Royal Schools referred to in the ABRSM's title are: The Royal Academy of Music, The Royal College of Music, The Royal Conservatoire of Scotland, The Royal Northern College of Music. More than 650,000 candidates take the ABRSM examinations each year in over 93 countries.

In March, June and December each year the Head of Instrumental Instruction compiles a list of grades passed after each Associated Board of the Royal Schools of Music examination and these are published in the Northern Scot.

ABRSM results on average per year

A total of 134 students in the Moray Council's Instrumental Instruction Service achieved an award through ABRSM examinations in 2018. Based on results for 2018, 37% achieved a standard pass, 45% achieving merit award and 18% receiving a distinction - well above the national rate for distinction which is around 10%. Nearly half of the exams were for the violin, while students also sat exams for the flute, cello, clarinet, trumpet, cornet etc. The pupils were from all 8 secondary schools and a number of primary schools with pupils varying in age from 8 – 18.

2017	Total Number	Distinction	Merit	Standard Pass
Violin	63	6	25	32
Flute	15	3	7	5
Cello	23	6	9	8
Clarinet	7	1	5	1
Trumpet	1	0	0	1
Cornet	1	0	0	1
Baritone	2	1	1	0
Theory	4	2	2	0
Trombone	1	0	1	0
Traditional Fiddle Music (RCS)	17	5	10	2
Total	134	24	60	50

Source: Instrumental Services, Moray Council (January, 2019)

Scottish Council – The Scout Association

The Purpose of Scouting

Scouting exists to actively engage and support young people in their personal development, empowering them to make a positive contribution to society.

The Values of Scouting

As Scouts we are guided by these values:

- Integrity – We act with integrity; we are honest, trustworthy and loyal.
- Respect – We have self-respect and respect for others.
- Care – We support others and take care of the world in which we live.
- Belief – We explore our faiths, beliefs and attitudes.
- Cooperation – We make a positive difference; we cooperate with others and make friends

There are 4 scouting sections which are age related, these are the Beavers (age 6-8), Cubs (age 8-10), Scouts (age 10-14), Explorers (age 14-18) and Network (age 18-25). All scouting members are guided through a programme of training, activities, badges and awards as they progress through the 5 scouting sections.

The ultimate award that a scout can achieve is the Queen's Scout Award. The Award is comparable to the Duke of Edinburgh's Gold Award, however, to gain the award, a Queen's Scout must also complete a values based programme in addition to the common requirements of both awards.

The number of Beavers/Cubs/Scouts in Moray at the January 2019 census:-

Group	Section				Total
	Beavers	Cubs	Scouts	Explorers	
1 st Aberlour	6	7	10	5	28
Dufftown	12	10	-	-	22
1 st Elgin	19	20	25	-	64
2 nd Elgin	34	34	31	26	125
1 st Fochabers	20	28	29	3	80
1 st Forres	13	15	23	14	65
1 st Hopeman	21	26	19	6	72
1 st Kinloss	9	13	20	7	49
1 st Lossiemouth	15	20	11	1	47
2 nd Keith	18	14	17	5	54
Mosstodloch	23	14	34	19	90
Total	190	187	191	86	696

Overall there has been a decrease in numbers across a number of areas in Moray for scouting compared to last years census data, with a particular drop in Cub and Scout sections. There is an increased pressure in recruiting volunteer leaders to meet demand.

Source: Amazing Things, Youth Scotland (2011)
Moray District Scout Council, February 2019

Active Schools and Sport Leaders

Active Schools is a Scottish Executive initiative, joint funded by Sportscotland and the local authority, with the aim of increasing the activity levels of children by enabling the provision of high-quality, safe and sustainable physical activity opportunities for all pupils. The Active Schools team provides these opportunities during the formal, informal and extended curriculum as well as in the wider community. The remit of the program is wide and includes all forms of activity: sport at the grass-roots level, active travel, outdoor adventure and the active arts.

The key objectives of the program are:

- To get children to be physically active for one hour a day, making 'more children, more active, more often'.
- To develop sustainable pathways and opportunities for children to develop their interests and potential.
- To develop fully inclusive programmes so that every child in every school has access to physical activity and sporting opportunity.

In 2017/18 Active Schools in Moray delivered a total of 92,994 participant sessions (participant sessions are the number of 'visits' children have made to activities and are the key metric for Sportscotland in measuring impact), a significant increase since 2013 (63,177 attendances), up by over 47%. The actual number of distinct participants (pupils who attended at least one session) was 4,207, which represented 35% of the 2017/18 school roll. This was up from 3,619 participants in 2013/14, or 30% of the school roll.

5,286 activity sessions were delivered in the academic year, again an increase on the previous year. Of those who delivered sessions there were 454 volunteer coaches/ deliverers who took at least one session, this included **60 secondary pupils** who delivered activity sessions in physical activity and sports across Moray schools. Overall 93% of those who delivered sessions were volunteers.

2017/18 has seen a slight reduction in the number of sports/community clubs engaged with schools, although the number remains relatively high with 428 school club links active during the year. This includes clubs providing regular sessions for school pupils or providing initial taster sessions.

Active Schools Co-ordinators continued to offer a diverse range of opportunities for all children to become active in 2017-18. Targeting of children who face barriers to participation is a major priority for the team, in line with the Sport for Change agenda and recognition of the ability for Active Schools to address inequality in the provision of opportunities. Of the 4,207 distinct participants that were involved in the Active Schools programme in 2017/18 – 1,133 could access free schools meals, 24 resided in an SIMD decile 2 area, 406 had an additional support need and 613 had a recorded disability. One of the projects that contributed to these statistics was the Forres ASG Swim and SurfABLE project that was run by accessibility charity Friendly Access. They delivered surf and swim sessions at Forres pool for Primary aged children with medical conditions ranging from dyspraxia to cerebral palsy. Anecdotal evidence from parents, participants and school staff have included greater concentration and focus in class, reduced fear of the water, excitement at going to

school on the days the sessions are on and families now able to go swimming at weekends. A priority for the Active Schools team for 2018/19 is to further develop opportunities to ensure equality and inclusion for all across all our programmes.

By working with Scottish Governing Bodies of Sport (SGBs) and local sports clubs, the dedicated School Sports Competition (SSC) Active Schools Coordinator continues to provide the highest quality competitive opportunities for secondary schools in the region. This programme involved 475 distinct participants (additional to the above 4,207 distinct participant total) equating to 10% of the secondary school roll. All 8 Secondary Schools participated in the programme, comprising 58 teams competing across 13 competition structures.

A strong emphasis on leadership development for school pupils has continued in 2017/18 with training delivered to upper Primary School pupils through the Playmakers scheme to enable them to run lunchtime activities for the lower primary pupils at their school. As well as encouraging the younger pupils to be more active, the older pupils undertaking the training have increased their confidence, self-esteem and leadership skills. This programme has happened extensively in the Milnes and Buckie areas. A number of Secondary School pupils are also being supported to undertake leadership and coach education courses, this has resulted in them setting up afterschool/lunchtime clubs and competitions and also supporting the Active Schools team deliver a range of sports festivals and events such as the Moray Schools Cross Country Competition and the Moray Kwik Cricket Festival.

The formation of a new trampolining club in Moray (Moray Trampolining Club) following the popularity of the sport through Active Schools has been a key success in 2017/18. Active Schools has successfully delivered 5 sessions of trampolining on a weekly basis in the Forres area for a number of years. With all sessions at capacity, a growing waiting list and a desire for children to be able to compete in the sport, the transition of these sessions into a formal sports club was required. Through partnership working between Active Schools, Scottish Gymnastics and volunteer coaches and parents this club became a reality in 2018. The Club have now a constitution, committee and bank account and are raising funds, increasing the number of sessions delivered on a weekly basis and looking to compete in local, regional and national events in the future.

Active Schools are keen to drive forward various key areas in 2018/19 and therefore have identified lead Co-ordinators to drive these areas forward covering youth leadership, volunteering, equality and inclusion and Sport for Change.

Source: Active Schools, Moray Council, November 2018

Youth Scotland – The Dynamic Youth Awards

The Dynamic Youth Awards are peer assessed awards recognising the contributions and achievements of young people in the 10 to 14 age group.

Dynamic Youth Awards are delivered throughout Scotland in youth work, social work, school and alternative curriculum settings. The Awards provide a quality process that can be used to accredit any activity, supporting young people to plan their involvement, record what they do, review their achievements, and access peer group support and assessment.

Dynamic Youth Awards are now recognised by the Scottish Qualifications Authority (SQA) and have been placed on the Scottish Credit and Qualifications Framework (SCQF). The awards can also be used as an access route to the Youth Achievement Awards.

During 2017-18, 72 young people gained their Dynamic Youth Award through the Moray Council's Operating Agency of the Engagement Team. A number of youth groups and schools were involved in helping young people achieve their awards, including Findochty Primary, Speyside Area Youth Groups and Lossiemouth High.

Youth Scotland – The Youth Achievement Awards

Youth Achievement Awards offer a peer assessed approach to recognising and accrediting achievements and contributions of young people aged 14 plus.

Youth Achievement Awards enable young people to develop as successful learners, confident individuals, responsible citizens and effective contributors; and recognise young people's contributions in a variety of settings including youth work, volunteering, active citizenship, alternative curriculum and formal education.

The awards recognise four levels of responsibility taken by young people participating in activities that interest them:

- Bronze Award is about **taking part** – equates to four 15-hour challenges
- Silver Award young people **assist** / share responsibility (six 15-hour challenges)
- The Gold Award young people take individual responsibility to **organise** activities (seven 15-hour challenges)
- The Platinum Award young people undertake training and **lead** (includes a total of 135 hours participation)

Since 2011 there have been 44 young people successfully completing a Youth Achievement Award through Moray Council's Operating Agency:-

Award	2011-18
Bronze	38
Silver	2
Gold	0
Platinum	4
Total	44

Source: Youth Scotland website – www.youthscotland.org.uk - January, 2019

Moray Council – Youth Work

During the period April to December 2018 there has been a number of accreditations achieved through the Moray Council Engagement Team. A significant amount of work has been undertaken across each Associated School Group (ASG) with the emphasis on broadening the predominately school based delivery to include a wider range of groupwork and one to one supports and an increased focus on health and wellbeing. It is anticipated that as a result of continued staff training a broader range of activity will be accredited in the future.

Young people are encouraged to sign up online for the Saltire Award via tsiMoray, however some young people also chose to access the award through their specific project work.

A summary of the awards achieved so far in 2018-19 (April to December 2018) through the Engagement Team are outlined in the table below:

Award Type	Number Achieving
Dynamic Youth Award	66 (Bronze)
Saltire Award	38 Awards
SQA	12 (Level 1)
John Muir Award	18
Duke of Edinburgh	8
Hi 5 Awards	108
Total	250

In addition there have been 414 students signed up as new starts in 2018-19, they will be working towards achieving an award over the next 12 months or so.

The Duke of Edinburgh's Award

2017-18 saw an increase in both the number of Moray young people starting a Duke of Edinburgh (DofE) award and the number progressing through the Awards. Moray continues to provide the opportunities and support to young people to undertake DofE awards, with the Moray Local Awards Committee (MLAC) a key driver. The infrastructure supporting outdoor learning was previously bolstered in each school/unit through the provision of outdoor kits by MLAC via the Community Covenant Grant Scheme.

During 2017-18 a total of 286 individuals were registered as starting a DofE award in Moray, while a total of 131 achieved a DofE award during the year. The majority of young people undertaking a DofE award in Moray are aged between 14 and 17 (77.9%) compared to a national figure of 57.9% for the same age range. Moray also has a noticeably higher rate of leaders to participants at 1:6 compared to a national average of 1:16.

In 2017-18 the value of participants contributions to the Moray community through volunteering was estimated at £20,858¹ and the value of DofE leaders was £338,610².

¹ Based on national minimum wage for a 16 year (£4.05 per hr) old multiplied by number of volunteer hours

² Based on average hourly rate for a youth worker (£10 per hr) multiplied by number of volunteered hours.

The table below provides a breakdown of the Duke of Edinburgh's Awards achieved and new starts over the last three years.

Duke of Edinburgh Awards	Awards Started				Awards Achieved		
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Activity Agreements	0	0	16		0	0	0
Buckie High School	26	14	32		13	4	8
Buckie High School (ASN)	0	1	0		0	1	0
DofE Moray Independents	0	2	0		0	0	0
Drumduan Upper School	15	8	1		5	2	5
Elgin Academy	65	78	72		37	35	48
Elgin High School	10	14	10		11	9	7
Explorer Scouts (Keith)	0	5	1		0	0	1
Explorer Scouts (Kinloss)	1	10	13		2	3	3
Forres Academy	18	17	23		3	0	3
Forres Open Award Centre	4	3	3		3	8	3
Gold OAC	2	0	0		5	5	0
Keith "the loft"	3	0	0		0	0	0
Keith Grammar School	13	36	17		6	9	12
Kinloss Barracks	0	0	4		0	0	0
Lossiemouth High School	5	3	16		0	0	0
Lossie Youth Cafe	2	0	0		0	0	0
Milne's High School	42	2	38		28	14	11
Milne's High School (ASN)	2	4	0		0	1	0
Moray OAC	35	42	20		21	30	23
Skillforce	16	0	0		14	4	0
Speyside High School	9	18	11		0	3	7
The Outsiders	0	0	9		0	0	0
Total	268	257	286		148	128	131

NB: The statistics presented are for full awards.

The table below shows that on average over the last 3 years the rate of achievement in gaining a DofE award in Moray is above the sector average.

