Education, Children's and Leisure Services Committee

Wednesday, 14 December 2022

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 14 December 2022** at **09:30**.

BUSINESS

1. **Sederunt**

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

    *

3. **Resolution**

    Consider, and if so decide, adopt the following resolution:
    "That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Items 19 to 21 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

4. **Inspection of Fostering Adoption and Adult Placements**   **7 - 114**

    Report by the Chief Office, Health and Social Care Moray

5. **Childrens Services Plan Annual Report 2021-22**   **115 - 162**

    Report by Depute Chief Executive (Education, Communities and Organisational Development)

18. **Information Reports - if called in**

Summary of Education, Children's and Leisure Services Committee

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

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

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

19. **Moray Education Early Learning and Childcare - External Consultant Update [Para 1 and 9]**

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

20.* **Moray Leisure Centre Expansion Proposal [Para 6]**

- Information relating to the financial or business affairs of any particular person(s);

21. **Moray Education Early Learning and Childcare -**

Aberlour Infrastructure Project Update [Para 8 and 9]

- Information on proposed terms and/or expenditure to be incurred by the Authority;

Watching the Meeting

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

You can however watch the webcast of the meeting by going to : http://www.moray.gov.uk/moray_standard/page_43661.html

Information Reports - Not for Discussion at this Meeting

Any member wishing to call in a noting or information report from one meeting shall give notice to Committee Services at least 48 hours before the meeting for which the report is published. The Notice shall be countersigned by one other elected member and shall explain the reason for call in including any action sought.

Information Report - Review of Business Support for

ELC Settings and Schools [Para 1]

- Information relating to staffing matters;

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

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

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

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

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

THE MORAY COUNCIL

Education, Children's and Leisure Services Committee

<u>SEDERUNT</u>

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

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

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

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

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE
              SERVICES COMMITTEE ON 14 DECEMBER 2022

SUBJECT: INSPECTION OF FOSTERING, ADOPTION AND ADULT
              PLACEMENTS MARCH 2022

BY: CHIEF OFFICER, HEALTH AND SOCIAL CARE MORAY

1.   REASON FOR REPORT

1.1   This report is submitted to Committee to provide an update on the process
       and outcome of the inspection of Placement Services in March 2022.
       Specifically, this was in relation to fostering, adoption and adult placements.
       Members are asked to take note of the information contained within.

2.   RECOMMENDATION

**2.1   It is recommended that Committee scrutinises and notes the outcome of
       the inspection of fostering, adoption and adult placements in March
       2022.**

3.   BACKGROUND

3.1   Fostering, adoption and adult placements are inspected on a regular basis by
       the Care Inspectorate with the previous inspection being undertaken in March
       2019. The inspection in March 2022 was delayed as a result of Covid-19
       pandemic.

3.2   For information, adult placements is a service where young people remain in
       the same placement when they turn eighteen. This provides continuity and
       stability for young people and supports better transitions from childhood to
       adulthood.

4.   PREPARATION FOR AND PROCESS OF THE INSPECTION

4.1   Placement Services was notified by the Care Inspectorate on 28-01-22 that it
       would be undertaking an inspection of fostering, adoption and adult

placements on 21-02-22. This was a full inspection of these registered services and comprised two separate inspection processes, that is, (i) fostering and adult placements and (ii) adoption.

4.2   The Care Inspectorate identified that this was a new style of hybrid inspection as a consequence of the Covid-19 pandemic and that Placement Services was one of the first council's to be inspected under this model.

4.3   This new model provided Placement Services with three weeks in order to gather documents and information requested by the Care Inspectorate. This was then followed by three weeks of the inspection itself. The first week of the inspection was an off-site reading week with the second and third weeks comprising online meetings and face to face meetings, where appropriate, with young people, carers and staff.

4.4   The inspection was undertaken by three inspectors and a further inspector in training. There was a positive working relationship with the inspectors where there was effective communication via telephone, email and weekly catch up meetings. It was reported by young people, carers and staff that the inspectors were professional and respectful.

4.5   The Care Inspectorate assessed Placement Services against seven quality indicators set out in "A quality framework for fostering, adoption and adult placement services" (May 2021) **(APPENDIX 1).**

4.6   In the three weeks of preparation time Placement Services formed a task and finish working group with the purpose of gathering, collating, reviewing and sending documents and information to the Care Inspectorate. This group then oversaw the process and management of the three week inspection process itself.

4.7   The working group undertook its role successfully where the Care Inspectorate praised Placement Service's open, transparent and organised approach to the inspection.

5.   OUTCOME OF THE INSPECTION

5.1   The Care Inspectorate provided initial verbal feedback on 18-03-22. Placement Services were provided with the draft inspection reports with an opportunity to provide feedback to the Care Inspectorate prior to final publication.

5.2   The final reports are attached for the Fostering Service **(APPENDIX 2)** and the Adoption Service **(APPENDIX 3).**

5.3   The gradings provided by the Care Inspectorate were as follows:

2

Quality Indicator	Fostering	Adoption	Continuing Care
1.1	4	4	5
1.2	3	4	4
1.3	3	3	5
1.4	2	2	4
2.2	3	3	4
3.2	3	3	3
5.1	3	2	4

5.4   The Care Inspectorate use a Six-Point Scale for grading as follows:

Grading	Description
6	Outstanding or sector leading
5	Major strengths
4	Important strengths, with some areas for improvement
3	Strengths just outweigh weaknesses
2	Important weaknesses - priority action required
1	Major weaknesses - urgent remedial action required

5.5   The feedback from the Care Inspectorate was positive in relation to the staff team and their commitment towards vulnerable individuals and families. It highlighted that the voice of young people was heard and carers had a good relationship with social work staff. The Care Inspectorate also highlighted examples of particular good practice in adult placement services.

5.6   The Care Inspectorate identified that there was a culture of change in the service and that it knew itself well and was clear about the areas that needed development and improvement. The Care Inspectorate acknowledged that Placement Services and, more widely, Children's Services was going through a period of change and undertaking a programme of transformation.

5.7   However, there was a number of significant areas where the feedback was poor and where, overall, Placement Services did not improve on its previous inspection.

5.8   There was a focus on inconsistent compliance with processes and procedures which was resulting with delays in the permanence planning for children. In the fostering team there were delays in progressing fostering assessments and inadequate training for carers. It was identified that the team lacked depth of experience which was amplified by recent high staff turnover. In the adoption team the work with concurrency (fosters carers who then adopt) did not reflect the best practice model and post adoption support required significant development and improvement.

3

5.9 In addition to this, the Care Inspectorate highlighted that the recent changes in senior management and the challenges of having interim management posts had resulted in uncertainty and drift in service development.

5.10 The Care Inspectorate identified that it would be seeking an update on progress which is likely to be in early to mid-2023.

6. DEVELOPMENT AND QUALITY IMPROVEMENT

6.1 The outcome of the inspection was not unexpected as considerable quality assurance work had been undertaken in the preceding months via an improvement plan. Placement Services had previously identified that processes and procedures were an area of development and work had begun in relation to this prior to the inspection. This was noted by the Care Inspectorate and, as stated previously, was placed within a wider programme of transformation in Children's Services.

6.2 Following the inspection, Placement Services formed a Service Improvement Plan Working Group. This is an ongoing working group which is overseeing a programme of continuous improvement via a Service Improvement Plan, focussed on the areas requiring improvement from the inspection. A summary of the Service Improvement Plan is attached to this report **(APPENDIX 4)**. This summary outlines the 'Requirements' and 'Areas for Improvement' as identified by the Care Inspectorate. The full Service Improvement Plan contains other areas of development not identified by the Care Inspectorate.

6.3 The Service Improvement Plan Working Group reported back to the Care Inspectorate in June 2022 with an update on the key improvement requirements. There have been no issues raised by the Care Inspectorate in relation to this initial progress report.

6.4 The Service Improvement Plan has RAG rated the progress of all the 'Requirements' and 'Areas for Improvement' as identified by the Care Inspectorate. These areas will be subject to a 6 month review on 13-01-23 where there will be a further RAG rating process in relation to implementation and how well they have been embedded into Placement Services. This review and RAG rating programme will continue for the 'Requirements' and 'Areas for Improvement' but also for the other areas of development identified within the Service Improvement Plan.

6.5 As highlighted previously, the Service Improvement Plan Working Group is ongoing with no end date and is part of a programme of continuous improvement. This is a fortnightly meeting which is able to identify areas of development but also to highlight, at any early stage, if there areas of development which are not progressing as we would hope and rectify these.

6.6 The inspection in March 2022 has supported the programme of learning and improvement already underway in Placement Services and in Children's Services. In this respect it has been a supportive process and has reassured the service that its programme of learning and improvement is on the correct path. This is a key function of the inspection process and has been welcomed by Placement Services and Children's Services.

7. **SUMMARY OF IMPLICATIONS**

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

The work of Placement Services is underpinned by the Children's Services Plan with particular attention to Priority 4 "The outcomes and life chances of looked after and care experienced children and young people are improved". This links in, and is consistent with, the wider Corporate Plan for Moray Council.

The work of Placement Services is sighted on and committed to upholding the principles of keeping The Promise and the UNCRC Incorporation Bill. It is seeking to develop its role in line with The Promise and the importance of children's rights particularly in regards to having a good childhood and to hear the voice of children, young people and their families. There are no contraventions of child's rights to consider as part of this report.

(b) Policy and Legal

Placement Services has statutory procedural guidelines in accordance with Scottish Government guidance and regulations.

(c) Financial Implications

There are no financial implications associated with this report.

(d) Risk Implications

There are no specific risk implications associated with this report.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio-Economic Impact

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

(h) Climate Change and Biodiversity Impact

None

5

(i)   Consultations

The Head of Children and Families and Criminal Justice Social Work, Panel Advisor, Chief Officer Health and Social Care, Equal Opportunities Officer, Senior Human Resources Advisor, Principal Accountant, Legal Services Manager and Tracey Sutherland, Committee Services Officer have been consulted with any comments received incorporated into this report.

8.   CONCLUSION

8.1   The purpose of this report is to request that the Committee note the outcome of the inspection of fostering, adoption and adult placements in March 2022.

8.2   Placement Services is undertaking a process of learning and improvement via the Service Improvement Plan overseen by the associated working group. This work has been supported and reinforced by the inspection in March 2022 of fostering, adoption and adult placements.

8.3   The progress of Placement Services will continue to be presented to the Education, Children's & Leisure Services Committee.

Author of Report: Carl Campbell, Service Manager, Children and Families and Justice Social Work

Ref: SPMAN-305227695-28

A quality framework for fostering, adoption and adult placement services

For use in self-evaluation, scrutiny and improvement support

May 2021

care inspectorate

HAPPY TO **TRANSLATE**

1. Changes to our inspection

We are developing new approaches to scrutiny. We want to make sure that inspections and our other scrutiny work are strongly focused on assessing the extent to which people experience wellbeing, and on understanding the difference care and support makes to their lives.

Since 1 April 2018, the Health and Social Care Standards have been used across Scotland. They have been developed by Scottish Government to describe what people should experience from a wide range of care and support services. They are relevant not just for individual care services, but across local partnerships. The Care Inspectorate's expectation is that they will be used in planning, commissioning, assessment and in delivering care and support. We will use them to inform the decisions we make about care quality. This means that we are changing how we inspect care and support. From 2018, on an incremental basis, we have been rolling out a revised methodology for inspecting care and support services.

The changes build on approaches we have introduced in the past three years: an emphasis on experiences and outcomes; proportionate approaches in services that perform well; shorter inspection reports; and a focus on supporting improvement in quality. The core of the new approach is a quality framework that sets out the elements that will help us answer key questions about the difference care is making to people and the quality and effectiveness of the things that contribute to those differences. The primary purpose of a quality framework is to support services to evaluate their own performance. The same framework is then used by inspectors to provide independent assurance about the quality of care and support. By setting out what we expect to see in high-quality care and support provision, we can also help support improvement. Using a framework in this way develops a shared understanding of what constitutes good care and support.

It also supports openness and transparency in the inspection process. In developing this framework, we have involved both people who experience or have experienced care and those who provide care and support. It is based on the approach used by the European Foundation for Quality Management, specifically the EFQM Excellence Model, which is a quality tool widely used across sectors and countries. We have adapted the model for use in care settings and have used the new Health and Social Care Standards to illustrate the quality we expect to see. Our frameworks are tested and evaluated to hear the views of people experiencing care, their carers and care providers. This helps us refine the framework and the way we will use it.

How is the framework structured?

The quality framework is framed around six **key questions**. The first of these is:
- How well do we support people's wellbeing?

To try and understand what contributes to wellbeing, there are four further key questions:
- How good is our leadership?
- How good is our staff team?
- How good is our setting?
- How well is care and support planned?

Under each key question, there are a small number of **quality indicators**. These have been developed to help answer the key questions. Each quality indicator has a small number of **key areas**, short bullet points which make clear the areas of practice covered.

Under each quality indicator, we have provided **quality illustrations** of these key areas at two levels on the six-point scale used in inspections. The illustrations are the link to the Health and Social Care Standards and are drawn from the expectations set out in the Standards. They describe what we might expect to see in a care service that is operating at a 'very good' level of quality, and what we might see in a service that is operating at a 'weak' level of quality. These illustrations are not a definitive description of care and support provision but are designed to help care services and inspectors evaluate the quality indicators, using the framework.

The final key question is:
- What is our overall capacity for improvement?

This requires a global judgement based on evidence and evaluations from all other key areas. The judgement is a forward-looking assessment, but also takes account of contextual factors which might influence the organisation's capacity to improve the quality of the service in the future. Such factors might include changes of senior staff, plans to restructure, or significant changes in funding. We think this an important question to ask as part of self-evaluation.

In each quality indicator, we have included a **scrutiny and improvement toolbox.** This includes examples of the scrutiny actions that we may use in evaluating the quality of provision. It also contains links to key practice documents that we think will help care services in their own improvement journey.

How will this quality framework be used on inspections?

The quality framework will be used by inspectors in place of the older approach of 'inspecting against quality themes and statements'. Inspectors will look at a selection of the quality indicators. Which, and how many quality indicators will depend on the type of inspection, the quality of the service, the intelligence we hold about the service, and risk factors that we identify, but it is likely that we will always inspect quality indicators 1.1, 1.2, 1.3 as well as 5.1. In our professional evaluations of the care and support we see, we will use the quality illustrations.

One of the quality indicators, 1.4, looks beyond the practice of an individual care service and introduces elements about the impact of planning, assessment and commissioning on people experiencing care. This is important because these practices impact on people's experiences and the extent to which they experience wellbeing. This quality indicator may help us during an inspection to find information or intelligence which is relevant to practices in commissioning partnerships, but our overall inspection evaluations (grades) will reflect the impact and practice of the care service itself.

We will provide an overall evaluation for each of the key questions we inspect, using the six-point scale from 'unsatisfactory' (1) to 'excellent' (6). This will be derived from the specific quality indicators that we inspect. Where we inspect one quality indicator per key question, the evaluation for that quality indicator will be the evaluation for the key question. Where we inspect more than one quality indicator per key question, the overall evaluation for the key question will be the lower of the quality indicators for that specific key question. This recognises that there is a key element of practice that makes the overall key question no better than this evaluation.

How we will use the six-point scale?

The six-point scale is used when evaluating the quality of performance across quality indicators.

6	Excellent	outstanding or sector leading
5	Very good	major strengths
4	Good	important strengths, with some areas for improvement
3	Adequate	strengths just outweigh weaknesses
2	Weak	important weaknesses – priority action required
1	Unsatisfactory	major weaknesses – urgent remedial action required

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality.

There is a demonstrable track record of innovative, effective practice and/or very high-quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and outcomes. However, improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths, but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or when added together, substantially affect children's experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so, as a matter of urgency, to ensure that people are protected, and their wellbeing improves without delay.

How can this quality framework be used by care services?

The framework is primarily designed to support care services in self-evaluation. We are working with care services and sector-wide bodies to build the capacity for self-evaluation, based on this framework. We have published 'Self-evaluation for improvement – your guide. The guide is available **here**.

Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based around three questions:

- **How are we doing?**

This is the key to knowing whether you are doing the right things and, as result, people are experiencing high quality, safe and compassionate care and support that meets their needs, rights and choices.

- **How do we know?**

Answering the question 'how are we doing' must be based on robust evidence. The quality indicators in this document, along with the views of people experiencing care and support and their carers, can help you to evaluate how you are doing. You should also take into account performance data collected nationally or by your service.

- **What are we going to do now?**

Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing and available improvement support.

Using this quality framework can help provide an effective structure around self-evaluation. The diagram below summarises the approach:

Irrespective of our role as the national scrutiny and improvement body, care providers will want to satisfy themselves, their stakeholders, funders, boards and committees that they are providing high quality services. We believe this quality framework is a helpful way of supporting care services to assess their performance against our expectations of outcomes for children and young people, outwith the assessment process.

2. The quality indicators

Key question 1: How well do we support people's wellbeing?	Key question 2: How good is our leadership?	Key question 3: How good is our staff team?	Key question 4: How good is our setting?	Key question 5: How well is our care and support planned?
1.1 Children, young people, adults and their caregiver families experience compassion, dignity and respect.	**2.1** Vision and values positively inform practice.	**3.1** Staff have been recruited well.	Not currently being assessed for these service types.	**5.1** Assessment and care planning reflects the outcomes and wishes of children, young people and adults .
1.2 Children, young people and adults get the most out of life.	**2.2** Quality assurance and improvement are led well.	**3.2** Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families.		**5.2** Parents, carers and family members are involved.
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience.	**2.3** Leaders collaborate to support children, young people, adults and their caregiver families. well.	**3.3** Staffing arrangements are right and staff work well together.		
1.4 Children, young people, adults and their caregiver families get the service that is right for them .	**2.4** Staff are led			
Key question 6: What is the overall capacity for improvement?				

This framework is for fostering, adoption and adult placement, including shared lives services. It sets out outcomes for children, young people, adults and their caregivers across the whole range of these service types.

Family-based services provide a highly personalised form of care that supports people with a wide range of ages and support needs to live within a family setting. It differs from other types of care provided in a home setting as the person being cared for becomes part of the caregiver's family.

In order to identify outcomes that are relevant to the service, you should consider the aims and objectives of the service when looking at the quality illustrations and evaluating it using the quality indicators and key questions.

The use of the term 'people'

Thoughout the development of this framework, there have been various discussions around the status of caregivers, a term we have assigned collectively to adult placement carers, foster carers and adoptive parents. We considered including the quality of caregivers within the staffing section however the Independent Care Review took a much more holistic view of family. They refer to families as 'biological, kinship, adoptive, foster and others'. This was in response to children and young people often feeling a sense of family when living within these situations.

The review goes on to address the need for responsive, flexible, timely, intensive supports being available to children, young people and their families to support stable living situations. We have tried to address this view within the framework and decided that 'key question 1' would include the extent to which children, young people, adults and their caregiver families were supported.

Collectively we have used the term 'people' to capture all these groups within the quality illustrations.

We have spoken about people throughout this framework and have separated this into:

- **People who live within caregiver families** - These are the children, young people and adults who are looked after or being cared for.

- **People – everyone being supported by the service**. This includes the people above and additionally, the caregiver and their family.

Key question 1:
How well do we support people's wellbeing?

This key question has four quality indicators:

1.1 Children, young people, adults and their caregiver families experience compassion, dignity and respect.

1.2 Children, young people and adults get the most out of life.

1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience.

1.4 Children, young people, adults and their caregiver families get the service that is right for them.

Quality Indicator 1.1: Children, young people, adults and their caregiver families experience compassion, dignity and respect.

Key areas include the extent to which children, young people and adults:

- experience compassion
- have their rights respected, and experience dignity and a life free from discrimination
- are involved in decision making.

Quality illustrations	
Very good	**Weak**
People develop meaningful, affectionate and secure relationships with their caregiver families. Relationships are based on empathy, compassion, trust, predictability, love and fun. Caregivers and staff within the service have a very enabling attitude and foster belief in the potential of the individual child, young person or adult. People living within caregiver families have a strong sense they are part of the family. Caregiver families enjoy enduring, positive relationships with staff within the service. They are actively supported and encouraged, through training and reflective practice discussions, to provide loving, nurturing families for people who may have experienced a range of broken attachments and difficult early lives.	People who live with caregiver families do not feel that the family looking after them like, know or value them as individuals. They feel excluded from family life such as celebrations, holidays and outings. They may feel alone, unsupported and uncertain about their place in the family. Staff do not recognise the need to continue to support caregiver families throughout their experience of caring. Support is limited to times when they are caring for people and is not available when people have moved on or when family circumstances change. Staff do not know about the Health and Social Care Standards, or they are not clear about how the principles should inform their practice.

Quality illustrations	
Very good	**Weak**
People experience a high level of respect from everyone involved in their care and support. Caregiver families and staff within the service understand the importance of safeguarding the privacy and confidentiality of the people in their care.

People who live in a caregiver family feel accepted and valued regardless of their individual circumstances, physical or emotional needs. They know that their caregiver family and staff within the service will recognise and challenge any form of discrimination. | People who live in caregiver families, experience unnecessary or insensitive intrusions on their privacy. Their personal records and information may be inaccurate, not stored securely or be shared inappropriately with others either by their caregiver family or by staff within the service. They receive limited support or information to understand their rights.

Caregiver families are not supported to understand or take enough account of diversity. They do not appreciate a person's culture, language, religion or spirituality, sexuality or gender identity. |
| The very good quality of relationships actively supports people who live in caregiver families to know and fully exercise their legal and human rights including their rights as a citizen, for example voting in elections.

Caregiver families recognise and embrace the unique circumstances of each individual and support people to explore different aspects of their lives whether these are cultural, religious or sexual orientation. | Restrictions on choices and independence are not based on the needs of the child, young person or adult. |

Quality illustrations	
Very good	**Weak**
People who live in caregiver families are well informed about and actively involved in decisions about their care in ways which are meaningful to them. Ready access to specialist services and tools ensures that where there are communication difficulties or disabilities, people continue to be fully included in all aspects of their support, family life and decision making. Caregiver families advocate passionately and effectively on behalf of people living in their family. They are recognised as significant people in the decision-making process and, as such, have their views listened to and respected in relation to the people for whom they are caring. Advocacy services including independent advocacy is available to people should they wish this	The approach to inclusion and participation for people living in caregiver families is superficial or their views do not consistently make a difference. They have limited access to either informal or independent advocacy. People feel powerless or not listened to in decision making because staff fail to give appropriate regard to or act on views which are seen as challenging. Attempts to involve people who are seen as difficult to engage are not given sufficient priority. Involvement in decision-making of those with additional needs is tokenistic or limited because of perceived challenges or time constraints

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
• Obtain the views of people, caregiver family, birth family (where appropriate), friends, visitors, staff, managers and other professionals. • Seek confirmation of positive relationships through visiting the caregivers home and meeting the caregiver, their family and people they are supporting. • Examine records for evidence of how people's rights are respected and their views obtained and acted on. Consider complaint and duty of candour records for the service's response to issues and concerns. • Review the extent to which relevant policies and procedures, for example confidentiality, equality and diversity, are implemented and influence care and support. • Consider people's access to advocacy and the use of communication support tools in obtaining their views. • Examine any restrictions to people's liberty and freedom of choice, whether these are justified, and how they have been explained. • Review how people are informed about their rights, for example in admission information.	The Health and Social Care Standards: **Health and Social Care Standards: My support, my life (www.gov.scot)** The Independent Care Review: **https://www.carereview.scot/** The Love Inc Project: **https://www.aberlour.org.uk/services/love-inc-project/** Scottish Human Rights Commission: **https://www.scottishhumanrights.com/** Mental Welfare Commission • Rights, risks and limits to freedom • Advocacy • Covert Medication • Working with the AWI Act • Decisions about Technology. **https://www.mwcscot.org.uk/publications** Scotland's national action plan for human rights: **CELCIS: The power of human rights to improve people's health and care** Practice Guide - involving children and young people in improving services: **https://hub.careinspectorate.com/media/1582/practice-guide-involving-children-and-young-people-in-improving-services.pdf** Charter for Involvement **charter-for-involvement-2019.pdf (arcscotland.org.uk)**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
	7 golden rules or participation and other rights information: **https://www.cypcs.org.uk/rights** Your Rights to Care: **Rights-To-Care-Booklet.pdf (cypcs.org.uk)** Who Cares? Scotland: **www.whocaresscotland.org**

Quality Indicator 1.2: Children, young people and adults get the most out of life

Key areas include the extent to which children, young people and adults living within caregiver families:

- make decisions and choices about their lives and how they spend their time
- lead active and fulfilling lives.

And the extent to which everyone being supported by the service:

- have positive learning experiences, achieve their goals and aspirations and reach their potential
- feel safe and are protected from abuse, harm, neglect and bullying.

Quality illustrations	
Very good	**Weak**
People living within caregiver families routinely exercise a high degree of choice in all aspects of their day-to-day lives within an overall family context. They experience highly personalised care and support that is enriched by caregiver families who understand their individual strengths and preferences. People who want or need to spend time away from their caregiver family can develop a range of relationships out-with the family. Short breaks are planned in advance. Consistency and stability are prioritised and people view short times of being cared for by others, as part of an extended family experience.	People living within caregiver families have little autonomy and are expected to fit in with what is happening within the home with little opportunity to influence family life. The quality of their experiences is lessened by assumptions about what is safe or possible. Caregivers do not consider the changing needs and preferences of the people in their care. Time away from the caregiver family is poorly planned, inconsistent and stressful. People may not know or have met the family who is going to care for them and this can have a significant detrimental impact on wellbeing.

Quality illustrations	
Very good	**Weak**
Positive relationships with others including family and friends are encouraged and promoted by the caregiver family. Where these arrangements are determined by a legal order, people are supported to understand the decisions and their rationale.

People can choose to be active members of their own local community or the community in which their caregiver family live. They are routinely supported to meet new people, develop individual interests and have fun. As a result, they have a strong sense of belonging and worth. They are enabled to feel fulfilment in life, and to create positive memories. This includes planning and taking part in holidays with their caregiver family.

Children and young people are living with their siblings, unless this has been assessed as not appropriate. In these situations, the rights of children and young people to have meaningful relationships, celebrate special family occasions and make new treasured memories with siblings is recognised and actively promoted. | People who live with caregiver families do not feel part of the family or local community. Their sense of belonging and identity are compromised because they are isolated from their birth families and local community without justification.

People are not supported to form friendships. They are less able to benefit from the opportunities provided by a diversity of relationships or membership of groups and networks

Opportunities to take part in meaningful activities are limited or aimed at whole family activities rather than based on individual need and choice.

Siblings are separated due to a lack of understanding of the complexity of their relationships given their shared early experience.

Meaningful contact, including sharing special occasions, between separated siblings is regularly interrupted due to poor planning or a lack of resources. |

Quality illustrations

Very good	Weak
When in education, people living in caregiver families receive individually tailored support to engage fully in learning and maximise attainment as well as attendance. This may include additional or individual tuition. Where challenges or barriers exist, caregiver families and staff successfully champion the right to a high quality, inclusive education. Caregivers understand the need to provide educationally rich environments with appropriate space and resources to study and learn.	When in education people are disadvantaged because there is no perceived value placed on learning or the support they receive is limited or takes little account of individual needs or strengths.
People living within caregiver families making a transition from one education setting to another, receive high quality, planned support to do so successfully. When they leave school or college, they receive support to move to positive and sustained destinations.	School and college attendance is low, or people receive limited targeted support for successful learning and may fall behind. They are not enabled to play a full part in school life. There is limited collaboration with schools and other learning providers to help reduce the impact of adverse experiences or overcome stigma.
Being meaningfully engaged in education, work or planned activities is the norm for everyone living within a caregiver family.	People and their caregiver families have low expectations about what they should aspire to and can achieve. There is a lack of clarity about what is available or what is expected. They feel they do not receive enough encouragement to reach their potential and the quality of learning resources is stale and uninteresting.
With the support of their caregiver families, at the right time and pace, people develop a wide range of life skills. These promote confidence and help them to get the most out of life.	People living in caregiver families have limited opportunities to practise the skills they will need in adulthood or to live interdependently. There is an over-emphasis on them achieving 'independence' rather than living interdependently.
There is a culture of ambition and celebration when people living within caregiver families strive for and achieve. These successes are used to build optimism and foster further progress..	Learning and development programmes for caregiver families are service-led or based on what is already available rather than the development of suitable, individualised approaches to learning needs

Quality illustrations	
Very good	**Weak**
This ambition extends to caregivers who embark on ongoing learning and development to support them to continue to provide therapeutic, nurturing family environments and better meet the needs of the people they look after.	
People living within caregiver families are kept safe both emotionally and physically. This includes caregiver families ensuring that people can access the internet and social media safely. Caregiver families benefit from staff supporting them to identify any concerns early and to take action to support the people in their care. Caregiver families are encouraged to actively engage and work in partnership with other agencies. The service fully implements national guidance and best practice in child and adult protection, including sexual exploitation and challenges decision making if necessary or appropriate.

People living within caregiver families are supported by their caregiver family to develop the skills and knowledge they need to understand risk, make informed decisions and make their lives as safe as possible. Adults understand their right to make choices and take informed personal risk.

People living within caregiver families always have access to responsible people outside the service or in other organisations, who consistently act in their best interests and provide additional support and safeguards. | Children, young people and adult's safety and wellbeing, and the extent to which they feel protected, may be compromised by a failure to identify and respond to indicators of concern. The needs of those with disabilities or who are less able to communicate their experiences do not receive enough attention. People who live in caregiver families may not feel involved in, or well-informed about decisions that are made about their protection.

People living in caregiver families do not learn how to promote their own safety and wellbeing.

Networks of support for children, young people and vulnerable adults outside the home are limited and do not provide the additional safeguards required.

Children, young people and adults experience bullying or may be hurt, feel threatened, afraid or excluded. Their wellbeing is affected by insensitive or inconsistent responses when bullying occurs. The service does not have a preventative approach to bullying. |

Quality illustrations	
Very good	**Weak**
People living within caregiver families are confident that their caregiver family will be supported by staff to recognise and effectively challenge all forms of bullying, including prejudice-based bullying. Caregiver families benefit from staff who support them during times of difficulty, including where allegations have been made against them.	

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
• Speak with people living in caregiver families, family members, visitors, staff, managers and other professionals. • Seek confirmation of positive relationships through visiting the caregiver's home and meeting the caregiver, their family and people they are supporting. • Review people's suggestions, comments and requests and how the service responds. • Examine people's records, including assessments, plans and reviews, and the extent to which they demonstrate they are safe, active, achieving, respected and responsible. • Review the effectiveness of support for people to attend school, college or work. Consider how the service supports wider learning and achievement outside the formal education setting.	Autism strategy for Scotland: **https://www.scottishautism.org/about-autism/strategy-policy-initiatives/scottish-strategy-autism** Care…about physical activity: **Care…about physical activity | Care Inspectorate Hub** The Keys to Life: **https://keystolife.info/** Adult support and protection: **https://www.gov.scot/policies/social-care/adult-support-and-protection/** Disability rights UK– doing sports differently: **DoingSportDifferentlyJune2017.pdf (disabilityrightsuk.org)** Wellness recovery action plan: **https://mentalhealthrecovery.com/**

Scrutiny and improvement toolbox

Scrutiny and improvement support actions	Key improvement resources
• Consider the relevance, variety and quality of caregiver learning and development, adherence to core training requirements and the impact of training on supporting positive outcomes for people • Review relevant policies and procedures, child and adult protection records, incident records, staff and caregiver training and their understanding of their responsibilities. • Consider people's access to protective adults and supports outside the home.	Promoting excellence in dementia care (includes people with a learning disability and dementia): **https://www.sssc.uk.com/supporting-the-workforce/self-directed-support-and-integration/dementia-learning-and-promoting-excellence/** Mental Welfare Commission – good practice guidance: **https://mwcscot.org.uk/publications?type=39** Information on supporting people with complex needs and sight loss: **https://www.rnib.org.uk/professionals-social-care-professionals/complex-needs-social-care** Good communication standards: **https://www.rcslt.org/wp-content/uploads/media/Project/RCSLT/5-good-comms-standards-easy-read.pdf** Stand up for siblings: **https://www.standupforsiblings.co.uk/** Useful resources on contact for children: **https://www.nuffieldfjo.org.uk/resources** Learning in care: **https://hub.careinspectorate.com/media/1546/learning-in-care-activities-for-professionals-who-work-with-children-in.pdf** Celebrating success: what helps looked after children succeed. **https://www.celcis.org/files/3814/6669/2296/celebrating_success_2006.pdf**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
	National guidance for child protection in Scotland: **https://www.gov.scot/binaries/content/ documents/govscot/publications/ advice-and-guidance/2014/05/national- guidance-child-protection-scotland/ documents/00450733-pdf/00450733- pdf/govscot%3Adocument/00450733. pdf?forceDownload=true** Child sexual exploitation: definition and practitioner briefing paper: **https://www.gov.scot/publications/child- sexual-exploitation-definition-practitioner- briefing-paper/** National guidance for child protection in Scotland: additional notes for practitioners: protecting disabled children from abuse and neglect: **https://www.gov.scot/publications/national- guidance-child-protection-scotland-2014- additional-notes-practitioners-protecting- disabled-children-abuse-neglect/** National Missing Persons Framework for Scotland: **https://www.gov.scot/publications/national- missing-persons-framework-scotland/** On Risk (IRISS): A publication about risk being a natural part of decision making, the complexity of sharing risk between professionals and people using services and our personal and organisational tolerance to risk. **https://www.iriss.org.uk/resources/irisson/risk** Scotland Works for You Guidance Pack **https://www.mygov.scot/scotland-works-for- you/**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
	Managing allegations against foster carers: **https://www.gov.scot/publications/managing-allegations-against-foster-carers-approved-kinship-carers-agencies-respond**

Quality Indicator 1.3: Children, young people and adults' health and wellbeing benefits from the care and support they experience

Key areas include the extent to children, young people and adults living in caregiver families:

- experience care and support based on relevant research, guidance, standards and good practice
- have the highest attainable standards of physical and mental health
- have good nutrition, enjoy their food and learn about healthy eating.

Quality illustrations	
Very good	**Weak**
People living in caregiver families thrive, develop a strong sense of identity and positive mental health. This is supported by stable living situations, positive, predictable relationships with caregivers and appropriate timely, supportive interventions.

Staff support and equip caregiver families, to share information sensitively and creatively with people about their life story. People living within caregiver families are supported to understand their history in a manner which is right for them.

People living in caregiver families consistently experience care and support that reflects their developmental stage and needs, and is nurturing, attachment-based and trauma aware. A range of credible, high-quality interventions enables them to build emotional regulation, resilience and self-esteem. Their capacity for growth and change is recognised and promoted. | People living in caregiver families have their emotional wellbeing and development compromised by a lack of stable, secure attachments with adults. They may feel that consequences are used inconsistently or arbitrarily or receive a message that being valued and loved is conditional on their behaviour. The care and support they experience is driven by processes or tasks or are at a basic level. Support for them to maintain, re-establish or repair family and other significant relationships is lacking.

People's sense of identity is compromised by poor quality information about their history, and a lack of priority or skill and creativity in engaging with them.

People experience a number of moves due to caregiving families being ill prepared and ill equipped to support their needs. |

Quality illustrations	
Very good	**Weak**
Where caregiver families experience difficulty, staff actively listen and involve them in planning responsive, tailored and timely interventions to support stability. People living in caregiver families benefit from a positive and enabling culture which allows them to cope with distress and frustration and resolve conflict in a safe and healthy way. Staff support caregiver families to make early and effective use of strategies for preventing escalation of harmful or challenging behaviour. People receive high quality support when they experience significant changes in their lives, including loss and bereavement.	Caregiver families are not properly supported to anticipate and prepare for key events and situations which may cause harm or distress. Contingency planning for such times is not evident increasing the likelihood of family crises or breakdowns.
Staff and caregivers understand their role in supporting people's access to healthcare and addressing health inequalities, even where the role of the service in this is minor. This includes ensuring that relevant information is shared with the right people. All people being supported by the service are as healthy as possible. They benefit from comprehensive, holistic health assessments and primary and specialist healthcare. There are a range of opportunities which promote health education, including sexual health. Where necessary and with support, they make best use of the right technology and specialist equipment. People living in caregiver families affected by disability or a long-term illness or condition, enjoy as full a life as possible. There is a continuous review of their needs.	Healthcare is disjointed. There are unmet needs, delays, or information about health needs may not be up to date at the point of moving in. This compromises the caregiver's ability to make decisions about, or to meet, these needs. Children, young people and adults have limited opportunities to develop an understanding of what contributes to a healthy lifestyle. Their right to have their views taken into account and make informed decisions about their physical, emotional and mental health and wellbeing are not respected.

Quality illustrations	
Very good	**Weak**
Caregiver families support the people they care for to be well-informed about how to lead a healthy lifestyle, including health promotion activities. They are enabled and encouraged to make informed health and lifestyle choices by adults who are positive role models. Daily routines and structures, including good sleep patterns, support their health and wellbeing.

Positive mental health is a high priority for all people living within caregiver families.   This might include the use of a range of credible self-help strategies for relaxation and stress-reduction. Those with additional mental health needs benefit from the support of skilled, informed and confident caregiver families and staff. They have timely access to appropriate specialist services for support in recovering from trauma, abuse and neglect. Where challenges exist, staff and caregiver families advocate persistently on their behalf.

People have as much control as possible over any medication, treatments and interventions required for their wellbeing.

People's lives are enhanced by being around and caring for animals. This may include having pets. | The service does not have a robust, preventive approach to children, young people and adult's mental health. Caregiver families are not supported to understand the impact of trauma on physical or mental health.   A lack of access to specialist intervention or effective advocacy may compromise their health, wellbeing or recovery. |
| People living with caregiver families benefit from a tasty, varied and well-balanced diet that promotes their health and wellbeing and a positive body image. Mealtimes are social occasions which lead to people feeling nurtured and instil a sense of belonging. There is a proactive approach to meeting their cultural and dietary needs and preferences. | People living with caregiver families report a diet which lacks variety and balance. They may have limited choice or receive little of the food they enjoy. They do not benefit from the important social aspects of sharing food an eating together. Food practices may be insensitive and do not consider their previous experiences of food or their cultural and medical needs. |

Quality illustrations	
Very good	**Weak**
Children, young people and adults play an active role in family life and are fully involved in a range of activities such as menu planning, the family shop, and preparing meals where appropriate. They acquire the necessary practical skills and knowledge for life, to look after their food and dietary needs including food safety.	

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • people living in caregiver families • the manager and staff • caregiver families • child/young person/adults social worker/care manager • parents • other professionals. Observation of interactions between caregiver families and people being cared for. Review: • Records, including contact records, carer supervision records, life story work, risk assessments, reviews and evaluations • records of complaints, accidents and incidents, including restraint • relevant policies and procedures including medication	A Guide to youth justice in Scotland: Policy, practice and legislation: Section 3: Theory and methods: **http://www.cycj.org.uk/resource/youth-justice-in-scotland-guide/** Life story information **https://www.celcis.org/knowledge-bank/search-bank/blog/2021/02/how-life-story-work-can-help-care-experienced-children/** Guidance on health assessments for looked after children and young people in Scotland: **https://www.gov.scot/publications/guidance-health-assessments-looked-children-scotland/** Practice guide: suicide prevention for looked after children and young people: **https://hub.careinspectorate.com/media/1630/suicide-prevention-for-looked-after-children-and-young-people.pdf** Supporting psychological wellbeing in adults with learning disabilities and educational framework on psychological interventions: **https://www.nes.scot.nhs.uk/media/ngcha50t/ldframworkpdf.pdf**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
• carer training records on meeting the physical and emotional health needs of people and promoting healthy lifestyles • staff training records on meeting the physical and emotional health needs of people and promoting healthy lifestyles.	Transforming psychological trauma: A knowledge and skills framework for the Scottish workforce: **https://transformingpsychologicaltrauma. scot/media/x54hw43l/ nationaltraumatrainingframework.pdf** National health and wellbeing outcomes: **https://www.gov.scot/publications/national-health-wellbeing-outcomes-framework/** Mental health strategy for Scotland: **https://www.gov.scot/publications/mental-health-strategy-2017-2027/** Safe administration of medication: Modules 1-3: **http://learn.sssc.uk.com/sam/** Animal Magic: The benefits of being around and caring for animals across care settings: **http://www.careinspectorate.com/images/ documents/4476/Animal%20Magic_2018.pdf** Insights: Children, food and care: **https://www.iriss.org.uk/resources/insights/ children-food-and-care** SCLD - Healthy eating, health living pack **https://www.scld.org.uk/healthy-eating-healthy-living-pack/** Eating well for looked after children and young people: **https://www.cwt.org.uk/publication/eating-well-for-looked-after-children-and-young-people/**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
	Holding Safely: A guide for residential child care practitioners and managers about restraining children and young people: **https://hub.careinspectorate.com/media/1213/ holding-safely-a-guide-for-residential-child- care-practitioners-and-managers.pdf**
Insights: trauma sensitive practice with children in care: **https://www.iriss.org.uk/resources/insights/ trauma-sensitive-practice-children-care**
Insights: Attachment-informed practice with looked after children and young people: **https://www.iriss.org.uk/resources/insights/ attachment-informed-practice-looked-after- children-young-people**
Insights: supporting positive relationships for children and young people who have experience of care: **https://www.iriss.org.uk/resources/insights/ supporting-positive-relationships-children- young-people-experience-care**
Leading for outcomes: **https://www.iriss.org.uk/sites/default/files/iriss_ leading_for_outcomes_a_guide_final-1.pdf**

Quality Indicator 1.4: Children, young people, adults and their caregiver families get the service that is right for them

Key areas include the extent to which children, young people and adults:

- are involved in a comprehensive assessment of their holistic needs
- exercise choice in the care and support they experience
- experience high-quality care and support at all times.

Quality illustrations	
Very good	**Weak**
Caregiver families are comprehensively assessed to ensure they have the capacity to meet the needs of the children, young people and adults they are caring for. The conclusions of the assessment are evidence based and support clear recommendations with regard to the carer strengths and potential vulnerabilities. Children, young people and adult's views and choices are central to a comprehensive assessment of their needs. Staff creatively seek the views of children or adults where communication is compromised due to age or disability Decisions reflect the needs and wishes of the people involved. Staff and caregiver families understand their role and contribution to ensuring the assessment is comprehensive, even where their role is minor. Where children and young people are in need of permanent alternative care, assessments are completed without unnecessary delay. Any delays in decision making, assessments or processes are identified by the service who take proactive steps, including advocacy to address these.	The assessment and review process lacks clear conclusions or planning. Approval ranges for caregiver families are informed by the service's need for resources rather the skills and experience of the carer family. Training needs are likely to be identified from existing training provided rather than what is required. This compromises the ability of caregiver families to provide stable, nurturing care for people who need family care. Children and young people experience significant delays in planning for permanence and this is likely to significantly adversely impact on their childhood and stability.

Quality illustrations

Very good	Weak
Everyone using the service has the support they need to be fully involved in reviews of the quality of care being provided and future planning. This includes any review of the caregiver family or the child, young person or adult living in the caregiver's family. Assessment and reviews always involve all key partners, including family members, carers, representatives and professionals.	
Young people and adults receive meaningful support to enable them to be full and active partners in how their choices and needs are met. They are well-informed about and understand the reasons for any decisions affecting their lives.	Decisions about young people's care and support may be service-led or based on what is already available rather than the development of suitable, individualised responses. Their changing needs and preferences are not taken into account.
People being supported by the service benefit from strong links between the service provider, commissioners and the health and social care partnership to ensure that their care and support needs are fully met.

Decisions are strongly informed by the matching of the needs of the person requiring family care and the capacity of the caregiver family to meet those needs. Strengths and potential vulnerabilities are recognised and supports put in place to address these. The needs of those already living in the family are fully considered, and they experience minimal disruption as a result of someone new joining the family. Wherever possible, children, young people, and adults have sufficient time and support to visit the caregiver family prior to moving to live there. | The security and wellbeing of people living in caregiver families are compromised by poor planning around new people joining the family. These may be crises led or short notice arrangements where little thought has been given to people already living in the family. The caregiver family do not have access to the full range of information to allow them to meet people's needs.

Children and young people are not empowered, encouraged or enabled to exercise their rights to choose to 'stay put' into adulthood under continuing care. They have limited access to independent advice about their options. Decisions may be based on monetary considerations rather than what is best for the individual. |

Quality illustrations	
Very good	**Weak**
Children, young people and adults benefit from well-managed and positive pathways and transitions throughout their care experience. Their care and support is enhanced by creative solutions to conflicts and challenges and adapts to their changing needs and circumstances. Where relevant, they are proactively well-informed about their rights and empowered to make decisions about options for continuing care. The service ensures that young people have been involved in the development of a comprehensive welfare assessment to support their current and future needs. They are encouraged and enabled to remain in their care setting for as long as possible, and until they wish and feel ready to move on. Where relevant, people are full partners in regular reviews of their care and support In addition to high-quality practical and emotional support when they have left care, children and young people benefit from the continuity of relationships with people who matter to them. If children and young people will eventually require the support of adult services, the process of consultation, assessment and planning begins well in advance. There is a strongly collaborative approach between children's and adults' services, in which they are fully involved at all stages. The transition is implemented at a pace that suits them and reflects best practice.	When they leave their care setting, young people experience unnecessary disruption in their lives and in key relationships. They may be unprepared or lacking in the support they need to sustain them at this critical time. The consequences may be life-limiting and lifelong.

Scrutiny and improvement toolbox

Scrutiny and improvement support actions	Key improvement resources
Discussions with: • people living in caregiver families • the manager and staff • caregiver families • child/young person/adults social worker/care manager • parents • other professionals. Observation of interactions between caregiver families and people being cared for. Review: • people's records including assessment reports, panel minutes, contact records, carer supervision records, risk assessments, reviews and evaluations. • welcome and introductory information for caregiver families and people living with caregiver families. • relevant policies and procedures including referrals and admissions.	Staying put Scotland: Providing care Leavers with connectedness and belonging: https://www.gov.scot/publications/staying-put-scotland-providing-care-leavers-connectness-belonging/ Children and Young People (Scotland) Act (2014): Guidance on Part 11: Continuing Care: https://www.gov.scot/publications/guidance-part-11-continuing-care-children-young-people-scotland-act/ Continuing care and welfare assessments: Practice Note: https://www.celcis.org/files/7116/0569/2849/Continuing_Care_and_Welfare_Assess_-_Practice_Note_FINAL_proofed.pdf Children and Young People (Scotland) Act (2014): Guidance on Part 10: Aftercare: https://hub.careinspectorate.com/media/1136/children-and-young-people-scotland-act-2014-guidance-on-part-10-aftercare.pdf Throughcare legislation and guidance: https://www.gov.scot/publications/supporting-young-people-leaving-care-scotland-regulations-guidance-services-young/ Permanence and care excellence (PACE) resources: https://www.celcis.org/our-work/key-areas/permanence/pace-homepage Permanently progressing research: https://www.stir.ac.uk/about/faculties/social-sciences/our-research/research-areas/centre-for-child-wellbeing-and-protection/research/permanently-progressing/

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
	The Scottish care leavers covenant: **https://www.staf.scot/scottish-care-leavers-covenant** Continuing care and co: Conversation openers: **https://www.iriss.org.uk/sites/default/files/2018-04/continuing-care-co-web.pdf** Inform: The Children and Young People (Scotland) Act 2014: Parts 10 and 11 (Aftercare and Continuing Care): **https://www.celcis.org/files/9114/3878/4824/Inform__Children_Young_People_Act_Part_10-11.pdf** Getting it right for looked after children and young people: **https://www.gov.scot/publications/getting-right-looked-children-young-people-strategy/pages/1/** Practice guide to chronologies: **https://www.careinspectorate.com/images/documents/3670/Practice%20guide%20to%20chronologies%202017.pdf** Principles of good transitions 3 - including the autism and life shortening conditions supplements: **https://scottishtransitions.org.uk/7-principles-of-good-transitions/** Understanding personal outcomes: **https://www.sssc.uk.com/supporting-the-workforce/self-directed-support-and-integration/personal-outcomes/**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	Key improvement resources
	Supported decision making: https://www.mwcscot.org.uk/sites/default/files/2021-02/Supported%20Decision%20Making%202021.pdf Assessment of prospective carers and permanence planning during COVID-19: https://www.celcis.org/knowledge-bank/search-bank/assessment-prospective-kinship-foster-and-adoptive-carers-progress-permanence-planning-during-covid-19-lockdown/

Key Question 2:
How good is our leadership?

This key question has four quality indicators associated with it. They are:

2.1 Vision and values positively inform practice.

2.2 Quality assurance and improvement is led well.

2.3 Leaders collaborate to support children, young people, adults and their caregiver families.

2.4 Staff are led well.

Quality Indicator 2.1: Vision and values positively inform practice

Key areas include the extent to which:

- vision, values, aims and objectives are clear and inform practice
- innovation is supported
- leaders lead by example and role model positive behaviour.

Quality illustrations	
Very good	**Weak**
The vision, aims and values are clear, understood by all, fully implemented and embedded in the culture of the service. They are inspiring, inclusive and embrace equality. Leaders are ambitious in actively seeking to achieve the best possible outcomes for people using the service. Any review of the service aims and objectives is strongly influenced by the voices of those who use and work in services. For example, care experienced ambassadors, mentors or champions. This is central to the way in which care and support is provided and experienced.	The vision for the service lacks clarity or collective ownership and does not focus sufficiently on improving outcomes. An inclusive, rights-led and personal outcomes approach is not fully embedded in the culture and systems of practice. Staff have limited awareness of the service's ethos, values and aims.
The culture encourages and supports creative contributions from people using the service, staff and other stakeholders. Care and support is person-centred and fosters a culture of positive and informed risk-taking. Leaders and staff respect human rights and embrace the service's vision, values and aims to ensure these are met.	Where improvements are needed, there is limited strategic or innovative thinking. The management culture is focused on organisational goals, which are prioritised over the needs of people using the service. Staff do not feel confident about making suggestions or implementing improvements. They do not adapt practice and tailor care and support in order to meet people's needs and wishes.

Quality illustrations	
Very good	**Weak**
Leaders ensure that the culture is supportive, inclusive and respectful, confidently steering the service through challenges. They are visible role models and guide the service's strategic direction and the pace of change. Leadership is shared to support creative approaches to problem solving, effective policy implementation and to support stability during times of change and staff turnover.	Leadership is weak or lacks stability, energy or effectiveness. Shared leadership is not in evidence. There may be a blame culture. Leaders may not be sufficiently well known to either people being supported by the service or staff.

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • people using the service • managers and staff • parents and carers • stakeholders. Observation of staff practice and interactions. Review: • statement of aims and objectives/ vision • participation records • risk assessments • evidence of resilient leadership to account for staff absence or staff turnover (deputising/management team/shared leadership.	Step into leadership: **https://www.stepintoleadership.info/** Insights: achieving effective supervision: **https://www.iriss.org.uk/resources/insights/ achieving-effective-supervision** Supervision learning resource: **https://www.stepintoleadership.info/index.html** Guidance for providers on aims and objectives: **https://www.careinspectorate.com/images/ Guidance_for_providers_and_applicants_on_ aims_and_objectives.pdf**

Quality Indicator 2.2: Quality assurance and improvement are led well

Key areas include the extent to which:

- quality assurance, including self-evaluation and improvement planning, drives change and improvement
- leaders are responsive to feedback and use learning to improve
- leaders have the skills and capacity to oversee improvement.

Quality illustrations	
Very good	**Weak**
There is continuous, robust evaluation of people's outcomes and experiences to ensure they receive the best possible care and support. Quality assurance also leads to improved inputs and processes for delivering the service. People's views are central to the process of evaluation and they are well-informed about any changes. Leaders empower others to become involved in comprehensive quality assurance systems and activities. This leads to the development of a dynamic improvement plan which is continuously evaluated and successfully drives the future direction of the service. This process is well-managed, with research and best practice used to benchmark measurable outcomes. There are robust, transparent, safe and effective approval processes in place for applicants who wish to become caregiver families. Where services must or choose to have a panel as part of this process, the panel are appropriately skilled and experienced.	There are some systems in place to monitor aspects of service delivery and their impact on how people experience the service, however, these may be disorganised or haphazard and fail to provide an assurance of quality within the service. There is a lack of clarity about roles and responsibilities. Quality assurance processes, including self-evaluation and improvement plans, are largely ineffective. The approaches used do not allow accurate assessment of performance or have effective review arrangements to assess the likely impact of any planned improvements. Staff and people's contribution to quality assurance is minimal or peripheral. They have limited awareness of the methods used or the intended outcomes.

Quality illustrations	
Very good	**Weak**
They provide good quality, professional advice, guidance and challenge to the service in relation to how people experience the service and decision making. The agency decision maker role is well defined and provides a clear overview of decision making.	There is a lack of external oversight to support good quality practice and outcomes. People being supported by the service may not know what the external oversight arrangements are or rarely have opportunities to share their views at that level. External leaders' lack of contact with and knowledge about the service make them less effective in providing additional safeguards and assurance. Approval processes for new care giver families lack the necessary transparency to ensure that decision making is appropriate and well recorded. Panel members and the agency decision maker may lack the appropriate skills and experience to fulfil their responsibilities effectively.
People being supported by the service are well-informed about the standards they should expect from the service. There is a culture of learning within the service which genuinely values the voices of people being supported. People who use the service feel empowered to give feedback and raise concerns. They know their views are valued, inform future planning and will be acted on promptly without negative consequences. Where things go wrong with a person's care and support, or their human rights are not respected, leaders learn from this and offer a genuine apology. Reflecting on complaints, concerns and significant events is fully embedded in the service and leads to improvement.	Leaders fail to motivate staff and others to contribute to positive change. Lack of information regarding the rationale for improvement may inhibit change. Changes may happen as the result of crisis management rather than through robust quality assurance. People are not encouraged to have high expectations of their care and support, are unsure how to raise concerns, or do not feel supported to do so. If complaints and concerns are upheld, or mistakes are made, there is limited learning to drive sustained and meaningful change.

Quality illustrations	
Very good	**Weak**
Leaders know what is working well and what needs to improve. They communicate this effectively to staff and to people using the service. They ensure that the needs and wishes of people being supported by the service are the primary drivers for change. Leaders at all levels successfully direct and support improvement activities and are confident about where to obtain support and guidance. The pace of change reflects the improvements needed. The inclusive culture and enabling leadership of the service allows caregiver families and staff to nurture relationships with the people they care for.	There is insufficient capacity to support improvement activities effectively or to embed change. The pace of change may be too slow or is unsustainable.

Page 54

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • people who use the service • parents and carers • managers and staff • stakeholders. Review: • quality assurance records • self-evaluation records and improvement plan • records of complaints and incidents • feedback from people who use the service	The model for improvement and associated resources: **http://hub.careinspectorate.com/improvement/** Organisational duty of candour: **https://www.gov.scot/publications/organisational-duty-candour-guidance/** National occupational standards (NOS): **https://learn.sssc.uk.com/nos/index.html** EFQM Excellence model: **https://www.efqm.org/index.php/efqm-model/** Learning from adverse events through reporting and review. A national framework for Scotland 2019: **http://www.healthcareimprovementscotland.org/our_work/governance_and_assurance/learning_from_adverse_events/national_framework.aspx** Fostering and adoption legislation and guidance: **The Looked After Children (Scotland) Regulations 2009 (legislation.gov.uk)** **Adoption and Children (Scotland) Act 2007 (legislation.gov.uk)** **Guidance on Looked After Children (Scotland) Regulations 2009 and the Adoption and Children (Scotland) Act 2007 - gov.scot (www.gov.scot)** Notifications about controlled drugs: Guidance for providers: **https://hub.careinspectorate.com/media/1566/notifications-about-controlled-drugs-guidance-for-providers.pdf**

Quality Indicator 2.3: Leaders collaborate to support children, young people, adults and their caregiver families

Key areas include the extent to which:

- leaders understand the roles and responsibilities of other partners
- services work in partnership with others to secure the best outcomes for everyone being supported by the service
- leaders oversee effective transitions for children, young people and adults.
- leaders have the skills and capacity to oversee improvement.

Quality illustrations	
Very good	**Weak**
Leaders overcome barriers to enable people using services to be the central focus of decision making. A culture of joint responsibility and effective information sharing creates a positive climate for decision making. This takes into account each person's whole life including their physical, mental, cultural and emotional and spiritual needs. Because leaders have a sound knowledge of the key roles and responsibilities of partner agencies, they quickly identify when to involve them. Partner or multi-agency working is supported by a clear strategy to facilitate working together so that people get the right support when they need it. Leaders recognise the benefits of sharing ideas and successes both within the service and further afield. Leaders ensure that services are delivered efficiently and effectively. They monitor the effectiveness of joint work with other providers and agencies.	Leaders lack understanding of how people may benefit from the involvement of external organisations. They do not ensure that care and support is provided collaboratively. There is an absence of strategy and guidance to inform this approach. Leaders lack the knowledge, skills and confidence to access and harness additional or specialist support and expertise.

Quality illustrations	
Very good	**Weak**
Where people are supported by more than one organisation, they benefit from all of them working together effectively. This includes sharing information appropriately and coordinating care and support so that they experience consistency and continuity. Where information is being shared between agencies for specific purposes, consent is obtained, except where to do so is likely to cause harm.	Communication with partners is ineffective. Progress is constrained by leaders being unclear about the principles of consent and information sharing. Leaders do not implement learning from other organisations to influence and improve the services they provide.
Leaders ensure that commissioned services are delivered efficiently and effectively. They will monitor the success and suitability of living situations to ensure that that caregiver families can meet the needs of children, young people and adults. When people are moving on, leaders contribute to the clear processes that support the person with this. The culture, knowledge and experience of people within the service ensure that planning and decision making is effective, involves all relevant people and supports positive destinations.	There are no, or poorly managed, commissioning arrangements in place meaning that positive outcomes for people are compromised. Transition processes are experienced as disconnected and complex. For young people this might mean they are constrained in their ability to move on to adulthood by difficulties in accessing suitable services such as mental health and wellbeing services and housing options. This results in uncertainty or distress.

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • people using the service • parents and carers • managers and staff • stakeholders. Observation of staff and carer practice and interactions. Review: • children and young people's records for evidence of inter-agency working • information sharing policy and practice.	Step into leadership: **http://www.stepintoleadership.info** General Data Protection Regulation (GDPR) guidance: **https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation** Partnerships and co – conversation openers: **https://www.iriss.org.uk/resources/tools/partnerships-co**

Quality Indicator 2.4: Staff are led well

Key areas include the extent to which:

- leaders at all levels make effective decisions about staff and resources
- leaders at all levels empower staff to support children, young people, adults and their caregiver families
- leadership has a positive impact on staff.

Quality illustrations	
Very good	**Weak**
Leaders engage meaningfully with staff, people being supported by the service, their families and others, taking a collaborative approach to planning and delivering care and support. They are skilled at identifying and delivering what is needed to provide the best care, support and protection. They understand any limitations the service may have.	Leaders do not anticipate the type and level of resources needed for people or identify potential barriers. This has a detrimental impact and fails to prevent difficulties arising or escalating. There is a lack of vision and creativity in identifying resources or interventions which meet the unique needs of each individual.
Leaders model a team approach, encouraging and appreciating the contributions and expertise of others. They provide a working environment where people are encouraged to curiously question, supportively challenge and critically reflect on their own and other's practice. This approach promotes a supportive, learning culture which recognises that people are often experts in identifying their own needs. Leaders ensure equality of opportunity both among staff and for people supported by the service. They use successes as catalysts for further improvement in the quality of each individual's outcomes and experiences.	Staff are not empowered to help identify solutions for the benefit of people being supported by the service. Leaders do not always engage staff, leading to confusion and a lack of clarity of roles and responsibilities. The service may have a culture of blame. Communication and direction are lacking, and the steps required to make improvements are not sufficiently detailed. The rationale for change is not always clear to staff, and this has a negative impact people's experience. Equality and inclusion are not embedded within policies, procedures and plans. There is a lack of understanding of staff and caregiver's role in delivering high quality care and support.