	2015-16	2016-17	2017-18	3 Year Average	Sector Average
Achievement Rate	57%	49%	46%	51%	49%

A breakdown of the bronze, silver and gold awards started and completed are detailed below:

2017/18	Bronze	Silver	Gold	TOTAL
Awards Started	188	71	27	286
Awards Achieved	71	39	21	131

Young Scot

As at September 2018 there were 14,683 young people in Moray registered with a Young Scot card, while slightly down on last year it still represents 92% of 11-25 year olds in Moray. The card entitles young people to a number of discounts such as reduced rail fares, as well as the opportunity to gain reward points by taking part in various stimulating activities. Reward points can then be exchanged for books, IT equipment, adventure days out etc. Current 16% of Moray cardholders are signed up for reward activities; this is above the national uptake of 13%. Card holders also receive discounts at Co-op stores, over the last year youngsters in Moray have saved a total of £4,837 through the Young Scot card.

Saltire Awards

Saltire Awards are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering to voluntary organisations.

Supported by the Scottish Government the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements provided by local and national voluntary agencies.

The Awards are split in to four sections – The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates and Young Scot reward points.

Saltire Awards are designed to encourage, enable and reward youth volunteering and to make it easy for organisations to support young people to take part.

The following table provides a breakdown of the various Saltire Awards achieved through tsiMoray in 2018-19 compared to 2017-18. There has been a significant increase in young people achieving a Saltire Award, up from 328 in 2016-17 to 682 in 2017-18 – an increase of 108%.

tsiMORAY – Saltire Statistics 1 April 2017 – 31 March 2018:

Saltire Awards	2016-17	2017-18
Challenge	142	472
Approach 10	107	74
Approach 25	30	52
Ascent 50	21	40
Ascent 100	19	28
Ascent 200	6	14
Ascent 500	3	2
Summit	0	0
Ambassador	0	0
TOTAL	328	682



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: NORTHERN ALLIANCE RAISING ATTAINMENT IN LITERACY,
LANGUAGE AND COMMUNICATION WORKSTREAM: TAKING
A DEVELOPMENTAL APPROACH TO EMERGING LITERACY**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the progress and impact of the Northern Alliance Regional Improvement Collaborative (RIC) workstream - taking a developmental approach to Emerging Literacy – in Moray, reviewing last full session's data set for impact (2017/2018) and current year Implementation Plan (2018/2019).
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 Developed in collaboration between Education and Health and originating in Highland, Emerging Literacy has been created to support practitioners across the Northern Alliance Local Authorities to effectively differentiate early literacy learning by matching the teaching and learning of literacy, language and communication to the needs of each child. The Emerging Literacy workstream is led across the Northern Alliance by a Quality Improvement Officer (Northern Alliance) and coordinated locally in Moray by a Quality Improvement Officer.
- 3.2 Informed by the developmental knowledge of Educational Psychologists, Occupational Therapists and Speech and Language Therapists, Emerging Literacy has classified the many foundational reading and writing skills into four key skill areas: concepts of print, oral language, phonological awareness and pre-handwriting.

- 3.3 International research identified these foundational skill areas which predict literacy attainment, not just in the first year in school but into later primary and beyond. Children come into school with a wide range of levels and security of these key skills – some of which may be due to previous learning experience, but much is related to normal (biological) variation in development. Taking a developmental approach to Emerging Literacy supports practitioners to identify the strengths and gaps of each learner within these key skill areas as well as providing planning support to address the identified skill gaps.
- 3.4 Emerging Literacy is a series of supports and resources for reflective teaching so that teachers can work out what to do for a given class. Teachers are supported to use their judgements about the timing and pacing of phonics and handwriting instruction. This means that those children able to forge ahead are suitably challenged, and those children who need further support can work to secure foundational skills for strengthened future attainment.
- 3.5 Once initial Emerging Literacy assessments have been completed, these allow for teachers to plan experiences which are matched to the learning needs of each child. Assessments undertaken at mid-year point and once again at the end of the academic year, highlight progress and impact of supports and resources on children's' learning and development of the key foundation skills. Mid-year assessment allows for further intervention and changes in supports in place.
- 3.6 **Appendix 1** outlines frequently asked questions in relation to Emerging Literacy with further information, video clips and resources also contained on www.northernalliance.scot (Emerging Literacy tab).

4. EMERGING LITERACY IN MORAY SCHOOLS

- 4.1 Across Moray, 37 schools are currently participating in Emerging Literacy with the remaining schools joining the programme next session, in the final phase 4. Alongside support from the Northern Alliance lead for Emerging Literacy, Lead Practitioner Local Authority network supports are also in place. Practitioners at Keith Primary School, Hopeman Primary School and Kinloss Primary School offer this support to their colleagues and they receive training from the Northern Alliance lead. Further Buddy Networks are also in place, with schools working together in groups of three/four for further support and professional reflection.
- 4.2 Due to the increased offer of hours within Early Years, this session there is a pilot project, working in partnership with the Early Years Expansion Team. Millbank Primary School and Seafield Primary School will work on Emerging Literacy development with their respective linked Early Learning and Childcare (ELC) settings. This will further enable Early Years Practitioners (EYPs) to promote early literacy, language and communication skills through developmentally appropriate child initiated play experiences, allowing for early intervention on key skills for strengthened progression to Primary School. This will further support development of Emerging Literacy as a whole school approach.

4.3 **Appendix 2** contains a summary of last session's Emerging Literacy assessment collation. This is also notable with regard to the Scottish Government target set, where by 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy. As our most recent full academic year's data set for Emerging Literacy, assessment results by May 2018 present very positively (in comparison with this overall percentage). This comment is based on the four key areas under assessment as part of Emerging Literacy data collation for analysis of impact:

- *Phonological Awareness*: awareness of the sound structure of words, able to recognise and work with sounds in spoken language
- *Fine Motor skills*: the ability to make movements using small muscles in the fingers, hands and forearms, supporting children to get better at grasping and coordination
- *Scissor skills*: the opening and closing of cutting with scissors helps children develop small muscles in hands (fine motor skills), these muscles are crucial for holding pencils, crayons and gripping or manipulating objects
- *Pre-writing/Pencil Control skills*: the key skills children need to develop before they are able to write, contributing to a child's ability to hold and use a pencil, draw, write, copy and colour. These are the pencil strokes that most letters, numbers and early drawing are made up of, including activities such as bubble letters, dot-to-dot prewriting activities and tracing.

4.4 From analysis of Achievement of Curriculum for Excellence Level (ACEL) data, it is noted that links may be made between school involvement in Emerging Literacy and positive impact on achievement of Early level literacy.

Almost all schools participating in the Emerging Literacy workstream for the past 2 and 3 academic years ("Year 2" and "Year 3" schools) show notable improvement in Early level Literacy data overall.

Most schools joining Emerging Literacy in August 2018 ("Year 1" schools) show positive data trend for Early level Literacy when comparing ACEL data (2016-2018) to early indication ACEL data provided mid-year, for session 2019. Improvement in Early level Literacy data is therefore anticipated for these schools in our 2019 return to Scottish Government with Emerging Literacy contributing to improvements in performance.

4.5 Practitioner evaluations provided, further contained within **Appendix 2**, highlight the benefits to practitioners and the positive impact of Emerging Literacy on children and schools.

4.6 **Appendix 3** provides overview of Emerging Literacy purpose, networks and support alongside the current session 2018/2019 Implementation Plan underway. As more schools join Emerging Literacy, planning for next session 2019/2020 will look towards sustainability through Lead Practitioner networks and empowerment at local level.

5. SUMMARY OF IMPLICATIONS

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

The Policy was informed by the priorities within the Corporate Plan with specific regard to 'Priority 3, Ambitious and Confident Children and Young People' and 10 Year Plan (LOIP) with specific regard to Moray Priority, to "provide a sustainable education service aiming for excellence".

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

6. CONCLUSION

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

Author of Report: Stewart McLauchlan, Quality Improvement Officer
Background Papers:
Ref:

The Frequently Asked Questions (FAQ) guidance has been created to support practitioners in taking a developmental approach to Emerging Literacy. The FAQ guide sits alongside '[Northern Alliance: Emerging Literacy Practice Guidance](#)'.

The FAQ guide has been organised into five themes based on the feedback from practitioners when taking a developmental approach to Emerging Literacy. The FAQ guide will be updated periodically to reflect the needs of practitioners.

Frequently Asked Questions

(click the hyperlinks below to navigate to the relevant section in the FAQ guide)

1. [Emerging Literacy – Theory and Rationale](#)
 - [What is Emerging Literacy?](#)
 - [How to take a whole-school approach to Emerging Literacy?](#)
2. [Emerging Literacy – Assessment](#)
 - [When do we begin the assessments?](#)
 - [How do we organise assessments?](#)
3. [Emerging Literacy – Planning](#)
 - [How does Emerging Literacy 'fit' as part of our school's literacy framework?](#)
 - [How do we use the assessment information to plan for learning?](#)
 - [When do we re-assess?](#)
4. [Emerging Literacy – Resources](#)
 - [What resources do we need?](#)
5. [Emerging Literacy – Family Learning](#)
 - [How do we share Emerging Literacy with families?](#)

The questions and associated answers within this guidance are suggestions based on ongoing dialogue with and feedback from practitioners. Practitioners should use their professional judgement as to the needs of the learners in their environment.

1. Emerging Literacy – Theory and Rationale

What is Emerging Literacy?

Emerging Literacy has been created to support practitioners to effectively differentiate early literacy learning by matching the teaching and learning of literacy, language and communication to the needs of each child. Informed by the developmental knowledge of Educational Psychologists (EPs), Occupational Therapists (OTs) and Speech and Language Therapists (S<s), Emerging Literacy has classified the many foundational reading and writing skills into four key skill areas: concepts of print, oral language, phonological awareness and pre-handwriting.

Years of international research has identified foundational skill areas which predict literacy attainment, not just in the first year in school but into later primary and beyond. It is a simple fact that children come into school with a wide range of levels and security of these skills – some of which may be due to previous learning experience, but much is related to normal (biological) variation in development.

Taking a developmental approach to Emerging Literacy supports practitioners to identify the strengths and gaps of each learner within these key skill areas as well as providing planning support to address the identified skill gaps.

How to take a whole-school approach to Emerging Literacy?

Schools who have taken a whole-school approach to Emerging Literacy have prioritised the developmental knowledge of all staff to better outcomes for all children and young people.

Across the Early Level of Curriculum for Excellence (CfE) taking a developmental approach to Emerging Literacy has supported children universally.

In Early Learning and Childcare (ELC) settings, Early Years Practitioners (EYPs) have promoted early literacy, language and communication skills through developmentally appropriate child initiated play experiences.

Within Primary 1 settings Class Teachers have used the assessment tools universally to identify strengths and gaps, addressing the foundational reading and writing skill gaps. Emerging Literacy supports Primary 1 practitioners to effectively differentiate their school's literacy framework, matching the teaching and learning to each learner.

Beyond the Early Level taking a developmental approach to Emerging Literacy has allowed for effective targeted support for children and young people. Teachers in Primary 2 and beyond have used the tools to identify strengths and gaps in the key early literacy skill areas, targeting the identified gaps to support each child on the school's literacy framework.

Additional Support Needs Teachers (ASNTs) have worked alongside class teachers to provide targeted support in addition to the universal support provided in the classroom to address the key early literacy skill gaps.

2. Emerging Literacy – Assessment

When do we begin the assessments?

In ELC settings across Highland ongoing monitoring of early literacy skills are documented in the [4 year old Developmental Overview](#). In addition to Highland, some of the other local authorities across the Northern Alliance are using these to support children in Early Learning and Childcare.

Across the Northern Alliance staff in ELC settings are integrating the Emerging Literacy key skill areas into child initiated play experiences. There should be no formal assessments for Emerging Literacy in ELC. Emerging Literacy key skills areas can be observed through play experiences.

If you are using the 4 year old Developmental Overview, it will transition from Nursery to Primary 1. When there are gaps in the Developmental Overview P1 teachers have found that setting up experiences in which children need to demonstrate the skills within the Developmental Overview as a useful observation process at the beginning of Primary 1 to inform their planning.

In Primary 1 teachers have found the process of completing the Phonological Awareness screen, observing the components of the Pre-Handwriting continuum and transferring this information onto the tracking documents for all children as a useful baseline of skills at P1 entry.

Beyond Primary 1 teachers have found the process of completing the Phonological Awareness screen, observing the components of the Pre-Handwriting continuum and transferring this information onto the tracking documents for identified children who are not making the expected progress, or have been identified as having persistent literacy difficulties, as providing an overview of the strengths and gaps in foundational reading and writing skills.

How do we organise assessments?

Schools who have taken a whole-school approach to Emerging Literacy have prioritised the assessment process to identify the strengths and gaps of each child. Class Teachers have found conducting the assessment processes themselves has provided information not only on the strengths and gaps of each child in key skills, but also information on how each child approaches the demands of the assessment.

Phonological Awareness Screen

Schools who have taken a whole-school approach to Emerging Literacy have seen Senior Management Teams (SMTs) and ASNTs providing support for Class Teachers to conduct the Phonological Awareness screen through releasing teachers from class to conduct the screen individually with children. In some schools teachers have been able to conduct the screen in a quiet space within the classroom through soft start.

Pre-Handwriting Overview

Class Teachers have found that the skills within the Pre-Handwriting continuum can be observed through setting up fine motor skills, scissor skills and pencil control (pre-writing) experiences within small groups. Class Teachers have found that the experiences can be set-up during soft start or during a focused literacy time. Teachers have found the observations can be completed directly onto the Pre-Handwriting Tracker.

3. Emerging Literacy – Planning

How does Emerging Literacy ‘fit’ as part of our school’s literacy framework?

A school’s literacy framework aims to develop the literacy, language and communication skills in children and young people. Experience shows that for literacy learning a ‘one-size-fits-all’ approach benefits some, holds some back and leaves some behind. There is also a risk that children can “do” the phonics and make recognisable letters in P1/2, but without sufficiently secure foundations, their literacy skills are vulnerable to the increased demands of later learning – this is part of the explanation of the well-known dip in attainment in later primary.

The Emerging Literacy approach is intentionally designed to be compatible with any programme, with one proviso; it is not itself a programme (in the “do this, then do this” sense), but instead a series of supports and resources for reflective teaching so that teachers can work out what to do for a given class – which is likely to be different to a previous class or a class next door. What this does mean is that teachers are supported to use their judgements about the timing and pacing of phonics and handwriting instruction – so that those able to forge ahead are suitably challenged, and those children who need it can work to secure foundational skills for later attainment.

How do we use the assessment information to plan for learning?

Teachers have found that once the initial assessments have been completed and the information has been added to the tracking sheets, analysing the tracking sheets allows for teachers to plan experiences which are matched to the learning needs of each child.

There is not a one-size-fits-all solution to planning. In some schools they may identify that they need to do work on developing the tripod grasp with the majority of their children, in another school they may find that they have got a group who have secure pencil control and a group who have yet to develop a tripod grasp. Through analysis of the tracking sheets, teachers can plan their experiences based on the information which is available through assessment information. This may mean that teachers are working with a whole cohort, a small group or an individual for different areas of early literacy development.

When do we re-assess?

The screening tools and trackers have been created to support practitioners in their professional judgement when differentiating the early literacy, language and communication experiences of school years children.

Schools have found it most beneficial to gathering the information initially for Phonological Awareness through the screen and Pre-Handwriting through observations, with subsequent assessments only assessing the areas in which gaps were identified in earlier assessments:

e.g. If a child has an identified gap in ‘Word Boundaries’ in Phonological Awareness, following a block of learning in ‘Word Boundaries’ the teacher can assess to see if the child is secure in this area through using the ‘Word Boundaries’ part of the screen. This information could then be updated on the Phonological Awareness tracker.

4. Emerging Literacy – Resources

What resources do we need?

The [‘Northern Alliance: Emerging Literacy – Where to Start?’](#) guide for practitioners includes links to the Emerging Literacy resources to support the development of the four key skill areas. This includes the resources to support assessment, tracking and learning activities. The [Emerging Literacy Training Videos](#) provide an overview of the available resources.

In addition to the resources which have been created and published on the Highland Literacy Blog, there are additional suggestions which practitioners have found supportive in taking a developmental approach to Emerging Literacy.

Schools who have taken a whole-school approach to Emerging Literacy have prioritised the creation and sharing of resources among colleagues to support all children who benefit from developing foundational literacy skills.

Concepts of Print

Schools have ensured that they have a selection of texts which children find interesting and engaging. Schools have been encouraged to connect with their local Network Librarian.

Oral Language

Schools have used the [Words Up Key Message Videos](#) and [‘Building Vocabulary for Better Literacy’](#) resources to support the development of Oral Language across the school.

Phonological Awareness

Schools have found the creation of resource boxes for each of the stages of the phonological awareness continuum including the activity suggestions (and any other relevant resources which they have available) as a useful support resource when planning and delivering on areas of phonological awareness.

Pre-Handwriting

ELC settings and schools have found that centralising the resources which promote the development of fine motor skills, scissor skills and pencil control (pre-writing) skills allows for practitioners to effectively plan for, provide access to and deliver pre-handwriting experiences. The handouts available on the Pre-Handwriting page detail inexpensive things which centres and schools may already have, things which may be in the home environment and things which can be purchased for a small price.

5. Emerging Literacy – Family Learning

How do we share Emerging Literacy with families?

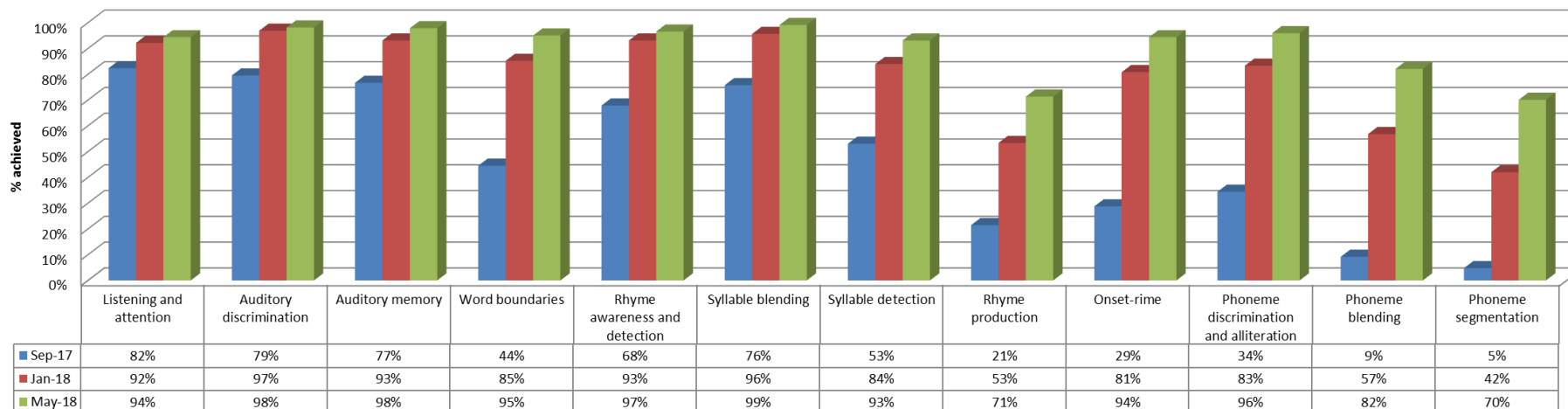
Schools who have taken a whole-school approach to Emerging Literacy have developed approaches to family learning so that families understand how taking a developmental approach to Emerging Literacy can support each and every child. Schools have found it useful to share:

- the “Why?” of Emerging Literacy
- the foundational reading and writing skills which impact on later attainment
- how families can support at home.

The [Emerging Literacy Family Learning Resource](#) has been created to support schools when working with families. Schools have delivered this through Nursery/Primary 1 transition events, literacy workshops, soft start learning together sessions and using the activities that are being developed in class as home learning activities.

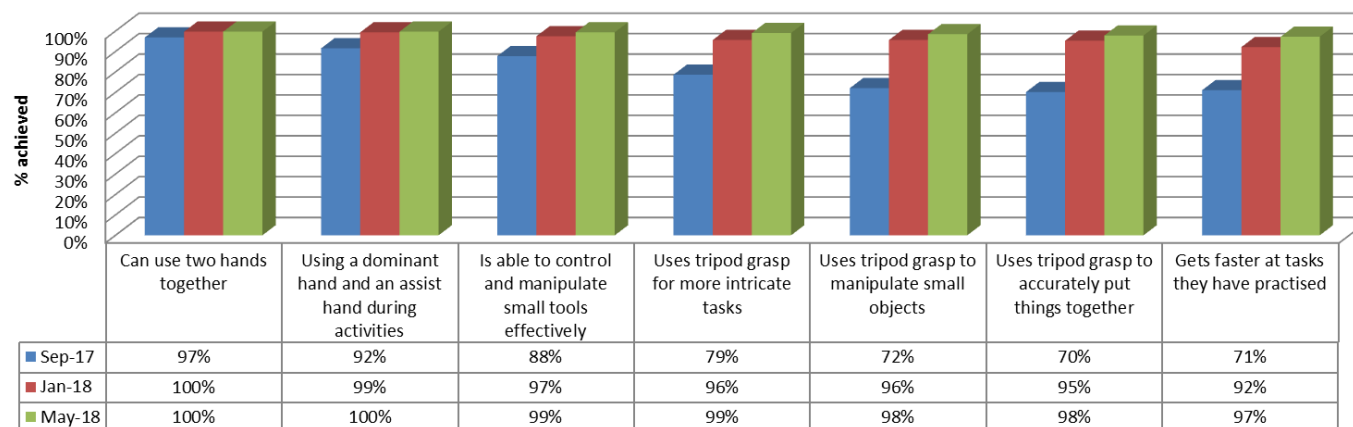
Phonological Awareness

Moray - Phonological Awareness - Comparison: Sep17/Jan18/May18
(317 responses)



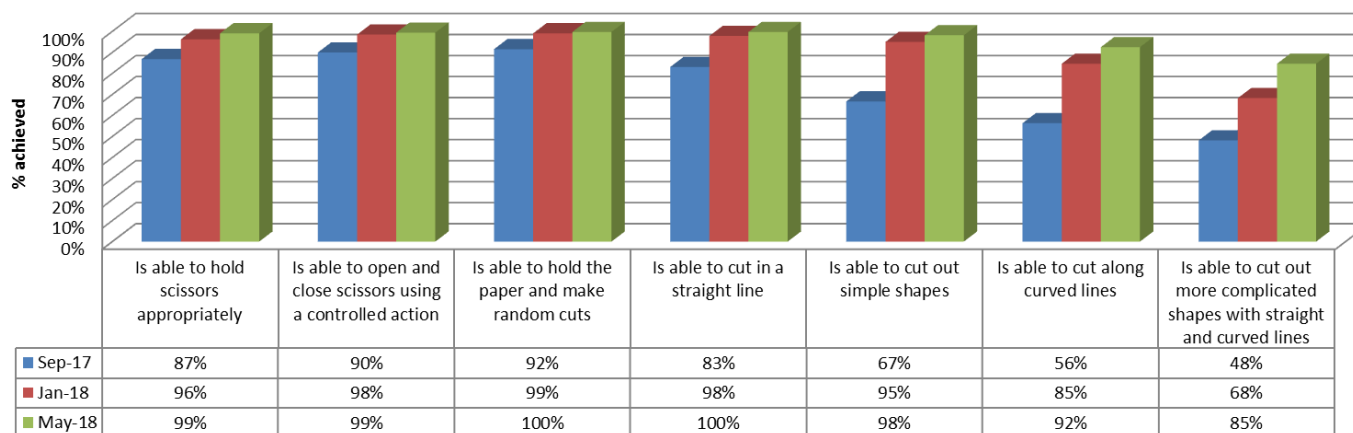
Fine Motor Skills

Moray - Fine Motor Skills - Comparison: Sep17/Jan18
(318 responses)



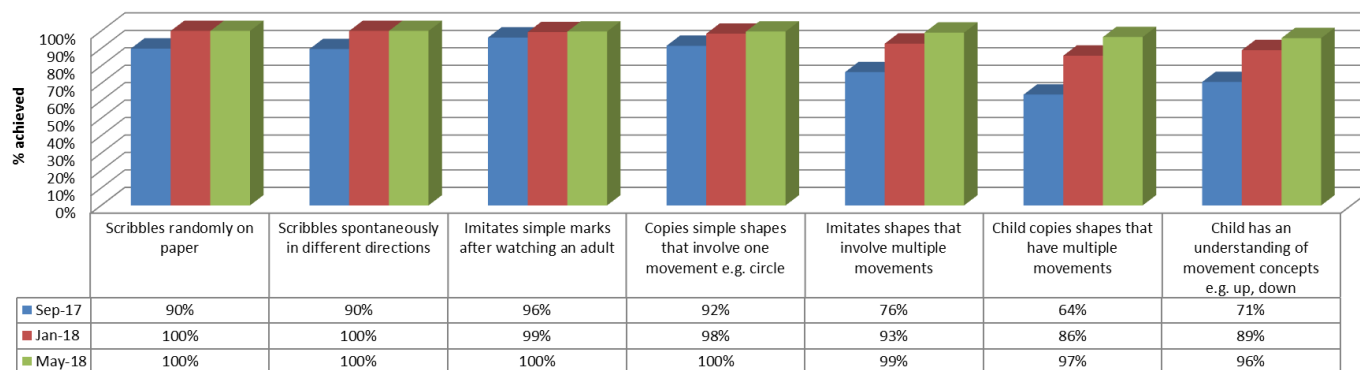
Scissor Skills

Moray - Scissor Skills - Comparison: Sep17/Jan18/May18
(318 responses)



Pre-writing/ Pencil Control Skills

Moray - Pencil Control/ Pre-writing Skills - Comparison: Sep17/Jan18/May18
(318 responses)



2017/2018 Evaluations

Q1) Local Authority	Q2) Role	Q3) What have the benefits been on your professional learning being part of the Emerging Literacy training and networks?	Q4) What evidence do you have to show that taking a developmental approach to Emerging Literacy has had a positive impact on the children in your class/school?	Q5) Which aspects would you like further support with through next year's networks?
Moray	ASN Teacher	Greater understanding of pre-literacy, pre-writing skills. Chance to develop as "trainer" through cascading to support staff.	Improved assessment data. Increased confidence particularly with pupil who started with very low scores.	Anything to ease the process of embedding whole school approach.
Moray	ASN Teacher	Brilliant networking opportunities to share experiences. Refresh professional learning and understanding of newer research. Reflect on own practice.	Progress made by all children and evidenced by daily classroom experiences, impact on child's confidence and ability to 'link' and learn more and concrete scopes from PA assessment.	Linking to pre-school setting to ensure developmental continuums have impact as soon as possible.
Moray	Class Teacher	Reassurance. Opportunities to share practice with other schools.	All children have progressed. Good PIP results. Slicker responses.	Headteachers to be made aware of the extra workload and for this to be written into WTA. Opportunities to meet more often, less formally to share practice with staff.
Moray	Class Teacher	Definite refresh of professional knowledge and skills. Feel much more confident about teaching all aspects of literacy. Seeing the progress the children are making gives a boost to motivation. Keen to do more.	Great improvements in fine motor skills, attitudes to reading and writing. Children much more engaged and happy with the activities planned. Previously doing too much too soon, before core skills were developed.	Spelling/phonic progressions throughout 1st level. (Oral language development) covered in last hour!!
Moray	Class Teacher	As an NQT last year in P6/7 and now P1 teacher I have loved the breakdown of the benchmarks, the guidance and structure towards teaching literacy.	I have no comparison but the children all enjoy school and are relaxed and happy to try everything.	Teaching rhyme production.