Quality illustrations	
Very good	**Weak**
Leaders are aware of the need to be flexible and adapt their leadership style to help motivate staff to deliver high quality care and support. They promote a good work-life balance which has a positive impact on both staff and people being supported by the service.	Opportunities for staff to use their initiative, take responsibility and influence change are limited. They seldom adopt leadership roles. The extent to which professional learning is linked to organisational priorities is limited. Staff may work in isolation rather than as part of a team with shared responsibilities.

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • people using the service • parents and carers • managers and staff • stakeholders. Review: • service improvement plan • quality assurance policy, procedure, practice and outcomes • staff learning and development records • staff supervision and appraisal records.	Step into leadership: **http://www.stepintoleadership.info/** Leadership development activities: **http://23leadership.sssc.uk.com/** Everyday leadership from the frontline: **https://www.iriss.org.uk/news/news/2019/09/11/everyday-leadership-frontline** Guidance on development of policy and procedure: **https://hub.careinspectorate.com/media/1530/health-related-policy-and-procedure-template-policy-for-all-services.pdf**

Key question 3:
How good is our staff team?

This key question has three quality indicators associated with it. They are:

3.1 Staff have been recruited well.

3.2 Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families.

3.3 Staffing arrangements are right and staff work well together.

We are considering staff employed by the service. This does not include carers or panel members. Carer recruitment is under 1.4. Panel member recruitment is under 2.2

Quality indicator 3.1: Staff have been recruited well

Key factors include the extent to which staff:

- the service implements safer recruitment principles and practice
- recruitment and induction is tailored to reflect outcomes for children, young people, adults and their caregiver families
- induction is tailored to the training needs and roles and responsibilities of individual staff member.

Quality illustrations	
Very good	**Weak**
Recruitment and selection is informed by national guidance and best practice. There is a strong emphasis on values-based recruitment. High quality recruitment information including contractual agreements ensure that candidates are fully aware of the conduct, capabilities and qualities that are required of them. The process is well organised and documented so that core elements of the procedure are followed consistently. Staff are appointed and start work only after all pre-employment checks have been concluded. People being supported by the service have opportunities and the necessary support to be actively involved in recruitment and selection. This is done in a meaningful and appropriate way which takes their expertise and views into account.	There is insufficient understanding of the principles and practices of safer recruitment and the part they play in preventing unsuitable people from entering the workforce. This may lead to key elements of the process not being fully implemented, even when good quality recruitment policies are in place. Recruitment and selection is not informed or enhanced by people's views and active involvement.

Quality illustrations	
Very good	**Weak**
The values of staff recruited are compatible with the service's aims and objectives. The skills, knowledge and values of the staff being recruited reflect the needs of the people being supported by the service.	The values and motivation of potential staff may not have been explored as part of the recruitment process and may not inform recruitment decisions. The service may not fully understand the essential characteristics required by staff. New staff may therefore not have the appropriate attitudes and values or the potential to gain the necessary knowledge and skills to support high quality outcomes.
All staff take part in a comprehensive, well planned induction that has been developed to ensure they are able to perform their work to a high standard. This includes significant emphasis on implementing the Health and Social Care Standards, Independent Care Review, legislation and good practice. The pace and length of induction ensures that staff become familiar with expectations and demonstrate competence in all key areas. Throughout the recruitment process, individual learning needs and styles are taken into account. There is likely to be a range of learning styles, for example the opportunity for face-to-face discussion and shadowing of more experienced staff.	Induction provides limited opportunities for genuine learning. There is no expectation that staff will perform to a required standard and demonstrate potential for continuous development. Induction policies, procedures, guidelines and structures of support do not provide an adequate framework for new staff to develop confidence in their new role. There may be a lack of clarity about their role or the provider's responsibilities for promoting their development. Formal supervision is limited and there is no shared understanding of next steps. The induction may be generic, have not been reviewed recently, or may not include effective input about the Health and Social Care Standards.

Quality illustrations

Very good	Weak
Staff are clear about their roles and responsibilities and conditions of employment. They have written information to which they can refer and a named member of staff for support. There is additional supervision during the induction and probationary period. This allows them to receive the necessary opportunities to discuss learning needs or other issues. People who are supported by the service are enabled to contribute their views to the evaluation of staff performance during the induction phase.	

Scrutiny and improvement toolbox

Scrutiny and improvement support actions	Key improvement resources
Discussions with: • people being supported by the service • the manager and staff (including new staff) • parents and carers • other professionals. Review: • recruitment and induction policy and procedure • recruitment and selection and induction records • analysis of staff skills • staff turnover information and action plan.	Safer recruitment through better recruitment: **https://hub.careinspectorate.com/media/1608/ safer-recruitment-through-better-recruitment. pdf** The national health and social care workforce plan: **https://www.gov.scot/publications/national- health-social-care-workforce-plan-part-2- framework-improving/** Independent Care Review: **https://www.carereview.scot/wp-content/ uploads/2020/02/The-Promise.pdf**

Quality indicator 3.2: Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families

Key factors include the extent to which staff:

- staff competence and practice lead to improving outcomes for children, young people, adults and their caregiver families
- staff learning and development lead to improving outcomes for children, young people, adults and their caregiver families
- staff practice is supported and improved through effective support, supervision and appraisal.

Quality illustrations	
Very good	**Weak**
Staff practice strongly reflects the values and principles of the Health and Social Standards and relevant professional codes. Staff consistently form enduring, trusting and genuine relationships with people being supported by the service. They use their authority appropriately and are highly skilled in supporting caregiver families to manage challenging situations such as resolving conflict. The workforce is trusted and expected to use their values and professional judgement to enable appropriate caring and loving relationships. Staff are empowered and equipped to deliver the best quality practical and emotional care and support. Their competence is regularly assessed to ensure that learning and development strategies support the highest quality outcomes and experiences.	Staff may be registered with relevant professional bodies but do not fully understand their responsibilities for continuous professional development or how they can fulfil this. They may lack confidence or support in taking responsibility for their own learning and development. Staff adopt an overly procedural approach to their work, which is not based on relationships and values. They may have limited understanding of the symptoms of trauma or the impact of adversity on people's life experiences. Arrangements for assessing staff practice are under-developed. There is limited support for staff to reflect or for identifying and meeting learning needs.

Quality illustrations	
Very good	**Weak**
There is a strong culture of reflection and learning in the service. Staff have high quality learning opportunities based on research evidence and good practice. These are regularly evaluated to meet changing needs. The needs of people being supported by the service influence staff development and training and they may be directly involved in its delivery. There is a range of approaches to learning, including the opportunity for group and face-to-face training, staff coaching, mentoring and peer review. A clear structure of training and learning and development is in place for each staff role and all staff have individual plans. They consistently implement their learning to provide high quality care and support.	Continuous learning has a low priority in the service. There is limited access to best practice and research or opportunities to ensure knowledge is consolidated and embedded into practice. Learning opportunities lack breadth and scope, with little reference to values and codes. There is no effective training analysis for the service or individual staff. This means the plan for training is static and may not reflect people's needs. Staff do not take sufficient responsibility for their own learning and development or for reporting misconduct or unsafe working practices. They have few opportunities for exercising autonomy, using their initiative or developing leadership skills.
Staff benefit from a framework of support which reflects the demanding nature of their work and promotes high quality, sensitive care and support. Regular, high quality supervision and appraisal are used constructively by staff. These contribute to their professional development and enable them to become competent, confident and reflective practitioners. Supervision and appraisal inform the development of the service's staff skills analysis and training plan.	Insufficient attention is paid to staff self-care and support. As a result, they may regularly experience stress, or their ability to manage setbacks and challenges and promote attuned care and support is compromised. Supervision takes place infrequently or is given insufficient priority as a key element of a staff support and development framework. It is limited in its breadth and scope and provides few opportunities for reflection. Supervisors and staff are unclear about the purpose and principles of professional supervision. Records do not reflect discussion and decision-making. .

Quality illustrations

Very good	Weak
The views of children, young people, adults and their caregiver families inform and enhance the quality of supervision and appraisal.	Systems for identifying and meeting learning needs are not robust enough and result in gaps remaining unfilled.
	The potential for children, young people, adults and their caregiver families to contribute their views to the staff support and development process is not recognised.

Scrutiny and improvement toolbox

Scrutiny and improvement support actions	Key improvement resources
Discussions with: • caregiver families, children, young people and adults • the manager and staff • parents and carers • visitors • other professionals. Review: • training analysis, plans and records • records of observation of staff practice • records of supervision and appraisal • disciplinary records • staff support/learning and development policies and procedures • system for monitoring staff registration.	Codes of practice for social service workers and employers: **https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/** The framework for continuous learning in social services: **https://lms.learn.sssc.uk.com/pluginfile.php/64/mod_resource/content/1/clf.pdf** Common core skills and national occcupational standards: **http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=83** Insights: achieving effective supervision: **https://www.iriss.org.uk/resources/insights/achieving-effective-supervision** Supervision learning resource: **http://www.stepintoleadership.info/assets/pdf/SSSC-Supervision-learning-resource-Sept-16.pdf** SSSC open badges: **https://www.badges.sssc.uk.com/**

Quality indicator 3.3: Staffing arrangements are right and staff work well together

Key factors include the extent to which staff:

- there is an effective process for assessing how many staff or staff hours are needed
- the skill mix, numbers and deployment of staff meet everyone's needs
- staff are flexible and support each other to work as a team to benefit children, young people, adults and their caregiver families.

Quality illustrations	
Very good	**Weak**
A process of assessment determines the numbers, experience, qualifications and skill mix of staff required within the service to promote positive outcomes. It takes into account the level of workload, the complexity of the task, the recruitment of caregiver families, the overseeing and delivery of learning and development for caregiver families, and a range of other factors.	The number of staff or staff hours being deployed does not reflect changing needs within the service. There is an over-reliance on agency or sessional staff, or caseloads are continually changing between staff. This leads to people being supported by the service experiencing a lack of consistency and stability in how their support is provided and limits their ability to build trusting relationships with staff.
Staff have time to provide care and support with compassion, and to spend meaningful time with individual families. Staff are clear about their roles and are deployed effectively. They help each other by being flexible in response to changing situations to ensure care and support is consistent and stable.	There is a minimal number of staff at any one time and this is sometimes insufficient to fully meet diverse needs. Staff frequently work excessive hours or under pressure, leading to some aspects of support being neglected, with negative outcomes. Families perceive staff to be too busy to provide effective support and some activities such as support groups may be cancelled.

Quality illustrations	
Very good	**Weak**
Families being supported and staff benefit from a warm atmosphere created by good working relationships, support and mutual respect. There is effective communication between staff, with opportunities to discuss and reflect on their work and how best to improve outcomes for people using the service. High levels of motivation and good team working mean that families experience a team approach to support and feel they can speak to anyone in the team for support or advice. Staff resilience helps to support and guide caregiver families through times of change. There is recognition of the important role played by staff who are not involved in providing direct care for families, for example administration staff. They are empowered to contribute to the overall support available to families and to build positive relationships with them.	Pressure on staff leads to an over-emphasis on completing designated tasks without regard for the wider needs of either people being supported by the service or colleagues. Care and support is at a basic or superficial level, with little time for meaningful communication and support. Communication and team building may suffer due to lack of time and affect staff motivation and morale. This has a negative impact on families.
There is proactive use of a range of methods for retaining skilled and experienced staff so that families benefit from stable, enduring relationships.	There is a lack of understanding of attachment and the importance of continuity of relationships for people. The service does not use targeted actions to address high turnover, based on accurate data and analysis.

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Discussions with: • caregiver families, children, young people and adults • the manager and staff • parents and carers • visitors • other professionals. Observe staff practice and interaction as a staff team. Review assessments of staffing levels (workload capacity).	Records that all registered care services (except childminding) must keep and guidance on notification reporting: **https://www.careinspectorate.com/images/ documents/2611/Rcds%20services(except%20 cm)%20must%20keep%20and%20guidance%20 on%20notification%20reporting%20(300420). pdf** Workforce information: **https://hub.careinspectorate.com/national- policy-and-legislation/policies/workforce/**

Key question 4: How good is our setting?

Currently not assessed for this service type.

Key question 5: How well is our care and support planned?

This key question has two quality indicators:

5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults.

5.2 Parents, carers and family members are involved.

Legislation does not require fostering or adoption services to produce personal plans for children, young people or caregiver families. Planning referred to in this section relates to a range of planning processes including:

Fostering
- Fostering agreements (SSI 2009/210)
- Fostering placement agreements (SSI 2009/210)
- Pathway plans
- Welfare assessments
- The child's plan

Adoption
- Adoption support plans
- Coordination meetings

Adult placement services
- Carer agreements
- Placement agreements
- Personal plans

Quality indicator 5.1: Assessment and care planning reflects the outcomes and wishes of children, young people and adults.

Key factors include the extent to which staff:

For all services

- children, young people and adults are involved in directing and leading their own care and support
- all plans are reviewed and updated regularly, and as circumstances, needs and desired outcomes change.

For fostering services

- the fostering service actively seeks involvement in multi agency planning for children and young people.

For adoption services

- the adoption service proactively plans the need for post adoption support services for families.

For adult placement service

- the adult placement service uses personal plans to deliver care and support effectively.

Quality illustrations	
Very good	**Weak**
For all services:	For all services:
People lead positive, heathy enjoyable and meaningful lives through the implementation of high quality, SMART planning. People are at the heart of planning for their care and support. They are enabled to lead and direct their development so they feel a real sense of ownership and can clearly recognise their own voice.	People have limited involvement in the care and support planning and review process. This means they do not consistently experience care and support in line with their wishes and preferences. When plans conflict with their wishes, there is no clear legal justification, they do not receive a proper explanation and the service fail to advocate on their behalf.

Quality illustrations	
Very good	**Weak**
For all services:	For all services:
They receive full support to communicate what their outcomes should be, including advocacy where required. Planning is clearly understood by all involved. Where people are not able to fully express their wishes and preferences, individuals who are important to them, or who have legal authority, are involved in shaping and directing planning. Where planning is the responsibility of other agencies, such as the child's plan for children and young people using fostering services, the service strongly advocates for and supports the involvement of people being cared for and their caregiver family. The service challenges situations where people they support are not involved in planning.	Plans and reviews are not routinely made available or provided in an accessible format to children, young people, adults and their representatives.
For all services:	For all services:
People benefit from planning that is regularly reviewed, evaluated and updated involving relevant professionals. including independent advocacy, and take account of good practice and their own individual preferences and wishes. There is a range of methods used to ensure that people are able to lead and direct the development and review of their plans in a meaningful way.	Multi-disciplinary professional involvement in the care planning and review process may be limited. People may not benefit from professional advice because this is not taken account of in the planning and review process. Plans do not reflect up-to-date good practice guidance. Care reviews may not be carried out in line with legislation. Where people are supported in crisis, staff are unable to respond flexibly when they identify what is and is not working for the person.

Quality illustrations	
Very good	**Weak**
For fostering:	For fostering:
Very good outcomes are supported by high quality multi-agency planning and individualised safer caring approaches. These are underpinned by a robust assessment of need and risk.	Children and young people's wellbeing is compromised by admissions that are inadequately planned. Staff and caregiver families do not have access to the relevant information to allow them to meet their needs.
People benefit from a dynamic and aspirational approach which consistently informs all aspects of care and support. The service actively seeks and supports multi-agency involvement in the planning process and takes appropriate steps to ensure that all children, young people and their caregiver families have appropriate plans in place.	The standard of assessment or planning is weak, with insufficient attention to children, young people's needs, strengths and potential. The quality of their outcomes and experiences may be limited by the low expectations of those involved in planning or plans may be out of date.
Children and young people's records are of a consistently high standard and are informed by rights, values, principles and codes of practice.	Leaders do not maintain oversight of the assessment and planning process, and there is a lack of effective quality assurance. Plans are static documents rather than tools to inform care giver families of approaches to care and support. They may not reflect the care and support provided, experienced, or needed by children, young people adults or their caregiver families.

Quality illustrations	
Very good	**Weak**
For adoption: Very good outcomes for families are supported by high quality multi-agency and individualised adoption support planning. This identifies the need for current and future supports which might be needed at different times. These are underpinned by a robust assessment of need and risk. Adoption support plans are of a consistently high standard and are informed by rights, values, principles and codes of practice. People benefit from available current and future support, which is responsive, timely and creative. This recognises the need to support families to nurture children throughout their lives and overcome the difficulties that get in the way.	For adoption: Family stability is compromised by poor quality coordination and planning. Practical and emotional support needs are not available or inadequately anticipated or planned. Poor information exchange means families lack the ability to fully meet their children's needs. The standard of assessment or planning is weak, with insufficient attention paid to the family's strengths and vulnerabilities. Leaders do not maintain oversight of the assessment and planning process, and there is a lack of effective quality assurance. Plans are static documents rather than tools to inform staff practice and approaches to care and support. They may not reflect the care and support provided, experienced or needed by families.
For adult placement: Very good outcomes for families are supported by high quality care and support planning. People, and where relevant, their families are fully involved in developing their personal plans. Strong leadership, staff competence, meaningful involvement and embedded quality assurance and improvement processes support this happening. Care and support planning maximise people's capacity and ability to make choices. This includes the potential for people to reduce the support they receive and to maximise independence.	For adult placement: Personal plans are basic or static documents and are not routinely used to inform staff practice and approaches to care and support. People may not know whether they have a personal plan, or it may be in a format that is not meaningful to them. The standard of care and support planning is inconsistent and is not supported by the strong leadership, staff competence and quality assurance processes. Personal plans focus entirely on people's needs or a deficit led approach rather than on building an enabling approach based on assets or outcomes.

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Speak to people being supported by the service: • family members • visitors • staff • managers and other professionals. Review people's assessments and planning including (where appropriate): • child's plan and reviews • welfare assessments and reviews • pathway plans and reviews • adoption support plans and reviews • adoption coordination planning • personal plans and reviews. • foster care agreements • placement agreements	Public Services Reform (Scotland) Act 2010, asp 8: **https://www.legislation.gov.uk/ sdsi/2013/9780111020234** Mental Welfare Commission guidance on: • personal plans • advance statements • power of attorney • supported decision making **https://www.mwcscot.org.uk/ publications?type=39** Scottish Independent Advocacy Alliance – companion guides: **https://www.siaa.org.uk/publications-category/ companionguide/** Think local act personal – personalised care and support planning tool: **https://www.thinklocalactpersonal.org.uk/ Latest/Making-it-Real-how-to-do-personalised- care-and-support/** Children and Young People (Scotland) Act 2014, asp 8: **https://www.legislation.gov.uk/asp/2014/8/ contents/enacted** The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210: **http://www.legislation.gov.uk/ssi/2011/210/ pdfs/ssi_20110210_en.pdf** A guide to youth justice in Scotland: Policy, practice and legislation (section 3: Theory and methods): **https://www.cycj.org.uk/resource/youth- justice-in-scotland-guide/**

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	Key improvement resources
	Leading for outcomes: children and young people: https://www.iriss.org.uk/sites/default/files/iriss_leading_for_outcomes_a_guide_final-1.pdf

Personal outcomes approaches: https://personaloutcomes.network/

Person-centred support planning information: http://helensandersonassociates.co.uk/person-centred-practice/care-support-planning/

Continuing care and the welfare assessment: practice note: https://www.celcis.org/files/7116/0569/2849/Continuing_Care_and_Welfare_Assess_-_Practice_Note_FINAL_proofed.pdf

Throughcare legislation and guidance: https://www.gov.scot/publications/supporting-young-people-leaving-care-scotland-regulations-guidance-services-young/ |

Quality indicator 5.2: Parents, carers and family members are involved

Key factors include the extent to which staff:

- parents, carers and family members are involved in delivering care and support
- the views of parents, carers and family members are heard and meaningfully considered.

Quality illustrations	
Very good	**Weak**
The service is proactive in gaining the views of parents, guardians, previous carer families and family members where appropriate. Their views and wishes strongly inform the individual assessment, planning and review process, even where this challenges previous approaches. Where they have additional communication needs, or English is not a first language, they have ready access to the right services and tools to ensure they are fully included.	Parents, guardians, previous carers and family members may feel overlooked or are not given enough encouragement and support to make their views known or contribute to decision-making. The quality of assessments, plans and evaluation may be compromised because insufficient weight is given to their knowledge about what is or is not likely to work for people being cared for.
Where relevant, there is a supportive and inclusive approach to working in partnership with parents, guardians, carers and family members in the delivery of care and support. They make suggestions, comments or complaints, knowing that these are always listened to and acted on in an honest and transparent way. Leaders and staff always sensitively manage any conflicts between children, young people, adults and their caregiver families and family members' and guardians' views and wishes. This shows due regard for consent and other legal considerations.	Leaders and staff either seldom engage with people's families or fail to do so in a meaningful way. There are limited ways for parents, guardians, carers and family members to be actively involved. Changes to how care and support is provided are rarely made as a result of their involvement. Leaders and staff are not well-informed about who has parental responsibility or other legal powers such as guardianship or power of attorney arrangements and may fail to fulfil their legal obligations in relation to information sharing and consent.

Quality illustrations	
Very good	**Weak**
At all times, high expectations, aspirations and the best interests of children, young people, adults and their caregiver families are at the forefront of the way care and support is delivered.	

Scrutiny and improvement toolbox	
Scrutiny and improvement support actions	**Key improvement resources**
Speak with: • people • family members • visitors • staff • managers and other professionals. Review assessments, personal plans and reviews. Observe staff working with parents, carers and family members.	Parental rights and responsibilities under Children (Scotland) Act 1995: **https://www.legislation.gov.uk/ukpga/1995/36/contents** Carers Act: **http://www.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016** Equal partners in care: **http://www.ssks.org.uk/equalpartnersincare** Carers Trust: Triangle of care, carers included: **https://carers.org/downloads/resources-pdfs/triangle-of-care-england/the-triangle-of-care-dementia-england.pdf** Scottish Social Services Council guidance: **www.sssc.uk.com** Mental Welfare Commission – Carers and confidentiality good practice guide. **https://www.mwcscot.org.uk/publications/good-practice-guides/**

Moray Fostering Service
Fostering Service

The Moray Council
Rose Cottage
PO Box 67
Elgin
IV30 9BX

Telephone: 01343 563 552

Type of inspection:
Announced (short notice)

Completed on:
18 March 2022

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Service no:
CS2004082074

HAPPY TO **TRANSLATE**

About the service

Moray Fostering Service provides a fostering service for children and young people who are unable to live at home. Inspections of an adult placement (continuing care service) and adoption service have been undertaken and separate reports have been completed.

The service recruits and supports foster carers who provide care to children in need of alternative care.

It should be noted that this inspection took place during the Covid-19 pandemic restrictions and therefore followed a revised procedure for conducting inspections in these circumstances. We spoke with the management team, staff and other professionals and viewed evidence sent to us virtually. We made arrangements to visit adoptive families and children in their homes.

What people told us

Children and young people told us about their positive experiences with foster carers and how they felt included and supported in family life. Carers told us that they felt well supported by the current workers in the fostering team but reflected that the service had been through a lot of change which had impacted on the consistency of their support.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	2 - Weak
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate
How well is our care and support planned?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How well do we support people's wellbeing?   2 - Weak

We have evaluated this key question as weak as strengths are outweighed by significant weaknesses.

Children and young people experienced supportive and enduring relationships with Fostering families that provided them with a sense of belonging. One young person told us 'I don't think of myself as a child in care I feel like I'm someone that lives with my mother figure.....I'm closer to (carer) than I am with any other family member'. We were confident that young people were experiencing love with their needs fully met by committed Fostering families.

Children and young people were supported to use formal advocacy to express views and the "Better Meeting Project" a collaborative art project with care experienced young people in Moray was a good example of children's views driving change. The service was changing its language in line with 'The Promise' recommendations from the Independent Care Review and was considering children and young people's experiences of social work.

Children and young people were achieving positive outcomes in education and had access to a range of leisure and social activities. Fostering families supported children to have fulfilling lives with high aspirations for success. This supportive and positive culture contributed to positive outcomes for children and young people.

Fostering families told us that they felt supported by their current social workers but continuity of relationships had been impacted by staff turnover and changes in management. This, combined with the impact of the Covid-19 pandemic, led to carers feeling disconnected from the wider service with a lack of clarity around who new managers were or the overall vision of the service.

Fostering families worked positively with birth families to support children returning home. We saw examples of siblings living together in the same fostering family but the service needs to improve how it supports the needs for sibling relationships for children who do not live in the same fostering household to build meaningful relationships. This will form an area for improvement (see area for improvement 1).

Children were supported to understand their life story and we saw positive examples of materials produced with photographs and explanations of events appropriate to a child's age and stage of development. We also saw examples that lacked photographs of important people or events that were not child friendly. Some young people's life story information had been lost by the service. This impacts a child's ability to understand their history and their understanding of their reasons for entering care which negatively impacts on their sense of identity (see area for improvement 2).

Fostering families had access to training which included supporting in managing challenging behaviour. Carers and supervising social workers told us that this is an area where carers felt more support was required to assist them in understanding the behaviour of children in their care to keep everyone safe. The service does not have a clear training plan and some carers had not engaged with online models of delivery during the Covid-19 pandemic (see area for improvement 3).

The service should make significant improvements in achieving positive outcomes for children in need of permanent care. We saw examples of drift and delay both in children achieving legal permanence and the identification of appropriate fostering families to meet children's needs. This has meant that children have not experienced the stability and security of a fostering family identified as being able to provide their long term care. This impacted on children's felt permanence and negatively affected longer term planning and will form a requirement (see requirement 1).

Safeguarding practice in the service meant that children in the service were not safe and protected from harm. The decisions made by the service in relation to safeguarding issues were not always consistent, and we noted instances where carers had not notified the service appropriately when incidents occurred. The service should ensure all carers have child protection training so are aware of responsibilities in relation to keeping children safe (see area for improvement 4).

Carers told us that they were not clear about how decisions were made by the service when assessing which carer was best able to meet a child's needs. Carers did not always get full information about the child's needs before they came to live with them. A lack of robust decision making in this area led to unsafe

situations for children and contributed to negative outcomes. The service should ensure that there are robust considerations of a carer's ability to meet the needs of a child in advance of a Fostering arrangement being agreed (see requirement 2).

Requirements

1. By 30 June 2022 the provider must ensure that clear systems are in place to monitor outcomes for children in need of permanent substitute care.

To do this the provider must as a minimum:
a)ensure robust tracking arrangements are in place for children at all stages of their care journey and that drift and delay is addressed at each stage of the process.
b)ensure a robust approach is taken to family finding when children are identified as needing permanent care to ensure that their care needs can met by the right Fostering family.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'As a child or young person needing permanent alternative care, I experience this without unnecessary delay' (HSCS 1.16)

2. By 30 June 2022 the provider must ensure that there is a clear identification of a fostering families ability to meet the needs of a child before the child joins this family.

To do this the provider must as a minimum:
a) have clear a clear referral process which outlines the needs of children needing alternative care from fostering families
b) Identify carer strengths and vulnerabilities in relation to meeting the needs of a specific child and outlining any additional support required to ensure that children's needs are fully met
c) ensure planning meetings take place when children join fostering families to review children's needs
d) ensure panel members have full information for matching panels including minutes of linking meetings.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My care and support meets my needs and is right for me.' (HSCS 1.19)

Areas for improvement

1. To promote long term positive relationships between brothers and sisters, the provider should have a plan to facilitate family time between sibling groups who live in different fostering families.

This should include but not be limited to a review of the needs for family time for sibling groups in different fostering families with a plan to facilitate appropriate ongoing relationships between brothers and sisters.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am supported to manage my relationships with my family, friends or partner in a way that suits my wellbeing.' (HSCS 2.18)

2. To ensure all children have a clear understanding of their past the provider should improve its approach to life story work.

This should include but is not limited to, implementing a consistent approach to gathering and storing important life story information and providing specific training to staff and carers about how life story work should be approached.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.' (HSCS, 1.29)

3. To support Fostering families to fully support children in their care, the provider should improve the support available to carers in particular in relation to managing challenging behaviour.

This should include but is not limited to the creation of a clear programme of training to create a shared vision of the approach to care to ensure fostering families are fully supported to meet the needs of children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

4. To keep all children safe from harm, the provider should ensure that all foster carers are aware of their responsibilities in relation to child protection.

This should include but is not limited to the provision of specific training in child protection for foster carers.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' (HSCS 3.20).

How good is our leadership?   3 – Adequate

We have evaluated this key question as adequate where strengths just outweigh weaknesses but key areas of performance need to improve.

The service had some effective quality assurance systems in place to ensure children's wellbeing is maintained. Performance relating to statutory checks for carers was now effectively monitored to ensure that ongoing statutory requirements were met to ensure the safety of children. The service has new management and governance arrangements in place and has taken steps to monitor performance but this is at an early stage. The service should improve quality assurance systems for monitoring key areas which are outlined in fostering regulations to ensure that children remain safe within their fostering families this will

form a requirement (see requirement 1).

The Fostering and Adoption Panel and Agency Decision Maker provided robust scrutiny to carer review and applications for approval for fostering families and were able to challenge assessments presented to them. A panel advisor role further supported quality assurance but the service needs to improve how social work staff are supported and how practice issues are identified at an earlier stage. We saw examples of delays in decision making caused by information not being available for panel to consider or information being presented which was incomplete. This impacted negatively on outcomes for children and young people by further delaying key decisions about their care (see area for improvement 1).

We did not see evidence of how the service learned from situations where children moved from fostering families on an unplanned basis. Meetings to discuss these were not held in every case and minutes did not demonstrate reflection and learning from these situations. The service should ensure that outcomes for children are constantly reviewed with clear learning and action points identified when unplanned moves occur to improve future outcomes (see area for improvement 2).

A service development plan is in place which outlines a number of areas of improvement for the service. Some of these elements were contained in previous plans so the service needs to evidence how it can move from planning to delivery based on feedback from children, carers and other key stakeholders.

Requirements

1. By 30 June 2022 the provider must ensure that robust quality assurance processes are in place to monitor key areas of performance within fostering regulations with monitoring and review to identify areas of continuous improvement:

To do this, the provider must as a minimum ensure:
a) unannounced visits take place within required timescales
b) individual safer caring plans are reviewed regularly in response to changing need
c) full carer checks are monitored and kept up to date.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

Areas for improvement

1. To promote positive outcomes, the provider should ensure that all staff understand their roles and responsibilities in relation to quality assurance. This should include but is not limited to improving internal quality assurance processes and ensuring staff are sufficiently supported to practice effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

2. To promote positive outcomes for all children, the provider should develop a reflective learning culture when unplanned endings have occurred. This should include but is not limited to a clear procedure for how unplanned endings will be reviewed with meetings that identify clear learning and action points for service improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I receive an apology if things go wrong with my care and support or my human rights are not respected, and the organisation takes responsibility for its actions.' (HSCS 4.4).

How good is our staff team?   3 – Adequate

We have evaluated this key question as adequate where strengths just outweigh weaknesses but key areas of performance need to improve.

Staff practice observed through tracked cases reflected values and principles of the Health and Social Care Standards. Fostering families told us that staff had worked hard to build genuine trusting relationships but this had been impacted by high levels of staff turnover in the service. There were improved working relationships with the children's social work team with improved communication and joint working. A shared approach to child's wellbeing across both teams ensured greater consistency of support for children.

Staff had been supported through development sessions run by the service to improve their knowledge and members of the team were also due to undertake external training provided by The Fostering Network. Although these are positive improvements, staff expressed that changes in management meant that they had not had continuity of support and some areas of practice were unclear. Staff had regular supervision but not consistency in their line manager which impacts on the quality of the supportive relationship. Staff also had not had access to a clear induction or annual appraisals.

Turnover in management and staffing has impacted on consistency of support provided to Fostering families and children in the service. One carer told us "Despite all the changes to staffing I do feel I can contact someone if required, professional and respect the efforts made by all, my present social worker is excellent and is there for us all the time but how long will they stay!" The service had not undertaken exit interviews to understand reasons for high staff turnover. Improvements to the levels of staff support provided by the service will form a requirement to outline specific areas of improvement (see requirement 1).

1. By 30 June 2022 the provider must ensure that all staff are fully trained and supported effectively to provide consistent support to Fostering families.

To do this the provider must as a minimum ensure:
a) there is a clear induction process for new staff joining the service
b) there is a clear training plan for all staff
c) all staff have regular access to annual appraisal
d) there is continuity of supervisory relationships for all staff
e) exit interviews are undertaken and information analysed to understand reasons for staff turnover so that this can be addressed.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the SSSC's Code of Practice for Employers of Social Service Workers, which state that the employer will: 'provide effective, regular supervision to social service workers to support them to develop and improve through reflective practice' (3.5).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (HSCS 3.14)

How well is our care and support planned?   3 – Adequate

We have evaluated this key question as adequate where strengths just outweigh weaknesses, but key areas of performance need to improve.

Children were included in their care planning and were able to influence the direction of their care with support from formal advocacy where this was required. Children's reviews were held regularly with children and parents often included in decision making. Language in documentation was in line with 'The Promise' with children's needs and wishes reflected. To strengthen the voice of children and foster carers and to increase the focus on outcomes and achievements, children's reviews should look to include written updates from children, fostering families and the views of the fostering team (see area for improvement 1).

Fostering families were supported to promote safe care with a joint approach to identifying risk undertaken between the fostering team and children's social workers with regular reviews. We saw examples of family policies, some of which were individual to children with a risk assessment completed by the child's social worker. These were not consistently completed and we did not see evidence of how carers and children were involved in discussions. The service should improve the implementation of their approach to ensure that children and carers are included in discussions to promote a shared understanding of potential risks, this will form an area for improvement (see area for improvement 2).

Areas for improvement

1. To promote children's welfare, the provider should ensure that children's reviews reflect the views of the young person and their fostering family. This should include but is not limited to, children, fostering families and fostering team staff providing written updates for children's reviews and improving how it gathers these views prior to meetings taking place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I experience high quality care and support because people have the necessary information and resources.' (HSCS 4.27)

2. To ensure children and fostering families are included in discussions related to safer caring, the service should review its implementation of safer caring plans. This should include but not be limited to, reviewing formats of documentation and improving guidance to staff on how to engage children and Fostering families in safer caring plans.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am as involved as I can be in agreeing and reviewing any restrictions to my independence, control and choice.' (HSCS 2.6)

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

The agency must ensure that quality assurance systems are robust and are used effectively in order to monitor that formal/statutory checks for foster carers are always up to date and reviewed appropriately.

This is in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 - Regulation 4 (1) (a) - 'A provider must make proper provision for the health, welfare and safety of service users.'

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes". (HSCS 4.19) Timescale: March 2020

This requirement was made on 23 October 2019.

Action taken on previous requirement
New system in place to monitor checks.

Met – within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure a child centered approach is followed in all cases, the agency must provide comprehensive planning for every child and young person moving on a temporary basis to respite carer. This should involve all key individuals attending a planning meeting, and allow time for introductions to be made. In addition, the agency should, in participation with carers and young people explore alternative options to formal respite care.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state

"I experience high quality care and support because people have the necessary information and resources". (HSCS 4.27) and "I am supported and cared for by people I know so that I can experience consistency and continuity". (HSCS 4.16)

This area for improvement was made on 23 October 2019.

Action taken since then
Met. Nominated carers scheme implemented to improve consistency of short break care.

Previous area for improvement 2

The agency should address problematic staff relationships between and within teams to ensure good quality support for children and their families is always available.

This is to ensure that the quality of care and support and management and leadership is consistent with the Health and Social Care Standards (HSCS) which state: "I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me" (HSCS 3.4), and "My care and support is consistent and stable because people work well together". (HSCS 3.19)

This area for improvement was made on 23 October 2019.

Action taken since then
Met. Improved joint working between children's social work teams and fostering team. Cultural change in fostering team with child at the centre of planning and shared responsibility for positive outcomes.

Previous area for improvement 3

The agency should ensure that the quality of reports being provided to the fostering panel is appropriately scrutinised. This will improve matching considerations and clearly highlight areas of vulnerability. The creation of a panel advisor role would support decision-making within the panel.

This is to ensure that the quality of care and support and management and leadership is consistent with the Health and Social Care Standards (HSCS) which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes". (HSCS 4.19)

This area for improvement was made on 23 October 2019.

Action taken since then
Met. Panel advisor role created within the service.

Previous area for improvement 4

The service should devise a development plan that follows SMART principles (Specific, measurable, achievable, relevant and timely) and be regularly reviewed.

This is to ensure that the quality of care and support and management and leadership is consistent with "I use an organisation that is well led and managed" HSCS (4.23). The service should devise a development plan that follows SMART principles (Specific, measurable, achievable, relevant and timely) and be regularly reviewed.

This is to ensure that "I use an organisation that is well led and managed" HSCS (4.23).

This area for improvement was made on 23 October 2019.

Action taken since then
Met. Service development plan is in place.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How well do we support people's wellbeing?	2 – Weak
1.1 Children, young people. adults and their caregiver families experience compassion, dignity and respect	4 – Good
1.2 Children, young people and adults get the most out of life	3 – Adequate
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience	3 – Adequate
1.4 Children, young people, adults and their caregiver families get the service that is right for them	2 – Weak

How good is our leadership?	3 – Adequate
2.2 Quality assurance and improvement are led well	3 – Adequate

How good is our staff team?	3 – Adequate
3.2 Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families	3 – Adequate

How well is our care and support planned?	3 – Adequate
5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults	3 – Adequate

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Moray Adoption Service
Adoption Service

The Moray Council
Rose Cottage
PO Box 67
Elgin
IV30 9BX

Telephone: 01343 563 568

Type of inspection:
Announced (short notice)

Completed on:
18 March 2022

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Service no:
CS2004082047

About the service

Moray Adoption service provides a service for children and young people aged from birth to 18 years old and their families. The service recruits and supports adoptive parents to provide families for those children who cannot be with their birth parents or extended family members, and whose needs have been assessed as best met in an adoptive family.

It should be noted that this inspection took place during the Covid-19 pandemic restrictions and therefore followed a revised procedure for conducting inspections in these circumstances. We spoke with the management team, staff and other professionals and viewed evidence sent to us virtually. We made arrangements to visit adoptive families and children in their homes.

What people told us

We observed young children in their adoptive families and concluded that they were having positive experiences and were receiving high levels of support and care. Adoptive families told us that they felt well supported by current workers in the adoption team but reflected that there had been changes in management and there was felt to be fragility in the support being provided by a limited number of staff with no awareness of who the manager of the service is by the adoptive families.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	2 - Weak
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate
How well is our care and support planned?	2 - Weak

Further details on the particular areas inspected are provided at the end of this report.

How well do we support people's wellbeing?   2 - Weak

We evaluated this key question as weak overall, as while some strengths could be identified, these were compromised by significant weaknesses. As these weaknesses concerned the welfare and safety of children and young people, we have made requirements for improvement. The service's performance in parts of this key question were good and adequate.

Children and young people experienced supportive and enduring relationships with adoptive families who provided them with a sense of belonging. We were confident that young people were experiencing love, were claimed and were having their needs fully met by committed adoptive families. During visits, we saw

adoptive parents demonstrating individualised and attuned care. Children benefitted from support from carers who understand their individual strengths and preferences.

Children and young people were achieving positive outcomes in education and had access to a range of age-appropriate leisure and social activities. Adoptive families supported children to have fulfilling lives with high aspirations for success. This supportive and positive culture contributed to positive outcomes for children and young people.

Adoptive families told us that they felt supported by their current supervising social worker, but continuity of relationships had been impacted by some staff turnover and changes in management. This, combined with the covid-19 pandemic, led to carers feeling disconnected from the wider service with a lack of clarity around who new managers were or the overall vision of the service.

Children and young people were benefitting from adoptive families working positively with birth families. One birth mother told us about the support she had received to create photo books and life story work for her children and how much she had valued the opportunity to meet the adopters.

Adoptive families had limited training opportunities post approval. We heard that the service plans to implement a program of training aimed at adopters post approval and prior to having a child placed with them and we will review progress on this at the next inspection.

The service should make significant improvements in achieving positive outcomes for children in need of permanent care. We saw examples of drift in delay both in children achieving legal permanence and the identification of appropriate caregiver families to meet children's needs. This has meant that some children have not experienced the stability and security of a family identified as being able to provide secure, long-term care. This impacted on children's stability in their day-to-day lives and opportunities to move to permanent or adoptive families (see requirement 1).

We found that permanency planning for children was subject to delays in all cases that we reviewed where children had been identified as requiring permanent alternative care including adoption. Planning was not actioned in a timely manner or was impacted by poor information governance. We saw drift in individual plans and delay in achieving permanence, affecting children's stability in their day-to-day lives and opportunities to move to a permanent or adoptive family.

Safeguarding practice in the service meant that children in the service were safe and protected from harm. During our sampling of evidence, we identified some cases where safeguarding concerns had not been notified to the care inspectorate. The service should ensure all carers have child protection training so are aware of responsibilities in relation to keeping children safe.

Families told us that they were not clear about how decisions were made by the service when assessing which carer was best able to meet a child's needs. Carers did not always get full information about the child's needs before they came to live with them. A lack of robust decision making in this area led to potentially unsafe situations for children. The service should ensure that there are robust considerations of a carer's ability to meet the needs of a child in advance of a caregiving arrangement being agreed (see requirement 2).

We heard that not all adopters were being provided with life story information for their children and no families we spoke with had later life letters for their children. We saw no evidence that the adoption service is tracking and progressing these pieces of work.

Requirements

1. By 30 June 2022 the provider must ensure that clear systems are in place to monitor outcomes for children in need of permanent substitute care.

To do this the provider must as a minimum:
a) ensure robust tracking arrangements are in place for children at all stages of their care journey and that drift and delay is addressed at each stage of the process
b) ensure a robust approach is taken to family finding when children are identified as needing permanent care to ensure that their care needs can be best met.

This is to comply with Regulation 4(1)(a) of the The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'As a child or young person needing permanent alternative care, I experience this without unnecessary delay.' (HSCS 1.16)

2. By 30 June 2022 the provider must ensure that there is a clear identification of a caregiver family's ability to meet the needs of a child before the child joins this family.

To do this the provider must as a minimum:
a) have clear a clear referral process which outlines the needs of children needing alternative care from caregiver families
b) identify carer strengths and vulnerabilities in relation to meeting the needs of a specific child and outlining any additional support required to ensure that children's needs are fully met
c) ensure planning meetings take place when children join caregiver families to review children's needs
d) ensure panel members have full information for matching panels including minutes of linking meetings.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My care and support meets my needs and is right for me.' (HSCS 1.19)

How good is our leadership?   3 – Adequate

We have evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

The service has a new management and governance arrangement in place and has taken steps to monitor performance. Whilst we heard that staff were generally positive about these changes this is at an early stage. The service had implemented a series of practice workshops to support development of staff and to strengthen the culture of the team.

The service generally dual approves adopters, also registering them as foster carers. This has a significant benefit of allowing children to move into their planned permanent placement at a much younger age

without having to wait for legal matters to be concluded, which usually meant that attachment with adopters were easier to make. We were concerned to find that these families are not being supervised as foster carers and in line with fostering regulations. We saw a lack of supervision, training and review of these carers, therefore there is no evidence of review or quality assurance processes for such families. This will form a requirement (see requirement 1).

 The service should improve quality assurance systems for monitoring key areas which are outlined in fostering and adoption legislation to ensure children remain safe within their adoptive families.

We observed adoption panels and were confident in the skill mix of panel members and their ability to carry out their functions confidently. Most panel members had received supervision for their role.

Outcomes for children and young people were potentially poor due to issues identified in the panel matching process. We reviewed panel processes for the matching of children and young people to their adoptive families and were concerned to see that not all panel members were provided with full paperwork, therefore we were not confident in robustness of assessment and decision-making processes. This will form a requirement (see requirement 2).

The fostering and adoption panel and agency decision maker provide scrutiny to applications to adopt, and we saw evidence of applications being challenged. The panel advisor role further supported quality assurance, however the service needs to improve how social work staff are supported and how practice issues are identified at an earlier stage. We saw examples of delays in decision making caused by information not being available for panel to consider or information being presented which as incomplete. This impacted negatively on outcomes for children by further delaying key decisions about their care (see area for improvement 1).

A service development plan is in place which outlines a number of areas of improvement for the service. Some of these elements were contained in previous plans so the service needs to evidence how it can move from planning to delivery based on feedback from children, carer and other key stakeholder. We could see that the service had made some recent progress with this as we saw evidence of feedback being sought from adoptive families.

During our inspection we found that managers have a vision for the service and are beginning to make progress, however, they will require a stable staff team and skilled workers to move this on. Progress on this will be reviewed at the next inspection.

Requirements

1. By 30 June 2022 the provider must ensure that all dual registered foster carer/adopters are supported in line with fostering legislation and best practice.

To do this the provider must as a minimum:
a) undertake foster care agreements in line with best practice guidance and statutory requirements
b) ensure systems are in place for identification and panel review of dual registered prospective adopters
c) ensure that all carers are supported through regular supervision and have access to relevant training
d) ensure that the safety of children and young people is improved through unannounced visits
e) Individual safer caring plans are developed and reviewed regularly in response to changing need
f) full carers checks are monitored and kept up to date.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
"I receive high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

2. By 30 June 2022 the provider must ensure that all children and young people are cared for in safe and well-matched adoptive families.

To do this, the provider must as a minimum:
a) ensure that Panel members are all provided with relevant documentation to inform the matching of young people with their adoptive families.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'My care and support meets my needs and is right for me.' (HSCS 1.19)

Areas for improvement

1. To promote positive outcomes, the provider should ensure that all staff understand their roles and responsibilities in relation to quality assurance.

This should include but is not limited to improving internal quality assurance processes and ensuring staff are sufficiently supported to practice effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

How good is our staff team? 　3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas of performance need to improve.

Staff practice observed through tracked cases reflected values and principles of the Health and Social Care Standards. Adoptive families told us that staff had worked hard to build genuine trusting relationships, but this had been impacted by high levels of staff turnover in the service. There were improved working relationships with the children's social work team with improved communication and joint working. A shared approach to child's wellbeing across both teams ensured greater consistency of support for children.

Staff had been supported through development sessions run by the service to improve their knowledge and members of the team were also due to undertake external training provided by The Fostering Network.

Although these are positive improvements, staff expressed that changes in management meant that they had not had continuity of support and some areas of practice were unclear. Staff had regular supervision but not consistency in their line manager which impacts on the quality of the supportive relationship. New staff told us that they had also had not had access to a clear induction or annual appraisals or development plans.

Turnover in management and staffing has impacted on consistency of support provided to adoptive families and children in the service. One carer told us "My supervising social worker is great, but I don't know who the manager is, and I wouldn't know who to contact if my social worker left".

The service had not undertaken exit interviews to understand reasons for high staff turnover.

Improvements to the levels of staff support provided by the service will form a requirement to outline specific areas of improvement (see requirement 1).

1. By 30 June 2022 the provider must ensure that all staff are fully trained and supported effectively to provide consistent support to caregiver families.

To do this the provider must as a minimum ensure:
a) there is a clear induction process for new staff joining the service
b) there is a clear training plan for all staff
c) all staff have regular access to annual appraisal
d) there is continuity of supervisory relationships for all staff
e) exit interviews are undertaken and information analysed to understand reasons for staff turnover so that this can be addressed.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes'. (HSCS 3.14)

How well is our care and support planned?	2 - Weak

We evaluated this key question as weak. Whilst some strengths could be identified, these were compromised by significant weaknesses. As these weaknesses concerned the welfare and safety of children and young people, we have made a requirement.

We had concerns that when reviewing documentation, we found that there was limited evidence of families having individual support plans which outlined the need for post adoption support.

We found that staff are proactive in offering support and maintaining relationships until the adoption is formalised, however, post adoption there is a lack of clarity about services available and no apparent assessment of individual needs for families. From the sample we reviewed we saw that the child's plan does evidence some post adoption support needs, however, these are not specific or individualised.

The service should adhere to adoption legislation and best practice guidance in which adoptive families

meet with the service to identify supports when an adoption is legally granted. We would then expect that families meet with the service at set timescales to review needs. This will ensure that children and adoptive families receive appropriate support when they need it.

We saw limited evidence of co-ordination meetings and no evidence of any linking meetings which led us to conclude that there was a lack of information on which to make an analysis of any post adoption support needed.

The service had in recent months made use of Self-Directed Support (SDS) funding to assess adoption support needs and provide services required. This was at the early stages and potentially a good progression, however, there was some concern that this may be used at crisis stage rather than in a pro-active manner.

The service had limited success in setting up and maintaining adoption support groups. They were aware of this and are continuing to address this using gap using a range of methods, for example the development of a closed Facebook page.

We saw no management overview relating to areas such as the management of birth family time, letterbox contact and provision of later life letters. There were no clear mechanisms for the service to track and monitor this practice which increases the risk that important information is lost which will impact on children's life experience.

The lack of adoption support plans led us to conclude that children and their families were not receiving responsive, tailored and timely interventions. The service has not met the recommendation met at the last inspection regarding developing a strategic approach to providing post adoption support and therefore due to our continued concerns this will now form a requirement (see requirement 1).

Requirements

1. By 30 June 2022 the provider must adopt a strategic approach to providing post adoption support services.

To do this, the provider must as a minimum ensure:
a) all adoptive families have an adoption support plan in place and that this is reviewed in line with legislation and good practice guidance
b) ensure that staff are fully aware of their roles and adopters are aware of their rights in relation to the development of adoption support plans.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011(SSI 2011/210).

This is to ensure that the quality of care and support is consistent with the Health and Social Care Standards (HSCS) which state:
'I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty'. (HSCS 3.18)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The service should adopt a strategic approach to providing post adoption support services.

This is to ensure that the quality of care and support is consistent with the Health and Social Care Standards (HSCS) which state "I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty" (HSCS 3.18).

This area for improvement was made on 23 October 2019.

Action taken since then
The service have been unable to evidence any progress on this.

Previous area for improvement 2

The service should adopt a more strategic approach to participation.

This is to ensure that the quality of care and support is consistent with the Health and Social Care Standards (HSCS) which state "I can be meaningfully involved in how the organisations that support and care for me work and develop" (HSCS 4.6), and "I know how, and can be helped, to make a complaint or raise a concern about my care and support" (HSCS 4.20).

This area for improvement was made on 23 October 2019.

Action taken since then
The service have evidence some progress in relation to participation, however, need to develop this further.

Previous area for improvement 3

The agency should address staff relationships between and within teams to ensure good quality support for children and their families.

This is to ensure that the quality of care and support and management and leadership is consistent with the Health and Social Care Standards (HSCS) which state "I am confident that the right people are fully informed about my past, including my health and care experience, and any impact this has on me" (HSCS 3.4), and "My care and support is consistent and stable because people work well together" (HSCS 3.19).

This area for improvement was made on 23 October 2019.

Action taken since then
There has been some improvement in relationships between and within teams. This will require monitoring in order to maintain this.

Previous area for improvement 4

The agency should develop a service improvement plan based on user and staff feedback and performance reporting.

This is to ensure that the quality of management and leadership is consistent with the Health and social Care Standards (HSCS) which states "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 23 October 2019.

Action taken since then

The service have an improvement plan in place, however, they should strengthen this through the inclusion of user and staff feedback and performance reporting.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How well do we support people's wellbeing?	2 - Weak
1.1 Children, young people. adults and their caregiver families experience compassion, dignity and respect	4 – Good
1.2 Children, young people and adults get the most out of life	4 – Good
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience	3 - Adequate
1.4 Children, young people, adults and their caregiver families get the service that is right for them	2 - Weak

How good is our leadership?	3 - Adequate
2.2 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	3 - Adequate
3.2 Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families	3 - Adequate

How well is our care and support planned?	2 - Weak
5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults	2 - Weak

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Inspection Grades March 2022
Fostering, Adoption and Adult Placement Services

Team Grades

QI	Fostering	Adoption	Cont Care
1.1	4	4	5
1.2	3	4	4
1.3	3	3	5
1.4	2	2	4
2.2	3	3	4
3.2	3	3	3
5.1	3	2	4

Overall Grades

QI	Fostering/Continuing Care	Adoption
1.1	4	4
1.2	3	4
1.3	3	3
1.4	2	2
2.2	3	3
3.2	3	3
5.1	3	2

Quality Indicators

1.1	Children, young people, adults and their caregiver families experience compassion dignity and respect
1.2	Children, young people and adults get the most out of life
1.3	Children, young people and adults' health and wellbeing benefits from the care and support they experience
1.4	Children, young people, adults and their caregiver families get the service that is right for them
2.2	Quality assurance and improvement are led well
3.2	Staff have the right knowledge, competence and development to support children, young people, adults and their caregiver families
5.1	Assessment and care planning reflects the outcomes and wishes of children, young people and adults

Six-Point Scale

6	Excellent	Outstanding or sector leading
5	Very Good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

Placement Services

Improvement Action	Care Inspectorate	When	SMART?	Status (RAG)	Review date	Progress (RAG)	Review Notes
Staff understand Quality Assurance (fostering)	B2 (F3)	31/12/2022	✓		13/01/2023		
Re-establish Unplanned Endings Meeting for fostering, adoption and TCAC	B3	30/06/2022	✓		13/01/2023		
Clear induction process for new staff (fostering)	C1a (G1a)	30/06/2022	✓		13/01/2023		
Training plan for all staff (fostering)	C1b (G1b)	30/06/2022	✓		13/01/2023		
All staff have annual appraisals (fostering)	C1c (G1c)	30/06/2022	✓		13/01/2023		
Continuity of supervisors with staff (fostering)	C1d (G1d)	30/06/2022	✓		13/01/2023		
Exit interviews undertaken and info analysed (fostering)	C1e (G1e)	30/06/2022	✓		13/01/2023		
Review of safer caring plans - documentation and guidance	D2 (B1b/F1e)	30/06/2022	✓		13/01/2023		
Staff understand Quality Assurance (adoption)	F3 (B2)	31/12/2022	✓		13/01/2023		
Clear induction process for new staff (adoption)	G1a (C1a)	30/06/2022	✓		13/01/2023		
Training plan for all staff (adoption)	G1b (C1b)	30/06/2022	✓		13/01/2023		
All staff have annual appraisals (adoption)	G1c (C1c)	30/06/2022	✓		13/01/2023		
Continuity of supervisors with staff (adoption)	G1d (C1d)	30/06/2022	✓		13/01/2023		
Exit interviews undertaken and info analysed (adoption)	G1e (C1e)	30/06/2022	✓		13/01/2023		

Fostering

Improvement Action	Care Inspectorate	When	SMART?	Status (RAG)	Review date	Progress (RAG)	Review Notes
Robust permanence tracking arrangements at all stages	A1a	30/06/2022	✓		13/01/2023		
Robust approach to family finding for permanence	A1b	30/06/2022	✓		13/01/2023		
Clear referral process to fostering	A2a	30/06/2022	✓		13/01/2023		
Robust family finding and matching process	A2b	30/06/2022	✓		13/01/2023		
Planning meetings for new placements	A2c	30/06/2022	✓		13/01/2023		
Robust plan for contact between siblings in different foster placements	A3	31/12/2022	✓		13/01/2023		
Robust Life Story Work practice	A4	31/12/2022	✓		13/01/2023		
Support carers with challenging behaviour	A5	31/12/2022	✓		13/01/2023		
Support carers with child protection	A6	31/12/2022	✓		13/01/2023		
Unannounced visits within timescales	B1a (F1d)	30/06/2022	✓		13/01/2023		
Safer caring plans are reviewed regularly	B1b (D2/F1e)	30/06/2022	✓		13/01/2023		
Full carer checks are monitored	B1c (F1f)	30/06/2022	✓		13/01/2023		
Views of young people and foster carers presented at LAC reviews	D1	31/12/2022	✓		13/01/2023		
Review of safer caring plans - documentation and guidance	D2 (B1b/F1e)	31/12/2022	✓		13/01/2023		

Adoption

Improvement action	Care Inspectorate	When	SMART?	Status (RAG)	Review Date	Progress (RAG)	Review Notes
Tracking for all children through their journey	E1a	30/06/2022	✓		13/01/2023		
Robust family finding for permanence	E1b	30/06/2022	✓		13/01/2023		
Clear referral process outlining needs of children	E2a	30/06/2022	✓		13/01/2023		
Identify carers strengths and vulnerabilities for a specific child and additional support required	E2b	30/06/2022	✓		13/01/2023		
Ensure planning meetings take place after a child is placed	E2c	30/06/2022	✓		13/01/2023		
Undertake foster care agreements for concurrency carers	F1a	30/06/2022	✓		13/01/2023		
Ensure concurrency carers are reviewed at Panel	F1b	30/06/2022	✓		13/01/2023		
Concurrency carers to have regular supervision and access to training	F1c	30/06/2022	✓		13/01/2023		
Ensure unannounced visits take place for concurrency carers	F1d (B1a)	30/06/2022	✓		13/01/2023		
Safer caring plans are developed and reviewed regularly for concurrency carers	F1e (B1b/D2)	30/06/2022	✓		13/01/2023		
Concurrency carers are subject to full carers checks which are monitored and kept up to date	F1f (B1c)	30/06/2022	✓		13/01/2023		
All adoptive families to have an adoption support plan; to be reviewed	H1a	30/06/2022	✓		13/01/2023		
Staff and adopters to be aware of the need for adoption support plans	H1b	30/06/2022	✓		13/01/2023		

F&A Panel

Improvement Action	Care Inspectorate	When	SMART?	Status (RAG)	Review date	Progress (RAG)	Review Notes
Panel members have full information for matching panels (fostering)	A2d	30/06/2022	✓		13/01/2023		
Panel members have full information for matching panels (adoption)	E2d	30/06/2022	✓		13/01/2023		
Panel members have full information for matching panels (concurrency)	F2a	30/06/2022	✓		13/01/2023		

REPORT TO   **SPECIAL EDUCATION, CHILDREN'S SERVICES AND LEISURE COMMITTEE ON 14 DECEMBER 2022**

SUBJECT: **CHILDRENS SERVICES PLAN ANNUAL REPORT 2021-22**

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

1.   **REASON FOR REPORT**

1.1   To ask Committee to review and endorse the Children's Services Plan Annual Report 2021-22 (**Appendix 1**).

1.2   This report is submitted to the Committee in terms of sections III (D) (1 and 2) of the Council's Scheme of Administration in relation to the functions of the Council as an Education and Social Work Authority.

2.   **RECOMMENDATION**

2.1   **It is recommended that Committee endorses the Children's Services Plan Annual Report (2020-22) prior to submission to the Scottish Government by the deadline of 31 December 2022.**

3.   **BACKGROUND**

    Statutory responsibilities
3.1   Section 15 of the Children and Young People Act 2014 (The Act) provides that local authorities and health boards, working in partnership with other public bodies and organisations must produce a Children's Services Plan (CSP), which is reported to Scottish Government.

3.2   Section 13 of The Act provides that CSP's must be reported upon annually. Annual Reports must provide a clear summary of progress made in the previous year, measured against the CSP priorities.

3.3   The GIRFEC Leadership Group have responsibility for the production and implementation of the Children's Services in Moray. This is the second annual report on progress of the Children's Services Plan 2020-23.

3.4   This report summarises progress against the 4 key priorities:-

- The wellbeing of children, young people and families is improved
- Children and young people are safe and free from harm
- The impact of poverty on children, young people and families is mitigated
- Outcomes for our care experienced and looked after young people are improved

Included in the report is an action plan for the forthcoming year, which was developed by the Children's Services Partnership, informed by progress to date and feedback from children, families and frontline practitioners.

3.5 This report was reviewed and endorsed by Jack Granitza, Moray Scottish Youth Parliament representative on behalf of children and young people in Moray. He has included an Executive Foreword in the report.

3.6 The report is in final draft format and will be published and submitted to the Scottish Government following endorsement by both the Local Authority and NHS Grampian.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
This report relates to the following priorities; 'Provide opportunities where young people can achieve their potential to be the best they can be' from the Corporate Plan, 'Improving the wellbeing of children, young people and families' from the Children's Services Plan (2020-23) and 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal
The Children and Young People's (Scotland) Act 2014 section 3(1) requires every local authority and its relevant health board to jointly produce an annual progress report in relation to the 3 year Children's Services Plan.

(c) Financial Implications
There are no financial implications.

(d) Risk Implications
There are no known risk implications.

(e) Staffing Implications
There are no staffing implications arising from the production of the annual report.

(f) Property Issues

There are no property issues.

(g) Equalities/Socio Economic Impact
An Equalities/Socio Economic Impact Assessment is not required as the purpose of this report is to provide committee with a copy of the approved Children's Services Annual Report (2020-21)

(h) Consultations
GIRFEC Leadership Group membership, which includes the Chairs of all the partnership strategic groups with oversight responsibility for each of the priority actions, Locality Networks, Scottish Youth Parliament Representative

5. <u>CONCLUSION</u>

5.1 The content of the report, which has been produced and approved in accordance with statutory requirements, is noted.

Author of Report: Susan Leonard, GIRFEC and PROMISE Lead Officer

Ref: SPMAN-305227695-41

MORAY CHILDREN'S SERVICES PLAN

ANNUAL REPORT 2021/22

Children have the right to live

In communities where their voice is heard

And they are built up

To be all that they can be

Moray

Community Planning

Partnership

Contents

2

EXECUTIVE FORWARD

Welcome to the second Annual Report for Moray's Children's Services Plan 2020-2023.

This year has continued to challenge us all and in response, we have witnessed some outstanding joint work between our communities, 3rd sector organisations and our statutory services.

Although COVID 19 restrictions have eased, we are acutely aware that children, young people and their families continue to be affected in all aspects of their lives. We know that many families have suffered setbacks, hardship and loss, which will have a lasting impact and potentially widen the equality gap.

Our focus over the past year has been on beginning the recovery process with flexible approaches to service provision and a renewed commitment to working collaboratively, the voice of children and families being firmly at the centre of everything we do.

This annual report summarises the progress we have made against each of our four priorities, whilst recognising the continued impact of COVID 19 on service delivery.

Priority 1 The wellbeing of children, young people and families is improved

Priority 2 Children and young people are safe and free from harm

Priority 3 The impact of poverty on children, young people and families is mitigated

Priority 4 Improved outcomes for looked after and care experienced young people

We are incredibly grateful to everyone who has and continues to make a very substantial commitment to delivering and improving services for all children, young people and families across Moray.

SIGNATURES

3

Jack Granitza MSYP for Moray
Member of SYP Education and Lifelong Learning Committee
jack.granitza.msyp@sypmail.org.uk

Hello, my name is Jack Granitza, and I am Member of the Scottish Youth Parliament (MSYP) for Moray. It is my role to ensure that the concerns and issues of young people in Moray are heard and acted upon by decision-makers in Scotland at a local and national level. So, on behalf of Moray's young people, welcome to the second Annual Report for Moray's Children's Services Plan 2020-2023.

This year saw the removal of all remaining COVID-19 restrictions and rules still in place which has allowed young people and their families to, once again, meet up with their friends and loved ones and return to the things they love most. While this has been positive for many children and young people across Moray, we are acutely aware of the impact this has had on their mental health and how this has affected them in the return to 'normal' life.

SQA exams returned this year for the first time since the start of the pandemic, which we know has brought new anxiety and stress that the senior phase secondary pupils of 2021-2022 had not experienced before. However, they managed to overcome the hurdle and given that these young people have not experienced exams in this form before, their success is even more impressive.

This year has been a year of great success, achievement and perseverance by the children and young people of Moray. We are incredibly grateful to everyone for making this success possible.

Signed,

Jack Granitza MSYP
Member of the Scottish Youth Parliament for Moray

4

On behalf of the Community Planning Partnership, the GIRFEC Leadership Group is responsible for co-producing, implementing and reporting on the progress of the Children's Services Plan.

Their membership is made up of senior managers from across the Children's Services Partnership including; Social Work, Education, Police Scotland, Health and the 3rd sector.

Oversight and strategic leadership responsibility for each of the 4 priorities within the Children's Services Plan sits with key partnership groups.

Community Planning Board

GIRFEC Leadership Group

STRATEGIC GROUPS

Wellbeing Partnership Group	Child Protection Committee	Child Poverty Group	Corporate Parenting Strategic Group

PRIORITIES

The wellbeing of children and young people is improved	Children and young people are safe and free from harm	The impact of poverty on children, young people and families is mitigated	The outcomes for looked after and care experienced young people

Locality Networks

The Locality Networks are made up of front line practitioners and community organisations operating in the communities that make up Moray. They both support the delivery of the plan and identify and address emerging issues on a locality basis, linking with strategic partnership groups, as required. This approach ensures our plan remains agile and responsive to the needs of children and families in Moray.

5

IMPACT OF COVID 19

Whilst COVID restrictions have lessened over the past year and people are experiencing greater freedom within communities, it is clear that the impact of the pandemic on the lives of children and young people has not reduced.

Mental Wellbeing

The situation in Moray reflects the national picture.

"The main harms that have happened to children have not been directly from COVID but been indirect. Having multiple repeated isolations of ten days to two weeks is particularly harmful for many different reasons. There is disruption to education and even the anticipatory anxiety of knowing that you'll be isolated soon has been quite harmful for kids. As paediatricians, we've seen a rise in mental health conditions, and it's affected those with disability, SEN (special educational needs) and deprived communities a lot more than the well-off middle classes...... "

'How COVID affects Children' Dr Michael Absoud May 2022

Both the prevalence and complexity of mental wellbeing concerns across Moray has rapidly increased over the past year, impacting on children and young people's ability to fully engage in school and community life.

This report highlights how the partnership has responded by re-designing and investing more in services and supports which children and young people tell us make a difference to them.

Early Years

The impact of health visiting services being on a reduced pathway and the significant staffing shortages experienced over the past year has meant that the availability of routine support for parents around weaning, child healthy weight and general parenting skills has significantly reduced. Child protection and addressing the needs of families known to be struggling the most has been prioritised. The impact of this targeted approach is now being felt in that there are observable gaps in child development.

In response, a team of Community Nursery Nurses are now being recruited to support the Health Visiting Teams deliver a broader range of preventative support.

Anti-social behaviour and crime

Since the easing of restrictions, there has been a significant rise in antisocial behaviour within both schools and communities. The extent of 'hidden harm' is becoming more apparent as is the escalation and nature of online crime. In response Police Scotland have adopted a new approach to 'Cyber Enabled Crimes' and in the North East of Scotland have created a

6

specialist team dedicated to tackling the very complex and lengthy investigations into online crime.

Workforce

All partners have experienced recruitment difficulties over the past year, which continues to put strain on the system. The situation has been exacerbated by the increased number of staff choosing to retire early, or work part time, in order to achieve a better work life balance.

A range of wellbeing supports have been made available to staff and continued effort is being placed on addressing the underlying causes of workplace stress, including staff shortages.

7

PRIORITY 1: THE WELLBEING OF CHILDREN, YOUNG PEOPLE AND FAMILIES IS IMPROVED

Locality Planning

The Children and Families Locality Planning model was developed in 2020 as a means of delivering early intervention and preventative support to individual children, young people and families. All components of the model became operational in 2021.

The 2 Wellbeing Coordinators provide guidance and support to the Team Around The Child, helping them to assess need and access the right community supports at the right time. This year they have supported 148 children and families in need of support.

Where a family's needs are more complex, families are encouraged to attend the Multi Agency Support Hub (M.A.S.H.). This year MASH has welcomed and worked with 34 families.

The locality networks are comprised of front line practitioners and community organisations operating in each of the communities that make up Moray. They share what children, young people and families are telling them needs to improve or change and pool their expertise and resources to work with families to deliver improvements. The activities and achievements of the locality networks are highlighted throughout this report.

Mental Wellbeing

Over this reporting period, there has been a significant increase in the number of children and young people experiencing poor mental wellbeing.

8

- 200% increase in the number of children and young people presenting in crisis out of hours with a variety of issues in relation to significant self-harm, overdose and perceived suicide risk
- 12% increase in referrals received by CAMHS
- Over 70% of referrals to our newly commissioned mental wellbeing services are for anxiety and low mood
- Growing prevalence of eating disorders
- Increasing incidents of OCD type behaviours relating to COVID worries being seen in our early intervention services
- Increase in the complexity of referrals impacting service capacity across all mental wellbeing services

Actions taken

Our focus has been on developing early intervention supports and services for children and young people, which straddle the gap between universally available supports and more specialist mental health services.

We have invested £540,000 of Scottish Government funding into creating two new early intervention services.

Prior to commissioning the new services, £71,000 was awarded to 4 community based child and family wellbeing providers to increase their capacity to meet demand whilst the commissioning process was underway and to trial new ways of delivering support. The learning from these pilots shaped the new service specification, which has both prevention and early intervention elements and a clear focus on the delivery of whole family support.

An additional £96k has been injected into existing wellbeing services across Moray to reduce waiting times and ensure families get the help they need as early as possible.

New Services

SONAS, a community based mental wellbeing service for 5-25 year olds and their families was established in August 2021. They offer 1:1 and group support delivered both face to face and via a range of digital options.

Their resilience building Bouncing Back programme is used with primary school aged children. Secondary school aged young people with low mood concerns are supported through the Blues programmes. Over the past year, 225 young people have participated of which 76% reported improved wellbeing and 80% reported they felt more comfortable talking about their mental

9

wellbeing. In addition, 158 young people aged 5-18 years and their families have been referred for individual support.

SONAS have employed a young person to capture the views of those using the service. These views are informing the ongoing development of the service.

Therapeutic Counselling Services (branded as The Exchange), a new provider to Moray is delivering 1:1 counselling for 10-18 year olds in schools. In their first year, they have worked with 753 young people. 85% of secondary aged young people and 81% of primary aged children reported an improvement in their mental wellbeing. 90% of parents reported that they felt their child's mental wellbeing had improved and 100% report they would recommend the service to others.

Both services work closely with Child and Adolescent Mental Health Services to ensure a 'no wrong door' approach is adopted, resulting in families getting support from the right service at the right time.

Children 1st ran one of the initial family wellbeing pilots and have continued to build on their success to date with support from the William Grant Foundation.   Since April 2021, they have supported 47 families, with a particular focus on perinatal and early years. In addition to providing specialist 1:1 support for parents, the 2 project workers have developed and delivered a range of activities and peer support opportunities, including a neurodiversity parents drop in. 5 volunteer buddies have recently been recruited and have linked with the families. Additional funding was secured from MFR Cash For Kids and Moray Council to provide holiday activities and help with costs over the festive period. 73% of parents say they have improved mental health as a result of using the service. 74% said they had improved family relationships and had formed more supportive connections within their local communities.

National Mental Wellbeing Improvement Programme

In 2020, the Children's Services Partnership successfully bid to be part of the National Mental Wellbeing Improvement Programme. The aim of this programme is to transform the way we support the mental wellbeing of children, young people and families. The National Children and Young People's Collaborative Team and Health Improvement Scotland are providing specialist support .

Over the past year we have focused on:

- gathering the views of children and young people regarding their mental wellbeing needs

10

- understanding the young person's journey and the systems and processes they experience
- developing the wider national context to understand the mental wellbeing needs of Moray's children & young people

Our next steps will be to :

- identify the priorty areas for improvement that could impact young peoples' experiences
- develop and pilot solutions together
- identify successful pilots to embed into long term practice

Social Wellbeing

Children, young people and families have told us how important it is to be able to socialise together and reconnect with their communities. Two large-scale summer programmes were developed based on what children and families told us they wanted.

Re:connect was a universal programme of activities delivered throughout Moray by a newly formed Youth Work Network and funded through the Youth Work Education Recovery Fund.

11

960 young people and families participated in community-based events and support was provided to encourage whole family activity during lockdown restrictions.

Bespoke summer holiday provision

The Scottish Government provided £256k to design and develop summer provision to meet the needs of children and young people who were most likely to be experiencing disadvantage already and have therefore been particularly adversely affected by the pandemic.

The Locality Network members who know these families best asked them how this funding should be spent. Key priorities were identified:

- Enhance access to existing universal provision by overcoming barriers such as cost of transport and equipment

- Create new options/activities that reflect the needs and wishes of specific groups of young people e.g. young carers, children with additional support needs, children suffering from poor mental wellbeing. A wide range of offers were made available by Grampian Autistic Society, Who Cares? Scotland, Moray Women's Aid, Quarriers Young Carers Service, Action for Children, Children 1st, No Worries for Moray, Aberlour Youth Point, M-powerment and Social Work

12

- Provide direct funding to young people and families so they have control over how they use it in order to feel better connected with each other, their peers and their local community.

Feedback gathered to evaluate the programme showed children felt valued and listened to. They said that options available helped re-establish friendships and build new ones. Parents valued the respite during the holiday period and the trust placed in them to spend the funding on opportunities that they felt best met their needs. Young people and parents explained that the offer had helped to reduce the tensions caused by lockdown.

Physical Wellbeing

<u>Active</u>

The Active Schools & Community Sport Team have focused their efforts on delivering extra-curricular programmes and re-introducing events and festivals after COVID restrictions were lifted.

Of the 3218 young people who have participated, 56% have access to free school meals, 35% have an additional support need, 4% were from an ethnic minority family and 3% were assessed as disabled.

In recognition of the need to support physical activity all year round, an additional 427 hours of activities were offered free of charge throughout Moray.

A key priority of this team is to embed the 'Changing Lives Initiative', which encourages sport and physical activity to be used as a tool to create positive social change for targeted groups. The team have focused on tackling inequality locally, using sport and physical activity as the catalyst. Team members have trained as 'Changing Lives Champions' and have led a number of projects which have had a positive impact on the lives of children and young people. Examples include:

- A nurture group project in Buckie, engaged pupils identified by schools with low confidence to try a new sport focusing on teamwork, confidence building and perseverance which led to improved social connections, attitude to school and increased uptake up of extra-curricular activity.

- An embodied dance project in Forres delivered with external partners, supported P6 age pupils with additional support needs to express their emotions on the subject of COVID through dance.

13

" Engagement and confidence has increased for all pupils. One particular success was for one of our ASN pupils with Autism being free to express themselves. Seeing the joy on his face was quite magical" Headteacher

- 20 members of staff received training on disability inclusion.

Healthy diet

Healthy eating in the early years has been improved with 39 nurseries and 30 childminders signing up to the Scottish Milk and Healthy Snack Scheme. Through this scheme, they receive funding to provide daily milk and a portion of fruit or vegetables to pre-school children who are in any registered day care service for 2 hours or more. Children in funded early years settings receive a free lunch or light tea, which has increased the range of foods this age group are eating.

Healthier relationship with substances

Through the locality networks, a number of organisations raised concerns regarding both anti-social behaviour and substance use in the Buckie area. A team of network members went out in the evenings to engage with the young people and better understand their needs and concerns. Based on the feedback received a range of community based opportunities were developed with and for those young people e.g. Street Dance.

It was also clear that a number of young people had more significant substance use issues. As there is no specialist substance use service for young people in Moray, Aberlour Youth Point led a successful partnership funding bid to the Corra Foundation to establish a Moray-wide young person's substance use service. This bid was match funded by Social Work, Education, Moray Drug and Alcohol Partnership and Health and Social Care Moray. £500k of funding has been secured over a 3-year period.

14

PRIORITY 2 CHILDREN AND YOUNG PEOPLE ARE SAFE AND FREE FROM HARM

Safe in the community

Preventing Sexual Violence

In November 2020 Moray Rape Crisis launched a sexual violence prevention project. Its aim is to reduce the incidence of peer to peer harm.

Over the past year **2039** young people in high schools across Moray, and some youth services, took part in workshops to increase their awareness of consent, sexual violence and healthy relationships. The aim of the workshops is to reduce the incidence of peer-to-peer harm.

144 workshops were delivered in Moray. These took place within 7 local authority secondary schools (Buckie High School, Elgin Academy, Elgin High, Forres Academy, Lossiemouth High, Milne's High and Speyside High) Moray Special Educational and Behavioural Needs Pinefield Campus, and a number of year groups at Gordonstoun School.

Support for Survivors of Rape and Sexual Violence

In 2021-22, Moray Rape Crisis supported **147** women and children. Including 18 children aged 0-15years and 53 young women aged 16-25years.

Moray Rape Crisis provides a tailored service, the **Rise Up project**, for young people aged 11-18 who have experienced any form of sexual violence. Support offered includes both individual therapeutic support and advocacy to help report to the police and navigate the justice process. 40 young survivors were supported through the Rise Up project in 2021-22.

Following attending the project:

- 78% children reported feeling safer or were assessed as being at less risk of harm

- 78% children reported or were assessed as having improved levels of wellbeing

15

- 75% young women reported feeling safer or were assessed as being at less risk of harm
- 75% young women reported or were assessed as having improved levels of wellbeing

Increasing Public Awareness around child safety

In June 2021, Moray participated in the Child Protection Committee Scotland 'For Kids' Sake' campaign. Designed specifically to coincide with the school holidays, the 7 week campaign asked family members, friends and members of the local community to look and listen carefully for signs that all is not well for a child, to pay full attention if a child or young person's behaviour had changed, and not to stay silent if they were worried about a child.

'For Kids' Sake' key messages aimed to:

- increase understanding that individuals and communities themselves can play an active and proactive role to help keep children safe

- communicate consistently about how it's EVERYONE'S responsibility to protect children

Workforce Development

12 practitioners in Moray took part in Scottish Drug Forum training that supported them to:
- Identify common risk behaviours displayed by young people.
- Define multiple risk.

Children and young people live in safe and supportive families

Protecting children from harm - Neglect

By the end of March 2022, 37 children were open to child protection plans, meaning their names had been placed on the Child Protection Register. Of these children, 14 had neglect recorded as a category of concern (37.8%).

In January 2022 Moray Child Protection Committee's Independent Chair Samara Shah fronted Child Protection Committee Scotland's 'Under Pressure: Understanding Neglect' campaign. Key messages recognised the significant pressures being faced by families and urged parents who

16

were struggling not to wait for things to get worse but to ask for help and support if they were finding it hard to care for their kids.

Workforce Development

48 practitioners attended Moray Child Protection Committee's 'Understanding Neglect' workshops. This online interactive session covered different types of neglect and the impact on children.

% participants that felt confident in their ability to recognise the signs and symptoms of neglect
- Pre course: 56%
- Post course: 94%

"Going in to this I had a good idea of what neglect was and what to look out for, at the beginning I felt like the session maybe wasn't for me, however, I am very glad I took part. I never before made the connection to the long term affects neglect can have. I have learned so much more to what I thought I knew! It's clear early intervention is key" -Childminder

Training for staff in the use of the Graded Care Profile2 will be rolled out in the next reporting period. This tool will help parents and practitioners measure the quality of care that a child is receiving, by helping parents identify their own support needs and chart the progress of positive changes and supports put in place.

Early intervention to minimise the impact of parental substance use

By the end of March 2022, 37 children had child protection plans with their names placed on the Child Protection Register. Of these children, 16 had parental substance use recorded as a category of concern (43.2%).

Arrows Children and Family Recovery Team work with the Quarriers Carer Support Service (Moray) in providing support to young carers, family members, children and significant others in relation to the impact of substance use. Arrows has developed a family inclusive approach to recovery and focuses on support for parents in recovery to understand and recognise the needs of young people within the household. Over the past year, 144 families have received a wide range of support including; emotional support; general advice; parenting discussions in relation to boundaries, consistent approaches and reassurance.

17

They have also received support to engage with other services including; Advocacy, Rape Crisis, Women's Aid, Income Maximisation, Moray Foodbank and Morays Flexible Food Fund.

During the October school holidays, 23 families were able to enjoy positive experiences together through a programme of organised outings to Innoflate in Aberdeen, Highland Wildlife Park at Kingcraig and the cinema and bowling in Elgin. Parents/carers voiced that they often couldn't have trips out with their children due to financial, transport and mental health constraints. The feedback from children was that they made new friends and enjoyed that it was not just their own families and that they went to places they had not been to before.

Through Moray Firth Radio Cash for Kids Christmas appeal, a total of 63 children from 34 families received presents delivered to their homes. A further £3,400 cash for kids funding secured in 2022 supported 27 families to access TESCO vouchers of up to £100 per child.

Arrows
A Quarriers Service

Workforce Development

Training was delivered by the Scottish Drugs Forum called "Everyone has a Story" to enable practitioners to respond more effectively to children who are affected by parental substance use.

"I listen more and allow myself the time to process what I have heard. I also reflect more on what I have listened to and take more time to consider when to ask questions" Course Participant

"I think more on the effect of the child - even though the outcome of the parent is positive this may not be the case for the child." Course Participant

Understanding adolescent trauma, attachment and substance use

Calum Hendrie, a Specialist Counselling Psychologist delivered a webinar on behalf of the Child Protection Partnership, for practitioners supporting adolescents experiencing problematic substance use.

179 professionals from across the North East of Scotland were supported to understand the impact of parental substance use and to consider their service's approach for working with adolescents.

18

"It was excellent. I have been inspired to reflect upon my own practice and that of my team"

Children 1st were successful in securing Corra funding to improve support for birth parents who no longer have care of their children on a permanent basis as a result of child protection processes. Moray Alcohol and Drug Partnership and Moray Council Children & Families Social Work funding is also committed towards this one-year action research project, listening to those parents who have had direct experience of children going into care, to better understand what they might have needed and when. This learning will help inform design and delivery of family support in Moray.

Protecting children from harm - Domestic abuse

By the end of March 2022, 37 children had child protection plans and their names placed on the Child Protection Register. Of these children, 25 had domestic abuse recorded as a category of concern (67.5%).

Referrals received by Moray Women's Aid during the reporting period were 27 Young women aged 16-25 years and 146 Children age 0-15 years.

Services offered are 1:1 emotional support, peer support group work, mindfulness groups, family social inclusion events, professional counselling services and practical support around housing, health and finances. Children and young people are offered 1:1 emotional support which includes safety planning, anger management and building social networks in an age appropriate manner. Other activities are the after school club, group activities during school holidays and evening social inclusion group with mum.

Workforce Development

Moray has adopted the Safe & Together Model, which provides tools to practitioners to better support domestic violence survivors and their children and to engage with perpetrators to encourage a meaningful change in behavior and adoption of positive parenting choices. In October 2021, the Moray Violence Against Women Partnership were awarded funding through the Scottish Government 'Delivering Equally Safe Fund'. This partnership project builds on the existing commitment to the Safe & Together model and allows for a wider roll out across health, education, police and third sector services.

19

PRIORITY 3 MITIGATE THE IMPACT OF POVERTY ON CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

Income Maximisation

The Moray Benefits team has focused on streamlining their processes. A single application is now in place that provides simpler and quicker access to a wide range of benefits.

Moray Benefits Team Case Study:

A young family living in a private rented flat in Moray with a 1 year old child had been struggling to manage their finances. This meant they could not afford nappies for their child or food for the family.

The mum had enrolled in college, however due to childcare arrangements, had missed the first 2 weeks which meant she had been withdrawn from the course.

At the initial appointment with Moray Benefits Team, mum struggled to engage with the worker as the situation had been difficult for her, however as relationships were built she appeared less anxious and was happy to discuss the worries she had.

The Benefits Team was able to identify the benefits the family were entitled to and ensured they received them. They also put the family in touch with Citizens Advice who were able to provide additional information about local food banks and other schemes to help save money.

The Parent Employability project (Progress for Parents) :

Funded by the Scottish Government, Progress for Parents supports parents into employment via the Moray Employer Recruitment Incentive scheme (MERI) .

Firstly, parents are assigned a Keyworker who links with the Income Maximisation Team, to ensure parents are helped to claim all benefits they are entitled to and address any outstanding debt problems they may have. Connections are also made to other supports available such as Moray Food Plus, Moray Baby Bank and Moray School Bank

Assistance is provided to overcome the wide range of barriers to work which people throughout Moray experience. These include; transport issues, lack of childcare, cost of training and qualifications, the need to improve language skills, as well as confidence building and skills attainment.

20

The promotion of flexible working by the project with local employers is enabling work patterns that are family friendly.

In total, the team has worked with 65 families who are at risk of being in poverty. 8 of the families had identified someone with a disability within their family, 7 had a child under the age of 1year, 7 of the families identified as an ethnic minority and 14 had more than 3 children.

Specific support with writing c.vs, completing job applications and qualification transfer has been given to displaced families from Ukraine. This has enabled up to 60-70% to secure employment.

Example Case Studies :

A single parent of a primary school aged child had qualified as a joiner prior to the country going into lockdown. He was "paid off" which left him feeling concerned about work and finances. The Parent Employability Project enabled access to a MERI funded work placement of 25 hours per week for 12 months where he not only was able to use his joinery skills but also had the opportunity to learn other skills such as stone masonry, fencing and paving.

A single parent of 2 primary school aged children with no family support in the local area was supported by the team through the provision of a digital device and internet access for studying. With the benefit of some volunteering experience, she was offered a placement through the MERI programme. She is now working in a 2-3 group 16 hours per week for a 12-month period. Through this placement, she has gained additional qualifications, which will help her with future job applications.

Workforce development

Through the Locality Networks, front line practitioners said they were not confident to start conversations with children, young people and families about whether lack of money was impacting on their lives. The following actions were taken :

- MeoC, Making Every Opportunity Count training was delivered to 40 Network members. By adopting this approach, practitioners can find ways to initiate brief conversations with families they come into contact with, providing information about relevant services or support where appropriate.

- Supported by the National Improvement Advisor, network members created a toolkit to help practitioners to be able to signpost families to local services and support them to access them. This advice can be given at the time, avoiding delays in support being provided.

- NHS partners delivered training to 12 Network members on how to use the toolkit.

21

- Feedback has been sought which will be used to shape the next steps.

Period Poverty

As a result of the Period Products (Free Provision) Act 2021, Moray Council has received funding to provide free sanitary products in accessible places throughout Moray. The settings include Council-owned buildings and all schools and community buildings. Moray Food Plus is assisting with distribution of products.

Ongoing consultation and engagement with women and girls will inform where and how products are accessed.

Access to digital devices and connectivity

The Digitally Enabled Moray project secured funding from Scottish Government, Local Government and the Third Sector to reduce digital poverty and encourage inclusion. They provide digital devices and connections to enable access to services and help people to keep connected with friends, families and their local community. The project has provided devices to 175 households. 66 were known to be families with one or more children and 67 individuals were aged 16-24, and at the time of allocation were at risk of becoming not in employment, education or training.

 So far, they have engaged with 15 different organisations.

"I cannot thank you enough for your help and the provision of the Chrome Book and access to the internet. I have made a several applications this morning for work and fingers crossed I will be successful sooner rather than later".
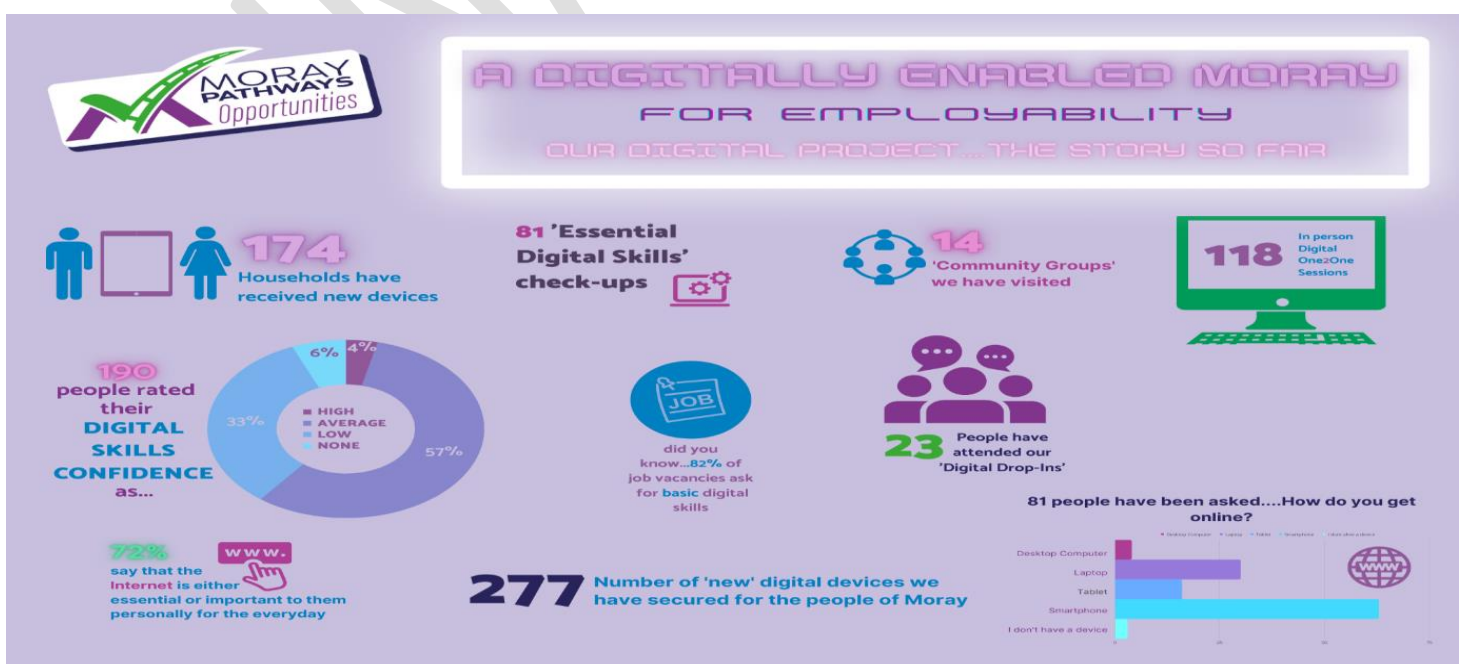
Cost of the School Day

The *Cost of the School Day* project has been working with pupils, families and staff across Moray schools to understand the true cost of a school day.

Over the past year they have heard from **862** Moray pupils, **155** parents and **60** school staff from a selection of schools who have told them what they they think about the *cost of the school day* and what helpful things schools in Moray are doing to make school more afforadable for all.

Pupils had a very strong understanding of fairness, how it would feel if they could not afford to take part in school activities and how this linked in with children's rights.

"We know about the right to clean water, to food, the right to play, to have free school and tell people what we think." (P5 pupil)

Secondary school pupils talked about how it was easier to take part in subjects like Home Economics and Technichal Studies now that curriculum costs have been removed.

"If you can't afford it maybe you would be asked to choose a different subject" (S4 Pupil)

Families said schools which encourage non-branded uniform options, provide all the resources in class for pupils to learn, give plenty of notice about charity days and trips and provide useful financial information and signposting about financial help for families helps to reduce cost pressures for them.

"Uniform is so much more manageable now. Black jumper etc. rather than a particular one with logo." (Parent/carer)

"The school have referred myself to the Moray Council for school clothing grant as I'm a single parent and have two children at school and on a low income and universal credit."(Parent/carer)

Some schools have been reviewing how they tell families about costs and help available to them by updating websites, social media and newsletters, one good and helpful example from a Moray primary can be found here https://blogs.glowscotland.org.uk/my/eastend/cost-of-the-school-day/

Teachers who heard about *Cost of the School Day* stated they have an increased awareness of the impact of poverty and money worries on children and families.

23

"I will be more mindful to ensure that children have the resources at home when planning and assigning home learning/homework tasks."

Uniform store, Logie Primary School, all pupils and parents encouraged to use this.

24

Uphold and Promote Children's Rights

The Promise and the United Nations Convention on the Rights of the Child (UNCRC) are clear on the importance of children and young people having their views listened to in all areas of their lives.

Funding from the Corra Fund to help support us to #KeepThePromise in Moray was successful. A group of care experienced young people led the recruitment of two part time workers. The Project Lead and Engagement Officer came into post at the end of 2021. Along with young people and key partners, they have prioritised the refresh of the Champions Board.

There is a strong commitment from the Champions Board Working Group and the young people to create a sustainable Champions Board that will actively listen to the voices of all care experienced young people and act on what they are telling us.

The group has planned a range of events over the summer to generate interest in the Champions Board amongst the care experienced community. Its function will be to have voices heard and influence policy, practice and decisions which affect care experienced children and young people's lives.

Better Meetings

The Better Meetings project is an ambitious and powerful project to ensure young people have choice and feel fully involved in shaping their meetings.

Of the 21 young people involved, 17 have had experience of living with foster carers during their care journey. Supported by, Out of Darkness Theatre Company, Who Cares? Scotland, Moray Council Social Work Team and local Children's Hearing Panel members they have produced two very powerful films explaining how they feel about their meetings and what needs to change.

In April 2021, they presented Better Meetings to 63 volunteer panel members from Children's Hearings Scotland and 20 professionals from Moray and Highland. Subsequently, the Better Meetings Implementation Group was created to work alongside care experienced young people to redesign how their meetings are run.

The implementation group is currently working on creating a checklist package for Children's Panel Members, Reviewing Officers and Social Workers, which includes the actions they can take to help make meetings easier for children and young people.

Here is some feedback from professionals :

25

"It was an excellent Forum and I am hugely grateful to all the young people and those who worked with them to enable us to hear their views."

"I thought the forum was excellent, thought provoking and for me quite emotional"

" I will certainly be putting myself in the child's place with a lot more thought about how they have felt before and after the hearing".

Early indications are that there is better evidence of children and young people's views being sought, listened to and acted upon within reports and plans.

Voice

Little Fix is a group of younger care experienced people in Moray who meet on a regular basis. They have told us what would make their experience of care better.
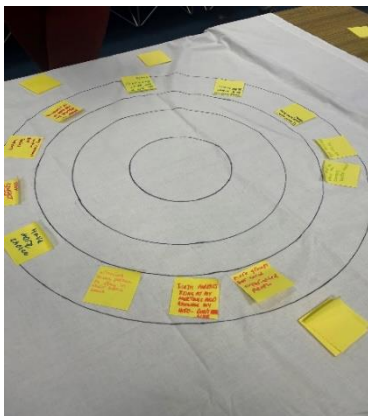
They said they wanted

- To have more choice
- To meet carers before-hand
- The opportunity to speak to people on my own if I want to
- Not to have several placement moves
- To stay in their home town
- More groups for care experienced children and young people to meet
- No more than 5-6 people at their meetings

Little Fix will be supported to create a short video to influence how the care system engages with younger people and their families and how they can work differently to support what young people want.

Looked after children and care leavers are enabled to maintain positive relationships with their family, friends and other trusted adults.

Care leavers from a Children's house in Moray said that they wanted to maintain relationships with the adults who had cared for them when they had moved on to live independently.

"I feel like once you have left you have been forgotten about "comment from a young person about leaving care

Four young people who have left care, the management team and the staff of the care home are working together to create a new policy about Maintaining Relationships. This project which is being led by the young people focuses on Children's Rights article 12 and the vision of

26

The Promise that young people should be actively involved in all aspects of their care.

<u>Some of the young peoples' asks</u>
To come round at meal times and special occasions
To enjoy regular activities out in the community with the adults who they want to maintain a relationship with
To call and speak with adults, if they wanted to

This expectation is that on completion there will be a new policy in place that meets the 'asks' of the young people and that they will feel better supported to maintain the relationships that are important to them.

Education and employment

<u>Participatory Budgeting</u>

The Participatory Budgeting process using Scottish Attainment Challenge funding started in late summer 2020.

The 'asks' of the young people were met. 12 young people received tutoring for school subjects, 22 young people received funding for activities such as horse riding and music lessons, sports equipment and coaching in, for example, martial arts. 26 young people received items such as laptops, phones and gaming equipment.

Young people have explained how the process itself and the funding received has positively impacted on their health and wellbeing and sense of achievement.

A young person who took part in Participatory Budgeting said that she benefitted hugely from receiving an IPad. She was able to video-call the family and friends she was missing. It has

27

also helped her with schoolwork. She attained several Nat 5s and she is taking more Nat 5s as well as Higher Geography this year.

Mentoring Young Talent

The Mentoring Young Talent programme is aimed at care experienced young people in S1-S6 and young people who have left school and require additional support, up until age 26. Each young person gains support and co-ordination from their Keyworker and they meet their volunteer mentor 1 hour a week for a minimum of 12 months.

- 40 care experienced young people are actively supported by a 1:1 Keyworker to build up a relationship before being matched with a suitable 1:1 Volunteer Mentor

- 22 young people are currently matched to a mentor and receiving 1 hour a week support from the Mentor

- In the last year, 3 young people have now completed 1 year of the mentoring relationship

- Of the 40 young people 3 have now left school and have been supported to gain a place at College

What young people told us about their experiences of Mentoring Young Talent and the difference it has made to them

"More open to trying new things"

"More secure of my own surroundings, being able to socialise with other people. Having a mentor has helped me with cadets, the youth club and also homework."

"I don't hide my struggles with work anymore; I am open if I don't understand. My mentor is supportive. It has also made me think of ways of being safer."

"Feels an improvement mentally. Having someone to talk to and a listening ear outside family life is great."

28

"I like being with my mentor, he helps me plan and talks about my anger. He is kind and likes to try new things."

"I never used to trust people. I feel a lot happier now".

"Mentor Feedback – Short Film (permission given to share)

https://www.youtube.com/watch?v=GiVnfxbn7oA

29

CHILDRENS SERVICES ACTION PLAN
2022-2023

30

PRIORITY 1   : The wellbeing of children and young people is improved

OUTCOMES	IMPROVEMENT AIMS	ACTIONS 2022-2023	PERFORMANCE MEASURES	AGENCY/PARTNERSHIP GROUP RESPONSIBLE
What are we trying to accomplish?	*What change can we make that will result in improvement?*		*How will we know that a change is an improvement?*	
EMOTIONAL AND MENTAL WELLBEING				
Children and young people feel mentally well	Increase provision of universal and early intervention mental wellbeing services and supports in Moray	Better understand the causes of mental distress and Identify priorities for improvement through the mental wellbeing Improvement Programme and complete isolated tests for change by March 2023.	Priorities to be identified by July 2022, Tests of change and recommendations to be complete by March 2023. Development and monitoring of Wellbeing dataset.	Mental Wellbeing Improvement Governance Group.
		Ensure care experienced children and young people referred to mental wellbeing commissioned services are receiving an assessment of need from the commissioned services within 2 weeks of referral (Tier 2 Level) Increase the understanding of care experienced children and young people's mental wellbeing needs including any barriers to support through data analysis and completing a dip sample of 10 young people's experiences within current provision by Dec 2022 (Commissioned services and CAMHS)	Monitor the time of assessment for care experienced young people referred to commissioned services. Through data analysis will evidence if current needs are understood and being successfully met by Dec 2022	Wellbeing Partnership Group (WPG) & Corporate Parenting Group

31

	Increase the confidence and skills of young people/parents/carers to address early signs of poor mental wellbeing.	Develop a website raising awareness of available wellbeing support and provision accessible by children and families and professionals by Sept 2022.	Design and development of website completed by Jul 2022. Website launch by Aug 2022. Monthly data analytics established by Sept 2022.	Wellbeing Partnership Group
		Increase the provision of support available to parents of children with mental wellbeing concerns delivered by our commissioned services (with some additional funding already in place to address this aim)	Evidence of additional service delivery by commissioned services gathered at quarterly intervals from June 2022.	Wellbeing Partnership Group
		Develop a local service model of parenting support to address the evidenced gaps within the wider parenting support provision	A paper outlining proposed service model to be presented by Jun 2022.	
		Ensure there is targeted support for our most vulnerable population groups.	Implementation to begin prior to March 2023	
PHYSICAL WELLBEING				
Children and young people are physically fit	Improve the healthy eating habits and physical activity rates of children and young people of all ages.	Increase the physical activity rates of early years and P1 aged children through: · A Physical Activity programme offered in ELC settings and ELC staff training. The Active Schools team to develop and implement activities for P1 pupils across Moray.	Number of ELC settings engaged and delivering sessions. % increase in P1 children accessing Active Schools programmes (compared to 2019/2020 statistics). Body Mass Index figures at P1 collated by Health.	Sport & Leisure Strategic Group
	Children and young people have a healthier relationship with substances (smoking, alcohol and drug use)	Continuation of joint work to support the Aberlour Youth Point funding bid for a young people's substance support service. Continuation of ongoing work through locality networks addressing needs identified through focused work undertaken.	Capture learning from the funding process to enhance further joint working practice to achieve shared improvement aims.	Wellbeing Partnership Group & Moray Drug and Alcohol Partnership (MAPD)

32

SOCIAL WELLBEING				
Children and young people are engaging with peers and wider community	Increase the number of young people participating in activities within their community	WPG Summer provision sub steering group are to: • Provide a summer holiday provision that is inclusive to all • Develop a plan to provide sustainable additional all year round provision including holiday periods, evenings and weekends. • Design and implement provision to support children and young people to become more connected socially and within their community. **(Within each action to address the inclusion of children with additional supports needs.)**	Deliver an inclusive to all summer holiday provision in Jul/Aug 2022. Produce a plan for year round provision by October 2022. Increase % of children and young people reporting engaging with their communities.	CLD Strategic Partnership
		• Improve awareness of current support and provisions including holiday based provision currently being planned by Aug 2022. • Link with website provision action.	Evidenced increased access to the information through the website analytics by Sept 2022.	Wellbeing Partnership Group
Children and young people feel safe in their community (outcome moved into this priority).	Reduce the incidence and impact of bullying	Use the summer provision (Jul/Aug 2022) to engage with children and young people to: • Understand factors impacting feeling safe within their community. • Identify a community to co-design and create safe places with community members for children and young people.	Increased % of children and young people who report they feel safe and empowered to make change within their communities as a result of pilot project intervention by March 2023. Current data updated by Health and Wellbeing Survey prior to pilot project commencing.	Wellbeing Improvement Group CLD Strategic Partnership

33

PRIORITY: 2 Children and young people are safe and free from harm

OUTCOMES	IMPROVEMENT AIMS	ACTIONS 2022-2023	PERFORMANCE MEASURES	AGENCY/PARTNERSHIP GROUP RESPONSIBLE
What are we trying to accomplish?	*What change can we make that will result in improvement?*		*How will we know that a change is an improvement?*	
Children and young people live in safe and supportive families.	Intervene at the earliest opportunity to minimise the impact of neglect on children and young people.	Deliver multiagency workshops that highlight the risk factors for, signs and impact of neglect, including teenage neglect	2022 CPC Training calendar

Workshops delivered
Attendance
Evaluation of impact | Moray Child Protection Committee (CPC)

Joint GIRFEC Leadership Group (GLG) /CPC Workforce Development Subgroup |
| | | Implement and introduce to workforce the Graded Care Profile2 assessment tool (GCP2) | GCP2 Implementation Plan

Number of practitioners trained as trainers | Moray Child Protection Committee

Graded Care Profile Steering Group |
| | Intervene at the earliest opportunity to minimise the impact of parental substance use on family wellbeing. | Support Quality Improvement project on family supports where there is parental substance use | Project implementation underway | Joint work progress reported to Moray Child Protection Committee and GLG, initially by QI Leaders Network. |
| | Intervene at the earliest opportunity to minimise the impact of domestic abuse on children, young people and parents. | Implement and promote the Safe and Together practice model across the partnership workforce | Safe & Together (S&T) Implementation Plan created

S&T overview sessions delivered

Practitioners CORE trained | Moray Violence Against Women Partnership

Delivering Equally Safe Moray steering board |

34

Children and young people at risk of harm are protected and their rights upheld.		Raise awareness of child protection and promote key messages to the public.	Develop local child protection webpage and promote child protection campaigns across partnership social media channels.	Number of visitors to webpage. Engagement on social media posts.	Moray Child Protection Committee Public Protection Team
	Develop systems that supporting inter-agency child protection practice to identify evolving need and risk.	Implement an agreed system for multi-agency chronologies	Agreed format for multi-agency chronologies Introduction to multi-agency chronology format Plan for training/workshops	Moray Child Protection Committee Child Planning Thematic Group (TBC)
		Introduce the new Scottish Child Interview Model (SCIM) as part of a roll-out across the North East	Regional SCIM workforce agreed Moray staff recruited and trained Local implementation underway	Moray Child Protection Committee NE SCIM Operational Group
		Establish an inter-agency case discussion framework that provides support to the professional team around the child and family	Framework agreed and published Number of sessions facilitated Practitioner feedback/evaluation	Moray Child Protection Committee Case Review Subgroup(TBC)
	Improve the systems enabling the safeguarding of adolescents (ages 10-18).	Workshop with multi agency staff to highlight possible age bias in decision making.	Session held in single agencies to look at case studies highlighting this issue. Feedback provided to CPC on learning Include this learning in other training	Moray Child Protection Committee Joint GLG/CPC Workforce Development Subgroup
		Develop, agree, implement and monitor Care and Risk	CARM implementation plan	Moray Child Protection Committee

35

		Management (CARM) Procedures in Moray	Local procedures created Train the trainer trained Staff identified to undertake training Quality assurance and performance framework agreed	Implementation Group
	Identify processes and develop practices which uphold children and young people's rights and allow them to effectively participate in decision making.	Create a baseline for children (up to aged 10) and young people (aged 10-18) who tell us that they feel they participated in decision making and that their rights were upheld; stories shared with us provide examples.	Advocacy services tell us that children report feeling involved in decision making and provide case studies.	Moray Child Protection Committee

36

PRIORITY 3: The impact of poverty on children, young people and families is mitigated

OUTCOMES	IMPROVEMENT AIMS	ACTIONS 2022-2023	PERFORMANCE MEASURES	AGENCY/PARTNERSHIP GROUP RESPONSIBLE
What are we trying to accomplish?	*What change can we make that will result in improvement?*		*How will we know that a change is an improvement?*	
The voices of children, young people and families experiencing poverty are heard and acted upon.	A partnership model which facilitates ongoing engagement with children, young people and families experiencing poverty is operational.	To clarify and formalise the mechanism by which we continuously hear the voice of children and families through linking with the locality networks and the poverty action group to collate and share knowledge, identify gaps and direct activity to address these gaps.	Number of shared learning opportunities centred around lived experience. Number of examples of voice influencing activity Number and range of children, young people and families willing to participate.	Child Poverty Strategic Group Locality Networks Children's Rights and Participation Group
		Deliver a joint East/West locality shared learning event with a focus on poverty	Evaluation of event	
A co-ordinated approach to mitigating the impact of child poverty is adopted across the children's services partnership.	Utilise the combined knowledge and resources to best effect.	Raise the profile of the Child Poverty Action Plan within and beyond the children's services partnership.	Annual self-evaluation of Child Poverty Action Plan Annual feedback from The Scottish Government	Child Poverty Strategic Group

37

The disposable income of families experiencing poverty is maximised	Prevention and early intervention pathway of financial supports to mitigate the effects of poverty is widely available and accessible to families, communities and professionals.	Utilise learning from the research undertaken to understand the acceptability of the early years Financial Inclusion Pathway for families and for practitioners, in order to identify opportunities for improvement.	Levels of staff confidence and competence reported in staff survey. Families confident to disclose to a range of professionals	Child Poverty Strategic Group Locality Networks
	Partners proactively identify, engage and support families to address money worries.	Via the locality networks deliver 4 bespoke MEOC sessions over the next 12 months.	Workforce evaluation of MEOC training. Dip sample of families experiencing a MEOC conversation. Number of families accessing money advice at an early stage.	
	Local solutions to mitigate the impact of poverty are co-designed by communities.	Test the toolkit that has been developed with and for parents to inform about access to financial support and promote trusted community assets. Testing to begin June 2022. To begin the development of a young person's toolkit with and for children and young people.	Practitioner evaluation	
		Two training sessions linking the toolkit to the use of MEOC, completed by the end of May.	Evaluation of training	
	Opportunities to access additional funding are maximised.	Building on participatory budgeting work already undertaken, continue to develop solutions which meet locality specific needs.	Participatory budgeting opportunities available Uptake of opportunities	
				Child Poverty Strategic Group

No child or young person feels disadvantaged by poverty	Children and young people have equal access of opportunity irrespective of their family income.	Children and young people will be directly involved in the development of policies to mitigate the impacts of poverty.	Number of policies co-designed by children and young people	Children's Rights Group
	Children and young people experiencing poverty achieve expected levels of progress	Deliver a campaign promoting opportunities for all children to participate in learning, leisure and play.	Positive destinations are in line with those not experiencing poverty.	Child Poverty Strategic Group
			Attendance for education is in line with those not experiencing poverty.	
			Attainment is in line with those not experiencing poverty.	

39

PRIORITY: 4 Improved outcomes for looked after and cared experienced young people *.

(* Deliver on the Independent Care Review Promise which is reflected in outcomes below)

OUTCOMES *What are we trying to accomplish?*	IMPROVEMENT AIMS *What change can we make that will result in improvement?*	ACTIONS 2022-2023	PERFORMANCE MEASURES *How will we know that a change is an improvement?*	AGENCY/PARTNERSHIP GROUP RESPONSIBLE
Children and care leavers have safe, secure, stable and nurturing homes	Increase the proportion of children and young people looked after in kinship or foster care (as opposed to residential care).	Achieve a fostering assessment of 5 new carers over the course of the year.	Increased number and range of foster carers recruited.	Corporate Parenting Strategic Group – Lead Social Work
	Reduce the time taken and number of placements experienced before achieving permanence.	Reinstate the National Permanence and Care Excellence (PACE) programme and reduce drift within the child/young person's care journey.	Reduction in drift and delay as measured by PACE data. Reduction in number of placement moves.	Corporate Parenting Strategic Group – Lead Social Work
	Care leavers successfully transition into appropriate accommodation.	Achieve an initial assessment for 3 new supported lodgings carers.	Number and range of supported accommodation options	Corporate Parenting Strategic Group
		Develop a strategy to reduce the number of care leavers experiencing homelessness (clarify current situation).	Strategy produced along with an implementation plan	
Looked after children and care leavers secure positive educational outcomes.	Close the attainment gap for looked after and care experienced children.	Establish the current position in relation to raising attainment of looked after young people (LAC) in Moray.	Percentage of young people with care experience attaining qualifications in comparison to general population	Corporate Parenting Strategic Group

40

		Scope out and develop a strategy to support closing the attainment gap.	Strategy produced and an implementation plan to ensure strategy is delivered	
		Map out current activity to support young people leaving school and the effectiveness of this.	Percentage of young people with care experience gaining alternative awards (e.g. non- SQA qualifications) and compare to general population. Percentage of young people sustaining positive destinations	
		Establish the current position of young people who are gaining alternative awards.	Baseline data established	
		Revisit of the community of schools project - baseline data on effectiveness of project to be considered.	Plan around outcome of baseline activity is created	
		Better understand actions being taken as alternative to exclusion, in particular use of part time timetables.	Create baseline data of how many young people with care experience are on a part time timetable and create an improvement plan around this.	
Children and care leavers enter education, training or employment after leaving school.	Increase the number of children and young people entering and sustaining positive post school destinations.	Measure the effectiveness of supports in place.	We will have data for young people with care experience entering and sustaining positive post school destinations.	
			We will know attainment of school leavers by national levels e.g. SVQ National level 4.	Corporate Parenting Strategic Group

Wellbeing concerns are identified early and addressed quickly.	Understand and address barriers to engagement with care experienced young people referred to mental wellbeing support services.	Ensure care experienced children and young people referred to mental wellbeing commissioned services are receiving an assessment of need from the commissioned services within 2 weeks of referral (Tier 2 Level). Increase the understanding of care experienced children and young people's mental wellbeing needs including any barriers to support through data analysis and completing a dip sample of 10 young people's experiences within current provision by Dec 2022 (Commissioned services and CAMHS).	Monitor the time period of assessment for care experienced young people referred to commissioned services. Analysis of data and findings of dip sample will evidence if current needs are understood and being successfully met by Dec 2022	Wellbeing Partnership Group & Corporate Parenting Group
Uphold and promote children's rights.	Evaluate and improve effectiveness and accessibility of existing supports for looked after children to have their voices heard and influence policy, practice and the decisions which affect them.	Refresh Champions Board	Champions Board re-established with clear TORs and membership representative of care experienced community.	Corporate Parenting Strategic Group/Rights and Participation Strategic Group.
The number of looked after children and care leavers who enter the youth and criminal justice systems is reduced.	Improve the identification and monitoring of care leavers and care experienced young people in the youth and criminal justice systems.	Develop a process to reduce the number of care experienced young people in the justice services.	Process in place which is consistently adhered to.	Corporate Parenting Strategic Group

42

Looked after children and care leavers are enabled to maintain positive relationships with their family, friends and other trusted adults.	Children and young people feel secure and supported in their relationships.	Work with children and young people to understand how young people can be better enabled to maintain positive relationships.	Children and young people will feel involved and their voices heard as part of this process.	Corporate Parenting Strategic Group
		Act on any improvements and changes alongside children and young people.	They will also report that the improvements or changes support positive and secure relationships identified as significant to them.	

43

44

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022**

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

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

1. REASON FOR REPORT

1.1 To inform the Committee of the performance of the service for the period to 30 September 2022.

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

2. RECOMMENDATION

2.1 **It is recommended that Committee:**

   i) **scrutinises and notes performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and**

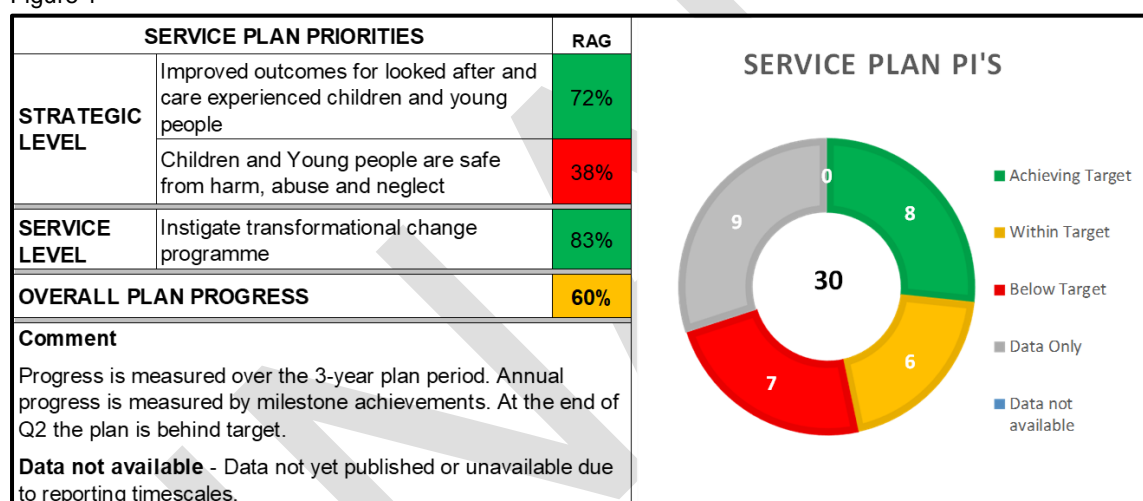   ii) **notes the actions being taken to improve performance where required.**

3. BACKGROUND

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

4.   SERVICE PLANNING

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

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

Figure 1

SERVICE PLAN PRIORITIES		RAG
STRATEGIC LEVEL	Improved outcomes for looked after and care experienced children and young people	72%
	Children and Young people are safe from harm, abuse and neglect	38%
SERVICE LEVEL	Instigate transformational change programme	83%
OVERALL PLAN PROGRESS		**60%**

Comment

Progress is measured over the 3-year plan period. Annual progress is measured by milestone achievements. At the end of Q2 the plan is behind target.

Data not available - Data not yet published or unavailable due to reporting timescales.

SERVICE PLAN PI'S

30

- 8 Achieving Target
- 6 Within Target
- 7 Below Target
- 9 Data Only
- 0 Data not available

Strategic Outcomes – successes

4.3   As at 30 September 2022 there were 169 Looked after Children (LAC) in Moray, a rate of 9.3 per 1,000, continuing to remain below that of the comparator authority median of 10.5. (PI's CSCF100, LAC003)

4.4   The Permanence and Care Excellence (PACE) working group have made significant progress during quarter 2 and has established a baseline process via an updated permanence process map. From this group the four Aims of PACE have been refreshed to reflect current best practice and the development of monitoring and recording systems have allowed the formal reporting and analysis of PACE data to commence during October. In addition, a permanence tracking meeting will monitor the child's progress alongside PACE tracking the process and barriers. (Action STRAT1.2)

4.5   The process to reduce the over representation of care leavers and care experience young people within justice systems continues to work well with the provision of a support worker to work with individuals to address any additional needs. At the end of quarter 2, 42 (9.9%) cases open to social work were within the justice systems, below target of 15%. The outcome star tool has been introduced to track success of engagement and impact of intervention. (Action STRAT 1.5, PI LAC014)

Strategic Outcomes – challenges and actions to support

4.6   Whilst the proportion of LAC accommodated within a community setting (83.6%) remains below target (86.1%) there has been improvement in the first half of 2022/23, with those under home supervision and in kinship placements having both increased. LAC placed for adoption continues to remain below target with only two children being placed at the end of the quarter. The proportion of brothers and sisters being cared for within the same fostering placement has fallen for the third consecutive quarter. The ability to provide appropriate fostering placements of this type is likely to have been affected by the loss of four fostering households in the first half of the year. The fostering service is an area where work is being focussed to increase the number of Moray Council carers. The internet landing page is now live and the adoption landing page will be available in November. Recruitment campaigns, making best use of advertising and social media, are in place to identify and recruit carers for children with specific needs. The proportion of children in residential accommodation remains stubbornly high and has risen slightly in the first half of the year. To meet the target, based upon current LAC numbers, there would need to be a reduction of five children.

The service is receiving an increase in referrals exacerbated by the cost-of-living crisis. This presents as a challenge and the ability to reduce the levels of children who need accommodated. (Action STRAT1.1, PI's CSCF101, Eds606.02, Eds606.03, LAC009, LAC010, LAC013, CSCF102).

4.7   Neglect concerns feature highly for children currently on the Child Protection Register (CPR) and have risen during the first half of the year. At the start of the COVID pandemic 20% of children were registered due to neglect concerns, at the end of this quarter neglect concerns had more than doubled to 42%. Whilst the trend is not consistent throughout the period it is on an upward trajectory. It is clear that the COVID period, with the changes it brought to circumstances, has had an impact with regard to children suffering from neglect. The National Society for the Prevention to Cruelty to Children (NSPCC) graded profile assessment tool was licensed for use in Moray during quarter 1 and an implementation plan is being developed during quarter 3. . This neglect specific tool helps practitioners identify neglect and assess the quality of care provided by a parent or carer and consider any further supports that may be offered to families. As neglect has a close association with poverty it is expected that referrals of this nature will continue to rise as the cost-of-living crisis deepens. (Action STRAT2.1, PI CMS021c1).

4.8   Domestic abuse concerns for children registered on the CPR have almost halved to 34.9% during the first half of the year, however, remain significantly higher than target (16.9%) set pre-pandemic. Similar to neglect concerns, domestic abuse concerns have risen steeply during the course of the COVID pandemic and only in the past six months have they shown any signs of progress in returning to pre-pandemic levels. The Social Work Department have continued to work on implementing the Safe and Together Model into practice. It is notable through discussions with social work staff that they have a better understanding of domestic violence and impact on caregivers who live with domestic violence. The new model promotes a supportive relationship-based approach to our work, where this is evidencing better

relationships with parents which in turn supports better outcomes for children and young people. Multi-agency training in the Safe and Together Model has been scheduled to take place in the second half of 2022/23 and will be delivered maximising the contribution of Children and Families Social Work trainers. Intensive work will continue with cases where domestic violence is a feature to ensure children and young people are protected and supported with its impact. (Action STRAT 2.3, PI CMS021f1).