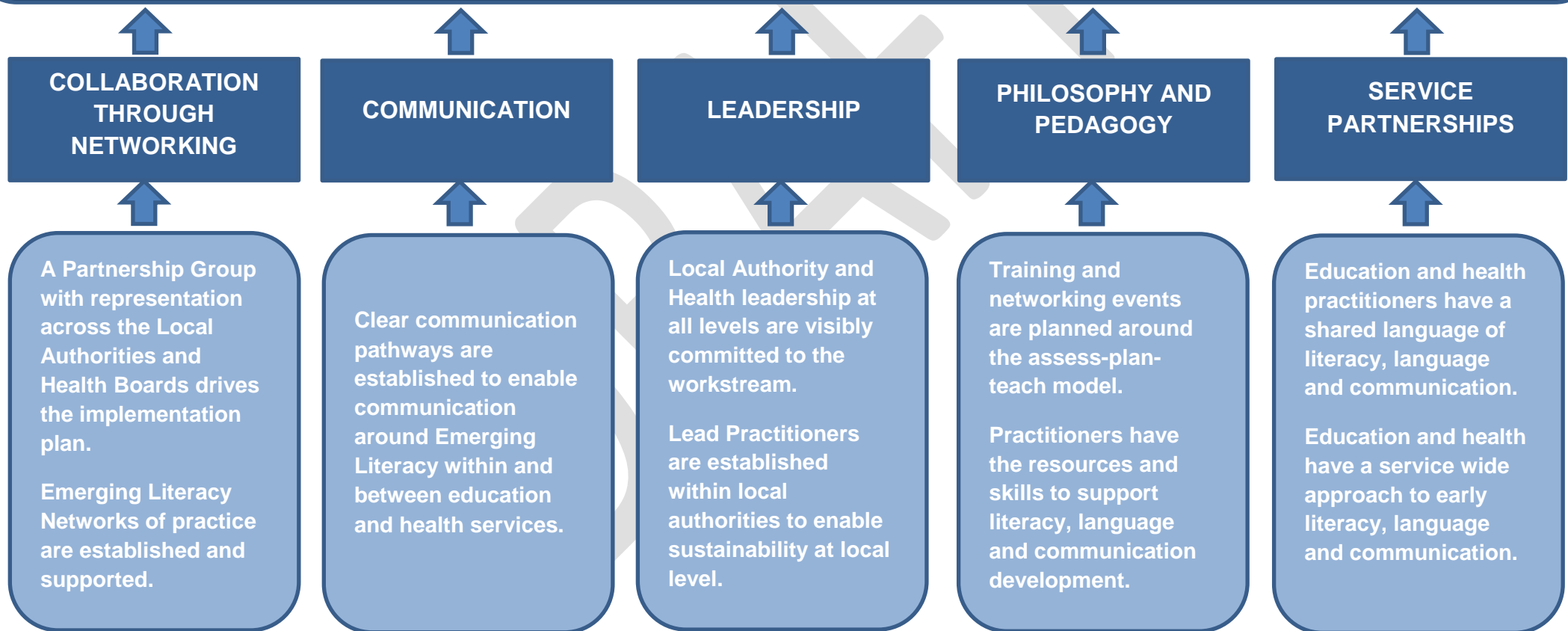
Moray	Class Teacher	Learning about engaging ways to develop the emerging literacy skills of the children in our nursery and school.	The children who have been taught this year using the developmental approach are very confident in their learning and I am confident that as they progress to P1/P2 any 'gaps' will continue to be worked on.	It would be useful to see examples of teacher planning and learn more about how others structure their day.
Moray	Class Teacher	A fresh look/chance to focus closely on early level literacy again. Sharing practice and experiences has been really helpful.	Children have made better progress than expected in P1. Gaps identified early and addressed. Confirmed by SNSA assessments.	Family engagement. How to extend this beyond early level.
Moray	Class Teacher	Good ideas to practically reinforce the concepts and to build a solid foundation in literacy.	All children in class have progressed (as seen using the assessments). Children more confident as learners.	Support with rolling the program out to a nursery setting (especially as no teacher in the nursery).
Moray	Class Teacher	Really clear understanding of how to develop literacy skills, sharing ideas, meeting colleagues.	Where the children are - end of early level. Enthusiasm/clear understanding of children and what they are learning. Parental feedback.	Working memory. Sharing with family approaches.
Moray	Class Teacher	Greater understanding of each child's phonological awareness and how to best support each child.	Final screening results. Children's confidence and progression.	Familiarising myself with progression. Working memory overload. Questioning
Moray	Class Teacher	Collaboration with other authorities. Clear tools to use to inform teaching & learning through an excellent assessment & developmental continuation. Access to excellent resources.	Children can develop at their own speed and with the knowledge that if they are not ready to move on to the next stage it's ok. Progress throughout the year when assessed.	Blanks questioning. Working memory.
Moray	Class Teacher	Changed ways to teaching.	Meeting more needs and starting at where child is ready - assessments help to inform this. Children progress at their own places.	Tools for writing - using emerging literacy across school.
Moray	Class Teacher	Changed my teaching practice. Feel more confident at saying a child is not ready.	Children are progressing at their own pace. They are developing the skills at an appropriate time. A better foundation before moving onto reading & writing.	When a child has achieved Early level developing talk for writing.
Moray	Class teacher	Re-energised!	Data, pupils engagement and confidence.	Narrative and sequence concepts.

Moray	Senior Manager	A greater understanding of how very young children learn.	Discussion with C.T around SNSA results.	Family engagement. How to engage staff across the school to take this forward with only early level resources available.
Moray	Senior Manager	Greater understanding of the developmental stages of learning literacy skills. Confidence in leading changes to the classroom environment in nursery and P1 and the P1 curriculum. Greater knowledge of individual children's progress.	Final screening results have been positive. Greater confidence of children of less ability. Children have enjoyed the play based opportunities.	Familiarising myself with progression. Working memory overload. Questioning
Moray	Senior Manager	Seeing clearer defined next steps for pupils.	Pupil & staff engagement	P1 Corbett - talk for writing
Moray	Senior Manager	Moderation and professional dialogue with colleagues. Refreshing early years teaching knowledge.	Tracking and assessment tools have helped to identify areas for development.	Development of talk 4 writing ideas to support non fiction. Looking at how this impacts on first/second level so not lost.
Moray	Senior Manager	Confidence to develop a more individualised literacy programme within our school.	Happy children - confident in their own abilities, next steps required, developmental needs etc. Confident staff empowered with knowledge, theory and expertise.	Whole school approaches Blanks language scheme Working memory

All children who are in local authorities that are part of the Raising Attainment in Literacy, Language and Communication workstream across the Northern Alliance benefit from high quality research informed pedagogy in early literacy, language and communication, developed in collaboration between education and health. This begins in Early Learning and Childcare and continues throughout school, delivered by confident practitioners with enhanced subject knowledge and supported by senior leaders who enable ongoing progress.

Scottish Government Stretch Aim:

By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.



**COLLABORATION
AND
NETWORKING**

What are we going to do?

1. Agree on the network structure for 2018/2019. The following suggestion is a six network structure:
 - 2 networks – led by the Northern Alliance Workstream Lead: 1) Y1 and 2) Y2/Y3
 - 2 networks – led by one of the local authority Lead Practitioners: All Y1-Y3 in localities
 - 2 networks – self-facilitated (with resources) in small Buddy Groups: 3/4 schools in LA.



Appendix 1 includes the proposal of Lead Practitioners (April 2018)
Appendix 2 includes the structure of support for each local authority

<ol style="list-style-type: none"> 2. Make further contact with the local authorities and health boards to enable representation across key education and health services within the currently established Northern Alliance “Emerging Literacy Partnership Group”. 	<p>June 2018 – August 2018</p>	<p>Emerging Literacy Partnership Group/ Emerging Literacy Education Key Links Group</p>
<ol style="list-style-type: none"> 3. Sustainability at local level for 2019/2020 and beyond planned for and supported by the Emerging Literacy Partnership Group. 	<p>March 2019</p>	<p>Emerging Literacy Partnership Group</p>

COMMUNICATION

What are we going to do?	When?	Who?
1. Communications from the Emerging Literacy Workstream Lead to be shared with “Emerging Literacy Education Key Links Group” and “Emerging Literacy Partnership Group” for cascading across services at local level.	Ongoing	Emerging Literacy Partnership Group/ Emerging Literacy Education Key Links Group.
2. Quarterly update to be provided to Local Authority Regional Improvement Forum detailing the workstream’s progress.	Ongoing	Emerging Literacy Workstream Lead
3. Emerging Literacy updates to be published on the Northern Alliance website.	Ongoing	Emerging Literacy Workstream Lead
4. A central database of contacts for the “Emerging Literacy Education Key Links Group”, the “Emerging Literacy Partnership Group” to be provided to the Northern Alliance Project Officer to enable wider Northern Alliance communication.	March 2018 – ongoing update	Emerging Literacy Workstream Lead
5. “Emerging Literacy Partnership Group” to send the details of key contacts including AHP leads, Principal Educational Psychologists and local authority education senior managers to the Northern Alliance Project Officer. AMacQuarrie@aberdeencity.gov.uk	August 2018	Emerging Literacy Partnership Group.
6. Database of all practitioners involved in the Emerging Literacy workstream to be updated on the Yammer site.	September 2018	Emerging Literacy Education Key Links Group

LEADERSHIP

What are we going to do?	When?	Who?
1. Ongoing dialogue with schools around embedding 'Taking a developmental approach to Emerging Literacy' – the Whole-School Emerging Literacy Audit (Appendix 3 includes audit statements)/ Emerging Literacy ADKAR Model (Appendix 4) can support dialogue.	Ongoing	Schools/ Emerging Literacy Education Key Links
2. Recruit Lead Practitioners from current practitioners who are part of the Emerging Literacy Workstream.	April – June 2018	Emerging Literacy Education Key Links
3. Identify opportunities to present an update of the workstream to key senior leaders within each of the local authorities and health boards.	Dates sought: April – Aug 2018 Updates: August – December 2018	Emerging Literacy Partnership Group Emerging Literacy Workstream Lead
4. Lead Practitioner – Session 1.	Training – Aug '18 Deliver – Sep '18	Emerging Literacy Workstream Lead/ Lead Practitioners
5. Lead Practitioner – Session 2.	Training – Feb '19 Deliver – Mar '19	Emerging Literacy Workstream Lead/ Lead Practitioners

**PHILOSOPHY AND
PEDAGOGY**

What are we going to do?	When?	Who?
1. The new schools coming onto the programme will be offered a launch session in June 2018.	June 7 th / June 8 th	Schools
2. The networks should include a balance of time for professional reflection and a time for new learning. New learning will be developed around the foundational literacy skills.	Ongoing	Emerging Literacy Partnership Group
3. Analyse the following data measures and report through annual reporting structure – the measures should inform future networking and resource: <ul style="list-style-type: none"> pupil level foundational literacy skill data teacher and partner evaluation data 'Achievement of CfE Levels' data. 	Ongoing	Schools/ Emerging Literacy Workstream Lead
4. Develop and publish further resources in Oral Language, Pencil Control and Working Memory, embedding through networks of practice.	Ongoing	Emerging Literacy Partnership Group
5. Outline for the themes of learning in networks developed for the 2018/2019 session and shared with practitioners.	June 2018	Emerging Literacy Workstream Lead
6. Emerging Literacy "Developmental Approach" case study video created and launched on the Northern Alliance website. This will be embedded within the first network of the 2018/2019 session to support the development of the assess-plan-teach cycle.	August 2018	Emerging Literacy Workstream Lead
7. Launch Early Level Literacy, Language and Communication progression tool to support the planning of learning, teaching and assessment, linked to foundational literacy skill development.	August 2018	Emerging Literacy Workstream Lead

**PHILOSOPHY AND
PEDAGOGY
(cont.)**

What are we going to do?	When?	Who?
8. A school improvement plan/ standards and quality report audit will be completed to identify the schools who had Emerging Literacy as a priority during the 2017/2018 session and those who have identified it as a 2018/2019 session. Key messages from S&Q reports will be included in future reporting to evidence impact.	August – December 2018	Emerging Literacy Workstream Lead and Emerging Literacy Education Key Links
9. Develop strategy to support Emerging Literacy in the Early Years with the Northern Alliance Early Years Workstream and Emerging Literacy Partnership Group.	August – November 2018	Emerging Literacy Workstream Lead/ Northern Alliance Early Year Workstream
10. Create case studies of how schools have taken a developmental approach to Emerging Literacy across their school including the impact it has had on practice and the outcomes for children. Shared on the Northern Alliance website and embedded within the local networks.	December 2018	Schools/Emerging Literacy Workstream Lead
11. Networks for senior managers who are part of the programme will be facilitated to enable specific collaboration around a whole-school approach to Emerging Literacy.	Throughout session	School SMT/ Emerging Literacy Workstream Lead
12. Develop a progression tool for use with the Literacy and Gaelic Benchmarks.	May 2019	GME network of practitioners

**SERVICE
PARTNERSHIPS**

What are we going to do?	When?	Who?
1. Collaborate with the following Northern Alliance Workstreams as part of the joint planning on early years, family learning and multiagency partnerships: - Community Learning and Development - Early Years - Integrated Children's Services.	Ongoing	Emerging Literacy Workstream Lead/ Northern Alliance Workstream Leads
2. Identify evaluation measures to evaluate the impact on partners in the workstream to publish as part of the qualitative data.	August 2018	Emerging Literacy Partnership Group
3. Case studies created by members of the Partnership Group to show how education and health have worked in collaboration to improve outcomes for children.	December 2018	Emerging Literacy Partnership Group
4. Members of the Partnership Group to identify how they can support with at local level as part of raising attainment in literacy, language and communication. Education and health teams within local authorities – as part of service plans/ Ready to Act.	December 2018	Emerging Literacy Partnership Group
5. Partnership Group to liaise with the Regional Improvement Lead and University Course Co-ordinators re foundational literacy skills being a part of initial training (education and health) – possible meeting with University key staff?	March 2019?	Emerging Literacy Partnership Group;
6. The 2019/2020 should be created to identify how local authorities/ health boards will be able to support the sustainability of Emerging Literacy at local level through Lead Practitioners across the Northern Alliance.	May 2019	Emerging Literacy Partnership Group

Appendix 1: Emerging Literacy Lead Practitioner Proposal (April 2018)

Proposal:

To create a group of Lead Practitioners (LP) for Emerging Literacy across the Northern Alliance to support the delivery of ongoing Emerging Literacy Networks in the 2018/2019 session. The LPs will support the workstream's aim of sustainability through developing leadership capacity for the workstream from within the current workforce.