4.9   The action to minimise the impact of parental substance use has made mixed progress. The proportion of children on the CPR as a result of parental alcohol misuse has risen during the first half of the year after consistently reducing in the previous year. At the end of quarter 2 more than a quarter of children were registered due to concerns of this nature, above the target of 13.9%. Children registered due to parental drug misuse however has reduced from quarter 4 2021/22 and at 27.9% is now below the target set at 33.7%. These two concerns do not follow the same trends as witnessed by Neglect and Domestic Abuse, which would appear to indicate that the COVID pandemic did not have the same increasing impact. Links between Children and Families Social Work and Moray Alcohol & Drug Partnership (MADP) are in early development. Work continues on the Quality Improvement (QI) project which is being overseen by the QI Leaders Network for Children's Services. (Action STRAT2.2, PI's CMS021g1 & CMS021h1).

Service Level Outcomes - successes

4.10   In the first half of 2022/23 no children were placed in 'Out of Area' placements and two returned to Moray. Training for the NSPCC 'Reunification model' is in the pilot phase and is being successfully embedded into practice. The assessment of children in out of area placements has been prioritised and where it is appropriate that a child could return, their need for support and resource requirement is assessed to enable their return. This process is being supported by the development of the Placement Oversight Meeting with a monitoring tool developed to aid the measurement of progress. The formal reporting and analysis of data for the Placement Oversight Meeting will commence in quarter 3. (Action SERV1.4, PI's LAC004, LAC005)

Service Level Outcomes – challenges and actions to support

4.11   The implementation of a newly commissioned service has not completed by agreed timescale. One of the newly commissioned services agreed at committee in Q4 2021/22 remains within the Procurement and Commissioning process, for which the service has no control. The 'Functional Family Service' contract has been agreed and will commence recruitment in the second half of the year with a view to being fully functional by March 2023. A new Service Manager is now in post and will drive forward the commissioning model changes. (Action SERV 1.3)

5. SERVICE PERFORMANCE

5.1   In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.

5.2   The finalised Local Government Benchmarking Framework (LGBF) Indicators for 2020-21 were published in May. The full suite can be viewed within the Background Papers section of this report. Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service plan or service performance priorities. LGBF indicators for Education, Resources and Communities are identifiable with the CHN prefix.

5.3   The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.
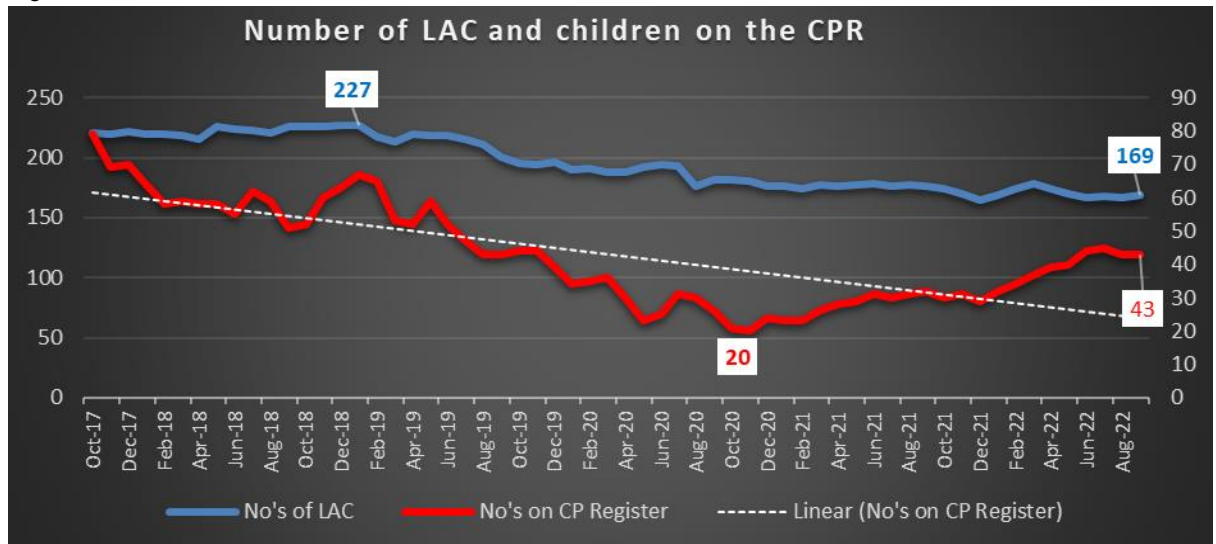
Figure 2
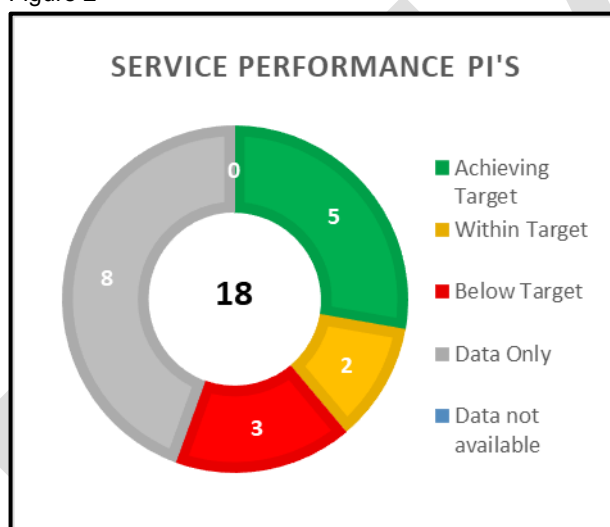
Operational Indicators - successes

5.4   Figure 3 below shows, both the number of LAC and the number of children on the CPR have stabilised over the past 6 months, with a long-term reducing trend. (PI's CSCF100, CMS013)

Figure 3

Figure 3: Number of LAC and children on the CPR

5.5 The proportion of LAC in foster care placements paid for by Moray Council have reduced in the first half of the year and at 4% has met target for the first time since being recorded. The target has been set at the median of our comparator authorities. (PI LAC007)

5.6 The number of initial child protection case conferences held within agreed timescales after being below target in quarter 1 has met target at the end of quarter 2. (PI CMS001a)

5.7 The proportion of children on the CPR in excess of 12 months has reduced since quarter 4 2021/22 and at 14% now meets target set at 15%. (PI CMS017f)

5.8 The submission of criminal justice reports to courts continues to maintain the 100% target. (PI CJ01).

Operational Indicators - challenges and actions to support

5.9 At the end of quarter 2, 123 of 169 LAC (74.5%) were accommodated in paid placements, exceeding the target of 65%. This is a recurring trend whereby the set target has never been met since recording commenced in 2019/20. Until the proportion of children accommodated in residential placements reduces it is unlikely that the target, set at the median of comparator authorities will be met. (PI LAC006).

5.10 The proportion of child protection review case conferences held within agreed timescales continues to remain below 100% target. In quarter 2, 12 of 16 (75%) review case conferences met the timescales. (PI CMS002b, CMS002d)

6. **OTHER PERFORMANCE RELATED DATA**

Complaints & MP/MSP Enquiries

6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.

6.2 A total of 15 complaints were received during the first half of 2022/23 and 10 complaints closed. Of those, six were at frontline stage (60%), four were partially upheld and two were not upheld. Two (33%) frontline complaints were closed within the 5-day timescale, with an average time to closure of 9 days.

6.3 Four investigative complaints were closed in the same period, one was upheld and the remaining three were partially upheld. Two investigative reports (50%) were closed within the 20-day timescale, with an average time to closure of 30 days.

6.4 Whilst all complaints were of a differing nature, in five of the eight complaints, that were either upheld or partially upheld, there was recognition that policy/procedure or process was not administered as intended.

6.5 A total of 3 MSP enquiries were received in the period between 1 April 2022 and 30 September 2022, two were resolved, and the outstanding enquiry was received on 28 September and had insufficient time to be resolved by the end of the quarter. One enquiry from March 2022 was resolved during the period.

Other Performance (not included within Service Plan)

6.6 No information to report.

Case Studies

6.7 Nothing to report.

Consultation and Engagement

6.8 Nothing to report.

7. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

(c) **Financial implications**
None.

(d) **Risk Implications**
None.

(e) Staffing Implications
None.

(f) Property
None.

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

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

8 CONCLUSION

8.1 By 30 September 2022, Service Plan Actions are 60% complete with the majority of actions progressing well. Of the 12 service plan actions, one strategic level and two service level actions have completed. One Service level action failed to complete by agreed date. Anticipated progress for four strategic actions is behind schedule for this stage of the plan but there is sufficient time to catch up before the end date of March 2023.

Author of Report: Iain Sneddon, Research & Information Officer
Background Papers: Service Plan Actions
                        Performance Indicators
                        Service Performance Indicators
                        LGBF Indicators
                        Service Complaints
Ref: SPMAN-305227695-31

REPORT TO: **SPECIAL MEETING OF EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022**

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

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

1. **REASON FOR REPORT**

1.1 To inform the Committee of the budget position for Children and Families Social Work Services as at 30 September 2022.

1.2 This report is submitted to Council in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. **RECOMMENDATION**

2.1 It is recommended that Committee scrutinises and notes the budget position at 30 September 2022

3. **BACKGROUND**

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

4. **BUDGET POSITION**

4.1 The spend at 30 September 2022 is £9,277,000 against a budget to date of £9,324,000, giving an underspend of £47,000 as shown in **Appendix 1**.

4.2 There are underspends on adoption allowances and legal fees £33,000, fostering fees and allowances £52,000. There is also one-off income for adoption placements in Moray of £33,000. The underspends are reduced by an overspend in self directed support.

5. **ESTIMATED OUTTURN**

5.1 The estimated outturn for 2022/23 is £17,073,000 against a budget of £17,637,000 resulting in an estimated underspend for the year of £564,000.

5.2 The main underspends are adoption allowances and legal fees £73,000, fostering fees and allowances £160,000, throughcare/aftercare grants £38,000 and delays in procuring new contracts £270,000. There is also one-off income for an adoption placement in Moray of £33,000. The underspends are reduced by an overspend on self directed payments of £85,000

5.3 Staff savings from vacancies and appointment below top of scale are anticipated to exceed the budget by £103,000

6. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
The Children's Services Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b) **Policy and Legal**
The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c) **Financial implications**
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2022 is £47,000 against a budget to date of £9,324,000. The estimated year end position is expenditure of £17,073,000 against a budget of £17,637,000 resulting in an underspend of £564,000.

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

(e) **Staffing implications**
There are no staffing implications associated with this report.

(f) **Property**
There are no property implications associated with this report.

(g) **Equalities/Socio Economic Impact**
An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h) **Climate Change and Biodiversity Impacts**
No climate change and biodiversity impacts arise directly from this report.

(i) **Consultations**
Lorraine Paisey, Chief Financial Officer and Tracey Sutherland, Committee Services Officer, have been consulted and are in

agreement with the contents of this report where it relates to their areas of responsibility.

7. **CONCLUSION**

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

Author of Report: Tracy Stephen, Head of Service (MIJB)
                                Nicky Gosling, Accountant
Background Papers: With authors
Ref: SPMAN-305227695-43 / SPMAN-305227695-44

Children and Families Social Work Services

Budget Monitoring Report to 30th September 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance		Full Year Forecast		Full Year Variance
	£'000	£'000	£'000	£'000	%		£'000		£'000
Children Services and Criminal Justice Management	54	54	54	-	-		54		-
Quality Assurance Team	211	99	91	8	8 %		208		3
Locality Planning Pilot	87	83	82	1	1 %		87		-
Children's Services Area Teams	4,438	2,095	2,164	(69)	(3)%		4,561		(123)
Corporate Parenting & Commissioning	11,906	6,805	6,689	116	2 %		11,327		579
Justice Services	435	133	133	-	-		433		2
Reviewing Team	324	159	158	1	1 %		324		-
Children Services Additional Funding	177	(104)	(94)	(10)	-		177		-
Efficiency Savings-Children's Services	5	-	-	-	-		(98)		103
					-				
Children's Services Total	17,637	9,324	9,277	47	-		17,073		564

Item 8.*

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022

SUBJECT: IMPROVEMENT AND MODERNISATION PROGRAMME: RAISING ATTAINMENT CURRICULUM BREADTH AND DIGITAL PROGRESS UPDATE

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

1. REASON FOR REPORT

1.1 To up-date Committee on progress in development of the Raising Attainment: Curriculum Breadth and Digital workstream within the Council's Improvement and Modernisation Programme and seek direction on the development of the project.

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 the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 **It is recommended that Committee:**

i) **Consider and note the contents of the Digital Inclusion Outline Business Case and reaffirms the intended outcomes for the IMP Curriculum Breadth and Delivery workstream (Appendix 2);**

ii) **Determines whether to cease, put on hold or continue with the development of this project;**

iii) **If the committee determines to proceed with the project development guidance is sought on the further development of the project based on the options set out in the report:**

   a. **infrastructure and Education Digital strategy development to ensure readiness for digital development only; or**
   b. **infrastructure and strategy development plus workforce preparation; or**
   c. **Infrastructure and strategy development, workforce preparation and device roll out ;**

iv) Note that the next steps for the development of the Raising Attainment: Curriculum Breadth and Digital project would include stakeholder engagement and preparation of Full Business Case to inform the options and approach for the project; and that

v) Note that further reports will be presented to committee to determine next steps and in particular to define the level of investment as options and costs become clearer.

3. BACKGROUND

Development of Education IMP projects

3.1 The Council has established an Improvement and Modernisation Programme (IMP) to deliver transformational change across the authority, which was first approved by the Council on 12 December 2018 *(para 5 of the minute refers)*.

3.2 The IMP contained eight workstreams one of which was focused on Education related projects. A further report to Moray Council on 12 May 2021 (para 13 of the minute refers) outlined two new Education workstreams for development: Raising Attainment (Curriculum Breadth and Digital) and Raising Attainment (Well-being). The Raising Attainment: Curriculum Breadth and Digital Delivery workstream aims to provide and enable a digital learning environment to improve equity and access to the curriculum in order to deliver a range of outcomes **(Appendix 1)**.

3.3 These outcomes include:-

- Improvement in attainment
- Improvement in employability skills and sustained, positive destinations
- Reviewing and transforming the learning environment
- Improved attainment at both the Broad General Education and Senior Phase
- Young people are better prepared for life beyond school and for the workplace
- Providing and enabling a digital learning environment to improve equity and access to curriculum
- Developing staff skills to improve learning and teaching, including digital
- Quality focus on improving learning and teaching
- Releasing and enabling leadership capacity

3.4 This report also noted that "work based on digital solutions require further development and consideration of issues, risks and benefits in order to ensure that the investment has been properly scoped and options for progress assessed".

Appointment of Consultants: CGI

3.5 Consequently, the Education, Children's and Leisure Services Committee on 26 January 2022 (para 11 of the minute refers), agreed that up to £50,000 from earmarked reserves for Council priorities could be allocated for the appointment of a specialist ICT Education consultancy to assist Officers with the development of a Digital Inclusion Strategy for Moray learners.

3.6   This award was made on the basis of progressing the Raising Attainment: Curriculum Breadth and Digital workstream and with the aim of determining whether an investment by the Council in digital education would support the realisation of the above outcomes.

3.7   A preliminary step in the development of a digital project was the development of an Outline Business Case which would determine if there was an evidence base to deliver the above outcomes for this workstream and to explore other related risks and benefits before a decision was taken to embark on the full development of the curriculum breadth and digital project.

3.8   Following the Council's decision to award development funding, a Prior Information Notice (PIN) resulted in CGI Consultancy being identified as the only firm that met the Council's requirements.

3.9   Through engaging with Council Officers across Education and the Transformation team, an Outline Business Case for the Curriculum Breadth and Digital project has been developed in partnership with CGI Consultancy **(Appendix 2**).

Outline Business Case

3.10   The Outline Business Case presents evidence to reaffirm and support the contribution that digital inclusion can make to realising the outcomes aligned to the Raising Attainment: Curriculum Breadth and Digital workstream. It includes a Strategic, Economic, Financial and Management Cases for determining the benefits of investing in digital inclusion throughout the Moray learning estate, including investment in 1:1 devices.

3.11   The evidence base to support the outcomes aligned to the Raising Attainment: Curriculum Breadth and Delivery workstream are mainly addressed in the Strategic Case section.

3.12   The Strategic Case identified the close alignment of the development of a Moray Council digital inclusion project with the Scottish Government's National Improvement Framework, the Scottish Government's Digital Strategy and with the Council's Corporate Plan and education priorities. There is also a strong evidence base that an investment in digital technology can enhance the learning and teaching experience and, based on the experience of other local authorities, support the improvement of attainment at the Broad General Education and Senior Phases.

3.13   The Economic Case highlighted that investment in digital inclusion was particularly important for Moray compared to many other local authority areas in Scotland in light of the traditional employment profile characterised by relatively poorly paid occupations and a heavy reliance on manufacturing and retail jobs. As highlighted by the Moray Growth Deal, digital technology will be integral to a more competitive Moray economy that attracts inward investment and retains its young people after completing full-time education. A digitally skilled workforce is a prerequisite in achieving this aim.

3.14 The Financial Case focused on the level of investment that would be required. While the Strategic and Economic Cases identified a strong rationale for the development of a digital inclusion strategy, the financial case identified that if funding from the Scottish Government is not provided, then an investment in digital devices to enable a transformational impact on learning and curriculum delivery in Moray would require a substantial investment by the Council.

3.15 CGI Consultancy have provided information on the Scottish Borders Council, 'Inspire Learning Programme', which represented a £16m investment to provide 1:1 devices for all children and young people from the Early Learning and Childcare to the Senior Phase. While the full costs for Moray would need to be more accurately determined, this example provides an illustration of the level of investment that could be required to deliver a local digital education solution over a number of years. However, there is no provision within the current capital plan for such an investment.

3.16 A range of different options that could be considered and further explored related to different stages of education and levels of provision are set out in section 7.4 of the Outline Business Case. The most comprehensive provision is to allocate 1 to 1 devices to all pupils and staff from early years to S6 in secondary with an indicative cost of £16m, down to providing minor improvements to the current pupil: device ratio with an estimate of £1.2m. A description of the scope and high level strengths and weaknesses for each option is set out in **Appendix 2**. It should be noted that at the stage of outline business case, this is not a detailed assessment but is to help inform thinking in defining the next stage of the project. Should the project proceed, extensive further work would be required to develop a preferred option, which would include working with stakeholders to inform and influence the option appraisal.

3.17 The Project Business Case concludes that in the absence of the provision of funding for devices and digital development in education from the Scottish Government, the scale of investment required to deliver a digital inclusion strategy for Moray learners and teachers is beyond the budget identified to date for this project from the Council's transformation reserves. Therefore, should the Committee decide that the council should proceed to the next stage of this project, careful consideration is required of the long term aims and the most effective allocation of available budget to achieve those over time.

The Way Forward

3.18 Do Nothing: It is open to the committee to determine that there is no further work to be undertaken and to stop the project or put it on hold. The report to the Corporate Committee on 30 August 2022 (para 6 of the minute refers) noted that the Improvement and Modernisation Programme has at its core financial sustainability and explained that a project review had been carried out to sharpen this focus given the challenging financial period ahead and the importance of delivering savings from transformation where possible. The Raising Attainment: Curriculum Breadth and Digital project was one of the projects identified as not bringing a financial advantage but being focussed on other drivers and benefits, in this case attainment. The report to Corporate Committee noted that it was planned to consider how to proceed with the Digital project at the outline business case stage.

3.19 If the Digital project was to cease at this stage, the council will be less prepared to leverage impact from any investment in digital in schools that does emerge from the Scottish Government. There is also a risk that Education in Moray does not keep pace with digital developments other authorities are implementing across Scotland and that our Educational outcomes do not improve in line with the increasing number of authorities who are making that investment, which is of particular concern given the council's priority to improve educational attainment. However, to proceed there will be demands on already stretched resources in terms of both officer time and budget and these would not be incurred if the project ceased.

3.20 <u>Continue Project Development:</u> If the committee is minded to support the development of this project, guidance is invited on whether to pursue only Stage 1, or to plan development through to Stage 2 or to Stage 3 below.

    a. **Stage 1**: preparation and development of ICT infrastructure to ensure readiness for digital development and of the Education Digital strategy and approach; or

    b. **Stage 2**: infrastructure and strategy development plus workforce preparation; or

    c. **Stage 3**: Infrastructure and strategy development, workforce preparation and device roll out.

3.21 The above is based on a potential staged approach to the development of digital inclusion in Moray's schools which may allow for preparations to be made pending clarity on the Scottish Government's approach to the provision of devices for all school pupils. The proposed staged approach is based on the requirement firstly, to ensure that the digital environment is ready for the increased use of devices and curriculum tools and that the strategy and approach to be deployed across schools to drive the educational outcomes is clearly established.

    <u>Stage 2</u> would be to prepare the workforce ensuring that they have the leadership, skills and digital confidence they need and that a culture is created to support enhanced use of digital in schools by preparing pupils and parents and ensuring support is available for the new approach.

    Finally, <u>Stage 3</u> would be to roll out devices to staff and pupils at a scale and over a time period that is affordable and takes account of any external investment, in particular from the Scottish Government. This is likely to be over a number of years, for example Scottish Borders invested over a 7 year period.

3.22 This staged approach has been identified in light of the report from CGI and associated costs of a full scale project in order to provide an option to progress the development of digital education that may represent a more affordable way forward given the council's financial position. As indicated below, if this is supported by Committee, further work would be required to investigate, specify each stage, develop and appraise options and work out all of the resource and risk implications for more detailed consideration.

3.23 However, to inform consideration of the stages:

a.   Stage 1 with development of infrastructure and strategy would be the lowest cost option and the minimum investment required if there was to be any degree of enhancement to current provision. While there has been success from recent interventions to improve digital connectivity in schools, a number continue to experience issues and there would be advantages in undertaking stage 1 even with no further investment. The development of a Digital Strategy for schools is likewise a longstanding planned piece of work that has been delayed by the covid pandemic and would assist in informing the current annual refresh of ICT equipment in schools so would be an area that the service is keen to progress with or without investment in devices.

b.   Stage 2 adds the workforce element to the project and would be the mid-range cost option. There would be varying levels of investment that could be considered as part of the development of this stage. As with Stage 1 this development would have value with or without investment in devices as there is some digital capacity in schools now. This element of the work would have to be scaled to match any planned roll out of devices over time.

c.   Stage 3 delivers an increase in the number of digital devices for staff and pupils and is the highest cost option. There would be a range of options to manage cost but there is currently no capital budget allocated to increase digital devices in schools. This investment would deliver the greatest impact as it brings the most opportunity for change and delivery of the benefits set out in the initial IMP project brief.

Next Steps

3.24 If based on this Outline Business Case and the possible stages to phase project development as set out above, the Committee determines to progress the development of a Digital Inclusion project, then the following steps are proposed.

3.25 An extensive stakeholder engagement programme would be undertaken. This programme would aim to determine the optimum digital platform for Moray learners and teachers. Based on the best practice approach implemented by CGI Consultancy at other local authorities, this programme would incorporate workshops and tests of change with teachers, learners and their parents.

3.26 Informed and running in parallel to this engagement programme, work would continue to explore the investment options and outline these in more detail as part of the Full Business Case.

3.27 Both the stakeholder engagement programme and the Full Business Case would then inform the contents of the Digital Inclusion Strategy. As the project develops, there would be further reports to committee to determine next steps and in particular to define the level of investment as options and costs become clearer.

4 SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The Improvement and Modernisation Programme is the development of the commitment in the Corporate Plan to a programme of modernisation and improvement to contribute to a financially stable Council.

The report also relates to "Building a better future for our children and young people in Moray" as part of the LOIP and the to the priority "provide a sustainable education service aiming for excellence" as part of the Corporate Plan

(b) Policy and Legal
None.

(c) Financial implications
On 12 May 2021 (para 13 of the minute refers), the Council agreed to invest up to £6m in the second phase of the Improvement and Modernisation Programme. At that time, the £3.2m was identified against 2 workstreams for education that required further development. Subsequently on 15 September 2021 (para 14 of the minute refers), the Council agreed to allocate £2m of this transformation fund to the Raising Attainment: Well-being project. Therefore, £1.2m of the funding identified across the workstreams remains. There are two remaining projects to be considered. The digital project reported in this paper and the Raising Attainment: Well-being Pastoral care project which in broad terms relates to pastoral support (akin to a Guidance role in secondary schools) in primary schools and early years.

While in total up to £50,000 has been allocated to this Improvement and Modernisation workstream, to date £14,154 has been committed. If Council decides to progress with the further development of the Digital Inclusion Strategy it is proposed that the remaining funding will be used for this purpose.

In the context of funding the digital inclusion strategy, the Committee will note the following;

Corporate Management Team Additional Expenditure Warning.

When the Council approved the budget for 2021/22 on 3 March 2021 (paragraph 3 of the Minute refers) it balanced only by using one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make significant savings in future years.   All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the committee should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

(d) Risk Implications

Across the council, there is pressure on services and resources. Although project resources would be sought for any significant development of this project work, there would remain a requirement for service specialist input and this will bring pressure upon the central Quality Improvement Team and will call on staff in schools. However, the benefits that this work would bring are judged to warrant the allocation of resources to deliver them. Therefore, this pressure will be assessed as the project develops and consideration given to identifying mitigations to offset the risk as part of the development of the next stage of work if this is agreed (e.g. additional budget for supply time or temporary backfill to release specialist time).

If the Committee decides not to proceed with this project, there is a risk that our digital practice and curriculum offer in schools falls behind those of other local authorities who are enhancing digital approaches and that Moray's comparative performance in educational outcomes such as attainment falls.

The costings in the outline business case are very high level. There is a risk that as the project develops and options are defined, the budget available is insufficient for substantial expansion of digital devices and approach. In that case, if the Council is unable to allocate additional funds, the impact of the project may be insignificant and the value of investment limited.

If Council decides to agree the recommendations outlined in this report then risk and issues relating to this project will be overseen by the Digital Inclusion Project Management Group.

(e) Staffing Implications

If Committee decides to agree the recommendations outlined in this report, the major staffing implication is securing time for teachers, head teachers and support staff who are already involved in a demanding workload to take part in the project management group, workshops and tests of change. This issue will need to be further explored as part of the Digital Inclusion Project Management Groups preparatory work and as noted above, mitigations considered.

There will also be resource implications for the ICT team to support the development of infrastructure, connectivity and device management as well as other support staff, such as trainers and technicians to ensure the effective deployment of the solutions on an ongoing basis. This has been factored into the high level estimates for the full devices roll out option but will be investigated and defined further as the project develops.

(f) Property

There are inter-dependencies between this project and the modernisation of the Council's Learning Estate. Officers will ensure good

communication between these initiatives and the Learning Estates Manager will also sit on the Digital Inclusion Project Management Group.
.

(g) Equalities/Socio Economic Impact

For the purposes of this report an Equality and a Socio Impact Assessment are not required as only high level direction is sought. The completion of the Digital Inclusion Strategy and Implementation Plans will however need to be assessed.

(h) Climate Change and Biodiversity Impacts

There are no immediate climate change implications directly arising from this report. The future commissioning and de-commissioning of digital devices will however have an impact on the Council's carbon footprint and this will need to be assessed in due course.

(i) Consultations

Head of Education (Chief Education Officer), Chief Financial Officer, Procurement Manager, Quality Improvement Manager (East), Head of Economic Growth and Development, Learning Estates Manager, Quality Improvement Manager (West), Head of HR, ICT and Organisational Development, ICT Infrastructure Manager, ICT Applications Manager, Learning Technologists, Tracey Sutherland, Committee Services Officer

A full programme of stakeholder engagement would be prepared if this project is to develop further, including work with the recognised trade unions.

5.   CONCLUSION

5.1   The Outline Business Case presents evidence to reaffirm and support the contribution that a digital inclusion strategy can make to realising the outcomes aligned to the Raising Attainment: Curriculum Breadth and Digital workstream.

5.2   Committee is asked to determine whether to cease this project or continue with development. If the committee is minded to continue the development of the project, guidance is sought on the 3 staged approach outlined in the report that aims to manage affordability. Committee is also asked to note that there is currently no capital allocated for the expansion of devices in schools and that the transformation budget envisaged for this project may limit the options and their potential impact.

5.3   If Committee agrees to continue to progress plans for the development of a digital inclusion project, the proposed next steps are the implementation of a stakeholder engagement programme and more detailed cost options as part of a Full Business Case with further reports to future committee to determine the further definition and investment.

Author of Report: Denise Whitworth/ Robin Paterson, Project Manager
                      (Education)
Background Papers:
Ref: SPMAN-1468114179-36 / SPMAN-1468114179-41 /
                      SPMAN-1468114179-37

Improvement and Modernisation Programme: Transformation to Achieve

EDUCATION IMPROVEMENT AND TRANSFORMATION

The Council's Corporate Plan sets a clear direction for providing a sustainable education service aiming for excellence under the Our People priority: provide opportunities where young people can achieve their potential to be the best they can be.

It commits to improvement work focused on the areas of:

- ✓ Reducing the impact of poverty
- ✓ Improvement in attainment, particularly literacy and numeracy
- ✓ Improvement in employability skills and sustained, positive school leaver destinations for all
- ✓ Reviewing and transforming the learning environment
- ✓ Improvement in children and young people's health and well-being

And indicates we will know we have made progress when:

- ❖ The attainment gap between most and least disadvantaged children will reduce
- ❖ Improved attainment at both the Broad General Education and Senior Phase
- ❖ Young people are better prepared for life beyond school and for the workplace
- ❖ A plan will be in place for an affordable, sustainable school estate
- ❖ Improved outcomes for our most vulnerable young people and families

This investment programme for Education has been developed to advance and accelerate the priorities set out in the corporate plan supported by the strategic education priorities of providing services that are fair, ambitious, improving and responsive in line with Council's values. In particular the investment proposals are targeted towards an overall strategic focus on improving attainment by:

- ➢ Early intervention and targeted resources to improve outcomes for all children, young people and their families

- ➢ Providing and enabling a digital learning environment to improve equity and access to curriculum

- ➢ Developing staff skills to improve learning and teaching, including digital

- ➢ Quality focus on improving learning and teaching

- ➢ Releasing and enabling leadership capacity

The Programme has been structured into 2 workstreams to reflect the main thematic areas of work: Raising Attainment for All Learners and Raising Attainment - Curriculum breadth. The table below summarises the Curriculum Breadth workstream

Investment/New Proposal		Impact/Outcomes
EDUCATION PROJECT B: Raising Attainment - Curriculum breadth and Digital Delivery - Providing and enabling a digital learning environment to improve equity and access to curriculum		✓ Improvement in attainment, ✓ Improvement in employability skills and sustained, positive destinations ✓ Reviewing and transforming the learning environment ❖ Improved attainment at both the Broad General Education and Senior Phase ❖ Young people are better prepared for life beyond school and for the workplace ➢ Providing and enabling a digital learning environment to improve equity and access to curriculum ➢ Developing staff skills to improve learning and teaching, including digital ➢ Quality focus on improving learning and teaching ➢ Releasing and enabling leadership capacity
Raising Attainment - Curriculum breadth	Create a Virtual Innovation Academy aimed at raising attainment, strengthening learning and teaching and expanding curriculum offer to meet the needs of all learners in the senior phase to enable positive sustained and quality destinations based upon labour market intelligence invest in devices and technology to support and embed digital innovation and strengthen digital literacy for all increase the number of subjects available across Moray as well as increasing attainment (Note: Overlap with Digital Devices)	• Raise attainment across BGE and Senior Phase • Broaden an accessible curriculum offer • Improve the quality of learning and teaching, integrating digital technologies to enhance and support pedagogy • Provide opportunities for school leavers to gain employment in a growing sector • Workforce development and career progression and additional capacity for digital use • Equitable digital access for learning
Schools Digital (Devices/Curriculum) (*overlap with VIA to be addressed*)	Investment in Digital Devices to establish a pro-active programme to allocate pupils and teachers with an appropriate device to enable remote and distance learning.	• Increase skills of staff • Increase the use of digital learning and innovation • Maximise use of technology in the classrooms

Investment/New Proposal		Impact/Outcomes
	Roll out of devices to staff and pupils P6+ with a 4 year refresh (2100 devices per year) Ongoing Recurring Annual Costs for replacement of devices and staffing costs	• Increase opportunities for collaboration, extending access to learning and breadth of subject choices • A consistent experience for learners use of technology in Moray schools

Name of Document:	The Digital Inclusion Outline Business Case
Author:	Robin Paterson, Project Manager (Education)
Description of Content:	Outline Business Case to determine if investment in Digital Inclusion is a priority area for investment by Moray Council
Status:	Committee version 0.3 (27 9 22)
Approved by:	
Date of Approval:	

Version Number: 0.3(Consultation for Committee)	Created: 07/12/2022 11:39	Saved: 08/12/2022 08:56

c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\58878862-7860-4d75-aa24-c4b9ac8b8906\ad1918fc-887e-4b34-b9be-5a781fa239b5.docx

Page 1 of 33

Page 191

Intermediate Project Business Case

Contents

1. Version History

Version	Date	Details
0.1	22 8 22	Initial draft created by R.Paterson
0.2	02 9 22	Up-date following initial comments from D.Whitworth
0.3	27 9 22	Version to be consulted on as part of Committee Report

Intermediate Project Business Case

2. Executive Summary

In the context of the many competing financial demands presently being requested of the Council, the purpose of this document is to support elected members to determine if the investment in the development of an education focused four year digital inclusion strategy -including the provision of digital devices to Moray learners and teachers- is a priority area of investment for the Authority.

In supporting Council to make an informed decision, this Outline Business Case established the evidence in relation to the Strategic, Economic, Financial and Management Cases. In relation to each of these perspectives, the following key points were highlighted.

The Strategic Case identified the close alignment of the development of a four year Moray Council digital inclusion strategy with the National Improvement Framework, the Scottish Government's Digital Strategy and with the Council's Corporate Plan and education priorities. There is also a strong evidence base, that an investment in digital technology, can enhance the learning and teaching experience and, based on the experience of other local authorities, support the improvement of attainment at the Broad General Education and Senior Phases.

The Economic Case highlighted that investment in digital inclusion was particularly important for Moray compared to many other local authority areas in Scotland in light of the traditional employment profile characterised by relatively poorly paid occupations and a heavy reliance on manufacturing and retail jobs. As highlighted by the Moray Growth Deal, digital technology will be integral to a more competitive Moray economy that attracts inward investment and retains its young people after completing full-time education. A digitally skilled workforce is a prerequisite in achieving this aim.

The Financial Case focused on the level of investment that would be required. While the Strategic and Economic Cases identified a strong rationale for the development of a digital inclusion strategy, the financial case identified that if funding from the Scottish Government is no longer going to be provided, then an investment in digital inclusion would represent a substantial investment by the Council.

CGI Consultancy have advised that the Scottish Borders Council, 'Inspire Learning Programme' represented a £16m investment to provide 1:1 devices for all children and young people from the Early Learning and Childcare to the

Intermediate Project Business Case

Senior Phase. While the full costs for Moray would need to be more accurately determined, it would be the expectation that a similar level of investment would be required by Moray Council to deliver a digital inclusion strategy similar to the Scottish Borders, 'Inspire Learning Programme'. This section outlines the Scottish Borders 11 year investment programme and a range of different funding options related to the learning phase.

The Management Case, proposes that a project management approach would underpin the development of the digital inclusion strategy. This approach would also be characterised by high degree of co-production through workshops and tests of change with teachers, learners and their parents.

If based on this Outline Business Case, Council determines that they wish to progress this development, then the next steps would be to initiate the preparation of the Digital Inclusion Strategy and, at the same time, the Full Business. The Full Business Case would focus on the possible investment options appraisal.

Intermediate Project Business Case

3.0 Introduction

One of the key principles of the Scottish Government's, "A Changing Nation: How Scotland will Thrive in a Digital World" is:-

> *"To develop and sustain a digital future for Scotland, and to ensure no one is left behind, we need to ensure that our young people are equipped with the skills to thrive in the digital world, and ensure that our organisations are planning for the digital roles that they will need in the near and long term"*

Moray learners experience during the COVID pandemic has brought home the transformative potential of digital learning.

While there will be a strong consensus that the development of a digitally skilled workforce will be a key driver for inclusive growth, establishing and further developing these necessary skills amongst our learners, through the development and implementation of a digital inclusion strategy, will nevertheless necessitate a significant investment on the part of this Authority.

The focus of this document goes beyond simply the provision of 1:1 to devices but considers a broad range of inter-rated elements of provision such as ICT infrastructure and the effect of teaching and learning in the classroom that will ultimately impact on education attainment.

At a time when this Authority is experiencing significant financial pressures, reflected in many competing priorities, this investment in the provision of new technologies and the development of the skills to teach them will need to be carefully considered against other Council priorities.

3.1 Purpose

The intention of this Outline Business Case is therefore to support Council to determine if the further development of digital education –including the provision of digital devices for Moray teachers and learners- is a priority area for investment by the Authority and will meet its objectives.

If based on consideration of this report, elected members determine that digital inclusion is a Council priority for investment, then it is proposed that Officers will progress the development of a four year Moray Council Digital Inclusion Strategy.

Following the Council's Project Management Governance approach, the Digital Inclusion Strategy will be supplemented with a Full Business Case. This latter document will further develop this Outline Business Case and will outline the funding options for the implementation of the Digital Inclusion Strategy.

Intermediate Project Business Case

Material and key insights contained in this document has been informed by a report prepared by CGI focusing on the best value case for investing digital inclusion in Moray. This specialist ICT consultancy firm were commissioned by the Council to compile this report following a decision by the Education, Children's and Leisure Services Committee on 26 January to allocate funding for this purpose.

3.2 Definition

Digital learning is defined as "any instructional practice that uses technology to strengthen a learner's learning experience. It can be used to provide professional learning opportunities for teachers, to reduce teacher workload, improve marking and feedback to the learner, and to provide personalised learning for learners". (*Achieving Excellence in Learning Play your part, Inspire Learning Programme Data Report* - update to Scottish Borders Council, October 2021).

Digital learning can therefore refer to the digital tools used to enable or manage learning in education, including:

- Resources
- Hardware
- Software
- Storage
- Systems

While these tools are integral, a digital inclusion approach is focused on changes in teaching and learning, and therefore the development of skills for our teachers and learners.

3.3 Aim

While across society, digitalisation continues to evolve at an exponential rate of change and affects all of our lives, the Council's aspiration in terms of developing a digitally inclusive culture as part of our education provision continues to be:-

"*To ensure all learners and staff are able to benefit from digital approaches to raise attainment, enable ambition and provide* equity of opportunity to provide access to digital technologies, to strengthen digital literacy and skills."

> Digital Innovation Strategy for Education (2021-2024), Moray Council.

Intermediate Project Business Case

This aim will be further articulated as part of the development of a four year Digital Inclusion Strategy for Moray Learners that articulates the vision and outcomes aligned to the Council's education priorities.

3.4 Scope

To achieve this vision, the strategy will need to reflect the interdependencies between education and other Council strategies.

In brief, the following are some of the Council strategies that the Digital Inclusion Strategy will relate to:-
Curriculum: Linking to the Council's Digital Innovation Strategy for Education and STEM, the Digital Inclusion Strategy will outline not only how digitalisation will impact on how learners can access the curriculum through remote and blended learning but also how digitalisation can broaden and enhance existing Curriculum for Excellence learning opportunities.

Teaching: Linking to the Digital Innovation Strategy, supporting learners to be digitally literate will also mean that teachers will need to be supported in terms of their own professional development to be confident in using digital technologies in terms of delivering the Curriculum for Excellence curriculum. .

Learning Estate: Linking to the Council's Learning Estates Strategy, continuing innovations in digital technologies will impact on the future design of schools.

ICT Infrastructure: Linking to the Council's ICT Strategy, broadband limitations for a number of Moray rural schools and the continued use of a profile based system across the school estate is presently being addressed.

Inclusive Economic Development: Linking to the Moray Growth Deal, the outcome of a Digital Inclusion strategy would aim to support the development of a local workforce with the digital skills to attract inward investment and support the local economy.

3.5 Objectives

In the context of the financial challenges and the competing investment priorities currently experienced by the Council, the objective of this Outline Business Case is to establish if the investment in digital inclusion represents best value for this Authority.

Under the report headings of The Strategic Case, The Economic Case, the Financial Case and the Management Case, this Outline Business Case will establish the following:-

Intermediate Project Business Case

- **The Strategic Case**: If the prioritisation of digital learning and the investment in digital technology is aligned to the Scottish National Performance Framework and the Council's strategic priorities;

- **The Economic Case:** If digital inclusion can support economic development and inward investment;

- **The Financial Case**: if digital inclusion is an investment priority for the Council, what would be the indicative cost of implementing a Moray digital inclusion strategy, including the provision of 1:1 devices; and

- **The Management Case**: The approach that it is proposed would be taken in developing and implementing a Moray Digital Inclusion Strategy.

If based on this report Council decides that investment in digital inclusion is a funding priority, then the next step will be to progress the development of a four year Digital Inclusion strategy and the Full Business Case. The Full Business Case will focus on detailing the funding options.

4. The Strategic Case

Digital Inclusion and the National Performance Framework and Moray Council's Strategic Priorities

The National Improvement Framework (NIF) outlines the ambition across a range of economic, social and environmental factors.

For education, the NIF outcome is "we are well-educated, skilled and able to contribute to society."

This outcome is underpinned by 4 priorities which are based on achieving, excellence and equity.

The four priorities of the National Improvement Framework are

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

Intermediate Project Business Case

Although these priorities relate to a broad holistic approach in the provision of education, each of these priorities is supported by actions identified in the Scottish Government's Digital Strategy.

Recognising that digital skills are now needed for practically every job, "A Changing Nation: How Scotland will Thrive in a Digital World", identifies the following key actions in relation to education and skills development

1. Ensure that digital knowledge and skills has a place in education;

2. build a skilled digital workforce;

3. support upskilling and reskilling opportunities;

4. increase diversity in the digital skills pool;

5. establish the Scottish Digital Academy as the skills provider of choice;

The Scottish Government's National Performance Framework and Digital skills strategy therefore places the development of digital skills as an integral part of education policy.

Aligned to the National Improvement Framework, Moray Council has also identified digital skills as being integral to achieving excellence and equity for Moray learners through previous reports to committee.

The overarching vision as stated in the Corporate Plan is to provide "A life of opportunity for all where people can thrive in vibrant communities and we work together to enrich our future" and specifically in the context of education to "provide a sustainable education service aiming for excellence."

The Council's Improvement and Modernisation Programme (IMP) has been developed to advance and accelerate the priorities set out in the Corporate Plan and aligned with the Moray Education Strategic Plan (2021-22) of providing services that are fair, ambitious, improving and responsive in line with the Council's values.

In relation to Education, the investment proposals are targeted towards improving attainment. Although subject to consideration of this Outline Business Case, one of the IMP workstreams is "Raising Attainment-Curriculum Breadth and Digital Delivery.

Through an investment programme supporting the development of a digital learning environment, the intended outcome of this workstream is to improve excellence and equity by:-

> ➢ Investing in devices and technology to support and embed digital innovation and strengthen digital literacy for all; and

➢ Investing in digital devices to establish a pro-active programme to allocate pupils and teachers with an appropriate device to enable remote and distance learning.

This section has established that the development of a Moray Digital Inclusion strategy would be aligned to the Scottish Government National Performance Framework and to the Moray Council's Corporate Plan.

The following section will aim to establish if there is an evidence base to support the intended benefits of implementing a digital inclusion strategy.

4.1 Establishing the Evidence Base for Digital Inclusion

The Improvement and Modernisation Programme has identified the following intended outcomes from developing and implementing a digital inclusion strategy. These include:-

➢ Improvement in attainment at both the BGE and Senior Phase;
➢ Improvement in employability skills and sustained positive destinations;
➢ Young people are better prepared for life beyond school and for the workplace;
➢ Providing and enabling a digital learning environment to improve equity and access to the curriculum; and
➢ Quality focus on improving learning and teaching.

The evidence for each of the intended outcomes will now be outlined in turn.

4.2 Improvement in attainment at both the BGE and Senior Phase

A review of existing research literature does not point to any direct causal relationship between an investment in digital technology for learning and improved attainment at either BGE or at the Senior Phase.

Instead, a broad range of variables will impact on educational attainment. Some of these factors will be environmental such as relative levels of deprivation and poverty within the schools catchment area.

Other factors affecting attainment will however be impacted by the actions of the Authority. For Moray Council the following diagram outlines the strategic priority areas for the Council and how they are interconnected.

Intermediate Project Business Case
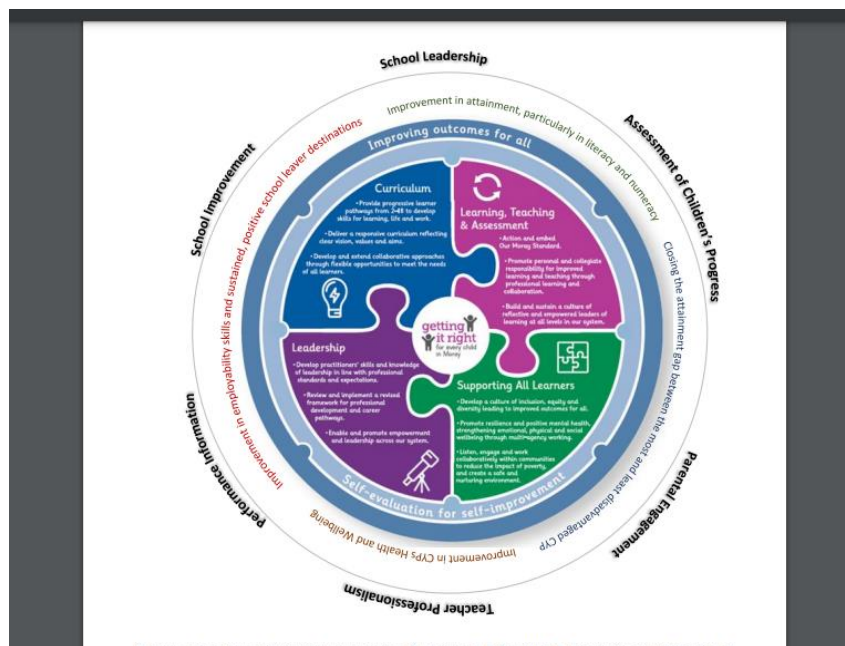
Moray Council commissioned CGI, a specialist ICT and Education Consultancy, to provide a report on the best value case for digital inclusion.

Through their extensive experience supporting digital transformation programmes with Glasgow Council, City of Edinburgh Council and Scottish Borders Council, CGI are able to provide anecdotal evidence of the positive impact that digital technology enabled learning approaches had on the above priority areas of "Supporting All Learners", "Learning, Teaching and Assessment", "Curriculum" and "Leadership".An extract from Achieving Excellence in Learning Play. Your Part in Inspire Learning Programme Data Report-up-date to Scottish Borders Council, October 2021.

Intermediate Project Business Case

As part of the 'Inspire Learning' programme, every young person in secondary school is in possession of a managed iPad, and a suite of apps and tools to ensure they are learning at home through digital technology, safely and in the best way possible.

"Their teachers also have iPads, allowing them to deliver the curriculum from their homes, interact directly with young people, especially with our more vulnerable learners, give instant feedback and use innovative tools to get the best experience of learning.

"Crucially, this enables us to deliver equal access to the best tools for learning to every one of our young people.

"This commitment to equity is one of the central aims of the Inspire Learning Programme, Scottish Borders Council's world class digital learning programme, recently confirmed as a finalist in two categories at the UK Local Government Chronicle Awards.

"In the light of the unprecedented and unique challenges that face all our education provision following the Covid-19 restrictions, and in view of the likelihood that education will not return to what we previously knew for a long time, if ever, the Inspire programme has become a vital means of delivering high quality learning to all our young people.

"I am very proud of Inspire Learning and the work that has taken place to achieve such progress in our first year (2018/19) and in the current circumstances."

List of benefits in SBC quality report:

- Families and community gain access to digital content and services
- Connecting with Local Authority Services
- Saving teacher time and reducing workload (dependent on level of digital solution implemented)
- Improving collaboration in the classroom and across the project
- Improving student engagement in STEM and creativity
- Improving feedback to students - more timely, relevant and impactful
- Cost-saving benefits associated with a strategic education digital implementation, delivery of budget plan in section 5 of this report
- Sustainable model over the school life of a student
- Potential benefits from delivering a platform for multi-agency collaboration
- of crisis, ensuring continuity of learning
- Increased parent participation in education
- Improved teacher / learner interaction and communication about schoolwork, in and out of the classroom via education specific apps e.g., Seesaw, Showbie etc…
- 100% of young people and staff using national learning network – GLOW
- Parent support groups set-up to ensure greater opportunities for learners and parent involvement is maximised
- Management and school audits much less time consuming."

- Supported creation and delivery of education transformation programmes tailor made for individual education establishments and Local authorities including key objectives to evidence successful outcomes
- Provided dynamic and creative tools for learning - both in school and from home e.g. Robot coding, AR (augmented reality)
- Delivered powerful tools for classroom management with Apple Classroom
- Delivered a secure managed learning environment for all young people
- A range of digital awareness opportunities were supported e.g. digital coffee mornings for parents and the wider community
- Ongoing safeguarding, security, support and control enabling flexible management of devices in schools and at home, ensuring teaching and learning is supported in a secure, GDPR compliant environment which safeguards students.
- Delivered monitoring and tracking to support teachers in raising attainment and tracking inclusion in and out of school. Significant time is saved in producing school reports via automation. This makes performance management and school audits much less time consuming."

The following is feedback from the local authorities that CGI has worked with.

Outcomes for learners in general is that they have been more engaged in the learning process, encouraged to do more and think in different ways, and it has allowed them access to courses they would not have had the option to consider historically.
Quotes:
"It has really helped with my essay writing and spelling."
"They were generally really good fun and engaging. I felt more motivated to do work at home."
"They are amazing because when we were just writing I never wanted to do it but with the iPads it is a lot easier and I want to do more of the work I get."

Due to the progress Scottish Borders Council has made adopting a digital inclusion approach, the authority won both the Public/Private Partnership award and the Future Places award for its Inspire Learning programme at the 2020 Local Government Chronicle awards. The council's partnership with CGI was praised for its collaborative approach to implementation and for the effective engagement with teachers, learners, parents and carers.

4.3 Improvement in employability skills and sustained positive destinations

'A Changing Nation: How Scotland will Thrive in a Digital World', identifies that the provision of digital learning opportunities from ELC to the Senior Phase is

the bedrock to creating a workforce that will support a modern and dynamic economy.

"A recent CBI Scotland study indicates that the adoption of new technologies – and the skills to use them – could add £25 billion to the Scottish economy over the next decade, but this will only be realised if we raise the digital competency of everyone in Scotland."

However, the report contends that the Scotland is unable to keep up with demand for a wide range of digitally related jobs. This presents a risk in restricting growth both within the digital sector and across the wider economy.

> "Research indicates that in Scotland 75% of all advertisements for jobs classified as 'low-skilled' now require baseline digital skills such as the ability to use spreadsheets and word processing applications. But only 77% of people in Scotland aged over fifteen can complete all seven tech skills considered to be "foundation" level, compared to the UK average of 84%. Only when people have achieved proficiency in all seven foundation levels can they begin to develop skills considered to be essential for employment, and just 39% of the Scottish workforce is able to complete the essential employment skills."

Moreover, a different study indicates that Scotland is performing less well than other European nations. "In the Netherlands, 83% of the population has above basic levels of communication skills, and 81% has above basic problem-solving skills broadly comparable to these essential skills." There is therefore a risk that Moray could fall behind other local authority areas and therefore be in a poorer position to attract inward investment.

4.4 Young people are better prepared for life beyond school and for the workplace

Nevertheless, the Scottish Education system has had success in addressing the future skills pipeline. The Digital Nation report provides a number of examples.

> "With increases in young people studying computing science at Level 7, and at university, as well as in the number of modern apprenticeships… Progress has also been made in the development of a robust cyber security skills pipeline, embedding cyber security across our education system and lifelong learning system.

While a distinction should be made in term of improving digital literacy and computing science, a range of international focused studies warn that

Intermediate Project Business Case

Scotland is struggling to keep up with its European neighbours in terms of subject areas underpinned by digital skills.

> In Scotland between 2016 and 2018 there was a 15% decrease in young people studying computing science at Levels 3-5 (National).The 2018 PISA report showed that Scottish performance in science was similar to the OECD average, and was higher than countries including Iceland and Italy, but was lower than England, the UK as a whole, and countries including Finland, Estonia, Germany and the United States. Just 20% of our school pupils studying computing science Level 5 (National) are girls, and only 16% of students pursuing computing degrees at university are women.31 Current female participation in the tech sector sits at 23%.

The consequence of not supporting a digitally literate workforce go beyond limiting employment opportunities. According to the Good Things Foundation - a leading UK-based digital inclusion charity - a lack of digital skills and access can have hugely detrimental impacts on individuals.

> "Digital exclusion leads to poorer health outcomes and lower life expectancy, increased loneliness and social isolation, alongside limiting access to jobs and education. This disproportionately affects those already at a disadvantage either through age, education, income, disability, or inequality."

Digital exclusion is also closely linked to the gendered segregated nature of the employment market. Presently, female employment in the digital technology sector is disproportionately low and is approximately 23% of the total workforce (Digital Scotland, page15). Yet research "suggests that firms with higher levels of gender equality are 15% more likely to outperform rivals".

Reflecting efforts at a national government level, Moray Council is challenging gender occupation segregation through its STEM Strategy and the development of a Moray Growth Deal Project focused on Early Years STEM which includes addressing perceptions of what an appropriate career for a male or a female as one of its objectives of these initiatives.

Improving access to digital technology and the development of a digital inclusion strategy can therefore support these efforts to improve gender participation in school subject choice thereby opening up wider future employment opportunities for all.

Intermediate Project Business Case

4.5 Providing and enabling a digital learning environment to improve equity and access to the curriculum

Continued innovations in terms of digital technology are also impacting on the future design of the learning estate.

The first guiding principle of the Scottish Government's 2009 School Estates strategy is that "learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners."

There is therefore an interdependency with the Learning Estate Programme to ensure that digitally enabled learning is supported and taken into account and incorporated within the future design of the Moray learning estate.

Some of these changes will be reflected in the physical configuration of the learning space which may, for example, include charging or docking stations for 1:1 devices.

Other changes may be reflected in an enhanced ICT infrastructure supporting remote or blended learning environment.

There is a strong consensus in terms of academic research of the benefits of digital enabled remote and blended learning. Although also reflecting changes to tertiary education the following is an example.

> "Technology has been an enabler, in some cases enabling more engagement with lecturers and peers compared with face to face teaching. Recorded lectures and dynamic digital content are allowing students to engage at their own pace and in their own time.
> An increase in curated learning resources made available online, and the use of the flipped classroom model have encouraged students to arrive at sessions prepared and take part in interactive discussion, especially through chat boxes, which create a path to engagement for quieter or less confident students. Changes to mode and timing of assessment – for example, weekly shorter, formative tests – have encouraged deep learning throughout modules, rather than a panicked rush at the end."

These insights are also reflected in the findings of the Moray Education COVID-19 Remote Learning School Survey. Undertaken in 2021, the survey findings included the following insights:-

Intermediate Project Business Case

> "Moray Schools' Survey on Remote Learning Experiences during January to March 2021.
>
> - Notable adoption of Microsoft teams across our schools as a core platform for learning, with further use of Google Classroom
> - Equity in approach to learning activities set, mindful of digital connectivity and access for children and families, mixing paper-based resources with online learning
> - Positive use of wider supports available for strengthening Remote Learning Delivery including Education Scotland National e-learning offer
> - Provision of virtual playgrounds/chat opportunities supported by digital platforms for social interaction and wider wellbeing."

A final aspect of providing an enabling digital learning environment is ensuring that the ICT infrastructure offers sufficient capacity and bandwidth. This issue will be further outlined under the Management Case section of this document

4.6 Quality focus on improving learning and teaching

In establishing a digitally enabled learning environment, there is also the question of whether there are benefits in terms of improving the quality of teaching.

In exploring the impact on teaching, following the adoption of the Scottish Borders Council 'Inspire Learning Programme, teaching staff commented that

> "For teachers, having the ability for one-to-one interaction with their learners is a cornerstone of teaching. The ease of feedback flow between themselves, learners and other stakeholders, as well as the ability to provide the learning remotely, has cemented the impact of the programmes.
>
> The single biggest impact they have seen is on the ability to give each learner parity in the way in which they access education. They spend more time teaching and less time repeating time consuming, non-teaching activities.
>
> "In my class they have been going, 'you've asked us to do this, can't we try and do it this way, because I can do this, or I can do it better that way'. That's what parents are really wanting for kids to use their skills and talents that they already have and build on that, and this is what is being allowed."
>
> "A lot of our young people and families would never be able to have an iPad at home and would never have the resources to be able to do that, but now every young person has the same chance and the same learning/teaching tool to be able to access and be able to create and to be able to learn. So, equity is really important. And when you know young people and you know their stories and you know the families, and you see them getting their iPad during deployment and open the box, and you see their faces, and it shows how much it means to them, then it makes this project very special and very important."

A continued shift to a digitally innovative learning environment would also mirror changes in the workplace. In commenting on the future skills required for the aviation industry, Boeing have called for

> "Innovative training solutions such as immersive technologies, adaptive learning, schedule flexibility, and new teaching methods to effectively meet a wide a range of learning styles."

The increase use of digital technology to support the delivery of the Curriculum for Excellence will also be reflected in the need to provide appropriate ongoing professional training and development opportunities for teachers.

4.7 Summary

This section of the Outline Business Case has established that a digital inclusion strategy for Moray Council would be aligned with the Scottish Government National Performance Framework and the Council's Corporate Plan and strategic education priorities.

There is also evidence to reaffirm the original Improvement and Modernisation Programme digital inclusion related outcomes.

5. The Economic Case

While the immediate outputs of the digital inclusion strategy would be education related, the medium to long-term outcomes of investing in digital inclusion would be a broader range of social and economic benefits reflecting the Corporate Plan vision to provide "a life of opportunity for all where people can thrive in vibrant communities and we work together to enrich our future."

This is also consistent with HIE's 2019-2022 Strategy three core priorities to:-

- Grow successful, productive and resilient businesses;
- Create the conditions for growth; and
- Build strong, capable and resourceful communities.

Similarly, The Moray Economic Strategy 2019-2022 is based on a vision that Moray should be a

> "place that is thriving because of an increasingly diverse economy and growing population that celebrates success, and values both in education and training."

Intermediate Project Business Case

The Moray Growth Deal has highlighted the shift from traditional industries to more digitally based industries as one of the key drivers for realising this vision. The rationale for the Early Years STEM project for example is an understanding that the

> Moray Economy has lower wage levels than in Scotland with full time workers in Moray earning 9.5% less than their Scottish peers per hour on average. A significant reason for this disparity is the traditional forms of employment that make up the Moray economy.

As outlined in the graph below, the sectoral makeup of the Moray economy differs from Scotland with a larger proportion of retail and wholesale and construction businesses and a lower proportion of professional scientific and technical businesses, information and communication technology businesses.

Industrial Make Up of the Moray Economy v Scotland

Legend: Businesses (Moray), Businesses (Scotland)

Categories: G : Wholesale and retail trade;..., F : Construction, M : Professional, scientific and..., I : Accommodation and food..., C : Manufacturing, N : Administrative and support..., Q : Human health and social..., S : Other service activities, H : Transportation and storage, L : Real estate activities, P : Education, R : Arts, entertainment and..., J : Information and..., K : Financial and insurance..., O : Public administration and..., E : Water supply; sewerage,..., B : Mining and quarrying, D : Electricity, gas, steam and...

Nomis, Annual Business Survey, ONS

This is demonstrated further in there being 37.7% Soc 1-3 occupations in Moray versus 46% in Scotland.
The distribution of employees by sector in Moray also differs significantly from Scotland.

Employee Distribution in Moray Economy v Scotland
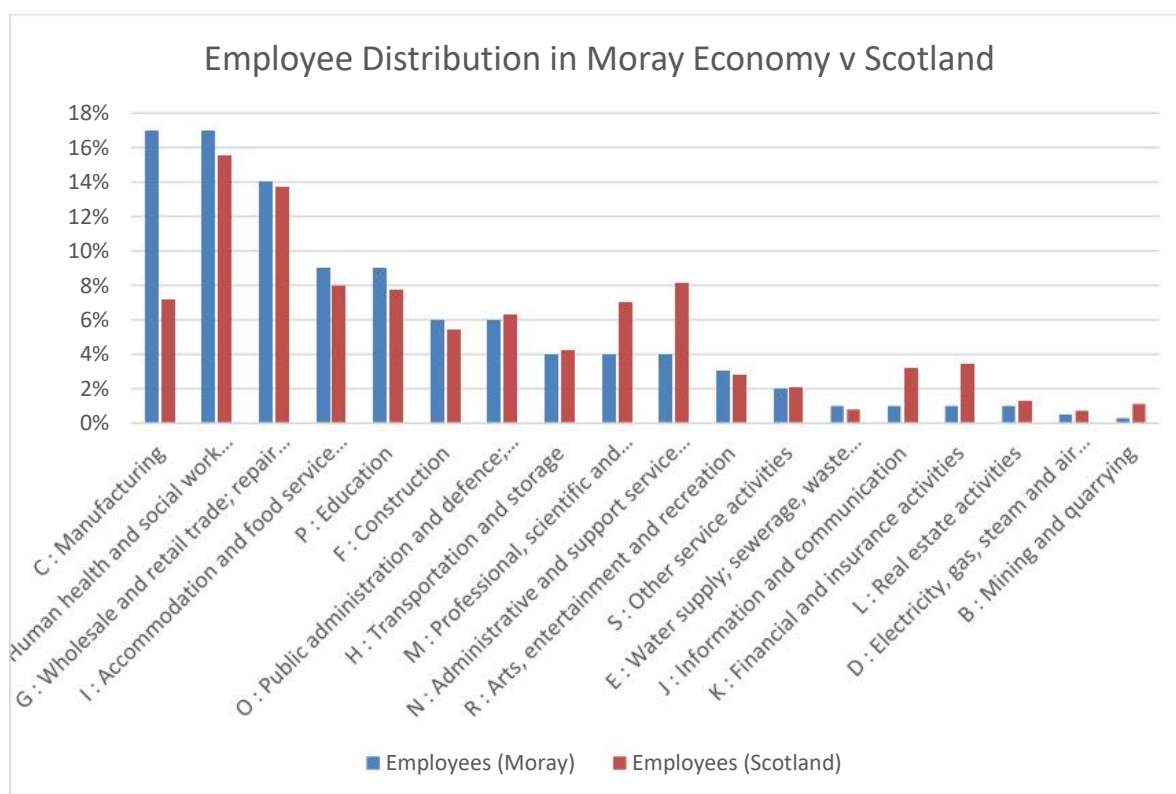
Sources: Nomis, Annual Business Survey, ONS

One sixth of Moray's population works in the manufacturing sector, which is 11% more than the Scotland average, with 3% less in professional occupations. Moreover, in common with the Highlands and Islands, Moray has a youth depopulation issue. To change these trends, will require the development of high quality jobs underpinned with digital skills.

The development of digitally literate and skilled workforce is therefore key if Moray wishes to retain its young people after secondary and tertiary education and to be a competitive and attractive region that attracts inward investment.

The following table published by the World Economic Forum (2020) highlights the challenge for Moray when considering the global trend in terms of a decrease in traditional jobs which will be supplanted by the growth in STEM and digitally based occupations.

	Decreasing Demand	**Increasing Demand**
1.	Data Entry Clerks	Data Analysts and Scientists
2.	Accounting, bookkeeping and Payroll Clerks	AI and Machine Learning Specialists
3.	Administrative and Executive Secretaries	Big Data Specialists
4.	Accountants and Auditors	Internet of things Specialists
5.	General and Operations Managers	Digital Transformation Specialists

6.	Client Information and Customer Services Workers	Process Automation Specialists
7.	Assembly and Factory Workers	Information Security Analysts
8.	Business Services and Administration Managers	FinTech Engineers
9.	Statistical, Finance and Insurance Clerks	Database and Network Professionals
10.	Bank Tellers and Related Clerks	Business Development Professionals

Source: http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

In the context of the disproportionate number of traditional occupations in Moray, this table highlights the profound effect of digitalisation and automisation on the labour market in Moray.

Developing digital and STEM related skills is therefore critical for the Moray economy. As shown in the previous section,

> "over 16% of the workforce is in Manufacturing in Moray, which equates to 6000 jobs. In 15 years' time if 20% of those are automated there will be far fewer of the roles that young people in Moray have traditionally entered into and the skills required will be different and most likely STEM related. Without a focus on embedding STEM now, young people in Moray in 15 years will not have the skills that will allow them to stay in the region."

If Moray can develop the STEM expertise underpinned by digitally proficient workforce then a proportion of the national financial benefits could be secured.

> "A recent CBI Scotland study indicates that the adoption of new technologies – and the skills to use them – could add £25 billion to the Scottish economy over the next decade, but this will only be realised if we raise the digital competency of everyone in Scotland."

5.1 Summary

This section has outlined that changes to the global economy will mean that the future workforce will need enhance digital and STEM skills. For Moray, with a heavy reliance on traditional manufacturing jobs, this challenge is more acute than other parts of the UK.

Intermediate Project Business Case

There is therefore a strong economic case that Moray will need to continue to invest in digital technology within our learning estate if inward investment is to be attracted and our young workforce is to be retained in Moray.

This means the continued development of digital skills within Moray schools is of paramount importance.

6. Commercial Case

Not applicable.

7. The Financial Case

In 2019, prior to the COVID pandemic, the allocation of pcs and laptops in the classroom was based 1:4 pupils in secondary schools and 1:6 in primary schools. It was also the case that actual provision was likely to be higher since schools would supplement this provision through their DSM budgets and retaining older devices that had been replaced through the annual refreshment programme.

As with other local authorities, the Council's response to COVID was the escalation of provision of 1:1 devices to support home based learning from March 2020.

In total, 2,808 devices (mainly laptops) were purchased and distributed to pupils and staff with a further 534 purchased for during the 2021/2022 school year. 625 secondary school pupils received a 1:1 device.

In light of the economic and social benefits identified in the previous sections of this Outline Business Case and the demonstrated viability of providing remote learning during the COVID lockdown period, the Scottish Government announced in 2021 that it aimed to support the universal provision of 1:1 devices for all primary and secondary school learners.

> "To *provide 700,000 primary and secondary aged pupils with access to an appropriate digital device, and where necessary a home internet connection by the end of this parliamentary term*".

There was therefore an expectation that at least a significant proportion of the funding for this roll-out would be provided by the Scottish Government. This statement in 2021 by the Scottish Government informed the Council's decision to provisionally include the roll out of 1:1 devices as part of the Improvement and Modernisation Programme. This decision would be subject to Council approval at a later date as part of progressing this programme.

Intermediate Project Business Case

By 2022, the cost of living crisis and the consequent pressure that this has placed on Scottish Government budgets, has resulted in a Scottish Government spending review.

Due to an absence of any further information on this Scottish Government statement, the assumption of this Outline Business Case is that there will be no funding provided by the Scottish Government for the universal provision of 1:1 devices for Moray learners. Any funding for 1:1 devices and for the actions following from the digital inclusion strategy will therefore need to be self-funded by this Authority

This presents the Council with a significant challenge in that only a total (non-recurring) budget of £1.2m has been identified to support Raising Attainment-Curriculum Breadth and Digital Delivery workstream. It should also be noted that in light of possible future funding from the Scottish Government, this sum was intended to be utilised to provide complementary support for teachers and learners to advance the use of digital learning.

Furthermore, this budget would also need to fund ongoing support resources (including additional staff) if the universal provision of devices was to be successfully implemented.

To put this available budget into a crude context, the provision of providing every child and young person from ELC to S6 with an ipad,-as part of the Scottish Borders Council Inspire Learning Programme- required an investment of £16m. This investment also included the cost of the staffing support team to implement this programme. In comparison, Moray Councils budget represents 7.5% of the Scottish Borders Council[1].

A significant investment will be required should the Council choose to prioritise digital inclusion. This will include the planning and budgeting for any refresh requirements as well as the identification of the initial investment resources.

7.1 The Scottish Borders Investment Model

The costed options for this investment could form the basis of the Full Business Case, and would include for example, the costs such as infrastructure investment, device purchase/lease and ongoing management and security, if Council decides to progress the development of the Digital Inclusion Strategy.

As part of their best value report, CGI Consultancy noted that there are many ways to finance such a programme of investment.

---

[1] As noted this is a rough comparison but does give some insight into the challenge. NRS data for 2020 records that Scottish Borders Council has a population of 115,240 (18th highest in Scotland) while Moray's population for the same period is 95,750 (23rd highest in Scotland).

Intermediate Project Business Case

In particular CGI highlighted that:-

"Scottish Borders Council have used a mix of capital borrowing and efficiency savings to fund their £16m programme. High level details are set out below, and more detail can be found within the Scottish Borders Council report 2019. (https://scottishborders.moderngov.co.uk/documents/s34233/Item%20No.%205%20-%20Digital%20Learning%20Transformation%20report.pdf)

In the Scottish Borders case, the financial model was costed over an 11-year period. The proposed programme covered:

- All training and professional development over the life of the programme;
- Full support to deliver the business change;
- All supporting infrastructure subject to full site survey;
- The ability to deliver an iPad into the hands of every child from P6 to S6 and a 1:5 ratio for P1 to P5;
- A programme of maintenance through periodic refresh.

The profiled annual capital requirements of their current revised financial model is below as of 2018:

Financial year	£ (m)	Financial year	£ (m)
2018/19	0.000	2024/25	1.172
2019/20	3.047	2025/26	0.627
2020/21	0.917	2026/27	0.933
2021/22	0.355	2027/28	0.629
2022/23	1.210	2028/29	0.629
2023/24	0.914	2029/30	0.000
Total			**10.433**

To finance 10-year capital spend of £10.433m contained in the draft Financial Plan, £10.784m of debt repayment and servicing costs were planned to be incurred from revenue over the life of the programme in total.

To fund the balance of investment required, recurring savings of £0.450M were identified in areas of IT refresh, school management, and software requirements. For Moray, where these possible savings could be found, would need to be defined.

Intermediate Project Business Case

In contrast to Scottish Borders Council, it should be noted that for Moray Council, funding from the capital budget is already allocated to support for the learning estate ICT infrastructure, therefore another source of funding to meet this shortfall would need to be identified.

Working in partnership with their clients, CGI has developed a range of creative, flexible and innovative financing options. Councils are supported to invest in their transformation programmes and delivery improvement as quickly and efficiently as possible."

7.2 Possible Funding Scenarios

If it was deemed not to be financially viable to offer universal 1:1 device provision across for all Moray learners, then a range of possible different funding scenarios could be identified at less cost to the Council.

7.3 Assumptions

These funding scenarios are based on the following assumptions.

i. That no funding for the provision of 1:1 devices will be forthcoming from the Scottish Government in the short to medium term;

ii. These are 'rule of thumb' cost estimates based on the investment noted for Scottish Borders and no provision is made for inflation or additional infrastructure support that may need to be made for Moray;

iii. While Scottish Borders has a larger population and pupil size, for the purposes of this rough estimate, it is assumed that the number and cost of devices to be procured will be comparable;

iv. While the type of device is not specified, Scottish Borders Council invested in iPads. The cost estimate is therefore based on this equivalent cost and other technologies may allow savings;

v. A phased roll out is not factored into these estimates.

vi. Cost projections for options which are not based on a universal roll out, are simply calculated on a proportionate basis. This will not accurately reflect the infrastructure and other costs which will need to be in place regardless of the scale of the deployment.

vii. Options are presented to assist with discussion. At this stage no selection criteria or preference is stated; and

viii. The estimated number of children, young people and teachers outlined in **Appendix 1** is accurate. The School Roll figures are based on the 2020 Census.

As baseline, the first funding scenario outlined below is for a universal roll out.

Intermediate Project Business Case

7.4 Possible Scenarios

Option 1: Universal rollout £16m	**Estimated Cost:**

Scope

This option would cover all children in early learning (1600), primary school children (6889) and secondary school learners (5328) along with provision for elc and teaching workforce (1535).

The option would reflect Scottish Borders Council model and in addition to the provision of 1:1 devices, would include professional development, full support to deliver business change, development of the ICT infrastructure and a programme of maintenance and device refreshment.

Total Number of Devices: 15352

Strengths

If cost was not a factor, then this would be the preferred option and would underpin a strong excellence and equity ethos.

The strengths of this option would be that it would embed a uniform adoption of a digital device from an early age and would support transitions from elc to primary and then to secondary school.

It would be the expectation that this option would provide the maximum benefits for Moray learners and teachers alike. Similarly from an economic development and inward investment perspective, this option would reflect a similar level of investment made by other Scottish local authorities.

Weaknesses

Clearly the most significant weakness is the level of investment that would be required.

While universal in approach, this option may not deliver best value in light of the improved capacity for young people to learn independently from S3 onwards (See bullet points outlined in section 3.3 of this report).

Option 2: Rollout from P7 onwards £7.52m	**Estimated Cost:**

Scope

This option would cover P7 primary school children (964) and secondary schools (5328) along with provision for teaching colleagues (1000)

Intermediate Project Business Case

Total Number of Devices: 7292

Strengths
Based on the ACEL data insights (see section 3.3 of this report), this option is targeted at where this investment could have the most significant impact. The rollout of devices would be aligned to when young people are able to be more independent learners.

Weaknesses
As with option 1, there is still an affordability gap with this option.
While this approach is targeted, it would be the case that the educational benefits would be less than option 1 where devices would be universally provided.

Option 3: Rollout for Senior Phase	**Estimated Cost:** £3.53m

Scope
This option would cover young people in S4 to S6 (3000) and teaching colleagues (400)

Total Number of Devices: 3400

Strengths
This option is targeted at young people who are entering their senior phase and who will undertaking assessments as part of the C for E senior phase curriculum.
There would therefore be major benefits for the young person in preparing for their senior phase assessments.

Weaknesses
As with above options, there is still an affordability gap.
Also, restricting the roll out of 1:1 devices to the senior phase will mean that the educational benefits from an earlier rollout at the elc, primary or broad general education phase will be lost. This could increase pressure on learners to 'catch up' compared to learners in other areas with a stronger focus on digital inclusion at an earlier phase. This option would therefore have a limited impact on reducing the attainment gap

Intermediate Project Business Case

Option 4: Student Buy In Option for Senior Phase Rollout **Estimated Cost:** £1.2m [2]
Scope
This option would cover young people in S4 to S6 (3000) and teaching colleagues (400).
It is proposed that this could be an 'add on' complementary option to options 1 and 2 in relation to senior phase device provision.
Total Number of Devices: 3400 (partially funded by the Council)
Strengths
The main strength of this option is that it would be intended to be the only proposal that would aim to be within the current agreed budget of £1.2m.
This option would be based on the Council providing a device but encouraging as many parents as possible to purchase a device from the Council for their son or daughter at a senior phase.
By buying a device at a preferential rate, the student would own the device and be able to keep and take to the next stage of education, employment or family use. This option would therefore contribute to wider economic benefits as well as affordability.
If parents were unable to afford or unwilling to purchase a device from the Council then the equipment would still be provided. This would mean an equitable approach could be implemented.
Overall, this option would have the same educational benefits as option 2 but could be delivered within the agreed budget.
Weaknesses
It is difficult to estimate how many parents would engage with this proposal.
For some parents who are either unable to afford to purchase a device or take the view that their son or daughter already has a device at home, then this option would be at risk of being unpopular. Many parents who can afford it will have purchased a device for their children already and may not be willing to buy another one for school work. A 'bring your own device' option', would likely have ICT infrastructure implications

---

[2] Since it is very difficult to estimate how many young people would need a device provided for them, it is not possible to identify a cost. The stated estimated is based on the current available budget.

A further possibility is that it could increase the attainment gap for parents who engage with this proposal and those parents who are either unable or unwilling to do so.

Furthermore, as per option 2, restricting the roll out of 1:1 devices to the senior phase may mean that a lot of the educational benefits from an earlier rollout in the broad general education phase would be lost and would therefore have a limited impact on reducing the attainment gap.

Option 5: Minor improvements to the pupil: device ratio   **Estimated Cost:** £1.2m
Scope   Based on current levels of provision, limited further impact on learners in the primary, BGE and Senior Phases. Any investment would be based on the existing budget.
Total Number of Devices: tbc
Strengths   The main strength of this option would be affordability in that this option would be based on current budget available.   Any investment in relation to increasing the number of 1:1 devices would be restricted to the Council's existing capital and revenue allocation.
Weaknesses   This option would not deliver transformational change and would be limited to relatively minor improvement on the pupil/device ratio. Limiting the budget would likely restrict the type of device to what is already offered.   It would therefore be expected that this option would have a limited impact on reducing the attainment gap.

The above scenarios are presented to provide an indication of possible costs. More accurate costs estimates for the above options as well as any other options that are identified would be detailed in the Full Business Case.

7.5 Summary

Intermediate Project Business Case

This section has identified the considerable investment that would likely have to made by this Authority if a digital inclusion strategy; including the provision of 1:1 devices was to be implemented.

Subject to further consideration, the Scottish Borders Model provides a possible long term model for investment. However, the current capital budget for ICT investment in Moray schools would not fund this development as it currently covers the required annual replacement programme with no additional capacity available.

8. The Management Case

If following consideration of this Outline Business Case, Council decides to progress the development of a digital inclusion strategy, then it is proposed that the following steps will be taken.

7.1 Development of a Full Business Case

A preliminary step in developing the more detailed Full Business Case would be for the affordability envelope to be identified when the Outline Business Case is consider by members at the Education, Children's and Leisure Services Committee.

Approval of the Outline Business Case and the identification of what could be afforded in terms of digital inclusion provision, will inform the more detailed development of the investment options appraisal as part of the Full Business Case.

8.2 Development of a Digital Inclusion Strategy

Work on developing a four year digital inclusion strategy will be progressed at the same time as the development of the Full Business Case.

Through a programme of workshops, the strategy will be co-produced with Moray learners, teachers and parents.

The process of engaging with key stakeholder groups will be of critical importance

- Ensuring the vision of the digital inclusion strategy is aligned to our education priorities and articulates a clear vision and the outcomes that we want to achieve;

- Identifies the optimum best fit digital platform and device for Moray learners;

- Establish the key design imperatives that the Council needs to get right;

- Develops digital capability and readiness through tests of change; and

- Defines the educational areas that will provide the biggest return on investment

The output of engaging with key stakeholder groups is to develop a strong consensus in terms of a plan of how we want to progress digital inclusion within our learning estate.

8.3 Resource Requirements

Primarily, the development of the strategy will be resourced using existing staff.

If additional specialist consultancy expertise and guidance is required, then it proposed that the remaining balance of the £50,000 previously earmarked from reserves by Committee for this purpose can be utilised. Alternatively, this funding could be used to increase staff capacity if deemed appropriate.

8.4 Governance and a Project Management approach

The development of the Full Business Case and the Digital Inclusion Strategy will be underpinned by a project management approach.

This will be reflected in governance arrangements with the establishment of a project management group to oversee the development of the strategy and the implementation of the project plan

The Project Management Group will be supported by the Project Manager (Education) and will be chaired by the Senior Responsible Officer (SRO).

As the project progresses, regular up-dates and high level risks and issues will be escalated to committee.

8.5 Summary

If Council decides to develop a digital inclusion strategy, a project management approach will be adopted. A key element of this approach will be a strong emphasis on co-producing the strategy with key stakeholders, including teachers, learners and their parents.

Intermediate Project Business Case

9. Conclusion

With the absence of any financial support from the Scottish Government, this Outline Business Case has highlighted that the scale of investment required to deliver a digital inclusion strategy for Moray learners and teachers is beyond the current budget presently available.

Council will therefore need to consider whether this is a fixed financial position and any investment in the short to medium term is limited to a minor increase in the pupil device ratio.

Alternatively, when considering the benefits outlined in the Strategic and Economic case of this document, Council may wish to explore the investment options broadly outlined within the Financial Case and consider an increased capital allocation. This would initiate the development of the Full Business Case and the preparatory work in relation to the Digital Inclusion Strategy.

Intermediate Project Business Case

Appendix 1: Learning Estate Profile

	Primary Schools	Number
1	**Number of Primary schools**	46 (excluding the proposed Findrassie development)
2	**Number of pupils**	6889
3	**Number of teachers**	475.39 FTE
	Secondary Schools	
4	**Number of Secondary schools**	8
5	**Number of pupils**	5328
6	**Number of teachers**	454.88 FTE
	Early Learning and Childcare	
7	**Number of ELC settings**	24 Council 38 PVIs 38 childminders
8	**Number of children**	1600 approx
9	**Number of ELC Practitioners**	515

Page 223

Item 9.*

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 14 DECEMBER 2022

SUBJECT: IMPROVEMENT AND MODERNISATION PROGRAMME: RAISING
             ATTAINMENT: IMPROVED WELL-BEING OUTCOMES
             (PASTORAL CARE)

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

1.   REASON FOR REPORT

1.1   To up-date Committee on progress in the development of the Raising
      Attainment: Pastoral Care project within the Council's Improvement and
      Modernisation Programme (IMP) and seek direction on the development of
      the project.

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 the functions of
      the Council as an Education Authority

2.   RECOMMENDATION

2.1   **It is recommended that Committee:**

      i)   **Considers and notes the contents of the Pastoral Care Outline
           Business Case and reaffirms the intended outcomes for the IMP
           Pastoral Care project (Appendix 2);**

      ii) **Determines whether to cease, put on hold or continue with the
           development of this project through a test of change;**

      iii) **If the Committee determines to proceed with the project
           development, guidance is sought on the further development of the
           project based on the options set out in the report, however it is
           recommended that option 2 in the Outline Business Case (OBC) is
           explored further as the most likely affordable option which offers the
           potential for future expansion.**

iv) **If Committee agrees to proceed with the project, a Full Business Case will be developed involving engagement with stakeholders, which will include an implementation timescale, a detailed cost profile and the method for evaluating the test of change and will be reported back to committee for consideration.**

3. BACKGROUND

3.1 The Council has established an Improvement and Modernisation Programme (IMP) to deliver transformational change across the authority, which was first approved by the Council on 12 December 2018 (para 5 of the minute refers).

3.2 The original IMP contained eight workstreams, one of which focused on Education related projects. A further report to Moray Council on 12 May 2021 (para 13 of the minute refers) outlined two Education workstreams for development: Raising Attainment (Curriculum Breadth and Digital) and Raising Attainment (Well-being). The Raising Attainment: (Well-being) workstream contains a project relating to Pastoral Care in primary schools which aims to improve outcomes for learners through early intervention.

3.3 By understanding that the emotional, health and well-being outcomes are inextricably linked to learning outcomes and closing the education gap of children and young people, the original purpose of this project was to promote and safeguard the health and wellbeing and safety of pupils in partnership with parents, support staff and partners to ensure all children, young people and their families receive the right support at the right time no matter the level of need.

3.4 The outcomes that this project intended to achieve were:-

- Increased attendance at school for some children;
- Reduction in exclusions;
- Reduction in violence and aggressive incidents; and
- Increased attainment and achievement.

3.5 These outcomes are closely aligned with the ASN Review and the broader IMP raising attainment workstream outcomes **(Appendix 1).**

3.6 Since the project was approved as part of the original IMP, the COVID pandemic has further heightened concerns regarding the well-being of children and young people and the consequent impact on the workforce in Moray Council schools and Early Learning and Childcare (ELC) settings. These concerns include reports of delayed progress in development milestones such as language for children making the transition from ELC to Primary 1 and the increase in the number of children and young people exhibiting challenging behaviour which undermines learning and attainment.

3.7 It is also important to acknowledge the growth in the nature and scale of service demand arising from escalating numbers of children and young people assessed as having Additional Support Needs (ASN), which is a national pattern, and the number of children in Child's Planning. Both bring increased workload for Head Teachers (HTs), some of whom are class committed which is impacting on their workload and time to lead school improvement.

3.8 As part of the general IMP up-date report to Moray Council on 12 May 2021, it was noted that "this is outstanding for further development and a decision to whether invest in in this area will be the subject of a future report to Committee", (para 13 of the minute refers).

3.9 The purpose of this report is therefore to seek committee guidance in the development of a proposal that will aim to lead to improved well-being outcomes for learners. The Outline Business Case describes the project and comprises an options appraisal in terms of a test change to be conducted in specific schools **(Appendix 2).** In very general terms, this is using the model of Principal Teachers of Guidance in secondary schools to apply a similar model in primary, targeted at a pastoral care approach by providing Principal Teacher posts to lead in this area.

3.10 Due to the potential scale of the original proposal for investment, the intention is that the test of change can be evaluated and then if it has positive impact in relation to the above stated outcomes, then consideration can be given to extending the project across other Moray Council Primary Schools, subject to a long term funding stream being identified through demonstration of the benefits in the pilot, for example through future Pupil Equity Funding or HTs could elect to use their DSM budget.

3.11 While a recommendation as part of this report is made in relation of the preferred option, direction is sought on the option preferred by Committee in terms of the proposed test of change to be used to assess the benefits of the approach.

Outline Business Case (OBC)

3.11 The OBC identifies that the delivery of positive health and well-being outcomes for Moray learners is undermined by an inconsistent pastoral care approach with variations across Secondary, Primary and ELC settings.

3.12 In the secondary sector Principal Teachers of Guidance promote and safeguard the health, wellbeing and safety of pupils, and work in partnership with parents, support staff and partners to ensure all children, young people and their families receive the right support at the right time no matter the level of need. They have a key role in closing the attainment gap by supporting monitoring of attainment, attendance, inclusion, participation and engagement. There is currently an identified gap in the primary sector of a post similar to that of Principal Teacher of Guidance secondary sector to have an overview of wellbeing and support to children and families.

3.13   At the ELC phase, while the health visitor is the named person for children to the age of 5, planning and day to day support for the well-being of children is the responsibility of the nursery manager, the setting staff and the Council's early year's team who will liaise with parents to offer support when appropriate.

3.14   For primary schools, the head teacher or depute head teacher has overall responsibility for the wellbeing of the children. The head teacher works closely with their teaching team, council officers and, where appropriate, engages directly with parents. However, this can be challenging alongside their other management duties, especially for those who are class committed or have no Depute Head Teacher because of the pupil roll of their school. As noted above, there are growing numbers of children in child's planning and this is having an impact on the time HTs have to provide leadership to support school improvement due to the number of meetings attended many of which are multi-agency. The workload necessary to make referrals to other agencies or to engage in multi-agency meetings is necessary, however, it is also very time-consuming. There is a question as to whether this is best use of HT skills and resource.

3.15   Due to the stage at which more developed pastoral support is available (guidance in secondary) there is a risk that this structure inhibits an early intervention approach that puts the child and young person at the centre and does not support key transitions from ELC to primary school and then on to secondary school.

3.16   Furthermore, the increased number of children and young people needing support is putting additional pressure on the education service and calls for consideration of how to support children and young people better throughout their educational experience.

3.17   The significant increase in the percentage of pupils in the ELC and Primary sector with identified additional support needs as well as those children with behavioural and emotional needs has resulted in a high proportion of pupils being in the child's planning process. This is essential to meet the individual needs of children; however, planning for a child to a high standard requires a significant amount of time which predominantly adds significant workload to leaders (mainly a sole HT) in a primary school. This workload reduces the time that head teachers have available for strategic planning and leading school improvement and improving attainment and other outcomes.

3.18   The rationale for change is that the disjoint between guidance/pastoral care structures within ELC, Primary and Secondary Schools is inadequate to meet the current and future learner demands in terms of realising improved well-being outcomes.

The Options

3.19   In addressing this weakness, the Outline Business Case presents 3 options in terms of an initial test of change, in addition to which there is the option to do nothing. In determining the best fit option for the test of change, the following critical success factors are used in the Outline Business Case to assess options: Strategic Fit, Affordability, Scalability, and Ability to be Evaluated. The outcome of this exercise is in the attached **Appendix 2** and is summarised below against each option.

3.20   **Do Nothing:** It is open to the Committee to determine that there is no further work to be undertaken and to stop the project or put it on hold.

3.21   If the Pastoral Care project was to cease at this stage, the Council will be less equipped to deal with the range of behavioural, developmental and well-being issues that are being seen in schools post covid. This is likely to have long term impact on the outcomes for these children and young people and to impact on the future attainment levels across Moray schools. Improving well-being outcomes for children and young people would also likely reduce the number of violence and aggression incidents and indirectly have a positive impact on staff wellbeing. However, to proceed there will be demands on already stretched resources in terms of both officer time and budget and these would not be incurred if the project ceased.

3.22   **Minimal: make minimal improvements within the parameters of the current 'as is'**. This option would be to make incremental improvements as part of a 'business as usual' approach. This may include funding additional teaching hours to release class committed head teachers. This may have limited impact as it supports the current model rather than test out a change in approach and does not make allowances for the workload of non-class committed HTs. The costs could, however, be minimal and flexible.

3.23   This option would not support a strategic fit in terms of the intended outcomes in that it is largely based on the current 'as is' model. It is affordable and could be evaluated and therefore supported. However, because this option is not a strategic fit delivering change it therefore provides very limited added value and it is not recommend that it is progressed as a test of change.

3.24   **Intermediate: Fund a Principal Teacher post at specific primary school(s) for a 2 year period and evaluate the impact that this investment will have on the outcomes for learners**. This option provides a specialist resource to focus on pastoral care, support child planning and early intervention and to take a broader approach centred around getting it right for every child. It offers a new approach to supporting and improving attainment in primary and early years which could be extended across schools or ASGs. Criteria would require to be developed to select pilot school(s) but could include poverty, attainment, child planning case numbers and capacity criteria (e.g. schools who have a roll which is marginally below qualifying for a DHT post). Ideally 2 or 3 schools would pilot this approach so that results can be measured and compared.

3.25   This option is considered as supporting a strategic fit in that there would likely be benefits for school leadership in terms of releasing capacity to support school wide improvement as well as improving school well-being outcomes and improvements for individuals. It is slightly less desirable strategically since it is does not give a whole area, cross service approach outside of school by encompassing wider resources and support posts. It is less directly aligned the new locality management model, which takes a cross service and partner approach at an area level. However, the proposed PT (Pastoral Care) could be connected into the locality network as PTs Guidance are at present. Therefore, this option does offer scope for this as a future development. This option is considered to provide an affordable and scalable test of change approach that would also support a strong evaluation methodology.

3.26   **Maximum: Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pupil Support for Primary Schools and additional support posts such as Home School Link Workers**. This option would support the new locality model and add capacity to meet the health and wellbeing needs of children and young people from 3-18 in line with the GIRFEC approach. Compared to the above option at 3.28 this option would take forward early intervention work across a locality and outside of school as it also includes support posts.

3.27   This option has desirable strategic linkages with ASN and the new locality model. However, it is more expensive than the other 2 options, which brings into question both the short and long term affordability, particularly given the worsening financial outlook for the Council finances, even though the test of change would be scalable and can be evaluated.

3.28   Based on the application of these critical success factors, it is recommended that Option 2, intermediate is selected to further explore the introduction of the post of Principal Teacher of Pastoral Care into Primary Schools as the basis of the test of change.

Next Steps

3.29   If based on this Outline Business Case, the Committee determines to progress the pastoral care project with a test of change, then a Full Business Case will be developed involving engagement with stakeholders. Stakeholder engagement work would inform the development of the criteria for selection of school(s) for the pilot, the role and responsibilities of the new Principal Teacher Pastoral care, how this would work most effectively in schools and the wider children's services system and how benefits can best be assessed. The Full Business case will include an implementation timescale, a detailed cost profile and the method for evaluating the test of change and will be reported back to committee for consideration.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
     The Improvement and Modernisation Programme is the development of the commitment in the Corporate Plan to a programme of modernisation and improvement to contribute to a financially stable Council.

     The report also relates to "Building a better future for our children and young people in Moray" as part of the LOIP and the priority "provide a sustainable education service aiming for excellence" as part of the Corporate Plan.

(b) **Policy and Legal**
     None.

(c) **Financial implications**
     The report to the Corporate Committee on 30 August 2022 (para 6 of the minute refers) noted that the Improvement and Modernisation Programme has at its core financial sustainability and explained that a project review had been carried out to sharpen this focus given the challenging financial period ahead and the importance of delivering savings from transformation where possible. The Raising Attainment: Wellbeing project was one of the projects identified as not bringing a financial advantage but being focussed on other drivers and benefits, in this case attainment. The report to Corporate Committee noted that it was planned to consider how to proceed with this project at the outline business case stage.

     The test of change will be funded from transformation reserves.

     The cost of each option outlined in this report is as follows:-

Options	Title	Indicative 2 year cost
Option 1	Do Nothing/Minimal: make minimal improvements within the parameters of the current 'as is'	£50,000 to £240,000
Option 2	Intermediate: Fund a Principal Teacher (Pastoral Care) post at school(s) for a 2 year period and evaluate the impact that this investment will have on the well-being of learners for schools who have a roll which is marginally below supporting this post.	£250,000 to £400,000
Option 3	Maximum: Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pastoral Care and support posts for Primary Schools.	£1,000,000

It should be noted that the above costs do not include any allowance for teachers pay awards as these are still under negotiation.

In the context of considering funding this test of change, Council will note the following.

Corporate Management Team Additional Expenditure Warning.

When the Council approved the budget for 2022/23 on 22 February 2022 (paragraph 3 of the Minute refers) it balanced only by using reserves and one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make savings in the order of £20 million in the next two years.   All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the committee should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

(d)   Risk Implications
Across the council, there is pressure on services and resources. Although project resources would be sought for any significant development of this project work, there would remain a requirement for service specialist input and this will bring pressure upon the central quality improvement and business support teams and will call on staff in schools. However, the benefits that this work would bring are judged to warrant the allocation of resources to deliver them. Therefore, this pressure will be assessed as the project develops and consideration given to identifying mitigations to offset the risk as part of the development of the next stage of work if this is agreed. A limited budget has been included in the upper estimate of Option 2 for e.g. supply time or temporary backfill to release specialist time.

The costings in the outline business case are very high level. There is a risk that as the project develops and options are defined, the budget requirement increases. This would be reported to committee at the full business case stage before proceeding.

If Council decides to agree the recommendations outlined in this report then risk and issues relating to this project will be overseen by the Project Management Group.

(e)   Staffing Implications
While the test of change options are focused on enhancing staff capacity to better engage with learner well-being issues, Senior Leadership Team and Business Support team time will be required to support the development and implementation of the test of change.

Support from various staff in the service is necessary but will be aimed to be managed effectively.

(f) **Property**
None

(g) **Equalities/Socio Economic Impact**
For the purposes of this report an Equality and a Socio Impact Assessment is not required. If a test of change is undertaken, the evaluation report will incorporate an Equality Impact Assessment and consider equality and equity issues.

(h) **Climate Change and Biodiversity Impacts**
There are no immediate climate change implications directly arising from this report.

(i) **Consultations**
Head of Education (Chief Education Officer), Head of Finance, Quality Improvement Manager (East), Quality Improvement Manager (West), Head of HR, Head of Education Resources and Communities, a sample of primary head teachers and Tracey Sutherland, Committee Services Officer.

5. **CONCLUSION**

5.1 **The outline business case presents evidence to re-affirm and support the benefit that the introduction of a model of Pastoral Care in primary and early years could offer in terms of early intervention approach that supports getting it right for every child. The approach would support health and well-being and underpin improvements in attainment providing particular benefits given the behaviours and issues presenting in school post-covid. Taking account of the Council's financial position and the need to ensure an affordable change with clear benefits, a test of change is proposed to introduce a Principal Teacher of Pastoral Care in a small number of schools. If supported, the next stage would be to develop a full business case and report this back to committee.**

Author of Report:	Denise Whitworth/ Robin Paterson, Project Manager (Education)
Background Papers:	
Ref:	SPMAN-1468114179-43
	SPMAN-1468114179-44 (Appendix 1)
	SPMAN-1468114179-45 (Appendix 2)

Improvement and Modernisation Programme: Transformation to Achieve

EDUCATION IMPROVEMENT AND TRANSFORMATION

The Council's Corporate Plan sets a clear direction for providing a sustainable education service aiming for excellence under the Our People priority: provide opportunities where young people can achieve their potential to be the best they can be.

It commits to improvement work focused on the areas of:

- ✓ Reducing the impact of poverty
- ✓ Improvement in attainment, particularly literacy and numeracy
- ✓ Improvement in employability skills and sustained, positive school leaver destinations for all
- ✓ Reviewing and transforming the learning environment
- ✓ Improvement in children and young people's health and well-being

And indicates we will know we have made progress when:

- ❖ The attainment gap between most and least disadvantaged children will reduce
- ❖ Improved attainment at both the Broad General Education and Senior Phase
- ❖ Young people are better prepared for life beyond school and for the workplace
- ❖ A plan will be in place for an affordable, sustainable school estate
- ❖ Improved outcomes for our most vulnerable young people and families

This investment programme for Education has been developed to advance and accelerate the priorities set out in the corporate plan supported by the strategic education priorities of providing services that are fair, ambitious, improving and responsive in line with Council's values. In particular the investment proposals are targeted towards an overall strategic focus on improving attainment by:

- ➢ Early intervention and targeted resources to improve outcomes for all children, young people and their families

- ➢ Providing and enabling a digital learning environment to improve equity and access to curriculum

- ➢ Developing staff skills to improve learning and teaching, including digital

- ➢ Quality focus on improving learning and teaching

- ➢ Releasing and enabling leadership capacity

The Programme has been structured into 2 workstreams to reflect the main thematic areas of work: Raising Attainment for All Learners and Raising Attainment - Curriculum breadth. The table below summarises the Curriculum Breadth workstream

Investment/New Proposal		Impact/Outcomes
Raising Attainment: Well-being Pastoral Care in Primary: Improving Outcomes for Learners and Early Years Intervention (All Groups)		Links to ASN and Raising Attainment for All projects. Links to new Locality Management operating model. • Increased attendance at school for some children. • Reduction in exclusions. • Reduction in violence and aggressive incidents. • Increased attainment and achievement.
Purpose		Promote and safeguard the health and wellbeing and safety of pupils in partnership with parents, support staff and partners to ensure all children, young people and their families receive the right support at the right time no matter the level of need. Key contribution to closing the attainment gap by monitoring attainment, attendance, inclusion, participation and engagement. Release school leadership time for strategic planning, school improvement, attainment and other outcomes.

Business Case
for Intermediate Projects

Name of Document:	PMG-G3 Intermediate Business Case
Author:	Robin Paterson, Project Manager (Education)
Description of Content:	Outline Business Case for a Test of Change leads to Improved Well-being Outcomes (Pastoral Care)
Status:	Third Draft
Approved by:	
Date of Approval:	

Version Number: 0.3(Draft)	Created: 07/12/2022 13:08	Saved: 08/12/2022 08:56

c:\program files (x86)\neevia.com\docconverterpro\temp\nvdc\af18ded5-a71c-488a-ad5f-da224680476e\0c220082-4c6d-4204-9886-41b9d307c690.docx

Page 1 of 20

Page 237

Intermediate Project Business Case

Contents

1. Version History

Version	Date	Details
0.1	7 10 22	Initial draft created by Robin Paterson
0.2	22 11 22	Second draft based on initial feedback comments
0.3	24 11 22	Third draft based on pre-consultation feedback

Page 238

Intermediate Project Business Case

2. Executive Summary

The purpose of this outline business case is to present an options appraisal proposal for a test of change that will support positive well-being outcomes for Moray learners as they progress through early learning and childcare, primary and secondary school phases.

The business case makes the link between nurturing well-being with closing-the attainment gap, improving school attendance, participation and engagement and is closely aligned with the ASN Review and the new Local Model.

The COVID pandemic has had a detrimental impact on the well-being of many children and young people in Moray and it has been identified that the need for a systems wide and integrated approach to well-being support has never been greater.

In addition to a do nothing option, the Outline Business Case shortlists 3 options for consideration as a test of change in the Forres ASG area. These options are:-

Option 1(minimal): make minimal improvements within the parameters of the current 'as is'. This may include funding additional teaching hours to release class committed head teachers for teaching and PSA colleagues.

Option 2 (intermediate): Fund a Principal Teacher post at specific primary school(s) for a 2 year period and evaluate the impact that this investment will have on the outcomes for learners.

Option 3 (maximum): Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pupil Support for Primary Schools.

The above options were evaluated against a range of critical success factors. These criteria are strategic fit, affordability, scalability and the ability to be evaluated.

Of the 3 options, option 2 was selected since it was the proposal for a test of change that met the criteria and would provide potential to deliver a systems wide approach.

Intermediate Project Business Case

The cost of undertaking a 2 year test of change has been estimated as between £250,000 to £400,000 depending on the number of principal teachers that will be the basis of this option.

A project management approach to implementing and evaluating the test of change would be undertaken.

If it is decided that one of the options is to be progressed, then a Full Business Case will be developed involving engagement with stakeholders, which will include an implementation timescale, a detailed cost profile.

3. The Strategic Case

3.1   Purpose

The Council has established an Improvement and Modernisation Programme (IMP) to deliver transformational change across the authority.

Part of the original proposals set out in December 2018, was for pastoral care in primary: improving outcomes for learners and early year's intervention.

It was further described as to:-

"promote and safeguard the health and well-being and safety of pupils in partnership with parents, support staff and partners to ensure all children , young people and their families receive the right support at the right time no matter the level of need".

Integral to this proposal was the understanding that fostering and nurturing well-being will have a positive impact on closing the attainment gap, improving school attendance, participation and engagement. There is evidence and agreement that attainment in Moray needs to improve and this continues to be a focus for our strategic work; it is also recognised that early intervention will, in the longer term, improve outcomes for all children, young people and their families. The aim is to deliver a service that is fair, ambitious, improving and responsive in line with our Council's values

As outlined in the following section, the subsequent impact of the COVID pandemic has further strengthened the need to test new interventions to improve learner well-being outcomes through early intervention approaches.

3.2   The Strategic Context

Across all Scottish local authorities, there is general consensus that COVID will have long lasting consequences in terms of the social, emotional and well-

being of early learning, primary and secondary school aged children and young people.

The consequences of COVID on the well-being of Moray learners affects all aspects of their lives including educational attainment.

In general, an increased frequency of behaviours which would not be considered a child protection concern but which nevertheless raises concerns about the child or young person has been observed.

This includes disruptive behaviour within the school, being easily distracted and an inability to fully engage with the curriculum. For children making the transition from elc to primary schools, it has been reported that there is an increasing number of children lacking toileting skills.

More specifically, the immediate impact of COVID on our learners has been felt in the following ways:-

- At entry to early learning and childcare, delayed progress in developmental milestones such a language are being identified for the first time;
- Pupils entering P1 have less developed social skills. A decline in attainment can be seen in P1 data compared to previous years;
- P4 ACEL data shows poorer outcomes in relation to writing skills.
- P7 also sees a dip in ACEL data compared to previous years and this can be linked to key learning stages that are aimed at extending skills;
- Numeracy attainment is less positive across ACEL reporting stages; The variable impact of home learning on underpinning numeracy concepts and building blocks and the reduced scope for consolidation inter-disciplinary learning have contributed to this;
- In secondary schools, the behaviour, social and well-being issues that are emerging are of concern;
- The increase in number of children and young people with a ASN; and
- The increase in number of children and young people exhibiting challenging behaviour

These challenges are placing a significant strain on the existing ways in which pastoral care and support our provided to children and young people attending Moray schools.

3.3   Aim

In addressing these challenges, the purpose of this outline business case is to develop a test of change proposal that will support Moray learners as they progress through early learning childcare, primary and secondary school phases.

Intermediate Project Business Case

The test of change will need to be thoroughly evaluated so that a decision can be made for the pilot to be scaled up, revised or ended.

3.4 Objectives and Outcomes

Through an options appraisal exercise, the objective of the Outline Business Case is to identify a preferred test of change proposal based on the application of selected critical success criteria.

As described in the latter section of this business case, the critical success criteria will be informed by the following outcomes.

These are:-

Intended outcomes
- Better meet the needs of children, young people and their families by working collaboratively with our partners, including parents, to ensure the right supports/interventions are put in place at the right time by aligning with the Locality Model.
- To create a leadership structure across 3-18 which reflects the needs of children and families
- To better meet the needs of learners in line with Council and Government policy and legislation
- Increase capacity particularly across primary schools
- Allow Senior Leaders to focus on driving school improvement by implementing relational early intervention strategies and curricular innovations that include, engage and involve children, young people and families
- Provide an additional leadership route for teachers to take forward wellbeing support
- To support the delivery of our **ambitious** Supporting all learners' strategy and building relationships programme

The following section will provide a high level overview of the challenges that the current system has in realising these outcomes.

3.5 Existing Arrangements: The 'As Is'

Well-being support for Moray learners is reflected in a different structure for ELC, Primary and Secondary Schools. In the secondary sector Principal Teachers of Guidance promote and safeguard the health, wellbeing and safety of pupils, and work in partnership with parents, support staff and partners to ensure all children, young people and their families receive the right support at the right time no matter the level of need. They have a key role in closing the attainment gap by monitoring attainment, attendance, inclusion, participation and engagement. There is currently an identified gap in

Intermediate Project Business Case

the primary sector of a post similar to that of Principal Teacher of Guidance secondary sector to have an overview of wellbeing and support to children and families

At the ELC phase, while the health visitor is the named person for children to the age of 5, planning and day to day support for the well-being of children is the responsibility of the nursery manager, the setting staff and the Council's early year's team who will liaise -when appropriate- with parents to offer support.

For primary schools, the head teacher or depute head teacher has overall responsibility for the wellbeing of the children. As would be expected the head teacher would work closely with their teaching team, council colleagues and would, where appropriate, engage directly with parents.

Therefore, it can be seen that there is not a consistent model of pastoral support across secondary, primary and ELC as there is a different staffing structure for each learning phase.

Due to the stage at which more developed pastoral support is available (guidance in secondary) there is a risk that this structure inhibits an early intervention approach that puts the child and young person at the centre and does not support key transitions from ELC to primary school and then on to secondary school.

Furthermore, as highlighted in the previous section, the increased number of children and young people needing support is putting additional pressure on the education service and calls for consideration of how to support children and young people better throughout their educational experience.

The significant increase in the percentage of pupils in the Primary sector with identified additional support needs as well as those children with behavioural and emotional needs has resulted in a high proportion of pupils being in the child's planning process. This is essential to meet the individual needs of children; however, planning for a child to a high standard requires a significant amount of time which predominantly adds significant workload to leaders (mainly a sole HT) in a primary school. This workload reduces the time that head teachers have available for strategic planning and leading school improvement and improving attainment and other outcomes.

This project aligns directly to the ASN review as well as to the locality management group operating model. It is essential that this is taken forward in line with these other areas of work and that lessons learned from the project are integrated into the ASN review including the review of posts including Home School Link Workers, Inclusion workers etc.

Intermediate Project Business Case

3.6   The Policy context (National and Local)

The challenges experienced in Moray are not unique and the developing national and local policy context reveals some key features that could be the basis of a new model of pastoral care support.

This section does not intend to give a comprehensive overview of the national and local policy context. Instead, it intends to highlight what could be the key emerging developments that could shape the future provision of pastoral care.

Putting Learners at the Centre: Towards a Future Vision for Scottish Education. Report by Prof Kenneth Muir

Although the main focus of this report is to provide an overview of the Scottish Curriculum and reforming the inspection regime, Professor Muir nonetheless makes an important point which is relevant to pastoral care and this Outline Business Case.

In terms of the key principles for changing the Scottish education system, Muir calls for:-

"greater coherence and simplification of the policy and supporting landscape. A reorientation of resource to provide place based, responsive, bespoke support for teachers and practitioners supporting the learning of children and young people."

This statement is as relevant to pastoral support as it is to the delivery of the curriculum.

Supporting All Learners and Developing a Nurture Based Approach

In the context of GIRFEC, The Moray Education Strategic Plan identifies that "Supporting All Learners" is one of four key parts of our overarching plan.

Supporting all Learners establishes the connection that improving educational attainment and learning outcomes for children and young must address mental health, strengthening emotional, physical and social well-being.

The vision of a nurture based approach developed by the Supporting All Learners Group is emerging as the underpinning philosophy of the Supporting All Learners Strategy and is the key approach to supporting behaviour, wellbeing, attainment and achievement in our Moray early learning centres and schools.

A nurture based approach should also provide conceptual basis for pastoral care in Moray.

Intermediate Project Business Case

3.7 Business Needs – Current and Future

The Strategic Case has identified the challenges presented by COVID in terms of pastoral support in Moray.

It suggests that the current 'as is' model is inadequate to meet the current and future demands in terms of realising improved well-being outcomes.

A selective review of the national and local policy context provides some possible insights into how a systems wide approach could lead to better wellbeing outcomes and, in turn, improved learning outcomes for learners in Moray.

The following table summarizes the difference of the current 'as is' model and the possible key features of a future 'to be' model.

	Improving Well-being Outcomes		
	As Is		**To be**
	Underpinning philosophy		
1	Child and young person centred		Nurture based and family focused
	Approach		
2	Reactive (addressing issues when they arise)		Early intervention with a strong ELC focus
3	School based		ASG and transitions based
	Agency		
4	Education led		Multi-agency input facilitated by education and children's services professionals
	Workforce		
5	Fragmented staffing model offering differentiated support at ELC, Primary and Secondary phases		A cross education approach based on ASG (sense of place)

3.8 Selection of a Possible Pilot

The original proposal was for a test of change should be undertaken within one ASG area as described below.

While it is considered possible that the test of change could be undertaken in any of the Moray ASG areas, Forres was selected for the following reasons.

- The area having the highest child poverty rate in Moray (24%);
- The large number of children and young people currently in child's planning processes
- The attainment in Forres in some areas is lower than in other parts of Moray and violence and aggression incidents are high.

The risks section, identifies other factors that may influence the selection of the test of change area and it is proposed that confirmation of the pilot should be confirmed at a later date.

As the financial challenges that face the council have become clearer, so has the need to consider a range of options that might offer different budget and funding consequences moving forward as consideration moves beyond a pilot to long term funding that might be available to support a new model of pastoral support in primary schools.

Alternative options for consideration would centre around identifying particular schools that might offer a smaller test of change than the ASG option above. Criteria would require to be developed for selection and clear measurable benefits would have to be established. Selection criteria could include those in the ASG example above with the addition of issues such as the current capacity within the school to support interventions to address issues such as these and the increasing cases requiring child's planning, for example primary schools where the Head teacher is class committed or where there is no Depute Head Teacher (DHT) and the school is close to the qualifying roll boundary. These alternatives for pilots are identified in the options raised below in section 4.2.

3.9   Main Benefits

The following are the intended benefits that aim to be supported from this test of change.

Intended benefits
- Increased attendance at school for some children
- Reduction in exclusions
- Reduction in violence and aggressive incidents
- Increased attainment and achievement
- Greater parental engagement and participation with all services
- Increase in number of schools engaged in the Building Relationships Programme
- Increaser in number of schools achieving the Rights Respecting School Award
- Improvement in the quality of child plans
- Families are better supported
- Further opportunities for career progression in primary.

3.10 Main Risks

As outlined in the management case section, the test of change will be overseen by a project management group.

The remit of the project management group will be monitoring all project risks and issues and, where necessary, taking appropriate mitigating actions.

For the purposes of this Outline Business Case, the following high level risks have been identified along with how these risks will be addressed. These are:-

- **Evaluating the Test of Change**: There is a risk that it will not be possible to derive key insights from implementing the test of change. The critical success criteria will need to ensure that the selected proposal can be adequately evaluated and insights and recommendations can be drawn.

- **Workforce Capacity**. As with other ongoing transformation initiatives, there is a risk that there is insufficient staffing capacity to deliver and evaluate the test of change. This risk will need to be a key consideration in the test of change proposal and the selection of the ASG area to conduct this pilot.

Scaling Up. While the test of change could deliver positive well-being outcomes for the selected area, it is possible that -for a range of different reasons- the test of change model is not transferable and able to be delivered to more schools or in another Moray ASG area.

3.11 Constraints

Linked in with the above high level risks, the test of change and the possible mainstreaming of the model will need to contend with the following constraint.

- **Funding**. The major constraint will be funding the pilot and then the possible mainstreaming of the model. This is also a risk a particular risk as this project creates an ongoing revenue budget requirement and there is currently no source of permanent funding confirmed. This will be considered further in terms of whether alternative funding such as Scottish Attainment Challenge Funding (which includes the Pupil Equity Fund) could provide a long term source of funding if any pilot demonstrates value.
- **Resources:** involvement of education staff in the development and evaluation will be vital. However, current pressures and constraints in releasing time will be challenging.

3.12 Dependencies

Both embedding the test of change and the evaluation of this pilot will require a systems wide approach with the involvement of a broad range of specialisms.

This will include for example, education officer and teaching staff time and input from Research Information Officers (RIO). The interdependencies between these different specialisms will be outlined in the project plan and overseen by the Project Management Group.

4. The Economic Case

Before outlining and selecting from the short list of possible test of change proposals, it is first of all necessary to identify the critical success factors that the chosen proposal for the test of change will be selected against.

4.1 Critical Success Factors

The following are the critical success criteria that each of the proposals will be evaluated against.

Strategic Fit: The Test of Change will require to be outcomes focused and aligned to the intended outcomes and benefits previously outlined in this document.

Affordable: As identified as a risk and as a constraint, it is possible to future mainstreaming across all Moray ASGs. The preferred option will need to be viable from a financial perspective.

Scalable: Taking into consideration such constraints as workforce capacity, it is necessary that the test of change has the potential to be mainstreamed.

Able to be Evaluated: There will need to be a robust evidence base to justify the mainstreaming of the test of change. This will therefore mean that the test of change can be effectively evaluated using both quantitative and qualitative methodologies.

4.2 Short List Options and Appraisal

In addition to 'do nothing' a total of 3 illustrative options have been identified that reflect a minimal, intermediate and maximum potential solution. These options are set out below, however, the next stage or the project will consider these in more detail and these will be developed and refined and will potentially include alternative ways of deploying the possible options:-

Intermediate Project Business Case

- **Option 1(Minimum):** make minimal improvements within the parameters of the current 'as is' model of pastoral care for early learning and childcare, primary and secondary schools
- **Option 2 (Intermediate):** fund a Principal Teacher post to focus on Pastoral care at one or more identified primary school(s) for a 2 year period and evaluate the impact that this investment will have on the well-being of learners. Criteria would require to be developed as noted above but could include poverty, attainment, child planning case numbers and capacity criteria (e.g. schools who have a roll which is marginally below qualifying for a DHT post).
- **Option 3 (maximum):** undertake a test of change within a the Forres ASG area that will include introducing the post of Principal Teacher of Pupil Support for Primary Schools settings that will complement the existing post for Secondary Schools.

The following is a description of each of these options and an evaluation of each option against the above critical success factors.

Option 1 (Minimum)	Make minimal improvements within the parameters of the current 'as is' model of pastoral care for early learning and childcare, primary and secondary schools. For example, allocate funding to release class committed head teachers to provide greater capacity for leadership and to support child planning and other interventions.
Description	In light of other competing priorities within the IMP and the potential scale of investment required, Committee may determine that it would not be advantageous to undertake a test of change and therefore decide not progress this project. Nevertheless, incremental improvements as part of a 'business as usual' approach could be undertaken. This proposal is likely to release some pressure on existing resources but to have a marginal impact on measurable improvements as it supports the "as is" rather than initiates a new approach.
Critical Success Factors	**Strategic Fit** • Does not support the national drive for early intervention models to be put in place to ensure positive outcomes for all children and young people. In education, as the only service that has contact with children and young people on a daily basis, schools are in the strongest position to be responsive to the wellbeing needs of children but cannot address the whole well-being issues that are not school specific. • Fair: increase the risk of not achieving equity and inclusion for all learners from 3-18

<table>
<tr><td></td><td>

- Fair :Allow the workload challenges currently faced by HTs to continue, so reducing their time and capacity for strategic development that includes a focus on raising attainment and achievement for all learners
- Limit the capacity and compound the existing workload challenges to deliver co-ordinated early intervention with families, so leading to escalation of need and higher associated costs
- Limited improvement in Child Planning processes which is quality assured by the Multi-agency Practice Hub and reported to the GIRFEC Leadership Group

Affordable
- Since this is essentially the current 'as is' model with additional hours allocated to release head teacher time, this option is affordable and could be scaled to fit to within any allocated budget.

Scalable
- Not applicable since this option essentially represents the 'as is'.

Able to be Evaluated
- This option would be able to be evaluated. Evaluation of the current 'as is' will provide the baseline for any test of change selected.

</td></tr>
</table>

Option 2 (Intermediate)	Fund a Principal Teacher Pastoral Care post at one or more selected primary school(s) for a 2 year period and evaluate the impact that this investment will have on the outcomes for learners. Criteria would require to be developed as indicated above
Description	To add capacity and to take forward early intervention work in individual school(s) to ensure we are meeting the needs and improving outcomes for all our children and young people in education This is a school specific option based on the acknowledgment that there is a gap in the current resource to address the whole well-being approach in schools to underpin attainment. The introduction of a specialist resource to focus on pastoral care, support child planning and early intervention and to take a broader approach centred around getting it right for every child offers a new

	approach to supporting and improving attainment in primary and early years.

This option would explore the impact of funding this post at a school level which may represent a more affordable and scalable option going forward. However, it does not include provision for wider family based support as in Option 3 below and so is contained to work in school. |
| **Critical Success Factors** | **Strategic Fit**
• This option is considered as supporting a strategic fit in that there would likely be benefits for children and young people throughout the school and particularly those experiencing outcomes impacted by poverty, adverse childhood experiences, individual and family circumstances all of which can affect how well a child is and their attainment. There would be an added benefit of releasing head teacher capacity to enable a greater focus on whole school leadership. There is less strategic benefit from this option as it does not align as closely to the new locality management model and is more school focussed. However, if successful it may provide the evidence for further development of an ASG model in future should funding become available. This option would be considered supporting an affordable and scalable test of change approach that would also support a strong evaluation methodology.
Affordable
• This option would be affordable and would provide a degree of flexibility in terms of the number of Principal Teachers that could be funded.
Scalable
• Similarly, this option would be scalable in that the number of posts created could be determined by the amount of the available budget.