Support:

Each LP will receive two days of training. This training will provide LPs with the knowledge, understanding and confidence to facilitate the delivery of two Emerging Literacy Networks within their local authority. The training will take place within the following locations; one day in August and one day in January/February:

- Aberdeen (Aberdeen City, Aberdeenshire, Moray)
- Inverness (Highland)
- Lerwick (Shetland)
- Stornoway (Western Isles).

Role:

Following their training, each LP will deliver a network within their local area. They will deliver a network in September and March. The LPs will share feedback from the networks with the Local Authority Education Key Link and the workstream lead through meeting using Google Meet (suggested connection method) and a Yammer site on Glow. This will enable collaboration between LPs within and across the local authorities of the Northern Alliance.

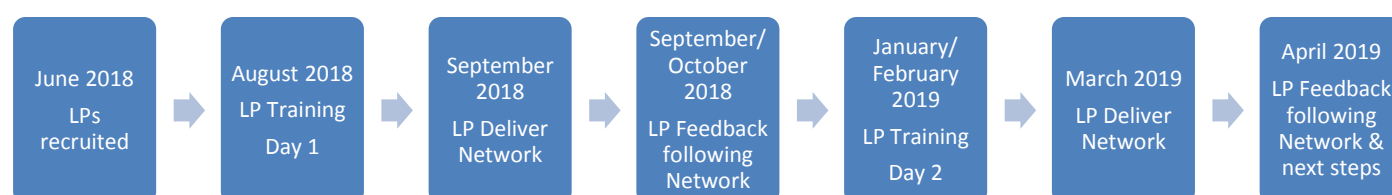
LP Allocation and Funding

The LPs will be allocated based on the needs of individual local authorities. Local authorities will fund the cover costs of LPs. This will be agreed between the workstream lead, the Local Authority Education Key Link, and the Local Authority's Senior Management Team.

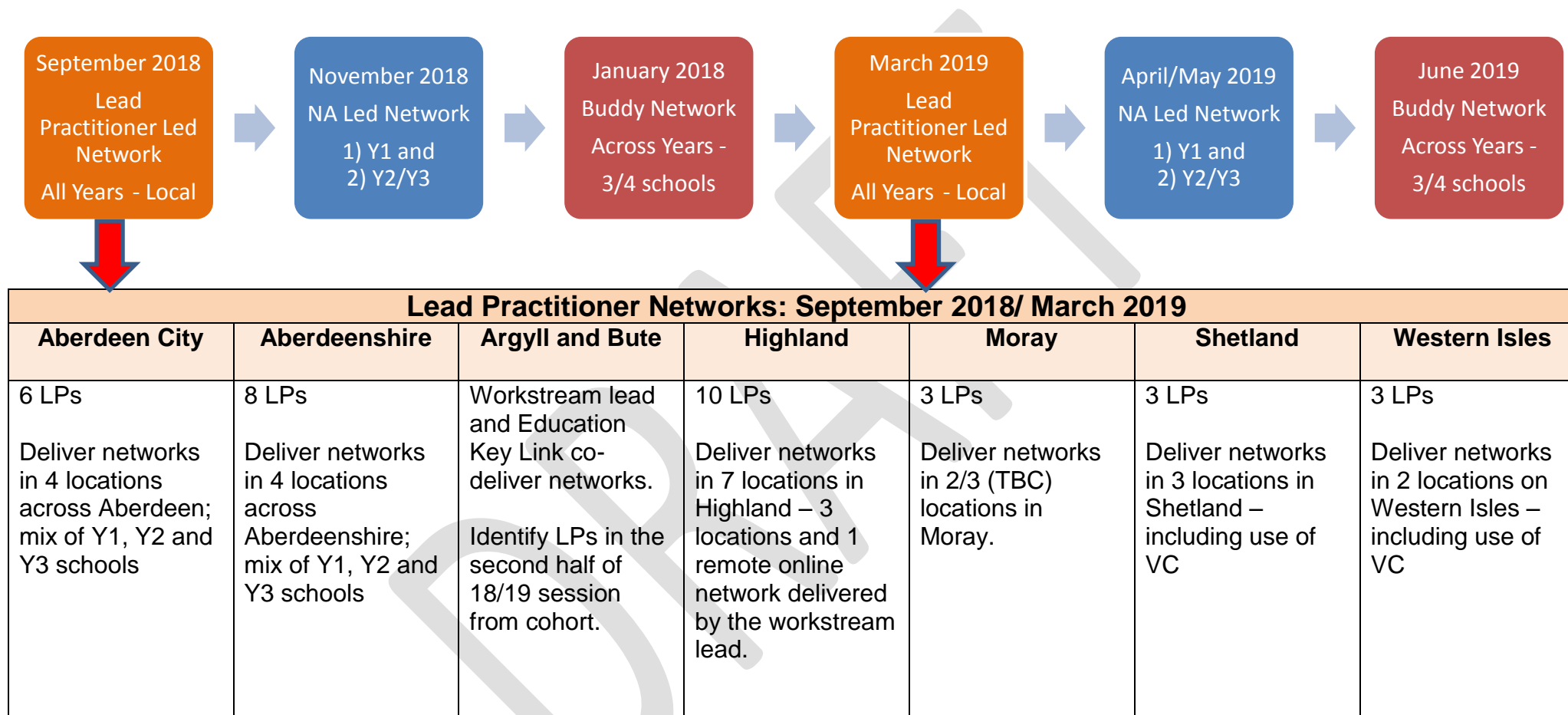
LP Selection

Local Authority Education Key Links will liaise with practitioners who are interested in becoming LPs. LPs will be selected from current practitioners who are part of the workstream.

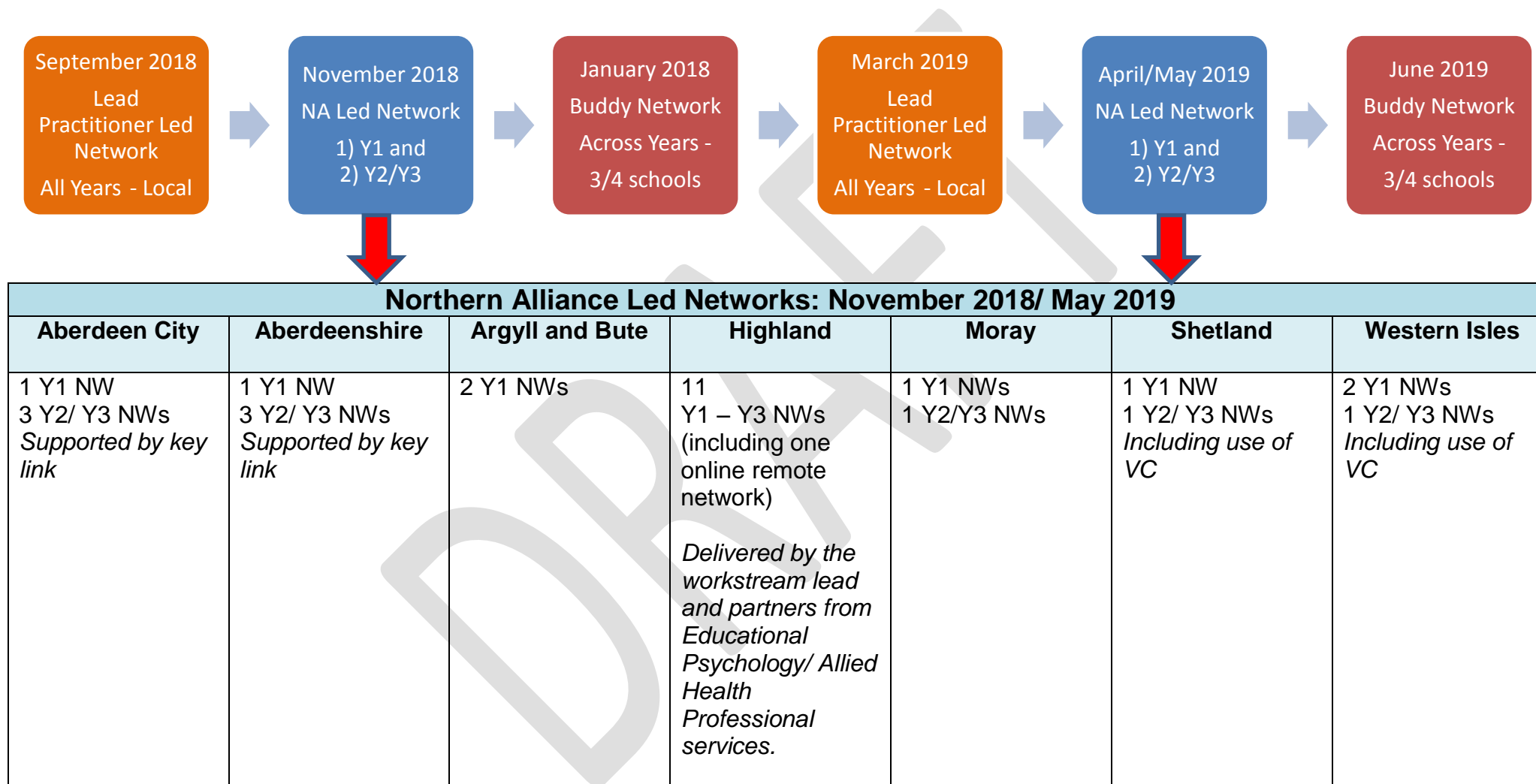
Timeline



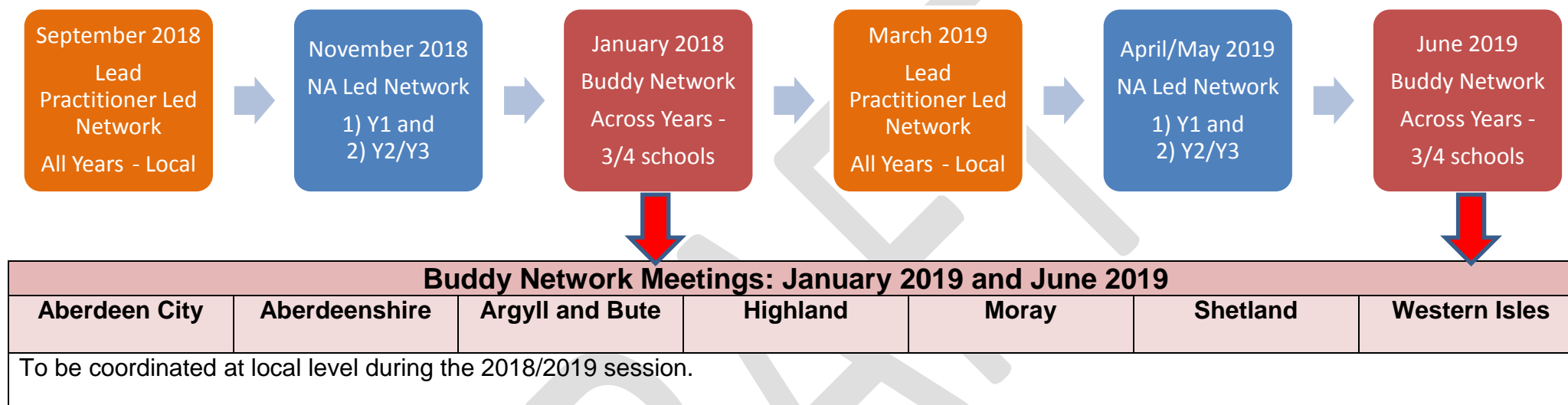
Appendix 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure



Appendix 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure (cont.)



Appendix 2: 2018/2019 Northern Alliance Emerging Literacy Network Support Structure (cont.)



Appendix 3: Taking a Whole-School Approach to Emerging Literacy Audit Tool

Full Audit can be accessed:

Senior Management Teams (SMT) and Quality Improvement Officers (QIOs) can use the audit tool below, linked to How Good Is Our Early Learning and Childcare (HGIOELC) and How Good Is Our School 4 (HGIOS 4) , as part of ongoing self-evaluation to support taking a whole school approach to Emerging Literacy.	
Q.I.	Audit of Evidence
Q.I. 1.3 Leadership of Change	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Planning currently or has previously included taking a whole school approach to Emerging Literacy. <input type="checkbox"/> Whole school training for Emerging Literacy has been delivered or is due to be delivered within the current Working Time Agreement. The Emerging Literacy Training Videos can be used to support whole-school training. <input type="checkbox"/> The school senior management team have an overview of children's progress linked to the four skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting Skills. <input type="checkbox"/> Emerging Literacy sits as part of the school's whole-school approach to the teaching and learning of and the progression of skills within listening and talking, reading and writing.
Q.I. 2.3 Learning, Teaching and Assessment	<p>Early Learning and Childcare ELC</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Overviews (if used in ELC) identify and track skills strengths and gaps; this information is shared with P1 staff. <input type="checkbox"/> Early Years Practitioners support children to develop early literacy skills through play and age appropriate rich interactions. <p>Primary 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developmental Overviews (if used in ELC) are analysed at the beginning of Primary 1 to identify strengths and inform planning of next steps. <input type="checkbox"/> Primary 1 staff and the school senior management team have attended the Emerging Literacy training. <input type="checkbox"/> Key school staff attend the Emerging Literacy Networks. <input type="checkbox"/> All P1 children have been assessed on the four key skill areas of Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting. <input type="checkbox"/> Groupings are informed by the Emerging Literacy assessment information. Children's progress in key skills is tracked. <input type="checkbox"/> The trackers for the key skill areas are used as a tool for ongoing learning, teaching and assessment; assessment is an ongoing process and the trackers demonstrate the progress children are making throughout the session. <input type="checkbox"/> Teachers are providing appropriate differentiation. Developmentally appropriate differentiated learning experiences are evident through the learning experiences which have been planned for children. <p>Beyond Primary 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transition information between P1 and P2 is shared to enable continuity of provision. <input type="checkbox"/> Children who are not making the expected progress in Literacy and English have been assessed using the Emerging Literacy materials to identify possible gaps in foundational skills.
Q.I. 2.5 Family Learning	<ul style="list-style-type: none"> <input type="checkbox"/> Family Learning opportunities have been delivered for Primary 1 families to understand the school's approach to Emerging Literacy – Emerging Literacy Family Learning Resource can be used to support Family Learning. <input type="checkbox"/> Attendance at Emerging Literacy Family Learning events is monitored to ensure that all families have the opportunity to access information. <input type="checkbox"/> Families are aware of the strengths and skills gaps of their children. Families are aware of how they can support their child in their development of foundational reading and writing skills.
Q.I. 2.7 Partnerships	<ul style="list-style-type: none"> <input type="checkbox"/> The school's approach to taking a whole-school approach to Emerging Literacy is discussed in consultation between school senior managers and partners e.g. <i>Allied Health Professionals (such as Speech and Language Therapists), Early Years teams and Educational Psychologists.</i>
Q.I. 3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use the Emerging Literacy developmental continua information on Concepts of Print, Oral Language, Phonological Awareness and Pre-Handwriting to support their 'Achievement of a Level' judgements.

Appendix 4: ADKAR Model – Taking a Developmental Approach to Emerging Literacy

	A - Awareness Recognize the need for change.	D – Desire Participate and support the change.	K – Knowledge Know how to change and identify what the change will look like in terms of skills and behaviours.	A – Ability Implement the change on a daily basis.	R – Reinforcement Sustain the change over the long term.
Local Authority and Health Boards	<p>The Local Authority has identified patterns and trends in early literacy, language and communication.</p> <p>The Health Board is aware of the Emerging Literacy workstream within the Northern Alliance.</p>	<p>The Local Authority has committed to piloting Emerging Literacy as part of the Northern Alliance workstream.</p> <p>The Health Board has discussed how they could be involved with the workstream as part of their universal work.</p>	<p>The Local Authority has a key education link who has an overview of the schools involved and have a plan to support implementation in the targeted schools.</p> <p>The Health Board has identified resource to support Emerging Literacy as part of their universal service plan.</p>	<p>The Local Authority has a key education link who has an overview of the schools involved and a plan of how the approach will be embedded across the Local Authority.</p> <p>The Health Board support schools through the local networks. The service articulates the benefits of collaboration.</p>	<p>The Local Authority has Emerging Literacy champions who support the sustainability of Emerging Literacy across the Local Authority. These champions work in collaboration with Health practitioners.</p> <p>The Local Authority and Health Board have identified other areas of collaborative universal practice.</p>
Individual Schools	<p>The school understands their own demographic and have analysed their data as part of their school improvement planning.</p> <p>The school is aware of the Emerging Literacy workstream within the Northern Alliance.</p>	<p>The school has identified Emerging Literacy as an area within the school improvement plan.</p> <p>Teachers and SMT within the school have made the commitment to training and networks as part of the Emerging Literacy workstream.</p>	<p>Teachers in the early stages have assessment information for early literacy for all of their children.</p> <p>Early stage teachers/ SMT in the school have shared the components of Emerging Literacy with staff across the whole-school.</p> <p>Families are aware of the approach the school are taking in the early stages.</p>	<p>Teachers in the early stages track early literacy to support learning and teaching. They update trackers as an ongoing process as children develop skills as part of the assess-plan-teach cycle.</p> <p>Teachers across the school use Emerging Literacy resources as part of targeted intervention.</p> <p>Family Learning enables families to support their children's early literacy skills at home.</p>	<p>The school ensures that each and every staff member has an awareness of Emerging Literacy through ongoing in-house refresher training/ buddying.</p> <p>The school articulates a developmental approach to learning as part of its curriculum rationale.</p> <p>The school has monitored and can articulate the impact of taking a developmental approach to Emerging Literacy.</p>



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19
TO 28 FEBRUARY 2019**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2018/19.
- 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 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 14 February 2018 (para 10) (vi) of the minute refers) Council approved the Capital Plan for 2018/19.
- 3.3 The capital budgets covered in this report are those contained within the Education and Social Care Capital Plan at **Appendix 1**.

4. BUDGET DETAIL

- 4.1 The total approved Capital Budget for Education and Social Care for financial year 2018/19 is as follows:-

	18/19 £000
Land & Buildings	15,941
Vehicles, Plant & Equipment	514
Totals	16,455

- 4.2 **Appendix 1** lists the major projects for this financial year.
- 4.3 Actual expenditure up to 28 February 2019 is £12,358,000.
- 4.4 Major Project Updates: Individual updates on the major projects are as follows:
- 4.5 Schools Essential Maintenance Programme (Make do and Mend):
The council has a significant number of building elements in their schools which are in a condition D, life expired state. A programme of replacement of these elements to schools has been developed on the basis of the available budget. Projects for 2018/19 are complete and design work is underway to carry out Mechanical and Electrical work during the summer holidays of 2019 at the following schools; Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School and Andersons Primary School. Design work is complete for the replacement of roofs at Keith Grammar and construction will be carried out on site during the summer of 2019.
- 4.6 Elgin High School Replacement Project:
This project is now complete and the facility maintenance contract is being managed through Educational Resources along with contracts for Elgin Academy and Keith Primary School.
- 4.7 Milne's Primary: Replacement of Huttred Accommodation and Enhancement of Pre-School Provision (now known as Early Learning and Childcare (ELC)): The main project is complete. Further remedial works to reduce the height of the water tanks are still required. It is anticipated these will commence in the first quarter of 2019. Some further topsoil and grass seed will be applied to the embankment adjacent to the playing fields. This work will be undertaken by the Lands and Parks department and is anticipated to be completed by March.
- 4.8 Lossiemouth High Replacement Project:
The early works contract commenced at the beginning of October 2018 and progressed smoothly. Work on the main contract commenced on 7 December 2018 and the ground stabilisation and piling have been completed. The project remains on target for completion by August 2020.

4.9 Linkwood Primary School:

At the special meeting of Full Council of the 18 December 2018 the Linkwood Primary School project was approved to the value of £12,810,000.

Planning conditions have been discharged and the school site has transferred to the Council. The infrastructure for the school site has progressed as far as possible and utility connections will be made in accordance with timescales set out within our programme as the build progresses.

Contracts have been signed and construction is due to commence on 18th March 2019 with the school being completed on 19 June 2020.

4.10 Moray Leisure Centre Financial Recovery Plan

The recovery plan for Moray Leisure Centre comprises 3 elements and includes 2 critical dates. The 3 elements are: integration of Moray Leisure Centre within the Council's Fit Life Scheme in October 2018, replacement of the centres aging fitness equipment and refurbishment of the fitness suite opening March/April 2019.

Progress on the elements and dates are as follows:

- Integration with Fit Life Scheme: The first phase of the integrated scheme has proved extremely successful with primary memberships at MLC close to 2000. Full integration with Fit Life involving integrated databases and systems is complex and an options appraisal exercise is being undertaken. The outcome of this exercise will be reported to Committee.
- Replacement of fitness equipment: The contract has been awarded to Precor and delivery of the equipment is being aligned with completion of the fitness suite refurbishment.
- Refurbishment of the Fitness Suite: A detailed layout to remove and re-provision changing accommodation to allow the creation of a single fitness area has begun on site. The procurement process to replace the fitness equipment has run alongside the procurement of the construction works and the appointment of the equipment supplier has resulted in alterations to the planned electrical work. This along with additional work discovered during the strip out of the floors and ceilings has taken the project to the budget limit. There is a risk that following final settlement of the contractor's final account the budget could be exceeded. The estimated risk is up to £5,000.

4.11 Childcare expansion

Work to refurbish the Lady Cathcart building in Buckie to form nursery facilities was completed in August 2018 to allow the facility to open with a new intake of pupils. Following the announcement of the funding award by the Scottish Government further upgrading work to the building will be undertaken over the next 4 months.

Works on site to build the new Cullen nursery have begun with a planned completion date in December 2019.

Work is planned to begin in April 2019 on the new Pilmuir nursery with a phased completion from December 2019.

Detailed proposals are being drawn up for the refurbishment of the nursery at Lhanbryde Primary School with work planned during the summer holidays 2019. Design work has begun on refurbishment of existing nurseries at Burghead and New Elgin Primary schools with construction work planned in the summer holidays of 2019.

5. SUMMARY OF IMPLICATIONS

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

This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

(b) Policy and Legal

There are no policy implications arising directly from this report.

(c) Financial Implications

The approved capital budget for 2018/19 is £16,455,000 of which £12,358,000 has been expended as at 28 February 2019. Indications are that the total annual expenditure will be £16,219,000.

(d) Risk Implications

The major highlighted risks are:

The Scottish Government timescale for the implementation of the Early Years expansion programme has required that the largest value projects are committed early in the programme before all the works across all the nurseries are scoped out. This carries the risk that a substantial part of the budget is committed in the first year of the programme and gives less flexibility to adjust the budget for the refurbishment projects planned in 2019/20. Currently £700,000 of the Early Years budget is allocated to support the provision of the nursery within the new Linkwood School and £600,000 is allocated to support the replacement of hatted nursery classrooms at Pilmuir Primary School.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

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

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

6. CONCLUSION

6.1 That Committee notes the programme of Capital Works proposed for Education and Social Care for 2018/19 and the associated budgetary positions.

Author of Report: Nick Goodchild, Educational Resources Manager

Background Papers:

Ref: Education and Social Care Capital Budgets 2018/19

	Current Budget 2018-19 £000	Actual Expenditure £000	Total Projected Expenditure £000
Land and Buildings			
Schools Estate			
Make Do and Mend			
East End Primary M&E Works 619115B	315	225	292
Cluny Primary M&E Works 619086B	668	594	678
Forres Academy M&E Works 619429B	676	572	673
New Elgin Primary M&E Works, Building Works 619274	922	817	888
Keith Grammar Building Works 619481	0	5	5
Andersons Primary M&E Works 619025	384	344	357
Speyside High School Building Fabric Works 619382	14	17	37
Hopeman PS 619151 Roof & Stonework	5		5
Drainage Upgrades Millbank, Applegrove, Seafield, St Gers, East End, Forres Ac	0		14
Other Schools			
Legionella works	35	10	35
Fire safety	79	98	98
School fire audits	170	173	173
Linkwood Primary School at East End Primary bus drop-off point	50	46	46
Schools for the Future - 4 schools refurbishment	0	-250	-250
Milnes Primary School - replace hutted accommodation and pre-school provision	1,032	769	1,032

New Primary School in South Elgin (Linkwood) incl pre school provision	1,200	569	1,200
New Lossiemouth High School and Pool	9,439	7,552	9,439
Forres Academy replacement of hutted accommodation	37		37
Elgin High School	0	32	32
Childcare expansion	900	691	900
All public facilities	15	4	11
Total Land and Buildings	15,941	12,268	15,702
Vehicles Plant and Equipment			
Replacement of swimming pool equipment	14	17	17
Moray Leisure Centre	500	73	500
Total Vehicles Plant and Equipment	514	90	517
Total Children and Young People's Services	16,455	12,358	16,219



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 3 APRIL 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF MILLBANK PRIMARY
SCHOOL, BUCKIE**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.
- 1.1 This report is submitted to Committee in terms of Section III (C) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 When a school is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In October 2018, Education Scotland inspected Millbank Primary School using the Full Inspection Visit Model.

The key features of the full inspection visit model were:

- The team was composed of a number of inspectors
- Inspectors spent a week in school
- There was a focus on four Quality Indicators (QIs)

QI 1.3 Leadership of Change - **satisfactory**

QI 2.3 Learning, Teaching and Assessment - **satisfactory**

QI 3.2 Raising Attainment and Achievement - **weak**
QI 3.1 Ensuring Wellbeing, Equality and Inclusion - **weak**

The first three of these QIs feed directly into the evidence base for the National Improvement Framework.

Inspectors also included the learning pathways theme from QI 2.2 Curriculum and refer to QI 2.7 Partnerships in evaluating the impact of parental engagement, in addition, the further QI was chosen by the school which was QI 2.7 Partnerships. The inspectors had a focus on safeguarding as is the case in every inspection. These aspects are not graded.

- 3.3 The aim of the full inspection visit was to validate the four QIs 1.3, 2.3, 3.1 and 3.2 from the How Good Is Our School 4? (HGIOS4) quality framework.

HGIOS 4 QI 1.3 Leadership of Change
 QI 2.3 Learning, Teaching and Assessment
 QI 3.1 Ensuring Wellbeing, Equality and Inclusion
 QI 3.2 Raising Attainment and Achievement

These QIs are graded on the six-point scale used by Education Scotland for inspections:

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

- 3.4 The gradings for Millbank are as follows:

QI 1.3 Leadership of Change - Satisfactory
QI 2.3 Learning, Teaching and Assessment - Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Weak
QI 3.2 Raising Attainment and Achievement - Weak

- 3.5 The inspection findings indicated that Millbank Primary School and their enhanced provision, The Bothy will face a number of challenges in their improvement journey and will be subject to a revisit from Education Scotland within the next twelve to eighteen months.