Able to be Evaluated
• The impact of this post on workload and outcomes associated with this position can be evaluated. |

Option 3	Undertake a test of change within a the Forres ASG area that will include introducing the post of Principal Teacher of Pastoral Care for Primary Schools and additional support posts such as Home School Link Workers that will complement and work alongside the existing locality networks that have a cross agency membership and role in

	childrens' services supporting children young people and families.
Description	To add capacity and to take forward early intervention work across localities to ensure we are meeting the needs and improving outcomes for all our children and young people in education. This will include:- • Support the new Locality model by introducing the post of Principal Teacher of Pupil Support (in the Forres ASG across Primary schools and Council ELC settings) with the same maximum caseload as counterparts in secondary, to ensure we are meeting the Health and Wellbeing needs of our children and young people from 3-18 in line with the GIRFEC approach. • Review the impact on leadership and management arrangements across primary schools • Children's Rights and Participation: consult/co-produce with children, young people and families so the service is shaped to meet their needs • Use these posts to support schools in the delivery of the asks and/or statutory requirements of "The Promise"; the Children's Services Plan, the Child Poverty Action Plan, The Scottish Government's 10 year Mental Health Strategy (2017-2027) and the Building Relationships Programme. • Support Head Teachers to use PEF money for maximum impact/best effect • Consider, in line with the ASN review, the need for additional HSLW, Inclusion workers and or Family Support Workers roles to work alongside the new PT posts • Strengthen capacity within Education to support the increased need for multi-agency working and maximise the opportunity to pool the collective resources of the partnership to improve wellbeing and therefore raise attainment/close the attainment gap • To further develop and support parental engagement with Education but also with all services working with families and to ensure that parent voice, as well as that of children is heard and contributes to discussions
Critical Success Factors	**Strategic Fit** • The changes being proposed align and complement the revised Locality Network model and should support early intervention and prevention. • Furthermore, this option has desirable strategic linkages with ASN and the new locality model.

Affordable

While more expensive than the other 2 options, the test of change can be supported and is affordable if the whole of the remaining transformation fund for education is allocated to this project. While it is scalable in theory, the extent to which this is possible will depend upon future funding and it may be challenging to meet full costs from SAC (PEF) funding.   The option can be evaluated.

Scalable

- Subject to the available budget, this option would be scalable

Able to be Evaluated

- It is considered that this option can be evaluated albeit the selected methodology would need to reflect the relative complexity compared to the other options.

4.3   Preferred Option

A summary of the options appraisal exercise is summarized below:-

Option	Critical Success Factors				Comment/Summary
	Strategic Fit	Affordable	Scalable	Able to be evaluated	
1.Minimum	x	✓	N/A	✓	Discounted.
2.Intermediate	-	✓	✓	✓	Partial strategic fit. Possible.
3. Maximum	✓	x-	✓	✓	Affordability challenge.

Given the pressure on council budgets and the need to prioritise scalability and long term sustainability Option 2 is the preferred option for a test of change pilot.

In summary, option 2 is seen as an innovative proposal that would assist in the modernisation and transformation of our service delivery and could potentially be a first step towards a sector leading approach, putting Moray on the map in a positive way and reinforcing our vision for Moray's people, children and young people.

Page 253

5. Commercial Case

Not applicable.

6. The Financial Case

Options	Title	Indicative 2 year cost
Option 1	Do Nothing/Minimal: make minimal improvements within the parameters of the current 'as is'	£239,910 to £47,982
Option 2	Intermediate: Fund a Principal Teacher (Pastoral Care) post at school(s) for a 2 year period and evaluate the impact that this investment will have on the well-being of learners for schools who have a roll which is marginally below supporting this post.	£250,000 to £400,000
Option 3	Maximum: Undertake a test of change within the Forres ASG area that will include introducing the post of Principal Teacher of Pastoral Care and support posts for Primary Schools.	£1,000,000

6.1 Overall Affordability

For Option 3 each year of the 2 year test of change, the projected costs are estimated as £572k. The cost over 2 years would be £1,144m

For Option 2, costs require to be fully calculated and will depend upon the number of schools identified as a pilot. It is suggested that a minimum number would be 2 in order to provide comparison but that 3 would provide a greater pool from which to measure and assess results. It would also be helpful to have funding to release development resources to establish the pilot. Therefore, an estimated total (2 year) budget for a pilot would be between £250k and £400k.

This cost estimate does not factor in evaluation related costs. While these costs will need to be confirmed, it is anticipated that the evaluation will either be conducted utilising Council staff or through external 'in kind' support.

Intermediate Project Business Case

6.2 Funding Source

Funding for the test of change would be sourced from the Council Transformation reserves.

6.3 Impact on the Income & Expenditure Account

Within this section give details on the anticipated payment stream for the project over its intended life span and link to objectives. This should include details on capital and revenue for each year.

7. The Management Case

7.1 Resource Requirements

It is anticipated that the implementation and governance of the test of change will be resourced using existing internal Council staff.

As previously noted it will be necessary for input from School Senior Leadership (SLT) colleagues as part of the governance arrangements and provision has been made for budget to support their release.

Further support is likely to be required from the Council's Research Information Officers (RIOs).

7.2 Programme Management Arrangements

The test of change will continue to be progressed as part of the Council's Improvement and Modernisation Programme.

If it is decided that one of the options is to be progressed, then a Full Business Case will be developed as a preliminary step involving engagement with stakeholders, which will include an implementation timescale, a detailed cost profile.

Risks and issues will be monitored by the Project Management Group.

7.3 Project Management Arrangements

The test of change will be managed in accordance with the Council's programme and project management guidance. This relates to the application of a consistent project reporting approach.

In the first instance, the project management group will report and escalate risks and issues to the Education Officers Transformation Meeting. High level up-dates will then be provided to the Education Children's and Leisure Services Committee.

7.4   Project Reporting Structure

The Senior Responsible Officer (SRO) is Vivienne Cross Head of Education and the Project Manager is Robin Paterson (Project Manager (Education)).

7.5   Arrangements for Change Management

Any future change management arrangements will be subject to the outcome of the findings of the test of change evaluation report.

The evaluation report will inform the contents of any future change management plan.

7.6   Arrangement for Benefits Realisation

Identifying any benefits that can be scaled up from the test of change, will be an integral element of the test of change evaluation report.

7.7   Arrangements for Risk Management

As part of the programme and project governance arrangements, risks and issues will be monitored and mitigating actions taken.

REPORT TO: **SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022**

SUBJECT: **SUPPORTING ALL LEARNERS STRATEGY**

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

1. REASON FOR REPORT

1.1 To request that Committee recognises that the Supporting All Learners Strategy has been developed to align with the published ASN strategy to encompass how we support all learners in Moray. The vision for the strategy is to improve outcomes for all through providing a health and wellbeing framework, training toolkits and wellbeing supports to enable learning communities to roll out and embed Moray's Nurture Principles for All.

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

2. RECOMMENDATION

2.1 It is recommended that Committee endorse the Supporting All Learners Strategy, which provides a health and wellbeing framework, toolkit and supports for learning communities in Moray to progress on the pathway to embedding Moray's Nurture Principles for All.

3. BACKGROUND

3.1 The Supporting all Learners Strategy is the overarching strategy for all children and young people, with a vision of 'supporting and enabling all our learners to be the best they can be' and a long term plan to develop our Education workforce to ensure all who work with our children and young people have the knowledge and skills to address barriers to learning and to meet our learner's wellbeing needs. All children and young people will benefit from a shared vision of inclusion and nurture across Education and Education and Resources teams, including those with additional support needs. The ASN Strategy sits alongside this overarching Supporting all Learners strategy and will ensure learners with the highest levels of additional support needs are supported and enabled to be the best they can be; through specialist advice and support; and by ensuring they are supported by highly skilled staff within the most appropriate environment to meet their individual needs.

3.2 From observations of practice across Moray, through reports from Schools for Future visits, QIO visits and HMIe inspections all input to the identification of a need to develop nurture principles. These processes have identified a need for more cohesive approaches to nurture to meet the needs of all learners. The Supporting All Learners Strategy aims to provide a health and wellbeing framework around which practitioners and establishments can develop a shared approach to nurturing practices both within different learning communities and pan Moray. The Strategy offers relevant and accessible training, toolkits and wellbeing supports to enable this process and to develop a cultural foundation of nurture and the establishment of positive relationships upon which to build the Curriculum, Learning, Teaching and Assessment and Leadership in every learning community.

3.3 By embedding the strategy through introducing The Moray Standard, Nurture Principles for All, all Moray's Children and Young People will develop a sense of safety within the learning communities to fully develop as unique individuals, have confidence to explore all the BGE Curriculum has to offer, leading to increased attainment/awards in the Senior Phase achievements through individually identified pathways of learning; thus leading to improved outcomes, attendance and engagement in education.

3.4 The formation of a short life working group was established and included invites to elected members, union representation, central officers, early years, primary and secondary staff, and school management, Educational Psychology team, Moray Social Emotional and Behavioural Needs (MSEBN) team.

3.5 The Strategy was collaboratively written by a short life working group established by volunteers from 3.3. The Strategy provides a health and wellbeing framework, a toolkit and support to all Moray learning communities to progress towards developing and embedding nurturing approaches. Once these nurturing approaches have been introduced, and the nurturing foundations are established in all learning communities, individual learning communities can then identify further training packages. These will include packages of training for groups of practitioners as well as specialist, individual practitioner training packages for individually identified learners.

3.6 The Strategy has been developed in line with the United Nations Convention for the Rights of the Child (UNCRC) and The Promise promoting health and wellbeing systems and processes for supporting all learners; socially, emotionally, mentally and physically. These foundations allow us to continue to promote raising attainment and closing the poverty related gap through relevant and targeted training and toolkits for all practitioners.

3.7 Further consultation was undertaken with the wider teams of those working group members noted above at para 3.3, the following three areas were identified as areas for development and improvement:

- **Nurture Principles for All** - We are a nurturing Council whose education communities are led and staffed by trained, nurturing professionals, working collaboratively with partners to support children, young people and their families.

- **Workforce Development & Resource Support –** We are to ensure the rollout of Moray's Nurture Principles and to invest in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people now and into the future.
- **Health and Wellbeing Systems and Processes -** We are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and targeted practice that supports learners and our staff to thrive

3.8 Training in the Nurture Principles for All creates the foundations upon which all other more personalised programmes including those within the staged intervention programme can be built. Through the use of terms 'universal', 'universal with support' and 'targeted' it provides consistency of language to support all Moray staff when identifying the necessary training packages to support at whole school, group and individual level training needs.

- **Universal –** training to be undertaken by all practitioners as part of embedding the consistencies of Moray Nurture based practice in all learning communities.
- **Universal with support –** training identified by individual learning communities which reflects the self-evaluation process using the Moray's Readiness for Nurture toolkit (individual and whole learning community) and an Identification of Training Need for individual learning communities.
- **Targeted –** training identified by individual learning communities or the Team Around the Child which reflects the individual needs of the learner through Child's Planning meetings, Learner Profile Strategies and Individualised Education Plans or to further support a learning community to reflect on, develop, further embed good practice/policies and guidance.

3.9 It was established that there was a need for a written document to exemplify the Moray Standard that we will deliver in our learning communities, and by having the strategy we have a baseline for quality assurance and improvement. The strategy aims to do this by helping to understand the council's need, the policy areas this aligns to and giving access to toolkits to allow appropriate action to take place. That action will be reviewed as per the below to ensure progress with implementation and embedding of the nurture principles Moray Council aspires to in our schools.

3.10 The strategy highlights the desire for all of Moray's children and young people to have equality of experiences. This document includes theoretical knowledge and practical suggestions aimed at all educational communities but which allows implementation to meet the needs of the locality thus supporting Scottish Government's empowerment agenda and theme in education policy.

3.11 The Strategy is attached (**Appendix 1**).

3.12   The Supporting All Learners strategic group will coordinate support and training according to local needs to ensure that the principles of this strategy are delivered in an equitable, sustainable and needs targeted way. The Strategy is a 6-year approach to allow learning communities time to self-assess their position, train their staff and fully embed the Moray Standard through the use of evidence based practice and application of implementation science to enable embedding within learning communities by the 6th year. Success at the conclusion of the Strategy will be that the Supporting All Learners strategy has supported implementation of the Moray Nurture Principles in all learning communities. Therefore by year 6, individual learning communities will evidence in School Improvement Plans, Quality Assurance visits and processes, HMIe feedback, parent surveys and health surveys both locally and pan Moray the successful and sustained embedding of nurture principles for all. These indicators will provide a range of ongoing and summative data to track progress. Bi-annual progress reports will be reported back to Committee for scrutiny.

3.13   To further quality assure the successful and sustained implementations of this strategy, the strategic group will undertake 2 yearly reviews to provide ongoing support in line with ongoing training offers, quality assurance processes including local QA visits, HMIE inspection and emerging national priorities which will inform the training support offers associated with the strategy.

3.14   Ongoing and regular review of school's progress towards the Moray Nurture will take place through ongoing Quality Improvement processes including HMIe visits and local authority School Inspection visits and school self-evaluation processes and Improvement Plan Audits. A two year review will be carried out by the Supporting All Learners core group who will review school's progress as well as the training and support framework and guidance in light of emerging national priorities, guidance and legislation including UNCRC incorporation, emerging 'The Promise' guidelines, GIRFEC and updates to National Child Protection Guidance.

3.15   The two-year review will be responsive to emerging local and national policy changes in order to ensure the SAL strategy represent legislative and policy requirement.

4   **SUMMARY OF IMPLICATIONS**

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The Supporting All Learners' Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) Policy and Legal

This report should be read in the context of the Scottish Government Getting it Right for every Child approach, The Promise, The Morgan Review, The ASN Strategy and Realising the Ambition.

There are no legal implications arising directly from this report.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

The plan is aimed at promoting Article 29 of the UNCRC. You have the right to education, which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment, Article 3: All adults should always do what is best for you and Article 4: You have the right to have your rights made a reality by the government. Individual elements of the strategy will be assessed prior to implementation a monitoring system will be set up to ensure that the benefits are shared fairly.

(h) Climate Change and Biodiversity Impacts

None.

(i) Consultations

Senior Officers in Education and Education Resources, School Estates Manager, Chief Financial Officer, Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser and Equal Opportunities Officer, Don Toonen.

5. CONCLUSION

5.1 That the Committee notes the contents of this report and endorses the Strategy providing the foundations for learning communities to support all learners.

Authors of Report: Susanne Campbell and Lynne Riddoch (Quality
                      Improvement Officers)
                      Craig Fowler (Principal Educational Psychologist)
                      Jackie Stevenson (Head Teacher MSEBN)
Ref: SPMAN1315769894-118 and SPMAN1315769894-119

Our Moray Standard – Supporting All Learners

2022-2028 Strategy

For Moray's Children and Young People...

moray council

223953

Contents

Page 265

Introduction

For Moray's Children and Young People…

The purpose of **Our Moray Standard – Supporting All Learners** is to provide a practice framework that delivers on the Strategic Priorities Education 2020-2023 and which can be reviewed and adapted as we move to our next plan 2023-2026.

Our strategy sets out our expectations for Moray, identifying excellent and innovative practice as an expression of our collective responsibility for ensuring we are all truly ambitious for all Moray's children and young people. In doing so, we will be promoting their holistic **health and wellbeing and developing a culture of inclusion, equity and diversity, leading to improved outcomes for all**.

There are a number of frameworks and policies in place across Scotland and Moray which direct our approach to improving the support we offer all learners in our schools and ELC settings.

Improving outcomes for all

Curriculum

• Provide progressive learner pathways from 2-18 to develop skills for learning, life and work.

• Deliver a responsive curriculum reflecting clear vision, values and aims.

• Develop and extend collaborative approaches through flexible opportunities to meet the needs of all learners.

Learning, Teaching & Assessment

• Action and embed Our Moray Standard.

• Promote personal and collegiate responsibility for improved learning and teaching through professional learning and collaboration.

• Build and sustain a culture of reflective and empowered leaders of learning at all levels in our system.

getting it right for every child in Moray

Leadership

• Develop practitioners' skills and knowledge of leadership in line with professional standards and expectations.

• Review and implement a revised framework for professional development and career pathways.

• Enable and promote empowerment and leadership across our system.

Supporting All Learners

• Develop a culture of inclusion, equity and diversity leading to improved outcomes for all.

• Promote resilience and positive mental health, strengthening emotional, physical and social wellbeing through multi-agency working.

• Listen, engage and work collaboratively within communities to reduce the impact of poverty, and create a safe and nurturing environment.

Self-evaluation for self-improvement

These include:

National Improvement Framework
https://www.gov.scot/policies/schools/
national-improvement-framework/

Regional Improvement Collaborative
https://northernalliance.scot/

Realising the Ambition
https://education.gov.scot/
media/3bjpr3wa/realisingtheambition.pdf

How Good is Our School? (4th Edition)
https://education.gov.scot/improvement/
self-evaluation/hgios4/

Corporate Plan 2024
www.moray.gov.uk/downloads/
file119976.pdf

Moray 10 Year Plan – Local Outcomes
Improvement Plan
www.moray.gov.uk/downloads/
file119323.pdf

Morays Children's Services Plan 2020-2023
www.moray.gov.uk/downloads/
file136154.pdf

- Moray Raising Attainment Strategy 2019-2024

- Our Moray Standard – Learning and Teaching

- Professional Leadership and Learning Strategy

- Morays' Parental Involvement and Engagement
Strategy

Moray ASN Strategy 2017-2027
www.moray.gov.uk/downloads/
file116628.pdf

Moray Early Year's Strategy 2016-2026
www.moray.gov.uk/downloads/
file109795.pdf

- A Play Strategy for Moray

In addition, our strategy delivers on the implementation of the United Nations Convention for the Rights of the Child (UNCRC), Getting It Right for Every Child (GIRFEC), The Morgan Review (ASN Review), and The Promise – all of which underpin **Our Moray Standard – Supporting All Learners**.

As practitioners in Moray it is essential that:

"... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners."

– Moray Raising Attainment Strategy 2019-2024

Our strategy is concerned with transformational change in the purpose, nature and delivery of support for all learners that develops a culture of inclusion, equity and diversity leading to improved outcomes for all. We acknowledge that whole system reform takes time and are committing to a 6 year roll out of this framework in order to embed improved outcomes for children, young people and families. This is a timely reform, coming in the midst of a global pandemic that has rocked established norms. It calls for a fresh education paradigm – one that recognises the deep impact of trauma, the central importance of nurture for wellbeing and the truth that getting it right for every child will enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

The Vision for Supporting All Learners in Scotland

Scotland's vision is threaded through the articles, themes and foundations noted below. It is based on a commitment to respect, overcoming barriers to learning, working in partnership, promoting empowerment and equity and celebrating achievement, **as we deliver a culture of inclusion, equity and diversity, leading to improved outcomes for all**.

UNCRC Articles

Articles 2, 12, and 23	Article 5	Articles 29 and 42	Articles 3, 4 and 6	Articles 20, 29 and 31

Morgan Review Themes

Rights and Participation	Relationships between school and home	Workforce Development and Support Resources	Vision Visibility Mainstreaming Inclusion Entitlement Equality	Maintaining focus and overcoming fragmentation

The Promise – Foundations

Voice	Family	People	Care	Scaffolding

United Nations Convention on the Rights of the Child (UNCRC)

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

United Nations Convention on the Rights of the Child (UNCRC)
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

The United Nations Conventions on the Rights of the Child (UNCRC) is an international agreement which protects the human rights of all children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. Our Moray values are reflected throughout the strategy. We recognise that if our children and young people are valued, respected and supported their quality of life will reflect this. We believe all children have a right to education (UNCRC Article 28) that develops their personality, talents and abilities to the full, respect for others' rights and the environment (UNCRC Article 29). They should be supported fully to live and grow (UNCRC Article 6). If a child has a disability, they have the right to special care and education (UNCRC Article 23) and have the right not to be punished in a cruel or hurtful way (UNCRC Article 37). Our Moray Standard - Learning and Teaching clearly states, "Through developed and sustained, positive and mutually respectful relationships and consistent, high quality learning experiences, children and young people will be supported to maximise their full potential."

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC)
https://www.gov.scot/policies/girfec/

Getting it right for every child (GIRFEC) is based on the UNCRC. Getting it right for every child (GIRFEC) helps everyone work together to help children and young people. In education, we embrace the revised values and principles of GIRFEC which are at the heart of **Our Moray Standard – Supporting All Learners**:

- placing the child and family at the centre, and promoting choice with full participation of children and families in decision making

- working in partnership with families to enable a rights-respecting, strengths-based, inclusive approach

- understanding wellbeing as holistic and interconnected, with a child's developmental experiences understood within the wider context and influences of family, community and society

- valuing diversity and ensuring non-discrimination

- equitably tackling multiple and intersecting forms of inequality

- shifting resources and support towards providing an early offer of support to improve outcomes for children, young people and families

- joint working in a culture of co-operation and communication between practitioners and services, both locally and nationally across Scotland

The Morgan Review

The Morgan Review
https://www.gov.scot/publications/review-additional-support-learning-implementation/documents/

The Morgan Review affirmed that Additional Support for Learning is not visible or equally valued within Scotland's Education system. Consequently, the implementation of Additional Support for Learning legislation is over-dependent on committed individuals, is fragmented and inconsistent and is not ensuring that all children and young people who need additional support are being supported to flourish and fulfil their potential. It has been identified that the challenge is in translating that intention into practice for all our children and young people who face different barriers to their learning across a range of different home and learning environments. The challenge for us all is to design systems and adopt practices that make visible and value all our children and young people who face different barriers to their learning across a range of different home and learning environments, so that they flourish.

The findings from the Morgan Review have initiated a Moray wide ASN review involving service providers from across Education, Education Resources and third sector providers (see Moray ASN Review).

https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/additional-support-needs/

The Promise

The Promise
https://thepromise.scot/

The Promise Scotland is responsible for driving the work of change demanded by the findings of the Independent Care Review. It works with all kinds of organisations to support shifts in policy, practice and culture so Scotland can **#KeepThePromise** it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential.

Plan 21-24 is the first of 3 plans
https://thepromise.scot/plan-21-24-pdf-spread.pdf

It sets a series of outcomes that must be fulfilled by 2024. It has been created through engagement with over 100 organisations. The Promise will facilitate and support change, wherever that change needs to happen to make sure that Scotland will #KeepThePromise. In Moray, we are wholly committed to keeping the promise.

Realising the Ambition

Realising the ambition
https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf

This is further supported through Realising the Ambition: Being Me, reflects the original principles and philosophy of Building the Ambition and complements the current policy direction of ELC and early primary education. It aspires to support practitioners in delivering what babies and young children need most and how we can most effectively deliver this in Scotland to give children the best start in life.

How Good Is Our School 4?/ How Good Is Our Early Learning Centre? 3.1 Ensuring Wellbeing, Equality and Inclusion

Ensuring Wellbeing, Equality and Inclusion focuses on the impact of educational settings and the community's approach to wellbeing which underpins all children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a within shared understanding of the value of every individual within Moray. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. In Moray, we expect all staff and partners to model behaviour which promotes and supports the wellbeing of all and that is sensitive and responsive to the wellbeing of each individual child. Staff, children, and young people must know, understand and use the wellbeing indicators as an integral feature of school life:

The Vision for Supporting All Learners in Moray
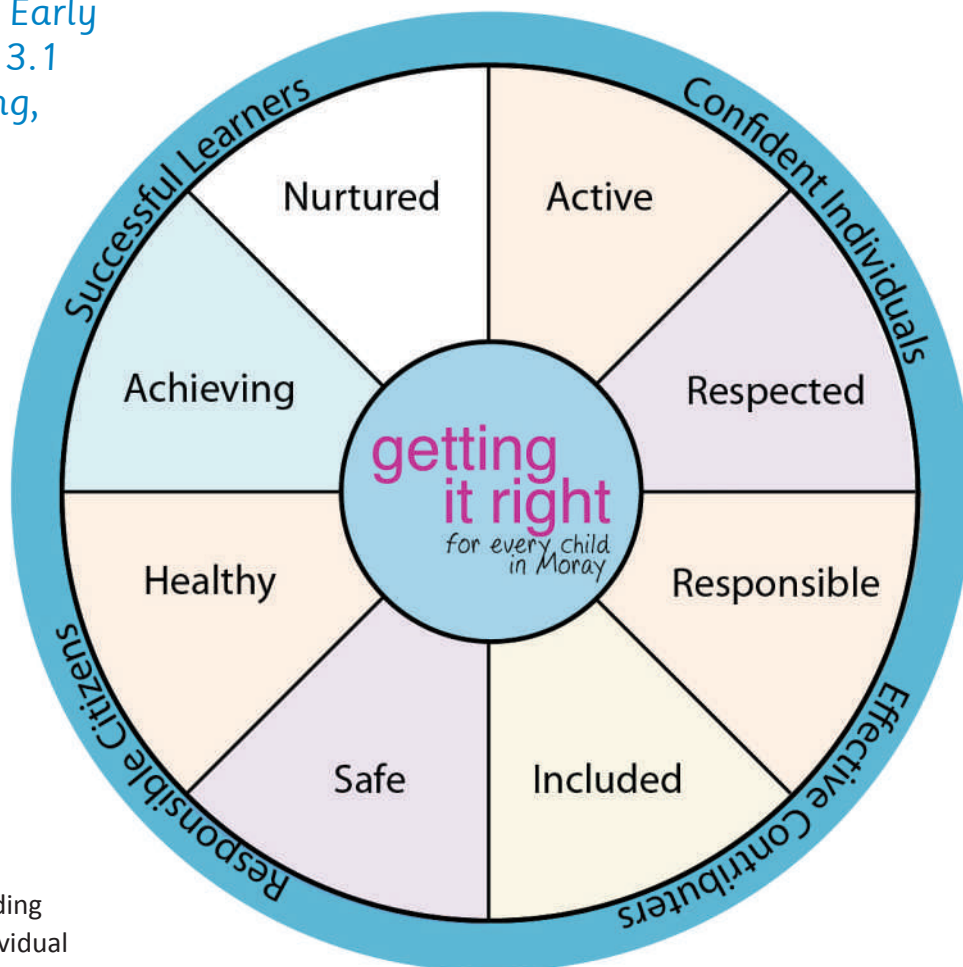
```
┌─────────────────────────────────────────────┐
│      United Nations Convention                │
│      for the Rights of the Child              │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│  Our Moray Standard – Supporting All Learners │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│                  GIRFEC                        │
│               The Promise                      │
│            The Morgan Review                   │
│                ASN Strategy                    │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│   Nurturing Authority, School and Classroom   │
└─────────────────────────────────────────────┘
                      │
         ┌────────────┴────────────┐
┌──────────────────────┐  ┌──────────────────────┐
│ Workforce Development │  │ Health and Wellbeing  │
│                       │  │ Systems and Processes │
└──────────────────────┘  └──────────────────────┘
         └────────────┬────────────┘
┌─────────────────────────────────────────────┐
│             Partnership Working               │
└─────────────────────────────────────────────┘
                      │
┌─────────────────────────────────────────────┐
│      Moray Staged Intervention Pathway        │
└─────────────────────────────────────────────┘
```
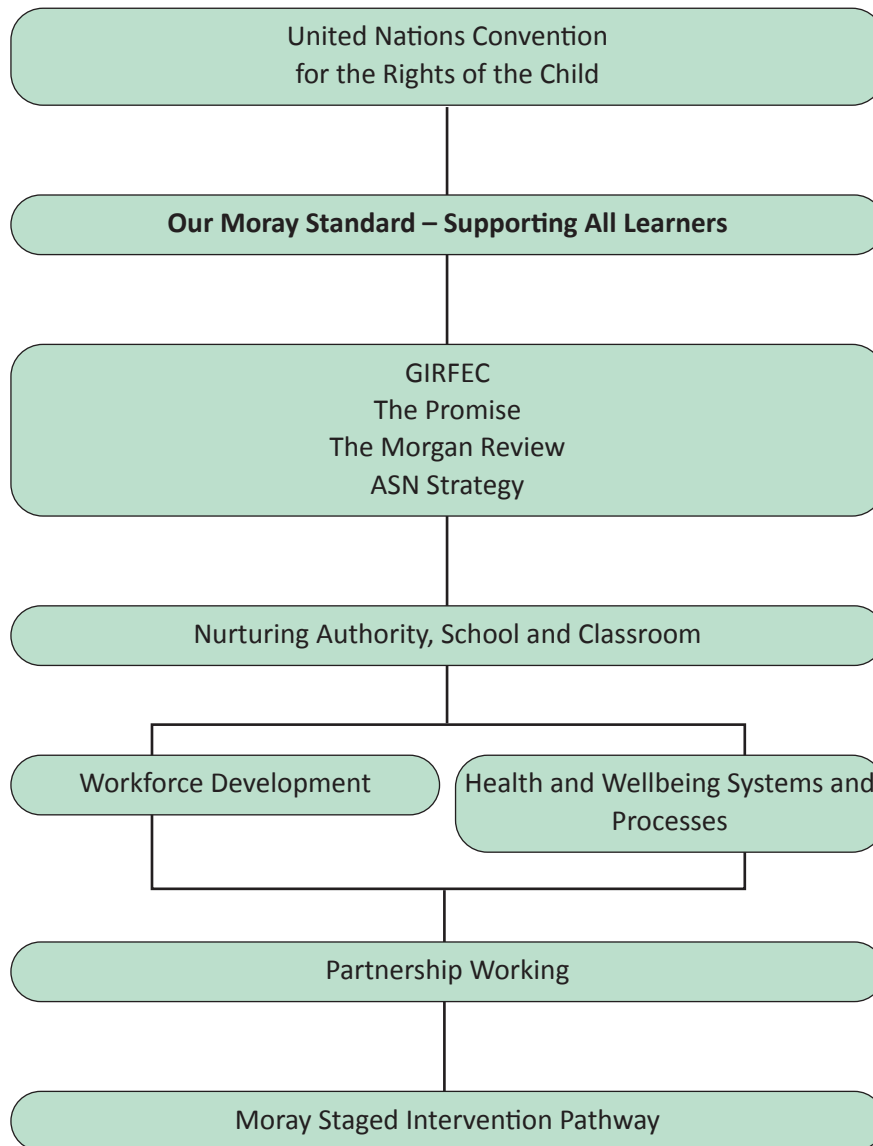
Our Moray Standard – Supporting All Learners and Infographic have been produced following pan authority discussions and consultations including Head Teacher Meetings, consultation sessions with a wide range of professionals and focus groups with children, young people, families and partner agencies. This ensures that **Our Moray Standard – Supporting All Learners** is consistently reflected in the daily work at authority level, in our education settings, in our classrooms and embraced by everyone working and learning in our Education communities. At the heart of the strategy is the intention to develop a culture of inclusion, equity and diversity leading to improved outcomes for all, as expressed in our vision:

"Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families &partners

Moray ASN Strategy

There is acknowledgement that **Our Moray Standard – Supporting All Learners** must align closely with:

Moray ASN Strategy 2017-2027
www.moray.gov.uk/downloads/ file116628.pdf

The Equality Act 2010
www.legislation.gov.uk/ukpga/2010/15/ contents

Education (Additional Support for Learning) (Scotland) Act 2004
https://www.legislation.gov.uk/ asp/2004/4/pdfs/asp_20040004_en.pdf

It states that a child or young person has additional support needs where, for whatever reason, 'the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.' There are many and varied reasons why a child or young person may need additional support and how these factors affect people with ASN, and their families, can vary enormously.

The Education (ASN) (Scotland) Act 2004 places duties on local authorities to identify, meet and review the needs of children and young people. It gives children and young people, parents and carers a number of rights including the right to ask for additional support needs to be identified and planned for; to receive advice and information about their child's additional support needs; be part of discussions about the support they or their child will receive; and access dispute resolution procedures to resolve concerns.

In light of this legislation, in June 2017 The Moray Additional Support Needs (ASN) strategy (2017-2027) was launched. Its aim is: 'To ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures.' The strategy identifies eight outcomes through which Moray will achieve the best results for children and young people (3-18) with ASN. The current Moray ASN review, informed by the findings of the Additional Support for Learning Review and integrated with the Supporting All Learners strategy,

is the vehicle through which this transformational change is being delivered, so ensuring legislative compliance and high quality outcomes for children and young people with additional support needs.

The Moray Staged Intervention Pathway

Central to the delivery of this vision and a key driver for **Our Moray Standard – Supporting All Learners** is Moray's Staged Intervention Pathway. It makes visible the professional responsibilities of practitioners and support staff. It also highlights Moray's commitment to effective Child's Planning and partnership working in the delivery of universal, universal with support and targeted support for ALL our CYP's wellbeing and learning.

Partnership Working

We recognise that Education cannot fulfil this vision without strong partnerships with a range of public sector, third sector and community organisations working together to achieve the best for Moray's children and young people. Tapping into the strengths and assets of the wider community is essential. The Locality Networks, Multi-agency Support Hub, Wellbeing Partnership, the Child Protection Co-ordinating Group, Corporate Parenting Strategy Group and the GIRFEC Leadership Group will be key in supporting the delivery of **Our Moray Standard – Supporting All Learners** Strategy.

Morays Children's Services Plan 2020-2023
www.moray.gov.uk/downloads/ file136154.pdf

Morays Children's Services Plan 2020-2023 produced collaboratively with children and young people, clearly outlines the collective responsibility of all partners to improve outcomes for children and young people. The successful delivery of the four key priorities within this plan; improving the wellbeing of children, young people and families, keeping children safe and free from harm, improving outcomes for our care experienced and looked after children and mitigating the impact of poverty on children young people and families supports the transformational change **Our Moray Standard – Supporting All Learners** Strategy seeks to achieve.

The GIRFEC Leadership Group and the multi-agency groups reporting to them share data, intelligence,

Universal Services

The majority of children and young people make their journey from birth to adulthood supported by their family and universal services (services available to everyone eg school, GP etc.)

All children and young people from birth to 18 years (or later if still in school) have a Named Person (NP) who will be the first point of contact for a child/young person and their family if they have any concerns. They are there as a support to make sure the child/young person's wellbeing needs are met.

getting it right
for every child
in Moray
Pathway

- Midwife tells parents-to-be about the NP Service
- Health Visitor is usually the NP from birth to starting primary school
- Head Teacher or Depute HT is usually the NP in primary school
- Guidance Teacher is usually the NP in Secondary School
- Opportunities For All Officer is usually the NP from leaving school until 18th birthday
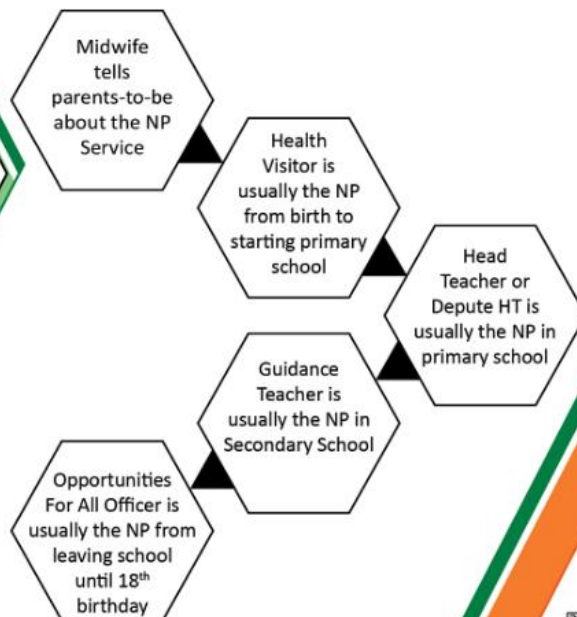
There are times, the Named Person role is taken on by someone else but the child/young person and their family must always be informed who this is. For example: the Family Nurse Practitioner, or a Principal Teacher.

Universal S

Occasionally children and yo
wellbeing need which canr
universal services but car
support within universa
as part of an Individua
guidance from a spe

5 GIRFEC questio

▢ What is getting i

▢ Do I have all the in

▢ What can I do now to

▢ What can my agency d

▢ What additional help, if a

Observing & Recording
events / observations / other information

Gather

Nurtured　Active

Achieving　Respected

Healthy　Responsible

Safe　Included

Adversity

Well-being
Concerns

A
Appropri

Child Protection procedures can ⟨ be

Appropriate and proportionate interventions, based on app
always in discussion with Child/Young

Services
with Support

oung people may have a
not be fully met by the family or
be met through additional
al services eg a Classroom Assistant
al Education Plan; advice and
cialist service.

- Wellbeing need identified
- NP (or agreed other) discuss identified need with child/young person and family
- NP uses 5 GIRFEC Questions and National Practice Model to consider issues
- Additional support requested from other sources
- Single agency plan and chronology developed

ons
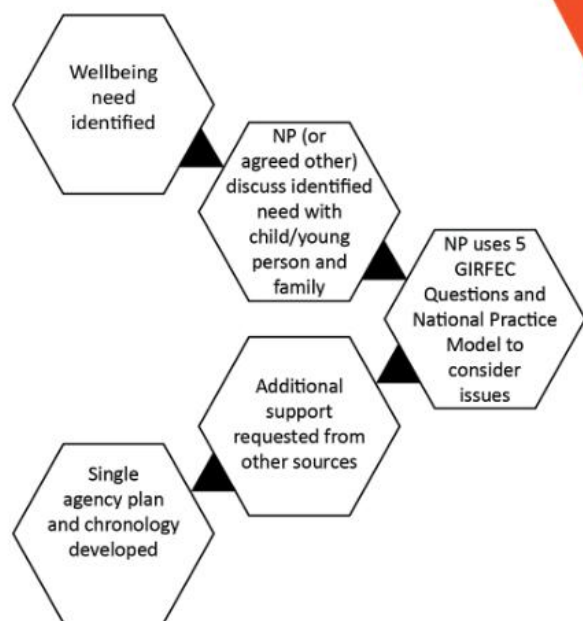
n the way of this child or young person's wellbeing?

formation I need to help this child or young person?

help this child or young person?

o to help this child or young person?

any, may be needed from others?

Gathering Information & Analysis

Planning Action & Review

Nurtured
Active
Achieving
Respected
getting it right
Healthy
Responsible
Safe
Included

ce matrix used when
r more complex situations

ssessment
te, proportional, timely

Well-being
Desired Outcomes

Targeted
Intervention

For a small number of children and young people, a more co-ordinated approach will be required to deliver a Targeted Intervention which will be recorded in a Child's Plan and be co-ordinated by a Lead Professional. This will always be started by the Named Person who will have discussed the needs with the child/young person and their family, along with any professionals who may be able to assist.

- Wellbeing need identified
- NP (or agreed other) discusses identified need with child/young person and family
- NP and others use 5 GIRFEC Questions and National Practice Model to consider issues
- Co-ordinated approach required to deliver Targeted Intervention
- Lead Professional identified
- Child's Plan and multi-agency chronology developed

Statutory/Compulsory interventions can be initiated at any point but are likely to be part of a Targeted Intervention. The Reporter to the Children's Panel will require a copy of the Child's Plan as part of the referral and may also ask for additional information.

Additional advice/ guidance/ support is available at any time within your locality.

For further information contact your Locality Wellbeing Officer

initiated > at any point

ropriate and proportionate information sharing
g Person and their Family

Moray Community Planning Partnership

findings from self-evaluation activities and most importantly what children, young people and frontline practitioners are telling them needs to improve. Pooling the collective resources of public sector agencies and maximising the valuable contribution communities can make, helps to ensure children and young people get the help they need, at the right time and delivered in a way that works for them.

Our Moray Standard – Supporting All Learners recognises that key partners in the delivery of this strategy are parents. The national parental engagement strategy aims to empower leadership at all levels of our learning communities, ensuring parents are active and involved in the school community. Parents will feel empowered to support learning and to engage in cross-generational family learning.

Taking direction from the national action plan for Parental Involvement and Engagement entitled 'Learning Together'. The Moray Parental Engagement Strategy aims to provide a framework for learning communities to develop their own school policies and approaches based around developing a shared understanding of legislative requirements, effective practice and by providing a self-evaluation tool to support self-improvement.

Our Moray Standard – Supporting All Learners Identified Priorities

By focussing on three key areas, the Moray Standard – Supporting All Learners will prioritise and plan to support the pupil wellbeing and learning needs identified in Moray.

The three key priority areas identified are:

- **Nurturing Principles for All:** We are a nurturing Council whose education communities are led and staffed by trained, nurturing professionals, working collaboratively with partners to support children, young people and their families

- **Workforce Development & Resource Support:** we are investing in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people

- **Health and Wellbeing Systems and Processes:** we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and our staff to thrive

Our strategic commitment to these 3 key areas will be matched to Moray's Staged Intervention model and translated into a plan which contains high quality **aims and objectives** designed to empower all staff, children and young people to achieve and attain. Details of the delivery priorities are noted below.

Priority 1 – Moray's Nurturing Principles for All

Aim: We are a nurturing Council whose education communities are led and staffed by trained nurturing professionals working collaboratively with partners to support children, young people and their families.

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

At the heart of Nurture is a focus on wellbeing and relationships and a drive to empower the growth and development of children and young people. Nurturing Practice embodies **Our Moray Standard – Supporting All Learners** by establishing the right conditions to understand behaviour, wellbeing, quality learning and teaching, wider achievement and raising attainment – this is the foundation on which the Moray Standard – Learning and Teaching connects with **Our Moray Standard – Supporting All Learners**.

Exploring the possibilities

Building the knowledge structure

Establishing the conditions
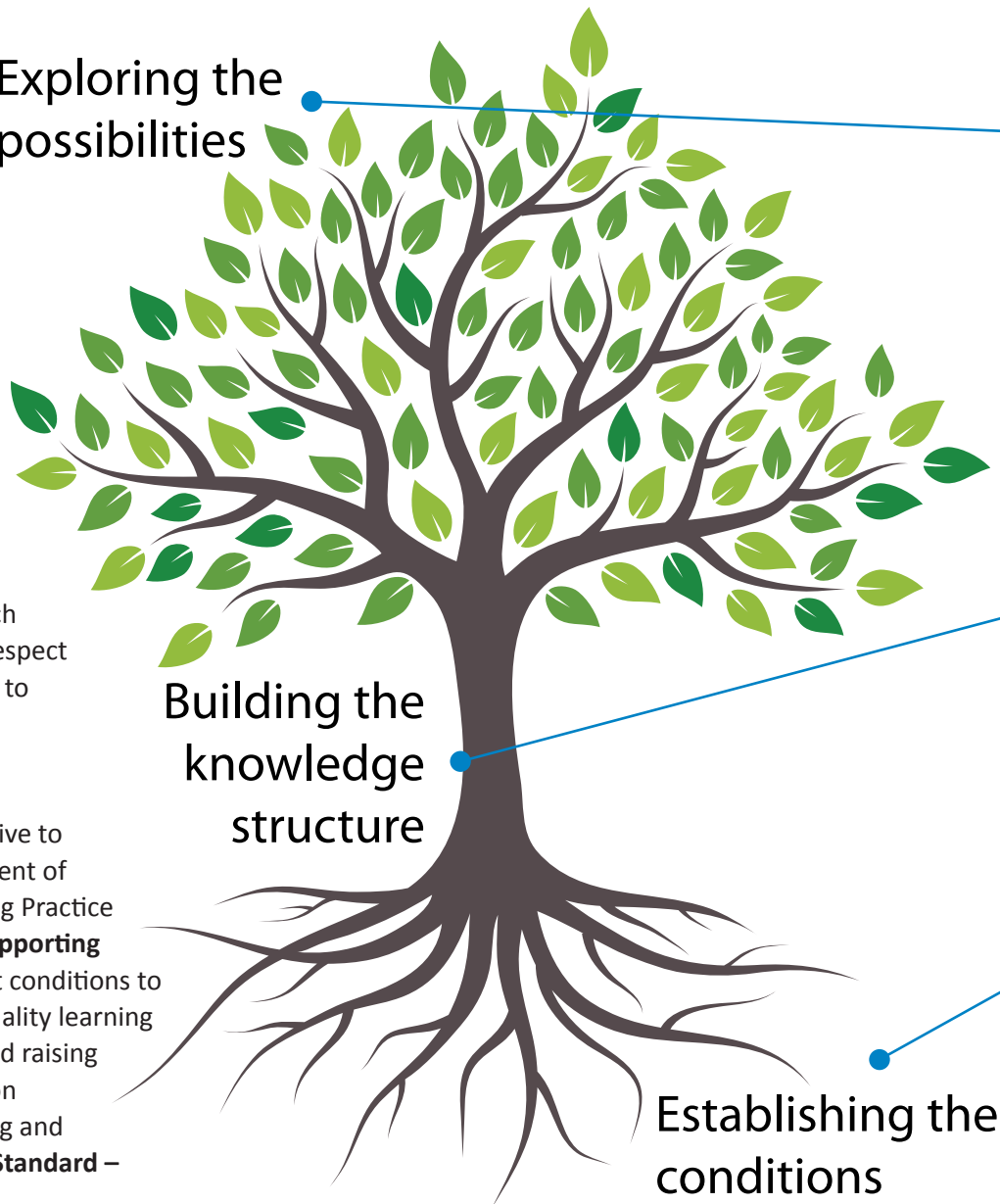
Exploring possibilities

- Providing opportunities for hands-on, authentic learning experiences

- Using online tools and other resources to empower students as independent learners

- Giving speech activities a high profile and celebrating excellence

Building the knowledge structure

- Using effective instruction methods

- Using effective formative assessment and feedback methods

- Teaching for memory

Establishing the conditions

- Fostering the attitudes and habits needed as a basis for students to achieve excellence

- Understanding behaviour as communication of need and establishing effective behaviour routines

- Designing a curriculum to meet the needs of all learners

– Adapted from The Learning Rainforest, Tom Sherrington, 2017

Moray's Nurturing Principles for All informs, defines and delivers inclusive practice. We recognise that these overarching principles within the Supporting All Learners Strategy will encompass and build on the work already undertaken and developed within various educational settings e.g. Building Relationships programme (BRP), Nurture Network UK Training, Wellbeing Classroom, Adverse Childhood Experiences (ACES) research and Trauma Informed Practice. **Moray's Nurturing Principles for All** is the golden thread that will support in the delivery of the Supporting all Learners vision of:

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

The Moray Standard – Nurture Principles

Moray's Nurture Principles for All:
- Learning is understood developmentally
- The learning community provides a safe place
- Nurture is essential for wellbeing and learning
- Language is a vital means of communication
- All behaviour is communication
- Transitions offer opportunities and challenges

Outer ring: Education Strategic Priorities — Collaboration and equity enhanced change — Learning teaching and Assessment — Outcome based — Supporting all learners — Leadership — Future focused — Curriculum

- Providing professional learning materials and training to promote a consistent and deeper understanding of what we mean by nurturing approaches. Support critical enquiry and facilitate professional learning around the Nurture Principles, Nurture Groups, the areas of attachment, brain development, stress and trauma, ACEs child development

- Building capacity in key staff in schools and ELC settings to deliver professional learning in this area

- Providing a model which supports both the implementation of a nurturing approach and offers a framework to support self-evaluation and improvement. Baseline Readiness Questionnaires and MC HNIOS Health Checks

Priority 1 will focus on promoting and embedding across education a clear and consistent knowledge and understanding of these principles and their application in everyday practice across Moray education settings. This will bring a greater understanding of the reasons underlying children and young people's difficulties with learning, behaviour and relationships and contribute to the achievement of positive outcomes for children and young people.

To ensure consistency of the implementation of nurturing practice at local authority, community, school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 1 is responsible for:

- Developing a shared understanding of nurturing practice with children, young people, ELC and school staff, partners, and Local Authority staff

- Using evidence based research and examples of effective practice to develop an understanding of a nurturing approach and how it can be applied in different contexts

- Supporting schools in measuring the impact of a nurturing approach on children and young people

- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support a consistent way of working across the partnership

- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support outcomes identified in the Children's Services Plan and the work of the Child Protection Committee

Priority 2 – Staged Intervention Workforce Development and Support Resources

Aim: we are investing in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people.

Article 3: All adults should always do what is best for you.

The aims of the Staged Intervention Workforce Development and Support Resources Priority is to provide engagement with high quality Professional Leadership and Learning (PLL) opportunities and signpost to resources. It will closely align with Our Moray Standard – Professional Leadership and Learning. This will establish consistent thinking and practice across Moray's educational establishments and provide staff with knowledge, skills and strategies to better support all learners to achieve and attain.

The Staged Intervention Workforce Development and Support Resources workstream will generate a hub and bespoke training programme. This will provide all education staff with core training in supporting all learners whilst allowing personalisation and choice within a range of themed training programmes and resources. The diagram below captures the training included but not exclusive to each stage.

Universal

Universal describes the baseline knowledge and skills required by everyone working with children and young people in Moray's Education settings.

Training in these supports, procedures and strategies is provided annually to leaders at all levels within our learning communities – teaching/support staff and central staff. Ensuring consistent knowledge and understanding of inclusive practice helps education staff to ensure children and young people are safe, supported and included as well as being engaged in learning.

> **Universal training**
> Nurturing approaches
> Child Protection / GIRFEC
> UNCRC / The Promise
> Staged intervention / Child's Plan

Universal with support

Universal with Support targets school development needs and builds skills and confidence in all workers who have direct or substantial contact with children and young people. This additional level of training may also be identified through School Improvement Planning, Pupil Equity Funding and Professional Review and Development/EDPR actions.

> **Universal with support training**
> Building relationships
> Restorative practice
> Zones of regulation
> Respectme
> Solution Oriented
> Emotion Coaching
> Mentoring Violence Prevention
> Mental Health First Aid
> Seasons for Growth

Targeted

Targeted support is matched to school, department and individual staff development. These interventions specifically aim to support identified staff who have more regular and intense contact with children and young people with additional support needs, as well as those who direct, coordinate and manage departments and/or schools/ELC settings. They also offer themed training on a range of specialist topics.

Targeted training
Behavioural Support Strategies
Attendance
Referral processes
Equalities / diversity
SEEMiS
Admissions
Wellbeing supports
Inclusion
Exclusion
Poverty

To ensure consistency of the implementation of aspects of the workforce development at local authority, community, whole school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 2 is responsible for:

- Identifying training requirements across all staff groups within a school or ELC setting

- Identifying how training should be provided

- Providing an annual training calendar

- Auditing resource requirements to support the delivery of training across Moray and requesting support from the ASN Review

- Consultation and engagement with relevant stakeholders and training providers

- Develop a culture of Collaboration and sharing learning in schools, between schools and beyond schools across Moray Education and with all our partners nationally and across Moray

Priority 3 – Health and Wellbeing Systems, Processes and Practice

Aim: we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and staff to thrive.

Article 4: You have the right to have your rights made a reality by the government.

To ensure health and wellbeing remains the driver for supporting all learners in Moray, the Health and Wellbeing Systems, Processes and Practice Priority will audit and refresh policy and practice. This will be done through a focus on the key areas noted below:

Promote Staff Wellbeing

Promoting staff wellbeing is a core component of Moray's approach to supporting all learners and must be given the importance and priority required at local authority and school level. In order to achieve this, professional learning must focus on how they can support their own and their colleague's wellbeing so they can better support our children and young people with their wellbeing and learning. This will be done in partnership with Priority 2 through ongoing staff development and support in Moray which will mentoring, coaching, wellbeing check-ins, debriefing and management support and the creation of a Framework to Support Staff Wellbeing will facilitate this. Staff views and experience will be captured to inform our approaches and next steps.

Track and Monitor Health and Wellbeing

Identification of individual pupil wellbeing needs is a key aspect of the GIRFEC approach. In Moray, we maintain that the most effective way of monitoring how we are identifying and meeting the needs of individual children and young people by developing consistent nurturing relationships with them, and being attuned to them. To strengthen this early intervention and preventative approach we will

implement a coherent method of assessing health and wellbeing and evaluating progress. It will be built on robust self-evaluation approaches and informed by a broad range of data and evidence that supports schools/ELC settings in addressing children and young people's needs at whole school, class, individual and within the family setting.

Ensure Effective Transitions

Nurture principles tell us that transitions are important in the lives of children and young people and should be seen as a time of challenge and opportunity. Therefore, to best support all learners in Moray, we need to ensure that transitions are consistent, effective and successful for all children and young people. This will be achieved through child centred planning and supported by robust transition systems, processes and practice. For some children and young people this will involve additional Child's Planning meetings to meet the requirements of the ASN legislation. Transitions should be considered as a process rather than an event.

During childhood, children make a number of transitions that reflect significant life events.

In addition, children and young people may encounter a range of other transitions as such:

- a move between schools

- a move of house

- the separation of their parents

- an alteration to their family circumstances

- ELC horizontal and vertical transitions

- bereavement

Certain groups of children e.g. ASN, Looked After/Care Experienced, Armed Forces, Gypsy Travelers, to name a few, require extra help to make transitions successfully. As a local authority we are required to plan for transitions early if a child or young person:

- has a co-ordinated support plan

- attends an enhanced provision

- has additional support needs arising from a disability – as defined in the Disability Discrimination Act 1995

- is at risk of not making a successful transition for any other reason

The Equality Act 2010
www.legislation.gov.uk/ukpga/2010/15/contents

In Moray, we want to develop a supportive and empowering transition culture so that transition for our children and young people is equitable across the authority and shaped to each child's individual needs.

Review and Revise Key Policies and Guidance

Supporting All Learners Priority 3 will have to work very closely with the Review of Additional Support Needs (ASN) to review key support policies to identify policy and process gaps, and create new policy documentation as required. This will ensure our practice is child centred, innovative and in line with current legislation so better enabling us to meet the needs for all our children and young people.

Our Moray Standard – Supporting All Learners Priority 3 is responsible for:

- Ensuring leaders at all levels have an understanding of the factors that affect staff health and wellbeing including organisational, job-related and individualised factors

- Developing a Local Authority Framework for supporting staff health and wellbeing to assist in providing clear pathways for staff requiring support

- Providing clear policy and guidance around staff health and wellbeing

- Identifying examples of quality practice around transition to develop an understanding of transition and how it can be applied in different contexts

- Developing guidance to support all transitions to ensure consistency in practice across all schools in Moray

- Supporting the implementation of the transition guidance with schools by developing a framework to support quality assurance and self-evaluation of transition practice

- Providing professional learning materials and training which promotes a consistent understanding of what we mean by effective and successful transitions

- Identifying all existing policies that require review

- Identifying policy and process gaps where new policy documentation is required

- Implementing a consistent approach to assessing health and wellbeing and evaluating progress

- Ensuring SEEMiS is used consistently across all schools

- Ensuring NAMS is used consistently across all ELC settings

- Quality assurance processes in place for child planning in schools to ensure the efficacy of the process

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 14 DECEMBER 2022

SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO
             SEPTEMBER 2022

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the performance of the service for the period to 30 September 2022.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:

   (i)   scrutinise and note performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and

   (ii)   note the actions being taken to improve performance where required.

3.   BACKGROUND

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

4.   SERVICE PLANNING

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

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

SERVICE PLAN PRIORITIES		RAG
STRATEGIC LEVEL	Improving Outcomes for All	69%
SERVICE LEVEL	Curriculum	36%
	Leadership	75%
	Learning, Teaching and Assessment	44%
	Self-Evaluation for Self-improvement	50%
	Supporting all Learners	17%
OVERALL PLAN PROGRESS		50%
Comment Actions Supporting all Learners do not appear to be progressing at the same pace as other priorities.		

SERVICE PLAN PI'S

- Achieving Target
- Within Target
- Below Target
- Data Only
- Data not available at this stage

0

9   18   9
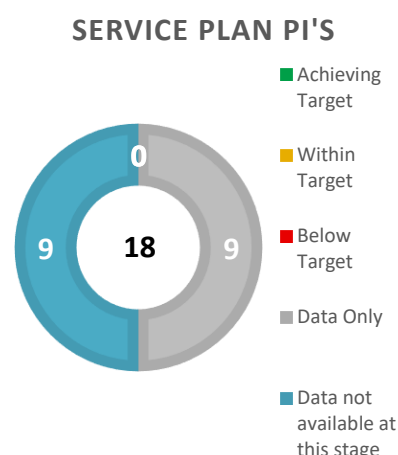
Strategic Outcomes - successes

4.3 All actions around improving outcomes for all are well progressed. Stretch Aims in line with National Guidance that link to Broad General Education Achievement of Curriculum for Excellence levels are drafted and subject to further discussion with Education Scotland representatives. Following Head Teacher review, the revised Secondary Improvement Model has been implemented this session. Positive headway has been made in implementing the Impact Moray Strategy with training from a National Improvement Framework Officer delivered, to improve the robustness of teacher professional judgements in the future. Work with a Scottish Government Insight Advisor on interrogation, analysis and benchmarking attainment and achievements of young people took place and discussions with Education Scotland Curriculum Innovation Team on curriculum and roll-out of SCQF Ambassador Programme continues. Targeted focus on supporting Literacy and Numeracy with the Broad General Education lead has seen the development of progression and toolkit for literacy, trialled across pilot schools. Promotion of the Northern Alliance Numeracy Framework continues. A Curriculum Innovation Day was held with all schools, representative school leaders, central team, partners and Education Scotland Curriculum Innovation Team with key projects and work streams being taken forward by partnership leads. (Actions EDU STRAT 2.1, 2.2, 2.4 and 2.6)

Strategic Outcomes – challenges and actions to support

4.4 Nothing to report as all actions are progressing as anticipated within target due dates.

Service Level Outcomes - successes

4.5 Maths, Literacy and Science curricular progressions have been developed and are being trialled by ten primary schools with a presentation to all Head Teachers to highlight the progressions available and those in development or complete. The literacy progression has been shared with Early Learning Childcare officers to plan its use in supporting the curriculum between nursery and primary 1. In considering curriculum and accreditation opportunities with secondary leaders and partners, there has been considerable work in line with

Impact Moray and Curriculum innovation to extend partnership working and wider accreditation to enhance the future offer. (EDU SERV C1.2, 1.6)

4.6 Practitioner engagement with the Professional Learning and Leadership Strategy has been supported with the addition of twelve toolkits to the SharePoint site and the reviewed Strategy was presented to the LNCT meeting on 3 November. Supporting and extending external professional development programmes and partnerships and empowerment and system leadership continues through Moray Education Professional Learning and Leadership activities. (EDU SERV L3.1, 3.2, 3.5, 3.6)

4.7 National training for Quality Assurance and Moderation Support Officers was well attended by over 60 practitioners with arrangements in place to progress at a local level to support moderation in schools and associated school groups across Moray. The revised Parental Involvement and Engagement Strategy was finalised and a forum created for resources to be uploaded, local and national exemplars are now shared across the Moray system. (EDU SERV LTA2.4, 2.6)

4.8 Progress around self-evaluation for self-improvement moved forward with initial attainment meetings with Secondary Head Teachers in August 2022 resulting in defined improvement actions and revised approaches to collaboration via School Improvement Partnerships. The Head Teacher meeting in September focused on system-wide sharing of practice and improved understanding of the contribution each school makes to overall Moray performance. (EDU SERV SELF5.1)

Service Level Outcomes – challenges and actions to support

4.9 Development of Literacy and Numeracy strategies and initiation of Professional Enquiry for wider system participation have been paused temporarily until lead officer arrangements resume, meantime work will continue in the support of teaching literacy and numeracy in the Broad General Education (Action EDU SERV C1.6, EDU SERV LTA2.3)

5. SERVICE PERFORMANCE

5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny. Regular attainment reports are presented at Committee as and when local and national data is available.

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

SERVICE PERFORMANCE PI'S

- Achieving Target
- Within Target
- Below Target
- Data Only
- Data not available
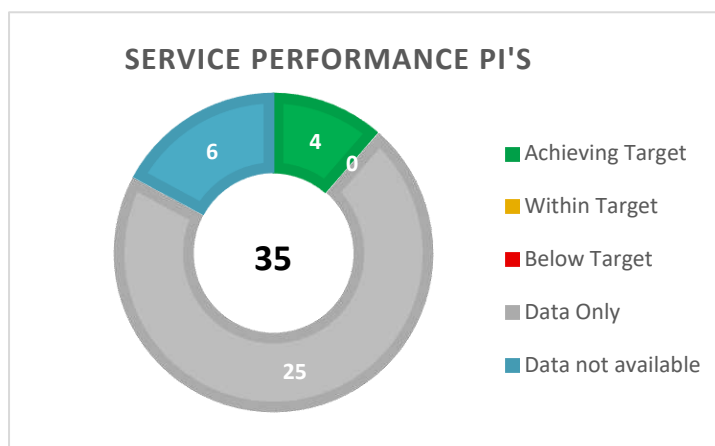
Operational Indicators - successes

5.3   Nothing to report. Benchmarking indicators were incorporated in 2021-22 quarter 4 report with updates not due until December 2022.