- 3.6 The summary of the inspection report is contained in **Appendix 1**. The original inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/assets/inspectionreports/millbankpsins260219.pdf>

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

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

Author of Report: Karen Lees, Quality Improvement Officer

Background papers:

<https://education.gov.scot/assets/inspectionreports/millbankpsins260219.pdf>

Ref:

**MILLBANK PRIMARY SCHOOL
– EDUCATION SCOTLAND VISIT, OCTOBER 2018**

Authority commentary on the inspection report

During the inspection the team of inspectors talked to parents/carers, children and staff. They met with the Head Teacher, Acting Headteacher and other members of the leadership teams as well as the Head of Schools and Curriculum Development and the Quality Improvement Officers at the beginning of the inspection and during the inspection. The inspection team gathered evidence during the visit to enable them to evaluate aspects of the quality of leadership and children's achievements.

The team found the following areas of strengths in the school's work:

- Relationships between staff and children resulting in children who are happy, well-behaved and polite. They have pride in their school, are willing to learn and ready to take on more responsibility.
- The work of the headteacher in consulting children, families and staff to develop the school's values, vision and aims. This has led to the headteacher and staff creating a positive school culture.

The following areas for improvement were identified by the Education Scotland team:

- Develop more strategic leadership at all levels within the school and in doing so strengthen the use of self-evaluation processes which leads to an increased rate of change and improved outcomes for all children.
- Staff should work collaboratively to ensure children experience consistently high quality learning, teaching and assessment which provide an appropriate level of pace and challenge in children's learning. Children should be given opportunities to lead their own learning and be more involved in evaluating their own progress and next steps.
- Raise attainment for all children. Approaches to raising attainment should include making effective use of relevant data and more robust tracking and monitoring of children's progress in learning and achievement.
- Implement revised approaches to health and wellbeing and inclusion to better support children's wellbeing and progress. In doing so, ensure all staff and children know, understand and use the wellbeing indicators as an integral feature of school life.
- Develop progressive curriculum pathways for all curriculum areas which are relevant to the school's context, and which offer children opportunities to develop appropriate knowledge and skills.

Since the inspection, the school has prepared, in partnership with central officers, an improvement action plan for the identified areas within the report. This has been shared with staff within the school and will be further shared with parents, children and the community as appropriate. The progress of this action plan will be

monitored and the outcomes measured in line with improvement areas arising from the inspection. The school will continue to work closely with central officers to ensure the appropriate support and challenge is in place to meet the expectations ahead.

The local authority will continue to monitor the school's progress with its quality processes and Education Scotland will engage in a return visit within the next twelve to eighteen to ascertain progress and Officers will then report back to the Committee as appropriate.

Karen Lees, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE
BUDGET MONITORING 2018/19 TO 28 FEBRUARY 2019**

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

1. REASON FOR REPORT

- 1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 28 February 2019.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 28 February 2019.**

3. BACKGROUND

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 28 February 2019.

4. BUDGET POSITION

- 4.1 The spend at 28 February 2019 is £90,353,000 against a budget of £90,246,000, giving an overspend of £107,000 as shown in **Appendix 1**.
- 4.2 The variance in Early Learning and Childcare (ELC) Education is a £13,000 underspend and relates to underspends within the school nurseries.
- 4.3 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £307,000 in primary schools and £335,000 in secondary schools.

- 4.4 Lifelong Learning, Culture and Sport has an underspend of £15,000. The main variances are a £24,000 underspend for library books due to late publishing and a shortfall on leisure income of £16,000.
- 4.5 Within the Education Central Services budget there is an overspend of £163,000. This is mainly due to a £82,000 overspend in the central supply budget, £42,000 loss of income from the music instruction service, £27,000 overspend in additional grant funding and other minor overspends of £12,000.
- 4.6 The overspend in Integrated Children's Services is £721,000 which is a combination of underspends and overspends. The out of area budget is overspent by £1,119,000. This overspend and demand is being actively monitored and considered within a wider commissioning strategy to make best use of available resources. Continuing Care is overspent by £27,000, this was a new burden put on the Council following the implementation of the Children and Young People (Scotland) Act 2014. The overspend is reduced by £221,000 underspend on children with disabilities contract, adoption placements through external providers £45,000, fostering home to school travel £13,000, area teams operational budgets £32,000, fostering fees and allowances £24,000 and the balance being made up of other minor underspends of £90,000.

5. ESTIMATED OUTTURN

- 5.1 The estimated outturn for 2018/19 is £100,743,000 against a budget of £99,938,000 resulting in an estimated overspend for the year of £805,000.
- 5.2 The main variance in Lifelong Learning Culture and Sport is an underspend on the capital grant to Moray Leisure Limited of £60,000
- 5.3 The main variances in Integrated Children's Services are a projected overspend on Out of Area Placements of £1,200,000 which as stated above is being actively monitored and considered within a wider commissioning strategy. The overspend is reduced by an underspend of £170,000 in the children with disabilities residential contract due to a child transitioning to adult care. The adult has continued to be accommodated in the residential unit leaving beds available and therefore contributing to the Out of Area Placements overspend. There is also a one-off refund of £184,000 from a provider for prior year underspends on a contract.
- 5.4 The variances in Schools and Curriculum Development are due to a projected overspend of £80,000 on central supply, this budget is hard to estimate as it covers maternity and sickness.

6. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The overspend as at 28 February 2019 is £107,000 against a budget of £99,938,000. The estimated year end position is expenditure of £100,743,000 against a budget of £99,938,000 resulting in an overspend of £805,000.

(d) Risk implications

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

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

7. CONCLUSION

7.1 That Committee scrutinises and notes the budget position as at 28 February 2019.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Nick Goodchild, Educational Resources Manager
Kathy Henwood, Acting Head of Integrated Children's Services

Background Papers: with authors and finance

Educational Services

Appendix 1

Budget Monitoring Report to 28th February 2019

Service	Revised Budget	Budget to Date	Actual & Commitment	Variance to Date	Variance	Full Year Forecast	Full Year Variance
	£'000	£'000	£'000	£'000	%	£'000	£'000
Early Learning and Childcare	4,532	3,902	3,889	13	-	4,529	3
Primary Education	23,549	21,246	20,945	301	1 %	23,549	-
Secondary Education	25,233	22,950	22,505	445	2 %	25,191	42
Lifelong Learning Culture and Sport	10,569	10,448	10,433	15	-	10,536	33
Education Central Services	4,151	3,103	3,266	(163)	(5)%	4,268	(117)
Integrated Children's Services	30,394	27,200	27,921	(721)	(3)%	31,172	(778)
Management	267	240	234	6	3 %	265	2
Business Support Unit	1,294	1,157	1,160	(3)	-	1,294	-
Efficiency Savings-Education	18	-	-	-	-	(13)	31
Efficiency Savings-LLCSP	(24)	-	-	-	-	(24)	-
Efficiency Savings-ICS	(45)	-	-	-	-	(24)	(21)
Educational Services Total	99,938	90,246	90,353	(107)	-	100,743	(805)



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 3 APRIL 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF CULLEN PRIMARY
NURSERY, CULLEN – OCTOBER 2018**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray Early Learning Centre (ELC) setting following inspection by Education Scotland.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 When an ELC setting is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In October 2018, Education Scotland inspected Cullen Primary Nursery, Cullen using the Full Inspection Visit Model.

The key features of the full inspection visit model were:

- The team was composed of an Assessor and Care Inspectorate representative.
- Inspectors spent two days at the setting.
- There was a focus on two Quality Indicators (QIs) which will be evaluated using the six-point scale, namely;

QI 2.3 Learning, Teaching and Assessment
QI 3.2 Securing Children's progress

Both of these QIs feed directly into the evidence base for the National Improvement Framework.

No additional QI was required by the inspecting team. The inspectors had a focus on safeguarding as is the case in every inspection. These were not graded.

- 3.3 The aim of the full inspection visit was to validate the two QIs 2.3 and 3.2 from the How Good Is Our Early Learning and Childcare? (HGIOELC) quality framework. The gradings were;

HGIOELC

QI 2.3 Learning, Teaching and Assessment - **good**
QI 3.2 Securing Children's progress - **good**

- 3.4 The inspection findings indicated that Cullen Primary Nursery has the capacity to continue to improve so no further visits, in relation to this inspection, will be made.
- 3.5 The summary of the inspection report is contained in **Appendix 1**. The original inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/inspection-reports/moray/5206928>

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Senior Solicitor (Litigation and Social Care), Equal Opportunities Officer, Human Resources Manager, Ellie Pirie (Acting Head Teacher) and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Hazel Sly, ELC Continuous Improvement Officer

Background papers:

<https://education.gov.scot/inspection-reports/moray/5206928>

Education Scotland Inspection of Cullen Primary Nursery, Cullen, October 2018**Authority commentary on the inspection report**

In October 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Cullen Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The care and support children show for one another across the school and nursery. They interact very positively and respectfully during activities. Children are polite and highly motivated to learn.
- The teamwork of staff across the school and nursery, supported and led by the acting headteacher. There is a clear sense of an inclusive community which works together to make things the best they can be for all children.
- The high quality learning and teaching, particularly in approaches to numeracy.
- Children experience a culture of enjoyment, challenge and active participation. This is leading to increased attainment in numeracy and mathematics.

The following areas for improvement were identified and discussed with the headteacher and a representative from The Moray Council.

- Continue to develop systems which track the progress children are making in their learning throughout their time at Cullen Primary and Nursery, so that children make the best possible progress across all curriculum areas.
- Continue to develop approaches to planning and assessment within the nursery.
- Current systems for recording children's learning need to be streamlined to form a coherent picture of children's progress.
- Continue to ensure that all children have opportunities to participate in all aspects of school life.

Hazel Sly, ELC Continuous Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 3 APRIL 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF CULLEN PRIMARY
SCHOOL**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.
- 1.1 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 When a school with a nursery is inspected by Education Scotland and/or the Care Inspectorate reports are published which give commentary on the school and nursery's performance. Education Scotland publish the school report and Education Scotland and The Care Inspectorate jointly publish the nursery report. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication. The findings of the Nursery Inspection for Cullen Primary School Nursery is presented to Committee in a separate report.
- 3.2 In October 2018, Education Scotland visited Cullen Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Acting Headteacher and staff. Cullen Primary School was subject to a Short Inspection Visit process. The key features of this model, which differs to the full establishment model are:
- The team will be composed of fewer inspectors

- Inspectors spend less time in school (a total of two days)
- The focus is on two quality indicators (QIs)
- Inspectors will make evaluations of these QIs using the six point scale

The focus QIs were:

QI 2.3 Learning, teaching and assessment – **very good**

QI 3.2 Raising attainment and achievement - **good**

These QIs feed directly into the evidence base for the National Improvement Framework.

- 3.3 The aim of the short inspection visit was to validate the two Education Scotland QIs 2.3 and 3.2 from the How Good Is Our School 4? (HGIOS4) quality framework for the school.

The inspection findings indicated that Cullen Primary School has the capacity to continue to improve and Education Scotland will make no more visits in connection with this inspection.

- 3.4 The summary of the inspection report is contained in **Appendix 1**. The original inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/assets/inspectionreports/cullenpsncins290119.pdf>

- 3.5 Cullen Primary School does not currently have a permanent Headteacher. A Primary Advisor is supporting the school and providing part-time leadership and management during the period of vacancy. Every effort is being made to fill the post. Staff are being supported in their continued improvement journey by the Primary Advisor.

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Don Toonan, Opportunities Officer, Grant Cruickshank, Human Resources Manager, Ellie Pirie, Primary Advisor and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

<https://education.gov.scot/assets/inspectionreports/cullenpsncins290119.pdf>

Ref:

**CULLEN PRIMARY SCHOOL AND NURSERY
– EDUCATION SCOTLAND AND CARE INSPECTORATE VISIT, OCTOBER 2018**

Authority commentary on the inspection report

During the inspection the team of inspectors talked to parents/carers, children and staff. They met with the Acting Head Teacher and Quality Improvement Officer at the beginning of the inspection and gathered evidence during the visit to enable them to evaluate aspects of the quality of leadership and children's achievements.

The team found the following areas of strengths in the school's work

- The care and support children show for one another across the school and nursery. They interact very positively and respectfully during activities. Children are polite and highly motivated to learn.
- The teamwork of staff across the school and nursery, supported and led by the acting headteacher. There is a clear sense of an inclusive community which works together to make things the best they can be for all children.
- The high quality learning and teaching, particularly in approaches to numeracy. Children experience a culture of enjoyment, challenge and active participation. This is leading to increased attainment in numeracy and mathematics.

The following areas for improvement were identified by the Education Scotland team:

- Continue to develop systems which track the progress children are making in their learning throughout their time at Cullen Primary School, so that children make the best possible progress across all curriculum areas.
- Continue to develop approaches to planning and assessment within the nursery. Current systems for recording children's learning need to be streamlined to form a coherent picture of children's progress.
- Continue to ensure that all children have opportunities to participate in all aspects of school life.

The local authority will continue to monitor the school's progress with its quality processes and will report back to the Committee as appropriate.

Willem Smit, Quality Improvement Officer



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND
CHILDCARE CENTRES – PUBLISHED REPORTS JANUARY-
FEBRUARY 2019**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during January and February 2019. These were:

Cullen Primary School Nursery, Cullen
Keith Primary School Nursery, Keith
Hythehill Primary School Nursery, Lossiemouth
Cullen Play Centre, Cullen
Pilmuir Primary School Nursery, Forres
St Sylvester's Nursery, Elgin
Keith Play Centre, Keith
Jack and Jill Nursery, Elgin
Portgordon Primary School Nursery, Portgordon

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

2. RECOMMENDATION

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

3. BACKGROUND

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

- 3.2 Care Inspectorate Officers will grade services and publish these grades as part of their duty to provide information to the public about the quality of care services.

The six point grading scale:

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

- 3.3 Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.
- 3.4 The education authority will give guidance and support, as appropriate, to both school nursery classes and partner providers of ELC education. Following a Singleton Inspection the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report, and to share the plan with parents and carers.
- 3.5 During this reporting period there were **8 Singleton Inspection** reports received and **one** joint visit with Education Scotland.