Operational Indicators - challenges

5.4   Nothing to report. Benchmarking indicators were incorporated in 2021-22 quarter 4 report with updates not due until December 2022.

6.   OTHER PERFORMANCE RELATED DATA

Complaints & MP/MSP Enquiries

6.1   In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.

6.2   A total of 40 complaints were received during the first half of 2022/23 with 40 complaints closed. Of those, 21 were at frontline stage (53%), three being upheld or part upheld, one with resolution agreed and 17 not upheld. The average time to resolve frontline complaints was 11 working days, above the 5 working day target. Eleven of 21 (52%) frontline complaints were responded to within that 5 working day target.

6.3   Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. A total of 19 investigative / escalated complaints were closed in the first half of 2022/23, with eleven complaints either upheld or partially upheld and eight not upheld. The average time taken to resolve investigative complaints was 35 days, above the 20 working day target. Three complaints were resolved within the 20-day timescale, of the sixteen not resolved within timescale seven were granted an extension. The general increase in response times reflects the challenge faced over the school summer holiday period when staff availability would be a key contributory factor.

6.4   Complaints range across nursery, primary and secondary settings and of the 15 complaints upheld, part-upheld or resolution agreed they related mainly to staff reinforcement of Education processes and procedures such as absence recording and staged intervention approach.Appropriate points are being addressed within the service as a result.

6.5   A total of 10 MP/MSP enquiries were received during the first half of 2022/23. All enquiries were resolved.

Other Performance (not included within Service Plan)

6.6 The annual National Improvement Framework Plan return was submitted to the Scottish Government as required in August 2022 and reported to the last meeting of this committee on 24 August 2022 (item of 6 of the agenda refers). The return reported on the successes and challenges through 2021-22.

6.8 An update to the refreshed Scottish Attainment Challenge, supported by funding through the Attainment Scotland Fund that aims to address the challenges of the poverty-related attainment gap was submitted in a report to this committee on 24 August 2022 (item 7 of the agenda refers) which included information on planned Pupil Equity Funding allocations of £1.484m for 2022-23.

Case Studies

6.9 Complaints have been reviewed to consider whether there were any case studies that could be drawn from them. However, these have all been very specific and are not suitable as case studies..

Consultation and Engagement

6.10 Outputs relating to the Parental Involvement and Engagement Strategy will be provided when the Strategy is submitted to the next meeting of this Committee for approval.

7. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

(c) **Financial implications**
None.

(d) **Risk Implications**
None.

(e) **Staffing Implications**
None.

(f) **Property**
None.

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

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

8.   CONCLUSION

8.1   As at September 2022, overall progress against the service plan for 2022/23 was 50% complete. Actions subject to slippage have been impacted by staffing challenges within the Central Team.

Author of Report: Neil Stables, Research and Information Officer
Background Papers: Service Plan Actions
                          Service Plan Performance Indicators
                          Service Performance Indicators
                          Service Complaints
Ref: SPMAN-1315769894-355

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022**

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

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the budget position for Education as at 30 September 2022.

1.2   This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2.   RECOMMENDATION

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

3.   BACKGROUND

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

4.   BUDGET POSITION

4.1   The spend at 30 September 2022 is £31,358,000 against a budget to date of £32,027,000, giving an underspend of £669,000 as shown in **Appendix 1**.

4.2   The main variance in Early Learning and Childcare is an underspend on the snack and fundraising accounts.

4.3   The variance in primary schools is £157,000 on the devolved school budget reduced by an overspend on oncosts. The secondary schools underspend on the devolved budget is £374,000 reduced by an overspend on oncosts.

4.4   Education Central Services has an underspend of £13,000 on period poverty and £117,000 on central supply, the spend on this budget can vary year on year depending on the number of staff on maternity leave or long term sick.

5. ESTIMATED OUTTURN

5.1 The estimated outturn for 2022/23 is £73,143,000 against a budget of £72,625,000 resulting in an estimated overspend for the year of £518,000.

5.2 There was a reduction in the Early Learning and Childcare specific grant of £1,093,000 in 2022/23. Savings have been made in the service to cover part of the reduction in funding leaving an estimated overspend of £529,000, this figure takes into account an increase in nursery pupils in January.

5.3 Primary school oncosts are expected to be £50,000 over budget.
.
5.4 There is an anticipated underspend on period poverty of £25,000 and £50,000 on central supply.

5.5 Staff savings from vacancies and appointment below top of scale are expected to be below budget by £37,000.

6. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
The Education Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

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

(c) Financial implications
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2022 is £669,000 against a budget to date of £32,027,000. The estimated year end position is expenditure of £73,143,000 against a budget of £72,625,000 resulting in an overspend of £518,000.

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

(e) Staffing implications
There are no staffing implications associated with this report.

(f) Property
There are no property implications associated with this report.

(g) **Equalities/Socio Economic Impact**
An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

(h) **Climate Change and Biodiversity Impacts**
No climate change and biodiversity impacts arise directly from this report.

(i) **Consultations**
Lorraine Paisey, Chief Financial Officer and Tracey Sutherland, Committee Services Officer, have been consulted and are in agreement with the contents of this report where it relates to their areas of responsibility.

6. CONCLUSION

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

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

Background Papers: with authors
Ref: SPMAN-1315769894-364 / SPMAN-1315769894-365

Educational Services

Budget Monitoring Report to 30 September 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance		Full Year Forecast		Full Year Variance
	£'000	£'000	£'000	£'000	%		£'000		£'000
Early Learning and Childcare	4,817	(3,154)	(3,225)	71	(2)%		5,346		(529)
Primary Education	29,152	15,180	15,090	90	1 %		29,202		(50)
Secondary Education	32,447	17,063	16,679	384	2 %		32,447		-
Education Central Services	4,719	1,300	1,174	126	10 %		4,629		90
Management	118	59	55	4	7 %		110		8
Efficiency Savings-Education	(207)	-	-	-	-		(170)		(37)
Education COVID 19	1,579	1,579	1,585	(6)	-		1,579		-
					-				
Educational Services Total	**72,625**	**32,027**	**31,358**	**669**	**-**		**73,143**		**(518)**

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
                        COMMITTEE ON 14 DECEMBER 2022

SUBJECT: REVIEW OF ADDITIONAL SUPPORT NEEDS SERVICES

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

1.   REASON FOR REPORT

1.1   To inform Committee of progress with plans to review the services that
        specialise in how children and young people with additional support needs
        (ASN) are fully supported, included and involved in their learning, as part of
        the Council's Improvement and Modernisation Programme.

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

2.   RECOMMENDATION

2.1   It is recommended that the Committee:

   **(i)   Consider and note the background and context of the ASN
             Review, and the links between this strategic change project, and
             other Education Transformation strategies.**

   **(ii)   Consider and note progress towards implementation of the review
             of ASN Services;**

   **(iii)   Note the challenges of progressing a major change in service
             delivery during a period of significant Covid-19 disruption and a
             changing operational environment due to the ongoing impact of
             the epidemic on children, young people and their families;**

   **(iv)   Agree to recommend to Moray Council the allocation of up to
             £203,664 from earmarked reserves for Council priorities to extend
             the existing temporary Education Support Officer (ESO) (ASN)
             post for a further period of two years; and**

(v)   to recruit an additional ESO (ASN), to provide additional capacity to support the ASN Review team, ELC settings and schools during the post Covid-19 period, and during a period of major change.

3.   BACKGROUND

Meeting Additional Support Needs in Moray

3.1   Moray is an inclusive local authority; we model and promote the Scottish Government's Presumption of Mainstreaming – [Presumption to provide education in a mainstream setting: guidance – gov.scot.](#) We have no special schools but we do offer enhanced provisions in seven of our secondary schools, and 10 of our primary schools. Responsibility for meeting the needs of children with additional support needs in our ELC settings and schools rests with the Nursery Managers and Head Teachers.

3.2   The Education Resources and Communities Service provides support to Head Teachers and Nursery Managers to meet the needs of children and young people with additional support needs in the following ways:

3.3   Allocation of budget to individual settings to fund Additional Support Needs (ASN) Teachers and Pupil Support Needs Assistants (PSAs). In 2022-23 the budget for Additional Support Needs Teachers was £5,368,146 (pay award not included), and the budget for PSAs was £6,301,207 (pay award included). This was an increase in the PSA budget from the previous year of £1.1 million to support the recognised increase in need following the Covid pandemic. ASN Teacher and PSA hours are allocated to schools on an annual basis. PSA hours for ELC settings are reviewed every 6 months to take account of the three admission points for ELC age children within each academic year. The ASN Teachers and PSAs are line managed within the ELC and school management structures.

3.4   Support, advice, training, 1:1 and small group support from the following central teams (following referral to the teams by Schools or ELC settings):

- Moray Social, Emotional and Behavioural Needs Service (SEBN)
  - providing education and support for children and young people affected by social, emotional and/or behavioural difficulties where a mainstream approach is in danger of breaking down. The service also has a role in developing the skills of education staff directly supporting a child by offering alternative approaches and modelling good practice.
- Moray Autism Service (MAS)
  - Support for children and young people with Autism Spectrum Disorder (ASD), their parents and schools. The service includes an outreach service and a centrally managed specialist unit (B6) located at Elgin Academy
- English as an Additional Language (EAL)
  - Provides support for children and young people who have English Language challenges. This is delivered via an outreach service whereby the EAL teacher and bi-lingual translators work with pupils in their local school environment.

- Sensory Education Service (SES)
  - Provides support for children and young people who have hearing or visual impairments. This is an outreach service whereby teachers, communication assistants and auxiliaries work with children & young people and staff in their local school environment, and in the home (in particular for pre-school age children).
- Educational Psychology Service
  - The primary role of the service is to provide advice and support to schools, parents and colleagues regarding the identification, and meeting the needs of children and young people with additional support needs.

3.5 Quality improvement and assurance support through the Quality Improvement Officer (ASN). The remit of this post includes oversight of the delivery of support to ELC settings and schools by the ASN Central Teams, and the delivery of ASN support for children and young people within schools. Oversight of ASN support within ELC settings is the responsibility of the Early Years Continuous Improvement Officers.

3.6 Since April 2022 the Education Resources and Communities Service has also offered additional resourcing to schools where there is a significant escalation in need. This is managed through the ASN Resource Group and often results in the allocation of budget to support individualised education packages, supported by commissioned services and/or third sector partners.

Background to ASN Review and links to wider Education Transformation

3.7 On 11 August 2021, the Education, Communities and Organisational Development Committee approved a Business Case and Action Plan to take forward the Review of Additional Support Needs Services (para 9 of the minute refers). The Business Case set out the challenges impacting on the effective delivery of ASN Services, and the scale of change required.

3.8 The Business Caseset out how the ASN support provided through the Education Resources and Communities central teams could be provided in a more responsive and effective way, in line with the national review of the implementation of Additional Support for Learning legislation (the 'Morgan Review') and the Moray ASN strategy (2017-27), and to better support our ELC settings and schools to enable children and young people with additional support needs to access education. The key areas of focus for the review were set out as follows:

- Review of enhanced provision model of support for children and young with the more complex additional support needs to determine if the model (and current enviornments) can meet needs in Moray now and into the future.

- Ensuring the allocation models for additional resource are fit for purpose and applied consistently.

- Review of Additional Support Needs central teams to ensure the central team resource is structured to meet current needs and demands.

- Review of Policies and Procedures to support the delivery of ASN support to schools and ELC settings.

- Review of the PSA job description and model of support, in line with the national review of the PSA role.

- Workforce development, with a particular focus on supporting practictioners to meet the needs of children and young people with the more complex additional support needs. Alongside this, workforce development to support inclusive and nurturing approaches (through the implementation of the Supporting all Learners Strategy (see para. 3.10 below) will ensure a suite of training is developed to support all learners and all levels of additional support needs.

- Development of tests of change, with a focus on the Forres Associated School Group (ASG) initially, to test out changes in approach prior to rolling out more widely.

3.9 The risks of not moving forward with the review were highlighted in the business case and included the following:

- Inability of the local authority to meet statutory requirements under the Education (Additional Support for Learning Act) (Scotland) Act 2004, which can lead to legal challenge;
- Escalating and uncontained costs, in particular where ELC settings and schools consider the allocation of PSA hours to be the only support available to them to effectively meet needs;
- Learners with additional support needs are unable to reach their full potential;
- Detrimental impact on the health and wellbing of staff working within our ELC settings, schools and ASN Central teams.

3.10 The ASN Review supports and complements other work ongoing across Education to transform how we support all learners across Moray to achieve their potential. The Supporting all Learners Strategy is the overarching strategy for all children and young people, with a vision of 'supporting and enabling all our learners to be the best they can be' and a long term plan to develop our Education workforce to ensure all who work with our children and young people have the knowledge and skills to address barriers to learning and to meet our learner's wellbeing needs.

3.11 All children and young people will benefit from a shared vision of inclusion and nurture across Education and Education and Resources teams, including those with additional support needs. The ASN Review sits alongside this overarching strategy and will ensure learners with the highest levels of additional support needs are supported and enabled to be the best they can be; through specialist advice and support; and by ensuring they are supported by highly skilled staff within the most appropriate environment to meet their individual needs.

3.12 The Raising Attainment Priority within the Education Strategic Plan recognises the importance of Curriculum Innovation to ensure different and differentiated pathways for learning are developed to support individual achievement. The ASN Review will support this overarching strategy by ensuring the ASN staff within schools and the central teams have the capacity and skills to support the delivery of accredited courses to ensure all our learners, including those with the most complex additional support needs are supported to achieve.

4. PROGRESS TO DATE

4.1 The ASN Review implementation is a long-term, complex and multi-faceted programme of change. Progress has been challenging due to the scale of the task, the capacity of staff to engage with the Review during the pandemic, and the increasingly challenging operational environment. ELC settings and schools are reporting a significant escalation in behavioural concerns linked to developmental delay and social, emotional and behavioural needs, which diverts the time and energy of staff within schools, ELC settings and ASN Central teams away from strategic work and towards the day to day management of very demanding situations.

4.2 Nevertheless the operational challenges underline the importance of moving forward with the Review to secure a stable platform for the future. The progress against actions set out in the original Business Case are detailed in **Appendix 1.**

4.3 The ASN Review is a long-term programme of change, with actions required over a significant period of time. In order to continue to move forward and achieve our goals, while still providing support within a live and changing operational environment, we need to prioritise our activities. The following are the priorities identified for 2022-2023 that will both support the current system and lay the foundations for improvement and modernisation of the service in the future. These are detailed more fully in the action plan at **Appendix 1.**

Review of ASN Policies and Processes
4.4 Developing and reviewing policies and processes to ensure that staff have a clear understanding of the legislative and operational framework within which they are required to deliver their service, with a focus on identified policy and process gaps that are impacting on our current service delivery.

Additional Support Allocations
4.5 Reviewing ASN Teacher allocations for schools, and PSA allocations for both ELC settings and schools for the 2023-34 academic session – moving towards a more equitable and sustainable allocation model.

Models of Service Delivery (Enhanced Provision/Alternative Provision)
4.6 Using the data we have, and national and international learning, consider our education delivery models for children and young people with the highest level of additional support needs. This will require analysis of different delivery options for different types of need, and a detailed review of our enhanced provision offer in primary and secondary schools, and the Developmental Nursery offer in Early Years. There will be a further report to committee on this priority workstream.

Organisational Design and Structure

4.7   Considering the longer term structure of our Central ASN Teams to ensure they are fit for purpose to meet the needs of ELC settings, schools, and children and young people and their families.

WorkforceDevelopment

4.8   Developing and delivering training, modelling and coaching offers to respond to current needs, and to prepare the workforce for a future model of ASN Service Delivery that meets all our long-term goals.

Tests of Change (Forres ASG)

4.9   Taking forward two test of change projects in the Forres ASG, ensuring that impact can be demonstrated and measured.

Associated School Group (ASG) ASN Plans

4.10   Working with ELC settings, schools and partners to develop ASG level ASN plans that identify the needs of children and young people coming through the different stages of education so that ELC settings, schools and ASN Central teams can better plan to meet those needs, in terms of physical accommodation, staffing requirements, curricular offers, and the commissioning from partners of additional support offers.

5   RESOURCING

5.1   At its meeting on 15 September 2021 Council agreed to allocate £1,996,000 of Improvement and Modernisation funding to the Raising Attainment: Wellbeing Workstream to support the ASN Review both in terms of supporting change and improvement in the ASN service for the future, and to offer support to the system during the transition period (para 14 of the minute refers).

5.2   The service has now recruited into the temporary improvement and modernisation roles (since August 2022) as follows:

- Central ASN Support team (1 Principal Teacher (ASN) and 5 Teachers (ASN) to support change and improvement, with a focus on providing support to children and young people within their locality, and supporting schools to take a collaborative ASG approach to planning for Additional Support Needs.

- Central Intensive Support Team (2 Teachers (ASN), 4 Pupil Support Workers) to provide additional support during the transition period, with a focus on rapid response where there is an escalation in need within a particular setting.
- Central ASN Training Function (2 Teachers (ASN) to support the development and delivery of training to meet current and future needs.

5.3   The service is also using the agreed flexible funding package (£400,000) to allocate out temporary resource (via the ASN Resource Group) to support alternative provision where children and young people are unable to access

full-time education within a school environment. An assessment of the impact of these alternative provision packages will help inform the development of options for future enhanced or alternative provision solutions.

5.4   The Improvement and Modernisation allocation also included funding for a temporary (24 month) ASN Project Officer post. The service was successful in filling this post, however the Project Officer subsequently left to take up a permanent post elsewhere in the Council. The post has not been filled providing a saving back to reserves of £82,330.

5.5   On 18 November 2020 Education, Communities and Organisational Development Committee received a report outlining the challenges of delivering a major change programme across a service where critical posts within the service structure had been removed during previous budget reduction discussions. It was agreed at the time to reinstate an Education Support Officer (ESO) (ASN) post for an initial period of two years to support schools during the pandemic and to help provide a secure platform from which change could be driven (para 25 of the minute refers). As noted above the challenges of service delivery remain, as does the need to protect officer time to focus on the implementation of the ASN Review. It is therefore proposed to extend the previously agreed ESO (ASN) post for a further two years to ensure there is consistent and equitable provision of ASN outreach support to schools during this period of change.

5.6   The ASN Review is being managed as a project, with discrete, well-defined phases, milestones and project workstreams, however this approach has been challenged by the lack of resource specifically allocated to this 'project' and a sharp increase in operational demand, which diverts resource away from the ASN Review actions. The available resource to support the ASN Review is detailed in **Appendix 2.** All individuals allocated to support the review have operational responsibilities and/or are working across a number of key strategic programmes and projects and therefore face conflicting demands on their time.To support the Review team to deliver the ASN Review actions in a timely way it is further proposed to create a second temporay ESO (ASN) post for a period of two years.

6.   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
        This report supports the LOIP outcomes:

        Building a better future for children and young people in Moray:
        • A place where children and young people thrive;
        • A place where they have a voice, have opportunities to learn and can get around;
        • A place where they are able to reach their full potential

        And the Aims of the Corporate Plan to:
        • Provide opportunities where young people can achieve the potential to be the best they can be.

Page 305

(b) Policy and Legal

There are no policy or legal implications arising directly from this report. The Council has a statutory duty to make adequate and efficient provision for the additional support required by each child or young person for whose school education it has responsibility for, in terms of the Education (Additional Support for Learning) (Scotland) Act 2004. The ASN Review implementation is proceeding within the context of this legislation.

(c) Financial implications

When the Council approved the budget for 2022/23 on 22 February 2022 (paragraph 3 of the Minute refers) it balanced only by using reserves and one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make savings in the order of £20 million in the next two years.   All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the committee should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

To support the implementation of the ASN Review it is proposed to continue the previous reinstatement of the Education Support Officer (ASN) post for a further two years at a cost of £140,566, and to change the previously agreed 24 month ASN Project Officer post into an additional Education Support Officer (ASN) post, also for two years, at a further cost of £63,098.

(d) Risk Implications

There is a risk that we are unable to meet our statutory requirements under Additional Support for Learning legislation if we cannot provide meaningful and effective support for our children and young people with additional support needs. In some cases this can lead to legal challenge.

(e) Staffing Implications

It is proposed to extend a previously agreed temporary Education Support Officer (ASN) post for a further two year period. This post is currently filled. It is further proposed to amend a previously agreed ASN Project Officer post to a temporary Education Support Officer (ASN) post for a two year period to provide additional capacity to support the ASN Review team and schools and ELC settings during this period of change. The ASN Project Officer post is currently vacant.

(f) Property

There are no property implications arising directly from this report, however there may be property and capital investment implications as we move forward with our implementation plans.

(g) Equalities/Socio Economic Impact

The implementation of the ASN Review will help ensure we can effectively meet the needs of all our children and young people with additional support needs in our schools and early year's settings both now and into the future.

(h) Climate Change and Biodiversity Impacts

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

(i) Consultations

The Head of Education (Chief Education Officer), the Chief Financial Officer, the Head Teacher SEBN, the Quality Improvement Officer (ASN), the Principal Educational Psychologist, Stewart MacLauchlan, Quality Improvement Manager, Rachel Wilson, Quality Improvement Manager, Tracey Sutherland, Committee Services Officer, the Human Resources Manager, and the Equal Opportunities Officer have been consulted on this report and their comments have been incorporated.

7. CONCLUSION

7.1 This report sets out progress to date with the implementation of the review of ASN Services, and priorities for the 2022-23 academic year. It also highlights the scale of the programme, and the challenge of delivering change within a complex and changing environment. The proposed temporary Education Support Officer (ASN) resource will help provide much needed support to schools during this Covid-19 Recovery period, and ensure there is capacity within the ASN teams to drive forward improvement and modernisation at the desired pace.

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

Background Papers:

Ref: SPMAN-9425411-90
      SPMAN-9425411-121
      SPMAN-9425411-122

Review of Additional Support Needs Services – Current High Level Actions

The following table provides an update on progress against actions set out in the original ASN Review Business Case, and priority actions identified since the business case was agreed. The shaded actions are the 2022-23 priority actions (where we will focus our available resource over the next 12 months). While we are prioritising these actions above other identified areas of improvement work there remains challenges in resourcing this work due to competing work pressures (see resource plan at appendix 2).

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
1	**Vision for Inclusion** – develop shared Vision and Values in collaboration with Education professionals, wider stakeholders, pupils and families. Vision informs direction of ASN Review.	Overarching vision for inclusion and nurture developed within the Supporting all Learners Strategy. Nurture Principles Training delivered November 2022 In Service	Training and Development packages and Supporting resources to be developed	Dec 2021	Strategy to be agreed Dec 2022	Education QIOs Head Teacher SEBN Principal Educational Psychologist	**Complete**
2	**Multi-Agency Working** – working with partners to meet the needs of children and young people with additional support needs (and their families)	The Pilot Locality Management model is ongoing, with ASN Central team staff supporting multi-agency discussions where ELC settings and schools have identified further support is required for children	The pilot model is supported by two temporary Wellbeing Coordinator posts. The posts have been extended utilising additional temporary funding,	August 2022	June 2023	Head of ERC Head Teacher (SEBN) Principal Educational Psychologist Partner Agencies	Green

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
		and young people and their families.	therefore the pilot will continue for a further period. A review of the pilot model will be brought to a future meeting of this committee, with 3options regarding t4he permanent fu5nding of the We6llbeing coordinator post if the evidence suggests the approach is having a positive impact.				
3	**Review of ASN Policies and Processes** – ensure all ASN related policies and processes are high quality and reflect the vision of equity and inclusion	Digitisation of Violence and Aggression process to support improved reporting and data analysis Improved processes to support approval of ASN	Review of a number of critical policies required including: • Admissions Policy	August 2022	August 2023	Head of ERC Support from team dependent on capacity	**Red** Extend Timescale Policy and Process workstream

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
		Transport and Accessibility budget spend	• Placing Request Policy • Violence and Aggression Policy • ASN Transport Policy Other policies and processes to be reviewed in future stages				to develop and oversee programme of reviews
4	**Additional Support Allocations** – improve processes for allocation of additional resource (including PSA hours in schools)	Moderation process is evolving as officers try to develop more efficient and equitable ways to allocate out the ASN Teacher and PSA budget Allocations of in year additional resource is now managed through an ASN Resource Group	Further improvement in approach to resource allocation to inform teacher and PSA allocation for 2023-24	August 2022	April 2023	Head of ERC QIO (ASN) ESO (ASN)	Amber Priority action from Jan-March 2023

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
		chaired by the Head of ERC. The group meets fortnightly to consider requests for additional resource over and above the core annual allocation, including resource to support children and young people to access learning away from their mainstream setting					
5	**Models of Service Delivery (Enhanced Provision/Alternative Provision) –** review of current approach to supporting children and young people with the most complex additional support needs, developing options for future models of support	Review of data to better understand current and future need.

Discussions with Head Teachers to understand how the enhanced provision model is meeting needs currently, and potential alternative models | Development of options for future model of supports for children and young people with the most complex additional support needs (Early Years, Primary and Secondary) Development of Outline Business Case for discussion at ECLS Committee | Not set due to lack of resource | August 2023 | Head of ERC QIO (ASN) | Amber

Extend timescale |

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
6	**Central Team Staffing and Support**	Permanent QIO (ASN) in post Temporary DHT (SEBN) in post to support HT (SEBN) Temporary ESO (ASN) post has provided additional capacity. Recruitment and training of additional Improvement and Modernisation resource A single referral process is in place for all ASN Central Teams (with the exception of Educational Psychology), providing a single point of access to support for ELC and school based staff		August 2022	Complete	Head of ERC Head Teacher (SEBN) ESO (ASN)	Complete
7	**Organisational Design and Structure** – redesign of	Review of the Moray Autism Outreach service has concluded, with staff	Review of Central Team management structures – draft	Original action completed	August 2023	Head of ERC Head Teacher (SEBN)	**Green**

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
	Central ASN team structures as review progresses	now in post within a revised structure	Change Management Plan to be brought to Committee for agreement to consult	New action added under this heading			Original action (review of Moray Autism Outreach service complete)
8	**ASN Data** - develop accurate ASN dataset to better understand current and emerging need within our school to enable better resource allocation and planning	ASN Dataset collated, refinement ongoing ASN Oversight Group established to lead on collation of ASN data to inform the Review and to propose and take forward operational interventions or strategic developments based on up to date analysis of current and emerging needs. SEEMIS data input advice developed for schools to ensure consistent input of ASN related information	Support for schools regarding consistent data input	Original action completed (ASN dataset) New actions added under this heading	August 2024	QIO (ASN) Principal Educational Psychologist Head Teacher (SEBN)	Green

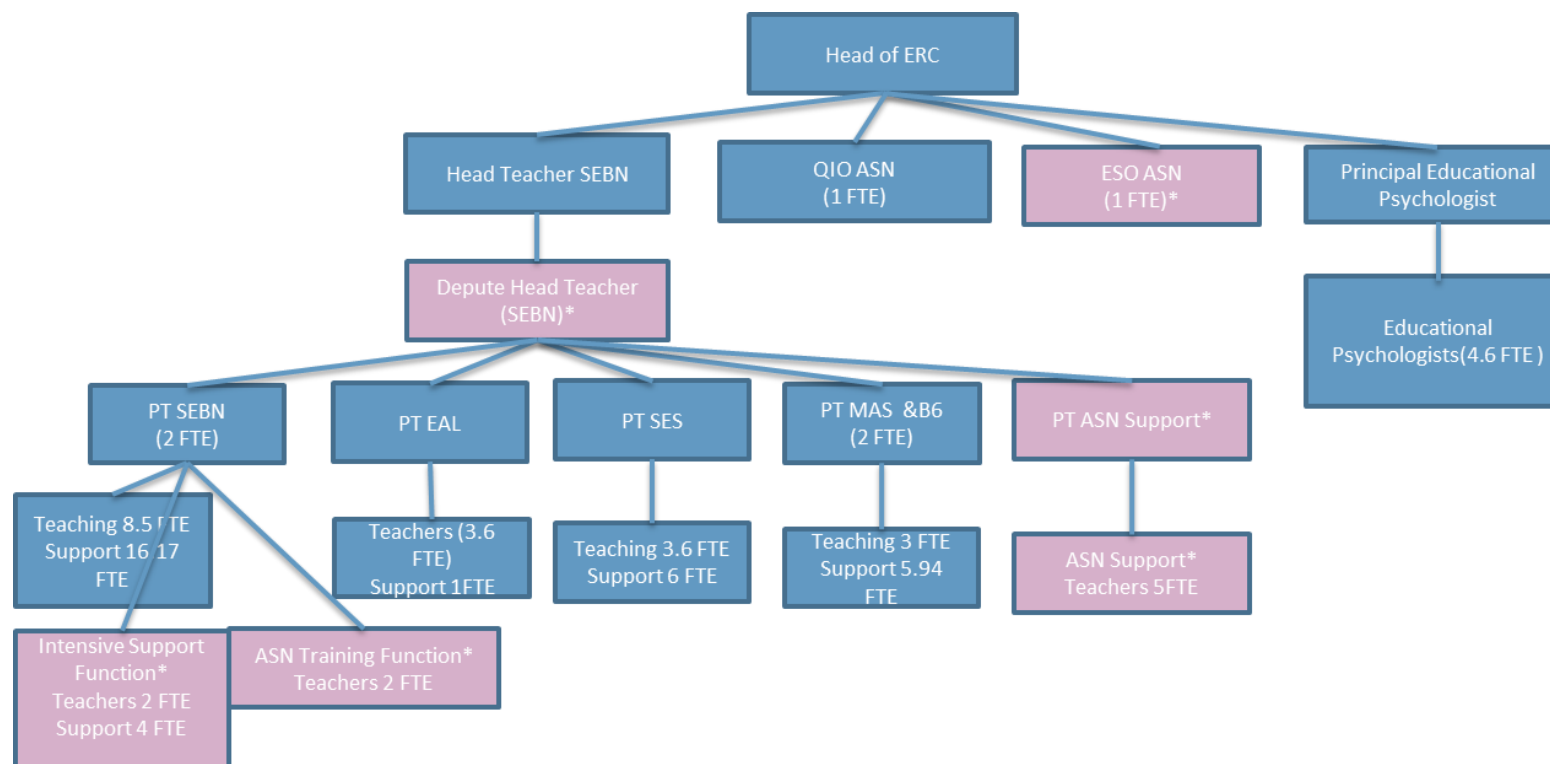|	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
9	**Pupil Support Assistant (PSA) role** – ensure role of the PSA is understood by all stakeholders. PSAs have the knowledge and skills to support them in their role	PSA training developed and used to support upskilling of central team Pupil Support Worker and PSAa	Review of PSA job description/person specification to ensure it is fit for purpose (delayed due to development of national approach) Development and initiation of induction and rolling training programme for PSA staff	December 2021	August 2023	Principal Educational Psychologist ESO (ASN) ASN Trainers	**Red** Identify resource to progress job description action. PSA Workforce Development to be included in priority training identified in action 10 below.
10	**Workforce Development** – develop and deliver high quality training in specialist approaches for children and young people with profound and complex needs		Development of training programme	No target set due to lack of resource	August 2023	Principal Educational Psychologist ESO (ASN) ASN Trainers	**Amber** ASN trainers now in post so anticipate acceleration in progress for this action

	Action	Progress to Date	Next Steps	Original Target Completion (Business Case)	Revised Target Completion	Resource	RAG Status & Action to be taken
11	**Tests of Change (Forres ASG)** - develop tests of change to evidence improved outcomes on a small scale prior to large scale rollout	Engagement with Forres Head Teachers and wider stakeholders Two proposed tests of change under development: Supporting Nursery/P1 transition with a focus on Communication and Language Skills Supporting young people with SEBN needs at Forres Academy through the development of 'School within a School' model	Take forward tests of change, gathering evidence to inform potential rollout to other ASGs		April 2024	QIO (ASN) Head Teacher (SEBN)	**Amber** Extend timescale
12	**Associated School Group (ASG) ASN Plans**	Introductory discussions with Head Teachers	Develop ASG plan approach – focus on one ASG initially to develop approach	None – new action	August 2024	PT ASN Support	**Green**

ASN Review Resource Plan

The resource plan outlines the resources available to deliver the actions set out within the Review of Additional Support Needs Services. As there are no dedicated ASN Review resources the plan also highlights the other main areas of work that Officers associated with the Review are required to support.

A. **Central ASN Teams Organisation Chart** (posts in purple boxes/marked with a star are temporary posts)

```
                                    Head of ERC
           ┌──────────────┬──────────────┬──────────────┐
    Head Teacher SEBN   QIO ASN       ESO ASN    Principal Educational
                        (1 FTE)      (1 FTE)*         Psychologist
           │                                              │
    Depute Head Teacher                              Educational
        (SEBN)*                                  Psychologists(4.6 FTE )
    ┌──────┬──────────┬──────────┬──────────┐
  PT SEBN  PT EAL   PT SES   PT MAS &B6   PT ASN Support*
  (2 FTE)                     (2 FTE)
    │        │         │          │            │
Teaching 8.5 FTE  Teachers (3.6  Teaching 3.6 FTE  Teaching 3 FTE   ASN Support*
Support 16 17      FTE)          Support 6 FTE     Support 5.94      Teachers 5FTE
FTE                Support 1FTE                    FTE
    │
Intensive Support   ASN Training Function*
Function*           Teachers 2 FTE
Teachers 2 FTE
Support 4 FTE
```

B. Resource Plan

Key Resource	ASN Review High Level Actions Allocated	Other Key responsibilities/projects	Current possible time allocation to ASN Review (hours per week) – dependent on operational demands
Head of Education Resources & Communities	• Senior Responsible Officer (SRO) and overall programme management • Multi-agency working • Review of ASN Policies and Processes • Enhanced Provisions Approach • ASN Central Team – Change Management Plan	• Corporate Responsibilities • Leading ERC Service • Line Management of Staff • Budget reviews • SRO - Learning Estate Programme • SRO – Business Admin Review	**3.5**
QIO (ASN)	• Additional Support Allocations • Policy and Process development • Enhanced Provisions Approach • ASN Data • Tests of Change	• Quality improvement and assurance of ASN support across 54 schools and ASN Central teams • Responding to requests for advice and support • Complaint investigation	**14**

Head Teacher (SEBN)	• Multi-agency working • Policy and process development • ASN Central Team – Change Management Plan • ASN Data • Tests of Change	• Service leadership • Management of Staff • Directing and supporting temporary improvement and modernisation staff • Supporting all Learners Workstreams • Curriculum Innovation Workstreams • Responding to requests for advice and support • Supporting Childs Planning Processes	14
Principal Educational Psychologist	• Multi-agency working • Policy and Process development • ASN Data • Pupil Support Assistant Role • Workforce Development	• Management of Educational Psychology Team • Educational Psychology Service Development • Supporting all Learners Workstreams • Responding to requests for support and advice • Supporting Childs Planning Processes	7
ESO (ASN)*	• Policy and Process development • Pupil Support Assistant Role • Workforce Development	• Providing support and advice to 54 schools • Supporting Childs Planning Processes • Complaint investigation	14

ASN Trainer (x2)	• Pupil Support Assistant (PSA) role • Workforce Development	• Supporting all Learners Workforce Development workstream • Responding to urgent requests for training (operational support)	**42**
PT ASN Support	• Associated School Group (ASG) ASN Plans	• Management of ASN Support Team	**21**

*The ESO (ASN) resource is temporary until December 2022. If the post is not extended for a further two years then this resource will no longer be available and the other key responsibilities linked to the role will be passed to another member of the ASN Review Team, further reducing officer capacity to progress the actions within the Review.

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022

SUBJECT: MORAY SPORT AND LEISURE CAPITAL INVESTMENT PLAN

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

1. REASON FOR REPORT

1.1 To inform Committee of progress in relation to the development of a Sport and Leisure Capital Investment Plan for Moray.

1.2 This report is submitted to Committee in terms of Section III (D) (13) of the Council's Scheme of Administration relating to the exercise of the Council's statutory functions to provide facilities and support activities relating to the development of recreation, sport, culture and social activities.

2. RECOMMENDATION

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

   (i) **Notes the work completed to assess the current condition and suitability of the Moray Sport and Leisure Estate, and the investment required to maintain the facilities in the short, medium and longer term.**

   (ii) **Notes the planned Sport and Leisure development work currently included in the indicative capital plan, based on current priorities.**

   (iii) **Acknowledges the financial implications of the Sport and Leisure Capital Investment Plan and notes that further work will be required to establish the level of funding available as the Council reviews its indicative 10 year capital plan, and that this will impact on how maintenance and development work is prioritised.**

   (iv) **Acknowledges the interdependencies between the Sport and Leisure Capital Plan and the Learning Estate programme, with decisions regarding the learning estate impacting on the prioritisation of works within the Sport and Leisure Estate.**

(v)   Agrees that no capital projects to support Council run facilities are prioritised for investment and that all planned work is put on hold until the the Council capital plan is reviewed in early 2023, and that a paper is brought back to Committee to agree priorities for capital spend on Council run sport and leisure facilities (for inclusion in the Sport and Leisure Capital Investment Plan) when further information is available regarding the available capital funding envelope.

3.   BACKGROUND

3.1   At the meeting of Education, Communities and Organisational Development Committee on 18 November 2020, Committee approved the new Business Plan for the Sport and Leisure Service (para 22 of the minute refers).

3.2   Within the Sport and Leisure Business Plan under the 'Develop facilities to align with customer service needs' objective there is a commitment to develop a Capital Investment Plan for sport and leisure to ensure facilities remain fit for purpose and that investment is planned in a strategic way.

3.3   At the meeting of Education, Children's and Leisure Services Committee on 9 March 2022, Committee were provided with an information report outlining the progress made in relation to the creation of a Sport and Leisure Capital Investment Plan.

3.4   The draft Sport and Leisure Capital Investment Plan (**Appendix 1)** provides an assessment of the current condition and suitability of our Sport and Leisure estate, and an estimate of the level of investment required to maintain all existing facilities to an acceptable operational standard. The 'Plan' also includes currently planned and potential future development work to support the provision of high quality sport and leisure assets for Moray.

3.5   Key points to note from the 'Plan' are as follows;

-   Our vision is to provide high quality sport and leisure facilities for the 21st century. The future configuration of our sport and leisure assets to meet this ambition is still to be determined and will be the subject of a future report to this Committee.

-   Any future investment in our sport and leisure estate will need to align with the ambition of our Climate Change Strategy 2020-2030.

-   Sport and Leisure projects within the indicative Council Capital Plan need to be kept under regular review, and prioritised taking account of a number of factors, including the condition of our assets, council and service priorities and affordability.

-   The condition of a number of our Sport and Leisure assets is concerning. Condition survey reports have rated Moray Leisure Centre as D (bad) and Buckie Swimming Pool and Fitness Centre, and Keith and Speyside Sports and Community Centres as C (poor).

- The current estimated costs (£13.48 million) for maintenance, repairs and currently identified improvements to sport and leisure facilities over the next 10 years are significantly higher than indicative funding within the Moray Council indicative 10 year Capital Plan (£9.07 million).

- The 'Plan' must be kept under regular review, with prioritisation of maintenance work and development projects dependent on a number of factors, including learning estate decisions, the availability of capital funding, new investment opportunities, and decisions regarding the delivery of Sport and Leisure services in the future.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
In relation to the LOIP, this report supports all four of the main priority areas which are developing a diverse, inclusive and sustainable economy, building a better future for our children and young people in Moray, empowering and connecting communities and improving the wellbeing of our population.

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

(b) **Policy and Legal**
Local Authorities have a legal duty to ensure adequate provision of facilities for recreational, sporting, cultural and social activities. Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having access to a network of quality places where you can get involved in sport, as identified as a key objective in sportscotland's Corporate Strategy "Sport for Life". The report also links to the Scottish Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

(c) **Financial implications**
The report is proposing that any capital projects to improve or maintain Council run Sport and Leisure facilities are paused until the outcome of the review of the indicative Moray Council 10 year Capital Plan is known, however the report and associated appendix highlights the potential 10 year capital spend requirements to support the provision of sport and leisure assets that are fit for the 21st Century. A future paper to this Committee will consider prioritisation of capital investment within an agreed capital investment envelope.

The potential capital spend (£13.48 million) highlighted in this paper does not include any spend relating to the proposed Moray Leisure Centre expansion project.

A number of our Sport and Leisure facilities, including Moray Leisure Centre, are in a poor condition and we continue to experience asset breakdowns/failures that require urgent spend to keep the facilities open. A significant breakdown could close a facility for a number of weeks/months and a decision may be required in the future regarding the level of investment the Council wishes to allocate to reopen a facility.

The financial implications highlighted in this report should be taken into account when considering the recommendations within the Moray Leisure Centre Expansion Proposal report (also included on this meeting agenda).

(d)   Risk Implications
The Sport and Leisure Capital Investment plan has been developed to support a planned approach to capital spend on our Sport and Leisure assets. The current financial context means that prioritisation of spend cannot proceed until we have a better understanding of the financial envelope available for investment. Any spend on the Sport and Leisure estate therefore continues to be reactive, with the ongoing risk of significant failure of an asset leading to closure.

If there is a failure requiring closure officers wil ensure works that do not exceed £5,000 are completed as soon as practicable, however any spend above that threshold will require a report a Committee for a decision on the level of spend Members wish to allocate. In the meantime officers will ensure immediate action is taken to secure the facility to mitigate any health and safety concerns.

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

(f)   Property
The Housing and Property Service and the Learning Estate team are aware of this developing plan and will be involved in any project development as and when required to ensure alignment with other projects.

(g)   Equalities/Socio Economic Impact
An equalities impact assessment is not required for this report, but may be a requirement as projects are developed and prioritised.

(h)   Climate Change and Biodiversity Impacts
This developing Sport and Leisure Capital Investment Plan will align with the Council's Climate Strategy 2020-2030 by incorporating zero or low carbon into the design and construction phases and any new developments will ensure the use of renewable energy, waste reduction and efficiencies where possible. It should be noted that large sports facilities use significant amounts of energy posing particular financial, technical and environmental challenges to achieving heat

decarbonisation, the impact of which will be considered on a case by case basis as projects are developed.

(i) Consultations
In preparing this report, consultations have been undertaken with the Head of Education Resources and Communities, Chief Financial Officer, George Gunn, Climate Change Strategy Officer, Equalities Officer, Head of Housing and Property, sportscotland, and Tracey Sutherland, Committee Services Officer and their comments have been incorporated in the report.

5. CONCLUSION

5.1 That the Council notes the content of the developing Moray Sport and Leisure Capital Investment Plan, and agrees that the proposed priority areas for capital investment will be the subject of a future report to this Committee.

Author of Report: Kim Slater, Sport and Culture Service Manager
Background Papers:
Ref: SPMAN-9425411-93
                         SPMAN-9425411-105

Appendix 1

Moray Sport & Leisure Capital Investment Plan 2022-2032 (DRAFT)

1. Introduction and Background

The Moray Sport and Leisure Strategic Business Plan 2020-2023 supports the development of a sport and leisure service in Moray that:

- Offers the highest quality facilities and programmes
- Is responsive to rapidly changing market trends
- Constantly strives to innovate and develop new opportunities
- Prioritises the customer experience
- Promotes community health and wellness

This Business Plan is overseen by a Sport and Leisure Strategic Group which is made up of representatives from a range of private, public and voluntary sector agencies. As well as overseeing the implementation of the Business Plan, the group also aims to work collaboratively on projects, share resources and best practice for the benefit of our Moray residents.

Within the Business Plan there is one key strategic objective that relates to investment in our sport & leisure facilities;

- Develop facilities to align with customer service needs

Aligned with this objective is the requirement to develop a Sport & Leisure Capital Investment Plan for Moray.

Moray Sport & Leisure Assets

Moray has a wide array of natural and built sporting and leisure environments.

The diversity of sport and leisure assets in Moray is vast and includes:

- Water based – beach stretching from Findhorn to Cullen which includes a wide range of water based sport & leisure activities
- Multi-purpose built sport & leisure facilities (private, public and voluntary led) – Swimming Pools, Fitness Rooms, Exercise Studios, Sports Halls
- Specialist sport & leisure facilities – ice rink, climbing wall, fitness studios, martial arts studios, boxing gyms, bowling clubs etc
- Outdoor built sport & leisure environments – synthetic turf pitches, tennis courts, golf courses, bowling greens, cinder athletics track, outdoor gyms, football stadiums, skateparks, grass pitches and pavilions etc
- Natural leisure environments – cycling trails, walking trails, beach, forestry, cliff/rock faces and hills

Our built assets are owned and/or managed by a wide range of private, public and voluntary organisations.

A new £1.63m indoor tennis centre is currently under development at Moray Sports Centre and is due to open in January 2023. The centre secured £1.17m of investment from the Transforming Scottish Indoor Tennis fund, which is delivered in partnership with sportscotland and the Lawn

Tennis Association, with support from Tennis Scotland. The Moray Sports Foundation are contributing to the balance of £511,000.

Despite the wide array of natural and built environments in Moray many of these environments are unsuitable for regional or national level competitions due to the lack of space, age of the facilities, lack of the latest technology/equipment and limited changing spaces. This creates barriers for Moray residents seeking to reach elite level in their sport as they often have to travel extensively for training and competition requirements. The recent development of the large sports hall within Moray Sports Centre has increased the volume of regional/national opportunities for Moray.

Participation and Customer Satisfaction

According to the 2019 Scottish Household Survey, 57% of Moray residents were very or fairly satisfied with the provision of their Local Authority Sport and Leisure facilities, significantly greater than the national average of 44%. According to the same survey, 82% of the population of Moray participated in sport and physical activity which was higher than the national average of 80%.

Recent sportscotland figures indicate that there are 142 affiliated/registered sports clubs within Moray, however we are aware that there are significantly more unaffiliated/informal sports clubs operating across the area. Of the 142 clubs in operation this constitutes 21,206 club members, which equates to 22% of the overall Moray population. However, given that sports club memberships often have age restrictions, it is assumed that participation levels are higher than 22%.

Benefits of Physical Activity and Sports Participation

The World Health Organisation highlights that regular physical activity and sports participation can help prevent and treat non-communicable diseases such as heart disease, stroke, diabetes, breast and colon cancer. It can also prevent obesity and hypertension and can improve people's mental health, quality of life and general wellbeing. Research also concludes that communities where sport and physical activity is strong leads to the development of stronger social connections, safer places and people being generally healthier and happier.

2. Purpose

The purpose of this plan is to provide a strategic planned approach to sport and leisure capital development and investment providing best value for Moray in the future. This plan will identify the investment and development required following consultation, feedback, surveys and data gathered from a range of sources including national agencies, industry experts, staff and the public.

Due to the diversity and range of sport and leisure assets in Moray this plan will focus on major capital sport and leisure developments that Moray Council has a direct or connected responsibility for and will not be a fully comprehensive plan of all asset needs. We are aware of the ongoing club and community asset development work connected to sport and leisure that will continue over and above this plan – which we will aim to support wherever possible, particularly any that contribute to Council priorities.

We will also aim to maximise the opportunity to work in partnership and attract funding from those partners that support our plans and add value to our leisure estate. It will be important to work with Scottish Government, National Agencies, and locally, ensuring that developer contributions are targeted to areas of need.

3. Vision for the Future

Our Vision for the future of Sport & Leisure facilities in Moray is:

- Provide high quality sport and leisure facilities suitable for the 21st century
- Provide facilities that offer a multitude of services – 'community hub' – learning, partner services, health services, leisure and recreation
- Develop and manage facilities that are efficient and reduce Moray's carbon footprint
- Operate facilities at times that meet the needs of our communities, leading to an increase in Fit Life Membership

The 'Plan' will set out how we intend to achieve our Vision, within the current strategic and financial context.

4. Climate Change

The Council's sport & leisure estate does not currently align to the aims of the Moray Leisure Climate Change Strategy 2020-2030 largely due to the age and condition of our facilities. It is essential that any investment in our sport & leisure estate results in reduced carbon emission and increases renewable energy generation.

5. Moray Council Indicative Capital Plan

Moray Council has a 10 year indicative Capital Plan. As at April 2022 the sport and leisure capital funding allocations referenced in the 10 year plan are as follows;

Area	22/23	23/24	24/25	25/26	26/27	27/28	28/29	Total
Synthetic Turf Pitch Resurface	£300k Buckie	£300k Speyside	£300k Keith	£250k Milnes			£300k Elgin High	£1.45m
New Synthetic Turf Pitch	£700k Forres							£700k
Moray Council Leisure Facility Upgrades	£360k feasibility work for Buckie	£1.6m Buckie	£1.6m Speyside		£60k surveys	£1.6m Keith		£5.22m
Moray Leisure Centre	£400k	£700k	£200k	£200k	£200k			£1.7m

All Sport and Leisure capital investment projects are indicative only and are kept under regular review taking account of the following factors:

- Condition and suitability of our assets
- Opportunities presenting through conversations with partner sport & leisure bodies and local communities
- Council and service priorities, including agreed service offer
- Affordability

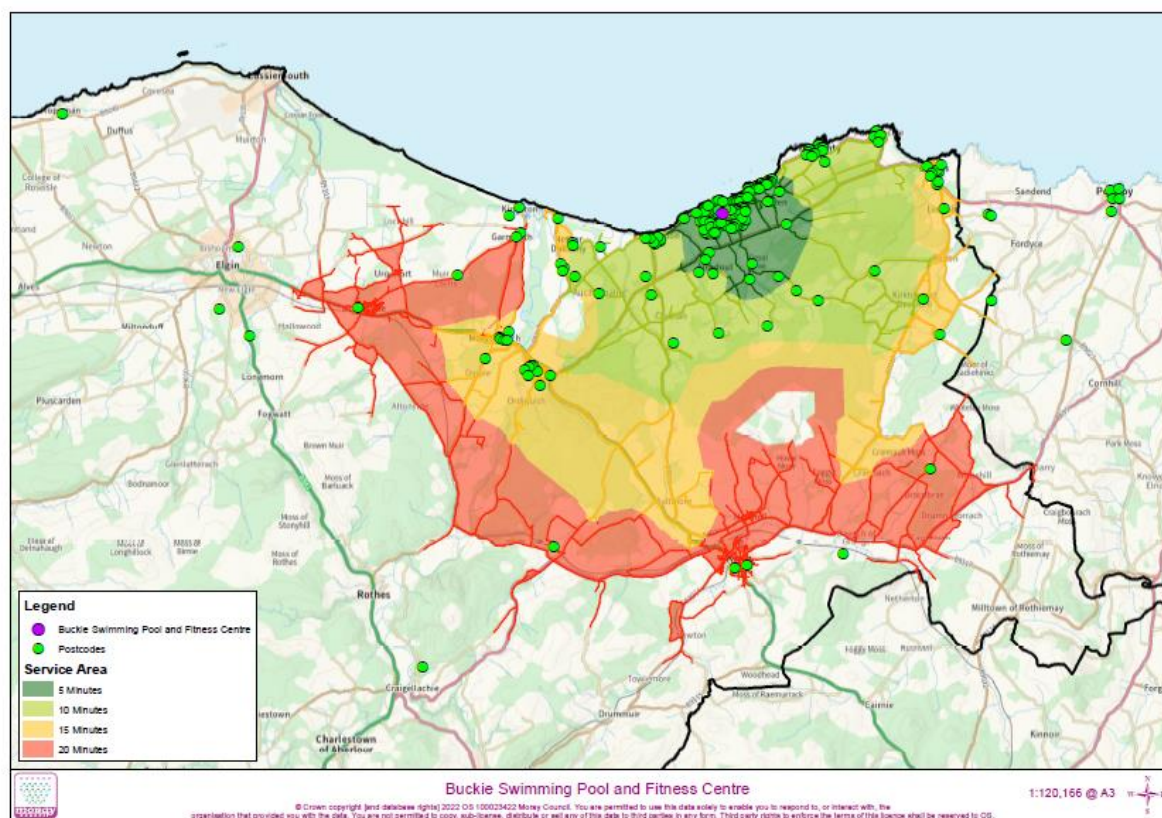# 6. Moray Council Sport and Leisure Facilities – condition and suitability

The following tables provide information on the current status of the nine council run sport, leisure and community assets, and Moray Leisure Centre. This information includes the current condition of the facility (using information from condition surveys completed in summer of 2022) and potential costs for repair and maintenance, the operations within the facility and some key facts and statistics.

There is currently no capital budget provision for any of the identified repairs, maintenance and/or refurbishment costs included in these tables. Any proposals for investment would require the development of options within a business case for Committee approval.

6.1 Buckie Swimming Pool and Fitness Centre

Buckie Swimming Pool & Fitness Centre	
Current Condition	Grade C - poor Main areas of maintenance work required; • Roof replacement and upgrades • External wall repairs • Window and door replacements • External surface repairs • Internal floor and wall refurbishments • Internal door replacements • Sanitary repairs • LV power and distribution upgrades • Lighting replacement • Security and communications upgrades • Heating and hot water replacement • Ventilation replacements
Current Repair & Maintenance Costs	£1.06million within next 5yrs to bring it up to a grade B satisfactory standard and a further £1.07million within 5-10yrs. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. Urgent Works within next 12mths - £300,167 Years 2-3 - £361,394 Years 4-5 - £397,725 Years 6-10 - £1.07m Preliminaries @ 10% and fees @ 15% - £532,830 Total - £2.66million A feasibility report was also undertaken to alter the existing changing rooms to form a large gender neutral changing and toilet facility, reconfigure redundant space to enable a studio space and some modifications in regards to office space etc. These works would require an additional £344,000.

Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - A Internal Environment - C Safety & Security - B Fixtures & Fittings - C Overall Assessment - B
Service Operations	Swimming Pool Fitness Room Exercise/Weights Rooms Sports/Gym Halls (High School) – evenings/weekends Sauna/Steam Room Synthetic Turf Pitch – evenings/weekends Grass Pitch – evenings/weekends Community Sports Club Usage
Significant Factors	- Condition/Age of Facility - Facility connected to High School - Excessive carbon footprint - Decision on Learning Estate – refurb or rebuild of Buckie High - Highest pool usage of 5 Council Pools in 21/22 - Second highest synthetic turf pitch usage in 21/22 - Second highest Fit Life Membership levels as at Aug 22 - Second highest income generating Council leisure facility in 21/22
Usage	2021/22; Pool – 47,125 Community Centre – 9,716 Fitness Room – 11,588 Synthetic Turf Pitch - 539 group bookings Grass Pitch - 6 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Pool – 31,165 Community Centre - 2,246 and 4,190 Fitness Room – 8,070 Synthetic Turf Pitch - 108 group bookings Grass Pitch - 0 group bookings
Income	2021/22 - £274,350
Fit Life Membership as at August 2022	289 - Individual members 540 - 2 adult family memberships 72 – 1 adult family memberships Total – 901 primary card memberships

Buckie Swimming Pool and Fitness Centre
© Crown copyright [and database rights] 2022 OS 100023422 Moray Council. You are permitted to use this data solely to enable you to respond to, or interact with, the organisation that provided you with the data. You are not permitted to copy, sub-license, distribute or sell any of this data to third parties in any form. Third party rights to enforce the terms of this licence shall be reserved to OS.
1:120,166 @ A3

The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Buckie Swimming Pool and Fitness Centre. The purple dot is the location of the leisure facility and the green dots constitute the location of Fit Life Members that have taken out a membership at this facility. It is important to note that the postcode dots are not a 100% reflection of the entire membership for this facility as we have anomalies in our data due to some members not including or incorrectly including their postcodes but it does provide a general overview of the majority of members.

Approximately 66% of Fit Life members in Buckie reside within 0-5min drive catchment of the facility, 19% within 5-10min drive catchment, 6% within 10-15min drive catchment, 4% within 15-20min drive catchment and 5% over 20min drive catchment.

6.2 Forres Swimming Pool & Fitness Centre

Forres Swimming Pool & Fitness Centre	
Current Condition	Heat efficiency and upgrade works completed in 2016 Grade B - satisfactory Main areas of maintenance work required; - Flat roof coverings are reaching end of life - Isolated areas of impact damage to walls, adjacent to car park - Internal drainage defects from the pool apron and gutters - Portable cold water tank and pipework is in poor condition - Hydropool Calorex air handling heat pump requires to be included in annual service

	• Extract fans in Hydropool WC and change area require further investigation due to non operation
Current Repair & Maintenance Costs	Condition Survey completed by Moray Council staff. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. Urgent Works within next 12mths - none Years 1-2 - £23,670 Years 3-5 - £61,455 Years 6+ (beyond 10yrs) - £1.3m Total - £1.41million
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - A Internal Environment - A Safety & Security - A Fixtures & Fittings - A Overall Assessment - A
Service Operations	Swimming Pool Fitness Room Hydrotherapy Pool Exercise/Weights Rooms Sauna/Steam Room Gym Halls (Academy) – evenings/weekends Grass Pitch – evenings/weekends Community Sports Club Usage
Significant Factors	- Facility connected to Academy - Decision on Learning Estate – refurb or rebuild of Forres Academy - If rebuild there may be an option to leave the pool/fitness centre structure as is and leave as a standalone facility. - Second highest pool usage of 5 Council Pools in 21/22 - Highest fitness room usage of Council fitness rooms in 21/22 - Highest Fit Life Membership levels as at Aug 22 - Highest income generating Council leisure facility in 21/22
Usage	2021/22; Pool – 46,174 Gym Halls - 184 Fitness Room – 29,364 Grass Pitch -121 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Pool – 32,349 Gym Halls – 86

	Fitness Room – 17,202 Grass Pitch - 60 group bookings
Income	2021/22 - £389,000
Fit Life Membership as at August 2022	343 - Individual members 590 - 2 adult family memberships 68 – 1 adult family memberships Total – 1,001 primary card memberships
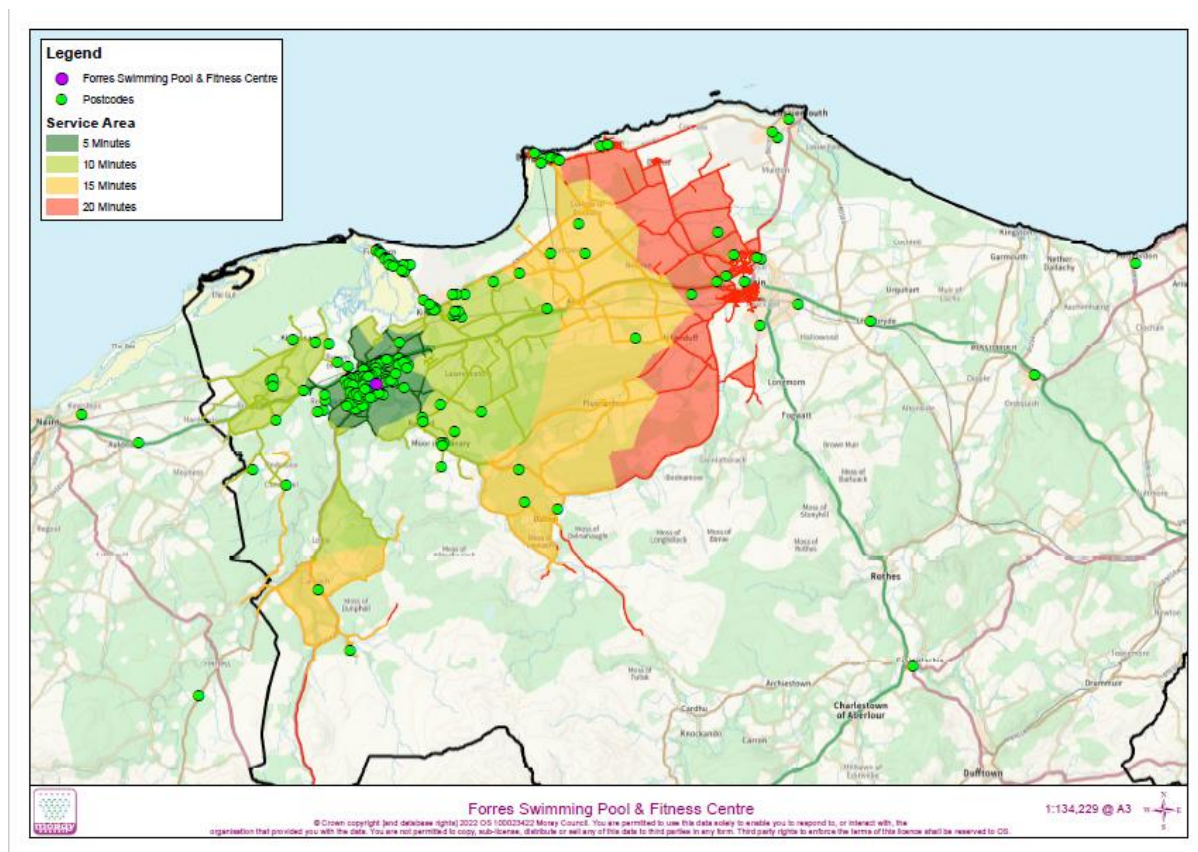
The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Forres Swimming Pool and Fitness Centre. The purple dot is the location of the leisure facility and the green dots constitute the location of Fit Life Members that have taken out a membership at this facility. It is important to note that the postcode dots are not a 100% reflection of the entire membership for this facility as we have anomalies in our data due to some members not including or incorrectly including their postcodes but it does provide a general overview of the majority of members.