Name of Early Learning and Childcare Provider	Date of Inspection
Cullen Primary School Nursery, Cullen	23.10.18
Keith Primary School Nursery, Keith	31.10.18
Hythehill Primary School Nursery, Lossiemouth	07.11.18
Cullen Play Centre, Cullen	21.11.18
Pilmuir Primary School Nursery, Forres	26.11.18
St Sylvester's Nursery, Elgin	28.11.18
Keith Play Centre, Keith	30.11.18
Jack and Jill Nursery, Elgin	10.12.18
Portgordon Primary School Nursery, Portgordon	12.12.18

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

4. SUMMARY OF IMPLICATIONS

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

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

(b) **Policy and Legal**

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

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

(c) Financial implications

None arising directly from the report.

(d) Risk Implications

None arising from this report.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities

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

(h) Consultations

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

5. CONCLUSION

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

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

Background Papers:

Ref:

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APPENDIX 1**Summary of numbers of recommendations and requirements made to providers.**

Provider	Number of Recommendations	Number of Requirements
Cullen Primary School Nursery	0	0
Keith Primary School Nursery	0	0
Hythehill Primary School Nursery	2	0
Cullen Play Centre	0	0
Pilmuir Primary School Nursery	4	0
St Sylvester's Nursery	5	0
Keith Play Centre	n/a	n/a
Jack and Jill Nursery	0	0
Portgordon Primary School Nursery	0	0

Details of gradings, recommendations and requirements made to providers.**Cullen Primary School Nursery, Cullen**

(joint inspection with Education Scotland)

Gradings

Quality of Care and Support	4	Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

(N/A – Not Assessed)

Recommendations

- None

Requirements

- None

Keith Primary School Nursery, Keith*Gradings*

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

(N/A – Not Assessed)

Recommendations

- None

Requirements

- None

Hythehill Primary School Nursery, Lossiemouth*Gradings*

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

Recommendations

- The personal plan for the child should provide an accurate and up to date reflection of children's needs. Information should be well organised, include known strategies and action, with a structured process of review, that takes place a minimum of 6 monthly.
- The senior management team should consolidate and embed the system of self-evaluation so that it is continuous and collates the views of all those involved, leading to improved outcomes for children.

Requirements

- None

Cullen Play Centre, Cullen

Gradings

Quality of Care and Support	4	Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	4	Good

Recommendations

- None

Requirements

- None

Pilmuir Primary School Nursery, Forres

Gradings

Quality of Care and Support	3	Adequate
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	2	Weak

Recommendations

- The senior management team and staff should continue to extend children's play experiences that can naturally evolve through creativity and exploration, with a view to capturing children's individual needs and interests.
- The personal plan for the child should provide an accurate reflection of children's needs. Information should be well organised, include known strategies, action to be taken and outcomes, which is reviewed a minimum of 6 monthly.
- The depute head teacher should ensure that the development needs of the staff are identified through formal discussion and that training is planned, shared and

evaluated with a view to improving the service and enhancing outcomes for the children.

- The provider and senior management team should establish a continuous, manageable and effective system of self-evaluation, that seeks the views of all those involved to improve outcomes for children.

Requirements

- None

St Sylvester's Nursery, Elgin

(Announced, short notice)

Gradings

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

Recommendations

- Personal plans should provide a holistic and current view of the child's needs and demonstrate how they are being assessed and monitored. The personal plan should be reviewed and updated with parents at least once every six months or sooner if required or requested, in line with current legislation. Information to assist with the child's transition from home to nursery and between playrooms could be developed. This would assist with meeting children's individual needs.
- The provider and manager should ensure all staff are fully informed of current early learning and childcare guidance so that more responsive, child-led learning experiences are created.
- Children should be able to enjoy an environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
 - a) play rooms that are well thought out and organised to promote greater choice
 - b) a wider range of resources/play equipment, that includes real and natural materials, and an abundance of loose parts, inside and outside.
 - c) spontaneous and free flow use of the outdoor play area.
- Children should be supported to achieve their potential by effective management that promotes confidence in leadership roles, and provides on-going development and training of the staff team. This could be achieved through:
 - a) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
 - b) an evaluation of training as to how it has improved outcomes for children
 - c) a focus on practice that is discussed and shared between all staff
- The provider and manager should ensure that a continuous, manageable and effective system of self-evaluation is established, that seeks the views of all those involved to improve outcomes for children.

Requirements

- None.

Keith Play Centre, Keith

This visit was to assess progress with previous recommendations and requirements made on the visit on 26 June 2018.

All requirements were met within timescales

All recommendations have been acted on and are progressing but continue to be part of developments at the centre.

Jack and Jill Nursery, Elgin

Gradings

Quality of Care and Support	6	Excellent
Quality of Environment	5	Very Good
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

Recommendations

- None

Requirements

- None

Portgordon Primary School, Nursery

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	4	Good
Quality of Staffing	4	Good
Quality of Management and Leadership	4	Good

Recommendations

- None

Requirements

None



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
3 APRIL 2019**

**SUBJECT: INTRODUCTION OF SECTOR DAYS AS PART OF MORAY
SKILLS PATHWAY**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the significant development in implementing the Moray Skills Pathway through the introduction of 7 Sector Days, and acknowledge the significant contribution from Partners.
- 1.2 This report is submitted to Committee in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 A report giving an update in relation to the recommendations in Developing the Young Workforce (DYW) nationally and locally was presented to Children and Young Peoples Committee on 8 March 2017 (para 14 of the minutes refers). This report outlined the introduction of the Moray Skills Pathway as the local strategic approach to the DYW recommendations.
- 3.2 The Moray Skills Pathways allows clear engagement 3-18 in the identified 8 key sectors as laid out in the Skills Investment Plan and through consultation with an employer group on 5 December 2016. The key sectors in Moray are Early Education and Childcare, Health & Social Care, Engineering, Construction, Food & Drink/Tourism, Information Technology/Creative Industries, Business/Professional Services and Land Based Sector. Each young person will have the opportunity to engage with each sector at each stage of education, early, first, second, and throughout the Broad General Education (BGE) in Secondary schools and before making option choices. As well as

attend a Sector led day highlighting the range of opportunities throughout S3. Thereafter, clear pathways within each sector will be developed throughout the senior phase in S4 to S6.

- 3.3 Academic year 2018/19 saw the full introduction of the Sector Days to support S3 students to have broader understanding of the range of careers available in the local area. A list of the businesses involved and the workshops (**APPENDIX 1**) demonstrates the breadth of engagement from partners supporting education. Moray College UHI has hosted all the days apart from GROWing your FUTURE which was kindly hosted by Burnside of Dipple Farm.

Sector Day	Date	Moray Skills Pathway Key Sector
GROWing your FUTURE	27 June 2018	Land Based Sector
CARING for your FUTURE	7 November 2018	Early Education and Childcare, Health & Social Care
CONSTRUCTing your FUTURE	14 November 2018	Construction
HOSTing your FUTURE	14 November 2018	Food & Drink/Tourism
Make your FUTURE your BUSINESS	28 November 2018	Business/Professional Services
CREATing your FUTURE	4 December 2018	Information Technology/Creative Industries
DESIGNing your FUTURE	29 January 2019	Engineering

- 3.4 The uptake of the Sector Days have been significant across S3 however it is evident that work still needs to be done to address the traditional gender bias towards the key sectors in the coming year, this will be addressed through the ASG & Sector groups, supported by DYW Leads in secondary schools. A key part of this will be around supporting teachers with training around Gender and Equality Balance.

Sector Day	Attendance	Male	Female	% of S3 students
GROWing your FUTURE	75	47	28	9%
CARING for your FUTURE	139	11	128	16%
CONSTRUCTing your FUTURE	112	103	9	13%
HOSTing your FUTURE	53	24	29	6%
Make your FUTURE your BUSINESS	70	37	33	8%
CREATing your FUTURE	119	49	70	14%
DESIGNing your FUTURE	68	61	7	8%

- 3.5 Each event has had a similar format with an overview of the sector with a speed dating type event so all young people attending hear from all employers in the sector attending, followed by hands on workshops which allowed the pupils to carry out a real life task undertaken by the role being covered, these were all chosen by the young people to attend.
- 3.6 The introduction of the Sector Days along with the S3 College Taster days has seen an 60% increase in applications for the Senior Phase curriculum delivered through Moray College UHI. 2018/19 356 applicants, 2019/20 571 applicants (to date).

SCQF Level	No of Pupils	Male	Female
4	147	59	88
5	232	138	94
6	169	42	128
7	22	9	13

- 3.7 Moray's young people are becoming more aware of the various pathways to a positive destination which include: college courses at both Further Education and Higher Education. This is supported by various programmes across the Senior Phase including Career Ready, Foundation Apprenticeships and Work Experience.
- 3.8 Evaluations have been extremely positive with nearly all young people expressing the day has increased their knowledge of the sector and the range of jobs available within each. In particular positive comments have been made in relation to the workshops being run by people doing the jobs themselves from local business that the students are familiar with.
- 3.9 Significant progress has been made around the implementation of Moray Skills Pathway with the introduction and willingness to embed the Sector Days annually to support S3 young people making informed choices as they enter the Senior Phase.
- 3.10 Working closely with the Moray Skills Pathway partners, Moray Council, DYW Moray, Moray College UHI, Skills Development Scotland, the sectors of the Moray Skills Pathway will be reviewed in order to ensure that they are relevant, up-to-date and in line with the Moray Economic Strategy 2019-2029.

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

None

- (c) **Financial implications**
None arising directly from the report.
- (d) **Risk Implications**
None arising from this report.
- (e) **Staffing Implications**
None.
- (f) **Property**
None.
- (g) **Equalities**
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Consultations**
Senior Management Officers in Education and Social Care, Quality Improvement Officers, Don Toonen, Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Maxine Scott, Education Support Officer – Skills 3-18, Schools and Curriculum team

Background Papers:

Ref:

APPENDIX 1

Sector Day, Employer Support**Growing your Future Sector Day**

Workshop	Employer Involved
Agriculture - Arable	Burnside of Dipple & Agrii
Agriculture - Livestock	Pitgaveny Farms
Animal Nutritionist	Norvite
Environmental Conservation	SRUC
Fisheries Management	Spey Fishery Board The Spey Foundation
Land Based Engineering	Ravenhill
Land Management	Glenrinnies Estate
Parks & Countryside Services and Horticulture	The Moray Council University of the Highlands and Islands
Trees & timber – Arboriculture/ Tree Planting	Christie Elite Inverness College UHI School of Forestry
Trees & Timber – Production & Utilisation	James Jones
Veterinary Activities	SRUC

Caring for your Future Sector Day

Workshop	Employer Involved
Caring at Home	The Moray Council
Early Learning Career Pathways	Scottish Government Roadshow
Experience Working in an Outdoor Nursery	Stramash
Experience Child Development Learning	University of the Highlands and Islands
First Aid	Outfit Moray
Health/Optometry	Specsavers
Instructor to Young People	Skill Forces
Moray College UHI Nursery Visit	Moray College Nursery
Sports & Recreation/Operations Manager & Coach	Moray Sports Centre
The Importance of Play in the Learning Environment	Action for Children

Hosting your Future Sector Day

Workshop	Employer Involved
Distilling	Chivas Brothers Gordon & Macphail Diageo William Grant & Sons
Events Management	University of the Highlands and Islands
Food Manufacturing	Walkers Baxters Associated Seafoods
Hospitality	University of the Highlands and Islands Springboard
Historic Tourism	National Trust for Scotland
Marketing	Moray Speyside Tourism
Visitor Attraction	Chivas Brothers Cardhu

	Macallan
Wildlife Tourism	WDC Scottish Dolphin Centre

Constructing your Future Sector Day	
Workshop	Employer Involved
Brickwork	Darroch & Allan Joiners & Builders LTD
Building Information Management	Robertson
Civil Engineering	Breedon
Electrical	McDonald & Munro Ltd
Joinery	Morrison Construction
Plant Simulator	CITB
Project Planning	Balfour Beatty
Plumbing & Heating	The Moray Council
Quantity Surveying	Robertson
Safety, Health, Environment & Quality (SHEQ)	Springfield
Stonemasonry	Masonry & Lime

Making your Future your BUSINESS	
Workshop	Employer Involved
Army: Be the Best	Army Be the Best Royal Navy Royal Air Force Regular & Reserve
City of Elgin Business Improvement District Ltd (BID)	Embrace Elgin Business Improvement District
Johnston Carmichael	Johnston Carmichael
Moray Council	The Moray Council
Moray Chamber of Commerce- Events	Moray Chamber of Commerce
Moray College UHI: Entrepreneurship	University of the Highlands and Islands
Moray College UHI: Forensic Crime Scene	University of the Highlands and Islands
Moray College UHI: Marketing	University of the Highlands and Islands
Moray College UHI: Skills for Work Uniformed Services	University of the Highlands and Islands
The Royal Air Force	Royal Air Force Regular and Reserve
Wason Wood Financial Planning	Watson Wood

Creating your Future Sector Day	
Workshop	Employer Involved
A Fantasy World?	Strange High House
Digital Skills Lab.	Skills Development Scotland
Hair Today...	University of the Highlands and Islands
Hitting the Headlines	DC Thomson Media
Making it Up.	University of the Highlands and Islands
My Network – Who Are They?	EYDG (Elgin Youth Development Group)
IT in a Corporate World.	Johnstons of Elgin
Making it App.	University of the Highlands and Islands Hunted Cow Studios
Music to your ears.	Eden Court
Spooky 'Appenings	University of the Highlands and Islands
The future is re-cycled.	ReBoot Moray Waste Busters

Designing your Future Sector Day	
Workshop	Employer Involved
Aviation Engineering	Royal Air Force
Civils Engineering (Infrastructure)	SWECO
Chemical Engineering	Diageo Scotland Ltd
Instrument & Control Engineering	University of the Highlands and Islands
IT Engineering	MJD Systems
Maintenance Engineering	Diageo Scotland Ltd
Project Engineering	William Grant & Sons Distilleries Ltd
Truck & HGV Mechanics	MacPherson Limited