Approximately 68% of Fit Life members in Forres reside with 0-5min drive catchment of the facility, 11% within 5-10min drive catchment, 5% within 10-15min drive catchment, 6% within 15-20min drive catchment and 10% over 20min drive catchment.

6.3 Keith Sports & Community Centre

Keith Sports & Community Centre	
Current Condition	Grade C - poor Main areas of maintenance work required; • Roof and Rainwater goods replacement

	- Curtain walling, window, and door replacements - Internal door replacement - Internal finishes upgrades - Replacement sanitary facilities - Air handling Unit replacement - Air Conditioning Replacements - Electrical power and lighting replacements - Passenger lift replacement
Current Repair & Maintenance Costs	£1.6million within next 5yrs to bring it up to a grade B satisfactory standard and a further £670,000 within 5-10yrs. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. Urgent Works within next 12mths - £39,569 Years 2-3 - £637,832 Years 4-5 - £488,420 Years 6-10 - £671,059 Preliminaries @ 10% and fees @ 15% - £459,220 Total - £2.29m A feasibility report was also undertaken to create a new studio facility and create a hoist mechanism for the pool plant room. These works would require an additional £182,000.
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - A Internal Environment - B Safety & Security - B Fixtures & Fittings - B Overall Assessment - B
Service Operations	Swimming Pool Fitness Room Weights Room Spinning Bike Room Sports Hall – evenings/weekends Meeting Room Synthetic Turf Pitch – evenings/weekends Grass Pitch – evenings/weekends Community Sports Club Usage
Significant Factors	- Condition/Age of Facility - Facility connected to Grammar School - Excessive carbon footprint - Third highest pool usage in 2021/22 across Council facilities - Second highest fitness room usage in 2021/22 across Council facilities

	- Third highest Fit Life Membership levels as at Aug 22
Usage	2021/22; Pool – 40,366 Community Centre – 8,605 Fitness Room – 19,100 Synthetic Turf Pitch - 430 group bookings Grass Pitch - 8 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Pool – 19,698 Community Centre – 5,274 Fitness Room – 8,661 Synthetic Turf Pitch - 67 group bookings Grass Pitch - 7 group bookings
Income	2021/22 - £186,000
Fit Life Membership as at Aug 2022	305 - Individual members 503 - 2 adult family memberships 84 – 1 adult family memberships Total – 892 primary card memberships
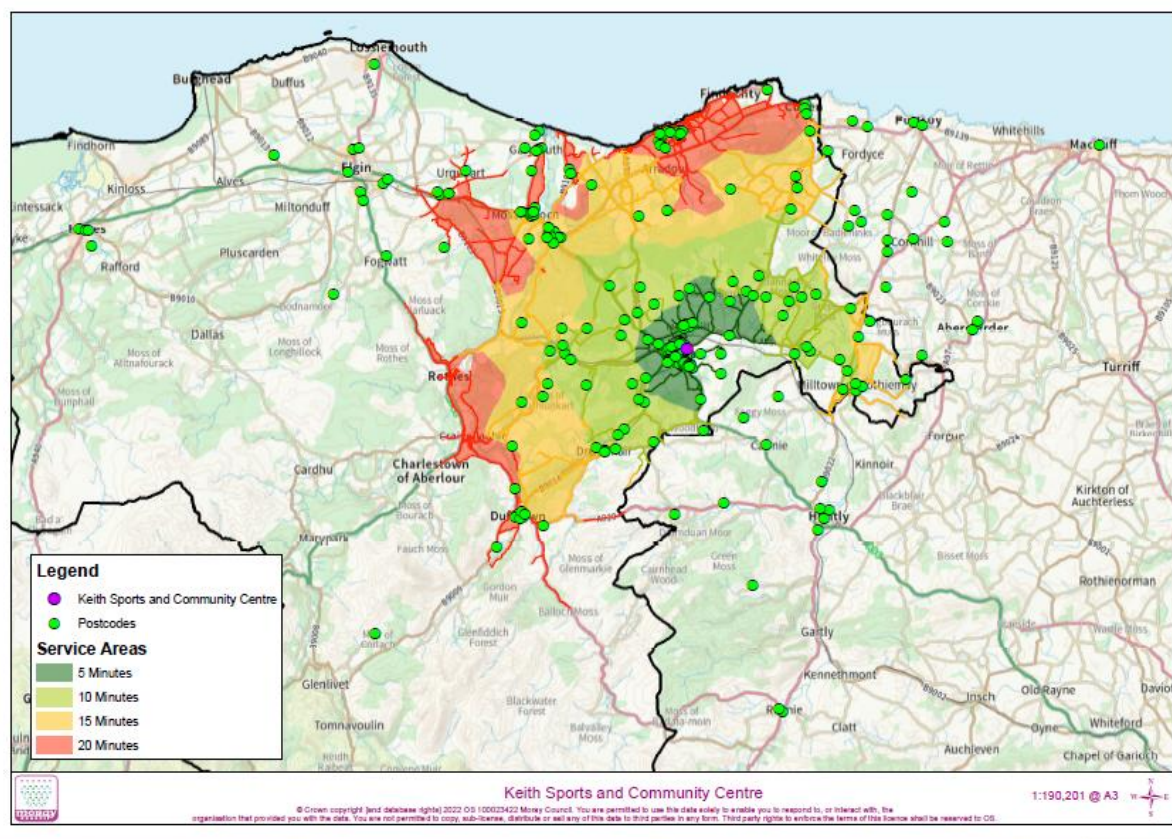
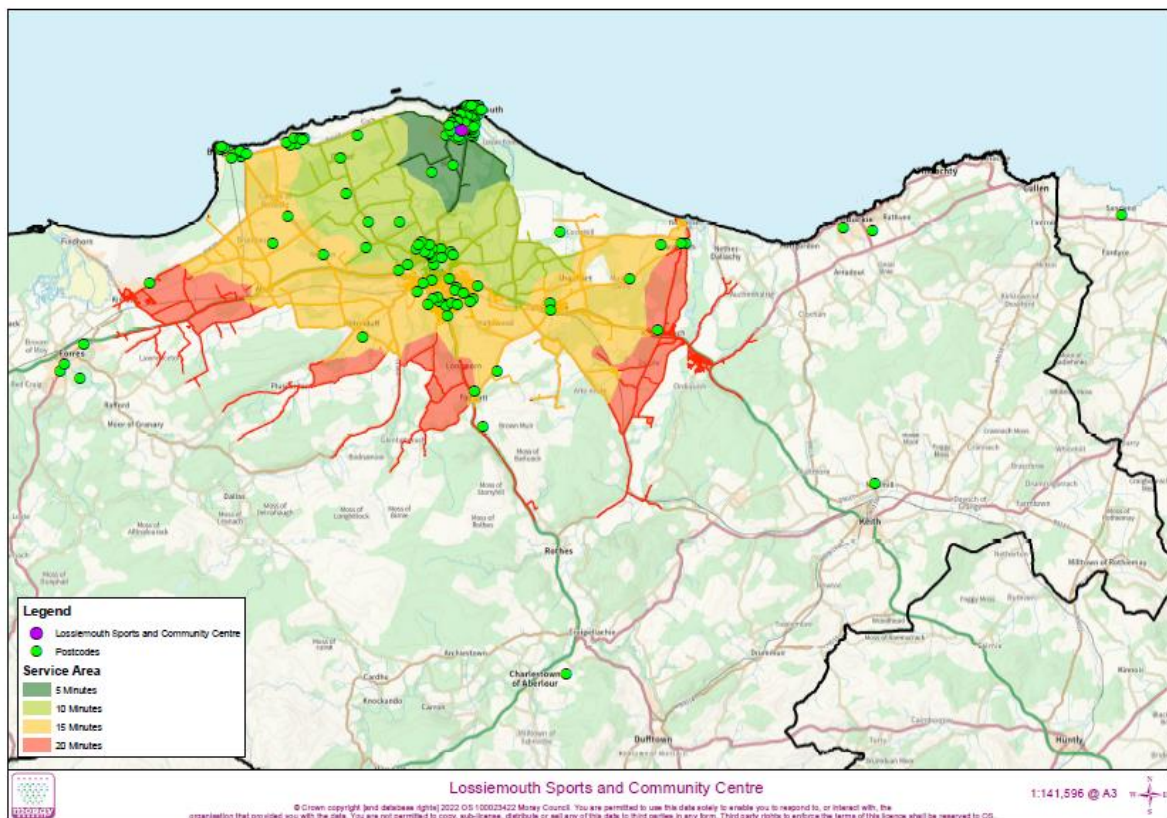
Keith Sports and Community Centre

The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Keith Sports and Community Centre. The purple dot is the location of the leisure facility and the green dots constitute the location of Fit Life Members that have taken out a membership at this facility. It is important to note that the postcode dots are not a 100% reflection of the entire membership for

this facility as we have anomalies in our data due to some members not including or incorrectly including their postcodes but it does provide a general overview of the majority of members.

Approximately 52% of Fit Life members in Keith reside with 0-5min drive catchment of the facility, 13% within 5-10min drive catchment, 10% within 10-15min drive catchment, 9% within 15-20min drive catchment and 16% over 20min drive catchment.

6.4 Lossiemouth Sports & Community Centre

Lossiemouth Sports & Community Centre	
Current Condition	Excellent condition
Current Repair & Maintenance Costs	No condition survey report undertaken for Lossie Sports and Community Centre due to its recent build.
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - C Accessibility - B Internal Environment - A Safety & Security - B Fixtures & Fittings - A Overall Assessment - B
Service Operations	Swimming Pool Fitness & Weights Room (inc spinning bikes) Sports Halls x 2 – evenings/weekends Meeting Room Synthetic Turf Pitch – evenings/weekends Grass Pitches - evenings/weekends Dance Studio - evenings/weekends PE Classroom - evenings/weekends Community Sports Club/Voluntary Group Usage
Significant Factors	- Facility within confines of High School - Brand new facility built in 2020 - Second highest fitness room usage in 2021/22 across Council facilities - Third highest income generating Council leisure facility in 21/22
Usage	2021/22; Pool – 23,831 Community Centre – 3,287 Fitness Room – 17,101 Grass Pitch - 215 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Pool – 17,389 Community Centre – 2,960 Fitness Room – 10,010 Grass Pitch - 43 group bookings
Income	2021/22 - £229,000
Fit Life Membership as at August 2022	156 - Individual members 415 - 2 adult family memberships 45 – 1 adult family memberships Total – 616 primary card memberships

Lossiemouth Sports and Community Centre

1:141,596 @ A3

The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Lossiemouth Sports and Community Centre. The purple dot is the location of the leisure facility and the green dots constitute the location of Fit Life Members that have taken out a membership at this facility. It is important to note that the postcode dots are not a 100% reflection of the entire membership for this facility as we have anomalies in our data due to some members not including or incorrectly including their postcodes but it does provide a general overview of the majority of members.

Approximately 58% of Fit Life members in Lossie reside with 0-5min drive catchment of the facility, 12% within 5-10min drive catchment, 18% within 10-15min drive catchment, 7% within 15-20min drive catchment and 5% over 20min drive catchment.

6.5 Speyside Sports & Community Centre

Speyside Sports & Community Centre	
Current Condition	Grade C - poor Main areas of maintenance work required; • Replace quarry tile flooring in changing rooms, poolside, and staff areas • Plasterboard ceiling replacement • Replace existing steel/aluminium-framed windows • Replace ceramic wall tiling in changing rooms, poolside, and staff areas • Replacement sanitary facilities • Replace changing-room lockers • Renew heating distribution system

	• Renew domestic hot water calorifiers • Replace internal and emergency lighting • Passenger lift replacement • Upgrade fire alarm system
Current Repair & Maintenance Costs	£347,100 within next 5yrs to bring it up to a grade B satisfactory standard and a further £268,600 within 5-10yrs. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. These works purely relate to the following areas within the Learning Estate facility - swimming pool, changing areas, pool staff room, storage and cleaning closets and pool plant room. Urgent Works within next 12mths - £5,650 Years 2-3 - £315,743 Years 4-5 - £25,685 Years 6-10 - £268,515 Preliminaries @ 10% and fees @ 15% - £153,898 Total - £769,491 A feasibility report was also undertaken to alter the existing changing rooms to form a large gender neutral changing and toilet facility and create a small spa area to improve the leisure offering for the community. These works would require an additional £451,000.
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - A Internal Environment - A Safety & Security - A Fixtures & Fittings - B Overall Assessment - B
Service Operations	Swimming Pool – afternoon/evenings/weekends Fitness & Weights Room – evenings/weekends Sports Hall – evenings/weekends Climbing Wall – evenings/weekends Auditorium – evenings/weekends Synthetic Turf Pitch – evenings/weekends Grass Pitch - evenings/weekends Performance Area - evenings/weekends Community Sports Club/Voluntary Group Usage
Significant Factors	- Condition/Age of Facility - Facility within confines of High School - Excessive carbon footprint - Less operating times of facility compared to other Council facilities
Usage	2021/22; Pool – 14,217 Community Centre – 5,451

	Fitness Room – 3,773
	Synthetic Turf Pitch - 364 group bookings
	Grass Pitch - 47 group bookings
	Quarters 1 and 2 of 22/23 (Apr-Sept);
	Pool – 7,899
	Community Centre – 3,112
	Fitness Room – 2,203
	Synthetic Turf Pitch - 78 group bookings
	Grass Pitch - 36 group bookings
Income	2021/22 - £112,000
Fit Life Membership as at August 2022	88 - Individual members
	225 - 2 adult family memberships
	18 – 1 adult family memberships
	Total – 331 primary card memberships
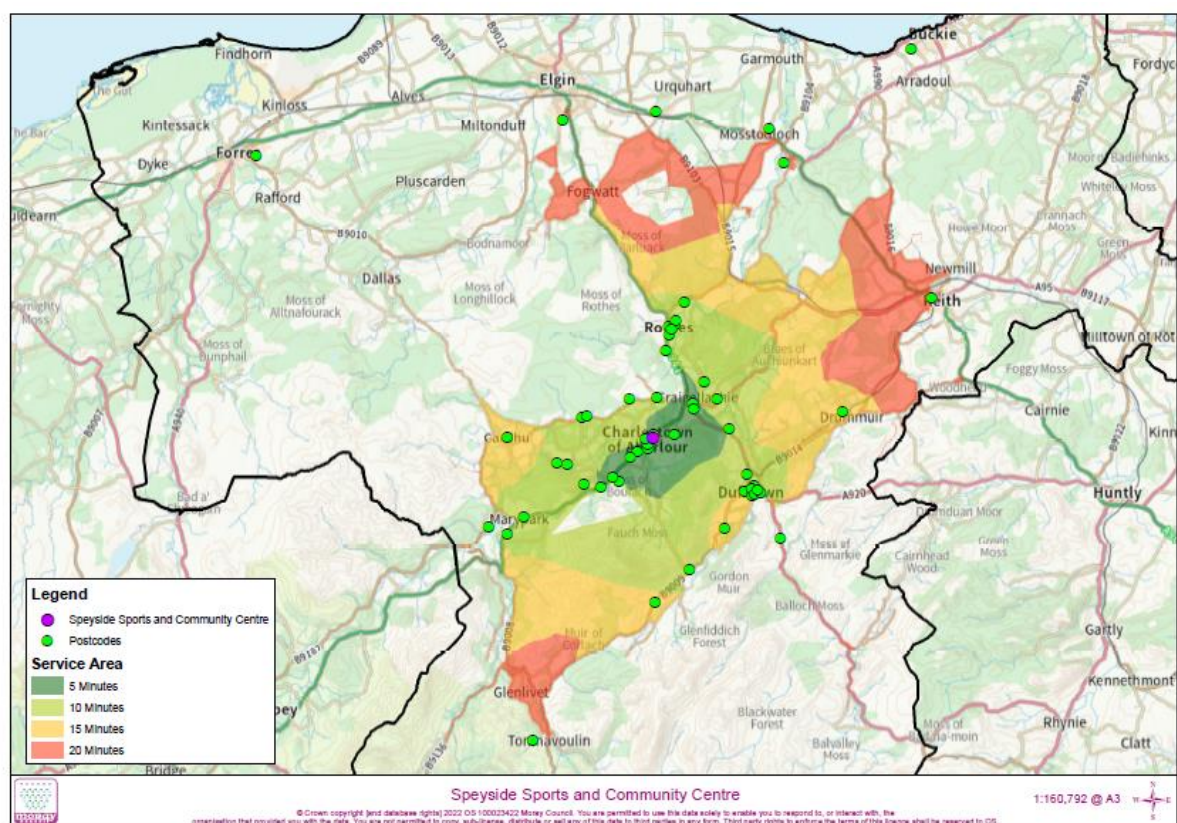
Speyside Sports and Community Centre

The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Speyside Sports and Community Centre. The purple dot is the location of the leisure facility and the green dots constitute the location of Fit Life Members that have taken out a membership at this facility. It is important to note that the postcode dots are not a 100% reflection of the entire membership for this facility as we have anomalies in our data due to some members not including or incorrectly including their postcodes but it does provide a general overview of the majority of members.

Approximately 45% of Fit Life members in Speyside reside with 0-5min drive catchment of the facility, 30% within 5-10min drive catchment, 16% within 10-15min drive catchment, 2% within 15-20min drive catchment and 7% over 20min drive catchment.

6.6 Elgin Community Centre

Elgin Community Centre	
Current Condition	Grade C - poor Main areas of maintenance work required; • Maintenance and replacement of existing floor finishes • Replacement of inappropriate solutions to historical cracking • Structural survey and remedial action required for cracking defects if not already done • Internal finish upgrades • Replacement low-voltage equipment • Internal and emergency lighting replacements • Electrical wiring dependent upon advisories in Electrical Installation Condition Report
Current Repair & Maintenance Costs	£598,400 within next 5yrs to bring it up to a grade B satisfactory standard and a further £120,900 within 5-10yrs. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. Urgent Works within next 12mths - £28,850 Years 2-3 - £440,885 Years 4-5 - £128,600 Years 6-10 - £120,836 Preliminaries @ 10% and fees @ 15% - £179,792 Total - £898,963
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - A Functionality - B Accessibility - B Internal Environment - A Safety & Security - A Fixtures & Fittings - A Overall Assessment - A
Service Operations	- Meeting Rooms x 5 - Dining Room - Private Childcare Setting - Sports Hall - Café Area - Kitchen - Office Space x 3
Significant Factors	- Under consideration for closure - Condition/Age of Facility - Excessive carbon footprint - No disabled access to upper floors

Usage	2021/22; Community Centre – 36,532 (inc. VIP Childcare) Elgin Academy Synthetic Turf Pitch - 183 group bookings Elgin Grass Pitch - 72 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Community Centre – 21,589 (inc. VIP Childcare) Elgin Academy Synthetic Turf Pitch - 23 group bookings Elgin Grass Pitch - 31 group bookings
Income	2021/22 - £46,750

6.7 Forres House Community Centre

Forres House Community Centre	

Current Condition	Grade B - satisfactory
	Main areas of maintenance work required;
	   • Renewal of timber floorboards
	   • Replacement of boilers
	   • Internal and emergency lighting replacements

Current Repair & Maintenance Costs	£541,200 within next 5yrs to maintain it to a grade B satisfactory standard and a further £322,300 within 5-10yrs. These costs are purely for fabric and mechanical & electrical work maintenance, does not include any general refurbishment/enhancement work. Urgent Works within next 12mths - £24,684 Years 2-3 - £397,929 Years 4-5 - £118,572 Years 6-10 - £322,267 Preliminaries @ 10% and fees @ 15% - £214,623 Total - £1.07million
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - A Functionality - A Accessibility - A Internal Environment - A Safety & Security - A Fixtures & Fittings - A Overall Assessment - A
Service Operations	Sports Hall Hall Offices x 6 Spinning Room Meeting Rooms x 5/6
Significant Factors	- Condition/Age of Facility - Excessive carbon footprint - Library within confines of facility
Usage	2021/22; Community Centre – 6,755

	Quarters 1 and 2 of 22/23 (Apr-Sept); Community Centre – 17,756
Income	2021/22 - £31,000

6.8 Milnes Fitness Room

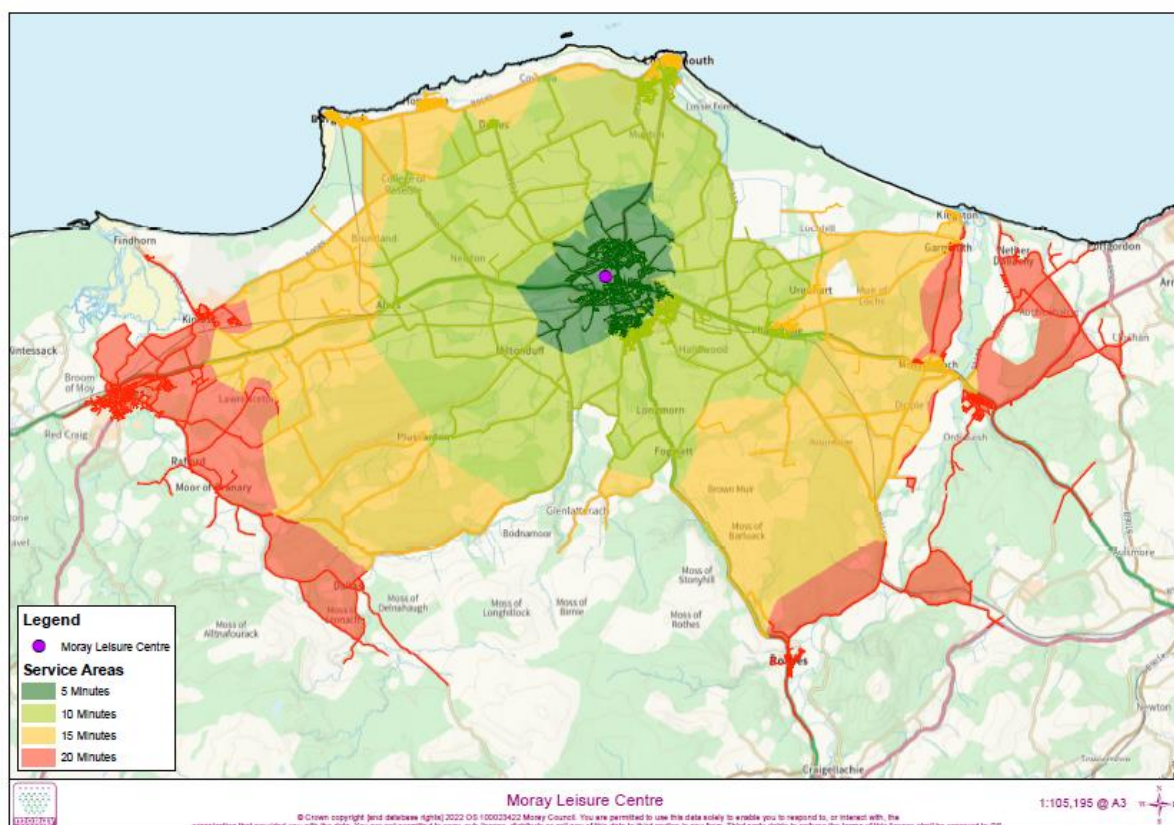| Milnes Fitness Room, Fochabers	
Current Condition	Fitness Room in good condition as relatively new facility and new equipment recently installed.
Current Repair & Maintenance Costs	The condition survey of this fitness room will be included in the school condition survey reports being completed by the Council. Any repairs and maintenance of this room will be identified following this report.
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - B Internal Environment - A Safety & Security - B Fixtures & Fittings - B Overall Assessment - B
Service Operations	Fitness Room Synthetic Turf Pitch – evenings/weekends Sports Hall - evenings/weekends Auditorium - evenings/weekends
Significant Factors	- Facility within confines of High School
Usage	2021/22; Sports Hall – 220 Fitness Room – 6,109 Synthetic Turf Pitch - 18 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept) Sports Hall – 241 Fitness Room – 2,997 Synthetic Turf Pitch - 0 group bookings
Income	2021/22 - £48,000
Fit Life Membership as at August 2022	50 - Individual members 51 - 2 adult family memberships 7 – 1 adult family memberships Total – 108 primary card memberships

6.9 Elgin High Sports Block

Elgin High Sports Block	
Current Condition	Sports Block in excellent condition as relatively new facility.
Current Repair & Maintenance Costs	The condition survey of the sports block will be included in the school condition survey reports being completed by the Council. Any repairs and maintenance of this sports block will be identified following this report.
Suitability Assessment (measure how well buildings meet Council needs and contribute towards service delivery) Rating is A good (fully supports service delivery) to D bad (seriously impedes service delivery)	Location - B Functionality - B Accessibility - A Internal Environment - A Safety & Security - B Fixtures & Fittings - A Overall Assessment - A
Service Operations	Sports Halls x 2 – evenings/weekends Fitness Room – evenings/weekends Synthetic Turf Pitch – evenings/weekends Classroom space (open plan) – evenings/weekends
Significant Factors	- Standalone facility as part of High School - Second highest synthetic turf pitch usage in 21/22 - Fitness room does have significant competition with Moray Leisure Centre and Moray Sports Centre
Usage	2021/22; Sports Block indoors – 3,099 Fitness Room – 3,682 Synthetic Turf Pitch - 859 group bookings Quarters 1 and 2 of 22/23 (Apr-Sept); Sports Block indoors – 2,131 Fitness Room – 1,649 Synthetic Turf Pitch - 169 group bookings
Income	2021/22 - £22,800
Fit Life Membership as at August 2022	17 - Individual members 25 - 2 adult family memberships 3 – 1 adult family memberships Total – 45 primary card memberships

6.10 Moray Leisure Centre

Moray Leisure Centre	
Current Condition	Grade D – Bad Main areas of maintenance work required; • Mechanical service replacements required for boilers, pumps, controls and air handling units • Local area electrical distribution boards require replacement

	- Circuit wiring requires replacement - Lighting installation poor standard - Communication structured cabling installation requires replacement - Alarm and CCTV systems require replacement - Pool plant replacement - Ice plant replacement - Pool tile replacement
Current Repair & Maintenance Costs	In 2020 fabric, mechanical and electrical condition surveys of MLC identified that a minimum of £3.8million of investment would be required to replace/refurb the facility to keep it operational. These surveys are now 3yrs old therefore due to inflation, rising construction costs and the continued deterioration of these assets this figure is considered to be significantly higher than £3.8m. MLC are currently commissioning an updated building condition survey which should be available in early 2023.
Service Operations	Swimming Pool Learner Pool Relaxation Suite Gym Exercise Studios x 3 Ice Rink Café Training/Meeting Room Childcare Centre
Significant Factors	- Condition/Age of Facility - Excessive carbon footprint - Demand outweighs capacity - Highest opening hours of a leisure facility in Moray - Highest usage facility in Moray for pool, fitness rooms and exercise classes - Highest Fit Life Membership levels in Moray
Usage	2021/22; Pool – 84,554 Health & Wellness – 185,462 Ice Rink – 24,589 Childcare – 7,795 Quarters 1 and 2 of 22/23 (Apr-Sept); Pool – 98,803 Health & Wellness – 104,446 Ice Rink – 13,366 Childcare – 3,873
Turnover for 2021/22	£2,257,734

The above map is a visual representation of the 5 (dark green shading), 10 (light green shading), 15 (yellow shading) and 20 (red shading) minute drive time catchments from Moray Leisure Centre (MLC). The purple dot is the location of the leisure facility, the Council do not hold the data in regards to the locations of the Fit Life members at MLC, however the facility confirmed that 35% of their members reside outwith Elgin.

6.11 Swimming Pool drive time catchments

A summary of the drive time catchments of our existing Fit Life members registered to each swimming pool can be found below;

% drive time catchment of Members	Buckie	Forres	Keith	Lossie	Speyside
0-5mins	66	68	52	58	45
5-10mins	19	11	13	12	30
10-15mins	5	5	10	18	16
15-20mins	4	6	9	7	2
Over 20mins	5	10	16	5	7

As would be expected the highest percentage of members for all sites are those that reside within a 0-5min drive catchment of the pool facility. We would have expected the percentages to be more evenly spread at Speyside however the vast majority are still within a 15min drive catchment. Lossiemouth have a high percentage of members in the 10-15min drive catchment, which covers the south of Elgin. This may be due to capacity issues at Moray Leisure Centre as for many activities their

demand outweighs capacity. A high percentage of users of Keith swimming pool are outwith the 20min drive catchment – the majority of these reside in Aberdeenshire.

6.12   Grass Pitches & Changing Pavilions

The following table details the grass pitches and changing pavilions that are hired to community clubs/organisations through the Sport and Leisure team. The Council do own/manage a number of other grass pitches across the Moray area but these are either leased or are solely used for school or informal purposes. There are also a number of additional changing/toilet pavilions located in our Open Spaces but these have been assessed as no longer required for service needs.

The majority of our changing pavilions have not been refurbished for a number of years and are now in a poor condition. Unfortunately a number of these changing pavilions are also now the target of anti-social behaviour such as vandalism and fire-raising.

In recent years we have been open to discussions on leases or Community Asset Transfers (CAT) of our grass pitches and changing pavilions as there is excellent practice throughout the country of community organisations managing and developing these assets to a high standard.

Grass Pitches/Pavilions	Condition/Status
Buckie High Football Pitch	Adequate condition
Merson Park & Pavilion, Buckie	Adequate condition Long term lease recently terminated. Facility currently being assessed and therefore unavailable.
Logie Park & Pavilion, Cullen	Adequate condition – small goalmouth turf repairs needed
Dovecot Park & Pavilion, Elgin	Adequate condition – small goalmouth turf repairs needed, goalposts unsatisfactory Pavilion in poor condition
Pinefield Park & Pavilion, Elgin (x2)	North pitch – Adequate condition South pitch – Adequate condition, small goalmouth turf repairs needed One of the pitches and pavilion currently under lease to New Elgin FC. Other pavilion in poor condition
Thornhill Park & Pavilion, Elgin	Poor to Adequate condition – goalmouth turf repairs needed, grass is generally very thin and burnt due to dry weather Pavilion in good condition
Roysvale Park & Pavilion, Forres	Good condition, adequate condition pavilion
Applegrove Primary Football Pitch, Forres	Adequate condition pitch – has not been used in recent years
Keith Grammar Football Pitch	Good condition
Coulardbank Park Pitches (x3) & Pavilion	Caged pitch in adequate condition – licence agreement for priority usage for Lossie Utd matches. Good condition pavilion

	Other 2 pitches in adequate condition, turf repairs to goalmouths on top pitches recently completed
Speyside High Football Pitch	Adequate condition
Rothes Recreation Park & Pavilion	Good condition

The current assessment is that the provision of grass pitches is adequate for existing demand. There is at least one 'adequate' Council grass pitch available in every ASG area across Moray apart from the Milnes ASG. Provision of a grass pitch and pavilion within the Milnes ASG is available behind the Primary School, a formal agreement for this area has now expired however the Council are progressing discussions with the local community on this matter.

Recent communication with the Scottish FA has intimated that funding towards grass and synthetic turf pitch upgrades, resurfacing and sustainability may be available to Local Authorities and Football Clubs over the next few years which could support future investment needs.

6.13   Synthetic Turf Pitches

All synthetic turf pitches in Moray are utilised extensively for the delivery of the PE curriculum provision, Active Schools programmes and for community/club usage. Over the past 10 years Moray Council's grass pitch booking figures have declined as groups/clubs have transferred across to use synthetic turf pitches to a greater extent. The main reason for this is the improved/more reliable condition of the playing surface on a synthetic pitch.

A portfolio of the synthetic turf pitches that are accessible to the public in Moray are as follows;

Astroturf Pitches/Pavilions	Condition/Status
Buckie	Resurfaced in Sept 2022, excellent condition. Improvements to LED floodlighting required.
Elgin High	New facility in 2018, good condition. Resurface scheduled for 2028/29
Gleaner Arena (Elgin Sports Community Trust)	New facility in 2021, excellent condition
Keith	Adequate condition, resurface scheduled for 2024/25. Improvements to LED floodlighting required.
Fochabers	Poor condition, resurface scheduled for 2025/26. Improvements to LED floodlighting required. Pitch is not regularly used by the facility due to the fact it is a 2G surface therefore not conducive to football and is only two thirds the size of a standard synthetic turf pitch.
Lossiemouth	New facility in 2022, issues with surface due to seagull roosting during construction which is being remedied.

Aberlour, Speyside	Adequate/poor condition, resurface scheduled for 2023/24. Improvements to LED floodlighting required.

The current priority in regards to synthetic turf pitch investment is the creation of a new pitch in Forres and the resurface of the existing pitch in Aberlour.

7. Summary of Identified Sport & Leisure Costs

The following table summarises the total current identified costs for repairs and maintenance and/or replacement of sport and leisure facilities.

Facility	23/24 Urgent	24/25 & 25/26 Years 1-2	26/27 & 27/28 Years 3-5	28/29 Year 6+	Additionality (improvement works)
Synthetic Turf Pitches	£300k Speyside	£300k Keith £250k Milnes		£300k Elgin High	
Buckie Pool	£300,167	£361,394	£397,725	£1.07m	£344,000
Forres Pool	-	£23,670	£61,455	£1.3m	
Keith Pool	£39,569	£637,832	£488,420	£671,059	£182,000
Lossie Pool	Condition survey will need completed within this timespan to identify works required				
Speyside Pool	£5,650	£315,743	£25,685	£268,515	£451,000
Elgin CC	£28,850	£440,885	£128,600	£120,836	
Forres House CC	£24,684	£397,929	£118,572	£322,267	
Milnes Fitness Room	Condition surveys for this room will be undertaken as part of school survey				
Elgin High Sports Block	Condition surveys for this room will be undertaken as part of school survey				
Moray Leisure Centre	£3.8m (based on old condition surveys)	Update condition surveys would require to be completed to determine ongoing maintenance costs			
Grass Pitches and Pavilions	No budget allocated for repairs, maintenance – any repairs/maintenance would be raised through the Property Helpdesk				
Total	**£4,498,920**	**£2,727,453**	**£1,220,457**	**£4,052,677**	**£977,000**
Overall total	**£13,476,507**				

7   Sport and Leisure Capital Investment Opportunities

Although the below is not an exhaustive list, the following capital project opportunities have been identified by either sport and leisure staff, community groups and/or the general public, however to date no capital funding has been identified/committed. These potential projects would need to be explored in greater detail and business cases/feasibility studies created before they can be considered as part of any discussions regarding the prioritisation of capital investment.

Project	Costs (approximate)	Potential investors	Notes
Athletics facility provision	£500k-£2m	Moray Council Scottish Athletics Sportscotland UK Athletics Local Athletics Clubs	Potential bid for funding for a feasibility study being considered to UK Shared Prosperity Fund. Local and National Discussions have been taking place during 2022 in regards to athletics facility development in Moray. It has been well documented over the years that there is a demand for improved athletics facilities in the Moray area, with the current provision in poor condition. Scottish Athletics representatives have attended various meetings with the Council and local groups/organisations to discuss the needs for the area. Scottish Athletics are set to launch an updated version of their 2015 Facilities Strategy following a review and it has been identified in this review that Moray is one of 8 key Local Authority areas that Scottish Athletics would like to focus on in regards to facility development. These discussions are at an early stage and we are currently considering the actual potential facility needs, any potential locations and also the governance options in regards to progressing this proposed project.
Weightlifting rigs within all Council Leisure Facilities	£5k per rig (includes facility reinforcements etc but not reconfiguration of space)	Developer Obligations Moray Council	Highly popular in facilities with rigs. Lack of space to accommodate this need in other facilities at this current time.
Changing Space/Portaloo cabin at Keith Astroturf Facility	£10k	Developer Obligations SFA	Community need/request
Dedicated Exercise Studios at	£160-180k each	Moray Council	

Keith, Buckie, Lossie and Forres			
Outdoor Gyms in Lossie and Buckie	£70-100k each	Blackwood Group Community Fundraising Grant Aid	
Multi-Use Games Area (MUGA) in New Elgin	£150-£500k	Community Fundraising Grant Aid	

7.1 Moray Leisure Centre (MLC) Proposed Expansion & Upgrade

Moray Leisure Limited is a registered charity and receives approximately £500,000 per year from Moray Council to operate Moray Leisure Centre (MLC).

Moray Leisure Limited commissioned Alliance Leisure to complete a feasibility study to examine the potential for expanding and developing MLC. The feasibility study has proposed an expansion, remodelling and refurbishment project to the value of approximately £18million. The new proposal would include the following;
- Improvement and modernisation to reception area
- Extension to the café which in turn will increase revenue generation
- A new gym to the rear of the existing building – increased capacity
- The existing gym would be converted into 2 contemporary fitness studios with increased capacity
- Additional changing facilities to cope with increased capacity
- Modifications and uplifts to the existing meeting spaces and existing fitness spaces
- Extension of the ice rink to enable increased simultaneous usage and cosmetic enhancement
- New ice plant equipment
  General refurbishment and upgrade of plant equipment, mechanical and electrical elements of the facility

In order to progress with the project Moray Leisure Limited will be seeking capital investment from Moray Council (currently estimated to be £2 million investment, and a £4million repayable loan).

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 14 DECEMBER 2022

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

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the performance of the service for the period to 30
September 2022.

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

2.   RECOMMENDATION

2.1   **It is recommended that Committee:**

i)   **scrutinises and notes performance in the areas of Service
Planning, Service Performance and other related data to the end
of September 2022; and**

ii)   **notes the actions being taken to improve performance where
required.**

3.   BACKGROUND

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

4.   SERVICE PLANNING

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

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

Figure 1

SERVICE PLAN PRIORITIES		RAG
STRATEGIC	Empowering and connecting communities	17%
	Improve our understanding of the issues in our communities based on the experience of local people	35%
	A Sustainable Council: that provides valued services to our communities	30%
	Improve the Wellbeing of our population	40%
RECOVERY	Empower and support communities to further develop capacity	65%
SERVICE	A Sustainable Council: that provides valued services to our communities	32%
	Improve the Wellbeing of our population	48%
	Building a better future for our children & young people	35%
	Workforce Development to meet demands and deliver priorities	0%
OVERALL PLAN PROGRESS		42%

Comment

Q2 2022/23 - At this early stage of the plan progress is good. % progress is likely to slow for the remainder of the plan due to shorter term actions nearing completion.

Data not available - Data not yet published or unavailable due to reporting timescales.

SERVICE PLAN PI'S

- Achieving Target: 9
- Within Target: 2
- Below Target: 6
- Data Only: 9
- Data not available: 11
- Total: 37

Strategic Outcomes - successes

4.3 Locality Planning in New Elgin and Buckie has progressed well during the first half of 2022/23. Early indications are positive with a 35% increase (128-172) in the number of people engaged from quarter 1 to quarter 2. The core group in New Elgin increased their membership from three to eight during the period and local events organised by the New Elgin 'Better Community Group' received a good response. In Buckie four events have taken place, including the restart of community lunch sessions that promote social cohesion and the launch of the Findochty and Buckie Development Trust. These events facilitated feedback from residents on the priorities within their locality plan and engaged 142 people. Further sessions are planned for the second half of 2022/23 to finalise the plan. (Action STRAT ERC 2.1, PI's ERC008, ERC008a)

4.4 Development of Community Action Plans in Forres, Keith and Lossiemouth, in partnership with anchor organisations, albeit at different stages are progressing. Working with Health and Social Care, the Keith group created a Health & Wellbeing survey to which there have been 368 responses to date. Along with outreach rural sessions a 'Let's talk Health, Wellbeing and Community' event took place in August to showcase local groups and projects. Next steps include the development of their community action plan. Lossiemouth Community Development Trust are nearing completion of their

action plan for Station Park. In Forres, planning and engagement sessions have taken place in an effort to encourage more young people to become involved in community activities and the 'Spirit of Community' event in April, supported by the Community Support Unit, was well attended. (Action STRAT ERC 2.2, PI's ERC009, ERC009a)

4.5   Tackling the affordability and standard of Moray school estate has moved forward at pace during the first half of 2022/23. The Learning Estate Strategy was agreed by Council in September and the Programme Definition Document by the Programme Board in August. Statutory consultation on the proposal for Inveravon primary school closed on 7 October, with recommendations to follow early next year. A programme of Local Condition surveys for all Moray schools to provide an updated picture of schools' condition is being undertaken. (Action STRAT 3.1, PI EdS100)

4.6   The Wellbeing Support pilot project received positive external evaluation with support to continue beyond December 2022. The Intensive Family Support Partnership is developing a pilot project directed towards families affected by substance misuse. The Children's Mental Health & Wellbeing Partnership have identified Early Years support as an area of focus going forward. (Action STRAT 4.1)

Strategic Outcomes – challenges and actions to support

4.7   In the period to September, three Community Asset Transfers have completed against an annual target of eight. Work is ongoing to support others at different stages of the process. (Action STRAT ERC 1.1, PI ERC002)

4.8   Of the £1.975m participatory budget (PB) potential, based on the indicative 1% of overall council budget, £315k of spend / commitment has been identified to date equating to 15.9%. To date four Council services have engaged in the PB process and work continues to encourage and discuss opportunities. (Action STRAT ERC 1.2, PI's FS214, ERC005).

4.9   Two public engagement events on the future of council corporate plan had to be cancelled as both were due to take place in the period of national mourning. Both sessions were rescheduled and have now taken place. (Action STRAT ERC 2.3)

4.10   Design works for the Findrassie Primary school have been paused whilst the project scope and affordability is reviewed, as a result the operational due date has been extended to August 2025 and a report will come forward to Committee in January 2023. (Action STRAT ERC 3.1)

4.11   The workforce development plan is in the early stages, ERDP's are planned for all Service Managers from November onwards, then cascading through management levels within teams thereafter. Action SERV ERC 4.1, PI's ERDP.ERC1, ERDP.ERC2, ERDL.ERC3)

Service Level Outcomes - successes

4.12 Planned engagement with communities to further develop library programmes, services and events is nearing completion and is on target to increase in-person numbers accessing services by 10%. Activities thus far have been reflective of community need or demand as a result of strengthened engagements. (Actions SERV ERC 2.2, PI ERC022)

4.13 Youth work was celebrated in recognising young members of steering groups at an event in Elgin Youth Café. Moray Youth Matters is being reformed as a platform for young people's voices to be heard. In the quarter to September, 455 young people were participating in Duke of Edinburgh groups and over 30 young people gained accreditation in other awards. Additional youth work sessions over the summer holiday period in partnership with the Employability Team and Key Workers helped a small group of young people in their post school transitions to sustained positive destinations. A new indicator to measure youth engagement and participation has been introduced, data gathered in 2022-23 will inform baseline. (Actions SERV ERC3.1, 3.2, PI ERC023, 23a)

Service Level Outcomes – challenges and actions to support

4.14 Nothing to report, all actions are progressing within anticipated timescales.

Recovery and Renewal Actions

4.15 A community resilience plan template has been created, and work is ongoing with groups to complete their own bespoke plans. This work is 65% complete. SSEN Scottish Power Resilient Communities Funding of £207k has been drawn down supporting projects across 13 groups being assisted by the Community Support Unit (CSU), this included funding for the Joint Community Councils (JCC) to hold a Community Resilience event in Elgin Town Hall in November. Publication of a national HMI thematic review of community development during the pandemic referenced good practice in the work of Burghead and Cummingston Community Council in developing their Community Resilience Plan. (Action REC ERC 1.1, PI ERC026)

5. **SERVICE PERFORMANCE**

5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny.

5.2 The finalised Local Government Benchmarking Framework (LGBF) Indicators for 2020-21 were published in May. The full suite can be viewed within the Background Papers section of this report. Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service plan or service performance priorities. LGBF indicators for Education, Resources and Communities are identifiable with the CLS prefix.

5.3 The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.
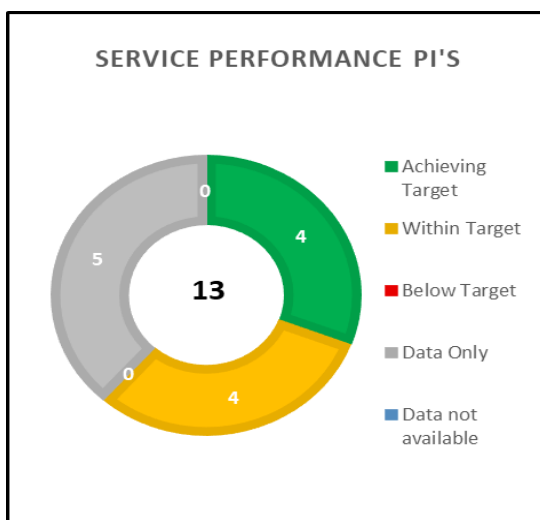
Operational Indicators - successes

5.4 Whilst quarter 2 figures were not available at the time of reporting, the number of individuals attending holiday and term-time sports coaching programme sessions during quarter 1 (2,692) is more than double that of the same period last year (1,134). (PI EdS006.2)

5.5 Attendances at indoor leisure facilities have risen significantly compared to the same period last year evidencing increasing levels of public confidence. (PI's EdS407.1, EdS407.2, EdS407.5 & EdS409.2)

Operational Indicators – challenges and actions to support

5.6 Nothing to report.

6. OTHER PERFORMANCE RELATED DATA

Complaints and MP/MSP Enquiries

6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.

6.2 A total of seven complaints were received during the first half of 2022/23 and seven complaints closed. Of those, six were at frontline stage (86%), three were upheld and three were not upheld. Four (67%) of frontline complaints were closed within the 5-day target timescale.

6.3 One investigative complaint was closed in the same period, this complaint was partially upheld. Time to resolve the complaint exceeded the 20-day timescale by 4 days.

6.4 Of the seven complaints resolved six were regarding leisure services, three of which concerned Forres and two concerning Keith facilities. Two of these complaints were upheld, one was partially upheld and the remaining three complaints were not upheld. The learning points from these complaints relate to customer service and process improvements, with changes agreed and implemented.

6.5 Eight MP/MSP enquiries were received during the first half of 2022/23 all of which were closed within the period. All enquiries were resolved.

Other Performance (not included within Service Plan)

6.6 No information to report.

Case Studies

6.7 Elgin Library was selected as one of 10 libraries across Scotland to pilot the provision of support for Near Me, a video consulting service that enables people to attend health and care appointments through a digital device.

During the summer holidays family learning programmes were offered in Buckie and Elgin. This was the first time the teams have offered this type of programme, which was developed to provide families with the opportunity to try new activities and learn new skills together. The majority of adults have continued to engage with adult learning activities.

The Adult and Family learning team offered 238 adult literacies 1:1 sessions during this period, a 35% increase on the same period last year, and used a grant from Maths Week Scotland to deliver 8 eight STEM sessions to 100 adults and 137 children in Tomintoul, Aberour and Lossiemouth.

Active Recovery Moray is a partnership between Moray Community Sport Hubs, Police Scotland, Arrows Drug and Alcohol support, and Elgin Sports Community Trust. The initiative was set up to provide regular, free-to-access sporting opportunities for individuals affected by mental health and addiction problems in Moray. By the summer 2022, fifteen participants were regularly taking part in sessions and reporting a positive impact on their wellbeing. 80% of the group are currently unemployed so the partners are now looking to develop connections with partners that can support employability.

Active Schools have developed the Nurture Group project in the Buckie Associated School Group (ASG), using sport to engage pupils with low confidence, improving social connections, attitude to school and increasing extra-curricular activity. Through involvement at these sessions the pupil's attendances at school have improved and they have formed stronger social relationships as a group which has helped develop their self-esteem whilst at the same time learning new skills and trying different sports.

Consultation and Engagement

6.8   Over the summer the Community Support Unit supported Action for Children to deliver two 'Bounce into Summer' sessions for families in Keith and Buckie. In New Elgin pop up sessions were held to promote and engage residents in the New Elgin Locality Plan. A Family Fun Day was held in New Elgin in July. Community engagement sessions were held in Forres on the Mannachie Park mini masterplan.

The Learning Estate Team have undertaken formal consultation on the proposal to close Inveravon school.

The Business Support Administration team have been engaging with colleagues on options for the delivery of administration functions within schools and ELC settings.

7.   **SUMMARY OF IMPLICATIONS**

   (a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
   Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

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

   (c)   **Financial implications**
   None.

   (d)   **Risk Implications**
   None.

   (e)   **Staffing Implications**
   None.

   (f)   **Property**
   None.

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

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

8. CONCLUSION

8.1 By 30 September 2022, Service Plan actions are 42% complete with most actions progressing well. Two Strategic actions and three Service actions are subject to slippage, it is anticipated that these actions will make progress in the second half of 2022/23 to bring them back on schedule.

Author of Report: Iain Sneddon, Research and Information Officer
Background Papers: Service Plan Actions
                      Performance Indicators
                      Service Performance Indicators
                      LGBF Indicators
                      Service Complaints

Ref: SPMAN-9425411-89

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022

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

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the budget position for Education Resources and Communities as at 30 September 2022.

1.2   This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2.   RECOMMENDATION

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

3.   BACKGROUND

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

4.   BUDGET POSITION

4.1   The spend at 30 September 2022 is £15,368,000 against a budget to date of £15,656,000, giving an underspend of £288,000 as shown in **Appendix 1**.

4.2   The COVID-19 pandemic had a significant impact on income and a £500,000 reduction in the income budget for leisure facilities was approved as part of the budget report to Moray Council 3rd March 2021. The income is gradually recovering post Covid and at the end of quarter two there is £186,000 over achievement on income in leisure facilities.

4.3   Other underspends within the service are Additional Support for Learning training £8,000, school counselling £7,000 and speech and language therapy £48,000. The underspend in Additional Support for Learning training is expected to reduce over the academic year, with additional resource available to provide training from August onwards funded through the Improvement and Modernisation Programme. The underspend in school counselling relates to the difference in funding received from the Scottish Government and the contract spend following commissioning of an external provider. The Speech and Language Therapy contract is currently suspended due to resourcing issues within the Speech and Language team, allowing for a review of the contract scope and specification in advance of the new financial year..

5   ESTIMATED OUTTURN

5.1   The estimated outturn for 2022/23 is £28,602,000 against a budget of £29,286,000 resulting in an estimated underspend for the year of £684,000.

5.2   The main underspends are over achievement of leisure income £270,000 and the Speech and Language Therapy contract £80,000.

5.3   Staff savings from vacancies and appointment below top of scale are anticipated to exceed the budget by £351,000.

6.   SUMMARY OF IMPLICATIONS

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
The Education Resouces and Communities Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b)   **Policy and Legal**
The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c)   **Financial implications**
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2022 is £288,000 against a budget to date of £15,656,000. The estimated year end position is expenditure of £28,602,000 against a budget of £29,286,000 resulting in an underspend of £684,000.

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

(e) **Staffing implications**

There are no staffing implications associated with this report.

(f) **Property**

There are no property implications associated with this report.

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

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

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

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

(i) **Consultations**

Lorraine Paisey, Chief Financial Officer 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. <u>CONCLUSION</u>

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

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

Background Papers: with authors
Ref: SPMAN-9425411-116/SPMAN-9425411-117

Education Resources & Communities

Budget Monitoring Report to 30th September 2022

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date	Variance		Full Year Forecast		Full Year Variance
	£'000	£'000	£'000	£'000	%		£'000		£'000
Communities	1,381	714	704	10	1 %		1,369		12
Culture, Sport & Leisure	4,394	2,411	2,215	196	8 %		4,189		205
Learning Estate	333	142	140	2	1 %		322		11
Additional Support Needs	15,890	7,629	7,527	102	1 %		15,774		116
Business Support Unit	1,583	748	754	(6)	(1)%		1,577		6
Education Resources & Communities Management	108	53	53	-	-		108		-
Public Private Partnership	5,728	3,962	3,978	(16)	-		5,745		(17)
Education Resources & Communities COVID-19	-	(3)	(3)	-	-		-		-
Education Resources & Communities Efficiency Savings	(131)	-	-	-	-		(482)		351
					-				
Education Resources & Communities Total	**29,286**	**15,656**	**15,368**	**288**	**-**		**28,602**		**684**

REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 DECEMBER 2022

SUBJECT: EARLY LEARNING AND CHILDCARE – SUSTAINABLE RATE UPDATE

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the process followed to set the current Early Learning and Childcare (ELC) sustainable rate for funded hours and the reason for maintaining the rate at current levels.

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

2.   RECOMMENDATION

2.1   **It is recommended that Committee:**

   i)   consider and note the process followed to set the current ELC sustainable rate for funded hours

   ii)   agree to maintain the sustainable rate at current levels for the remainder of the financial year

3.   BACKGROUND

3.1   At the meeting of Education, Children's and Leisure Services Committee on 2 November 2022, the Committee agreed to defer the report on Early Learning and Childcare – Sustainable Rate Update and that it be brought to the next meeting of the Committee to consider with corresponding confidential report on Early Learning and Childcare – External Consultant Update (para 11 of the draft minute refers).

3.2   In Moray, there are currently 39 partner provider nursery settings and 37 partner childminders that offer funded Early Learning and Childcare to children and families. These services are essential in supporting the Council to deliver 1140 hours of funded childcare to 3-5 year olds and eligible 2s

which is a statutory legislative requirement for all local authorities as mandated by Scottish Government.

3.3   Partner provider settings are in a 3 year contract (1 August 2021 to 31 July 2024) with the Council and provide a high quality service in line with national expectations which is reviewed and supported through the contract monitoring processes. The contract is open to new providers to join twice yearly becoming active in February and August throughout the 3 year period.

3.4   As part of this contractual agreement with private provider settings, the Council pays a sustainable rate per child, per hour and acknowledges that inflationary and Real Living Wage (RLW) increases will be reviewed on an annual basis in line with Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Guidance for Setting Sustainable Rates from August 2020.

3.5   This guidance issued by Scottish Government outlines that the sustainable rate should be set to ensure financial sustainability for settings offering funded ELC hours and should allow Real Living Wage (RLW) to be paid while offering opportunities for settings to reinvest.

3.6   Prior to 2021 the Council's funded hourly rate was £5.31 for 3-5 year olds and £6 for 2 year olds.

3.7   Using data obtained following a local IPSOS Mori data collection exercise carried out in 2019/2020, in partnership with Aberdeenshire, a new sustainable rate of £6.30 for 3-5 year olds and £7.57 for 2 year olds was established which has been paid since August 2021. This process is outlined in **Appendix 1**.

3.8   Establishing this rate involved working with a select group of partner provider nursery managers and Council colleagues in Finance and Early Years through a Financial Sustainable Workstream group to ensure a clear and transparent approach was maintained.

3.9   It was agreed at Education, Communities and Organisational Development Committee (ECOD) on 31 March 2021 (para 14 of the minute refers) to approve the sustainable rate of £6.30 for 3-5 year olds and £7.57 for 2 year olds.

3.10 The rate included an uplift of 8% to allow reinvestment in settings and was set to ensure services could pay the Real Living Wage (RLW) which is a pre requisite of meeting the National Standard.

3.11 Moray remains one of the highest rates amongst all local authorities, currently ranked as third highest in Scotland.

3.12 Nationally other local authorities did not review their sustainable rate, as requested by Scottish Government, which led to further work being done by the Improvement Service to gather more localised data through IPSOS Mori.

3.13 Moray was included in this IPSOS Mori data collection process in March 2022 with updated statistics provided by Improvement Service in May 2022.

3.14 Currently the ELC budget is undergoing a review by an external consultant. As part of this review, the sustainable rate and the process for setting this rate are being considered including review of the most recent data collection exercise and recent uplift of the Real Living Wage. A further update on this consultation work is also on the agenda for this special committee meeting on 14 December 2022. The recommendations in this report are consistent with the information received to date from the external consultant which recommends maintaining the current sustainable rate for the remainder of the financial year.

3.15 Upon completion of the external review, it is expected that the consultant's final report will hold further relevant recommendations regarding the sustainable rate for subsequent financial years.

3.16 It is recommended that any changes to the rate for 2022/2023 be put on hold until this process is finalised to ensure relevant advice from the external consultant is taken into consideration.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

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

(b) **Policy and Legal**
There are no policy or legal implications arising directly from this report; however, it is important to note that the contract agreement between Moray Council and Partner Providers highlights the following points regarding the sustainable rate:

- inflationary and Real Living Wage increases will be reviewed on an annual basis;
- the extent to which any inflationary and Real Living Wage changes are reflected in the price for future years of the contract is subject to the overall level of funding agreed between Scottish Government and local government for the expanded ELC hours;
- in relation to the sustainable rate setting process, the Council will take into consideration statutory and non-statutory Guidance including as published by Scottish Government and COSLA;
- the Council may, as a result of the sustainable rate setting process, elect to amend the price during the period of contract and shall be the sole judge of whether the price is amended and

is under no obligation to implement any price amendment at any stage;

- the process for setting the price will be conducted in line with [Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Guidance for Setting Sustainable Rates from August 2020](#); and
- the yearly sustainable rate and daily lunch rate will be determined annually by the Council.

The full contract agreement can be viewed on the [Public Contracts Scotland](#) site.

(c)   Financial implications
From 1 August 2021 the commissioning rate increased to:
2 year olds: £7.57 per hour
3&4 year olds: £6.30 per hour

The commissioning rate takes account of the full costs of providing funded ELC. Providers entering into contract with Moray Council must accept the offered rate.

The actual spend for funded ELC places in the 2021-22 financial year totalled £7,077,115. The current contract spend during the 2022-23 financial year is estimated at £7.6 million excluding January 2023 intake figures. As children become eligible for funded ELC at different times throughout the year (dependent on their birth dates), the yearly estimates may fluctuate.

Due to the way this service is funded and our statutory requirements, it is extremely challenging to identify options from which savings can be made; however, every effort is being made to identify solutions to ensure that a sustainable Early Learning and Childcare provision is maintained for Moray and the proposed approach to the hourly rate for providers will contribute to this.

Guidance from Scottish Government stipulates that the rates should be sustainable for local authorities in terms of the budgets available while also incorporating the following elements:

- The rate will support delivery of a high quality ELC experience for all children;
- It will be a rate that reflects the cost of delivery, including the delivery of national policy objectives;
- The rate will allow for investment in the setting – staff, resources and physical environment; and,
- It will enable payment of the Real Living Wage for those childcare workers delivering the funded entitlement.

(d)   Risk Implications
There are two inherent risks when considering the sustainable hourly rate:

- If the rate is set too low, there is a risk that providers would not be able to remain financially viable. Should this be the case then

some providers may seek to alter their service offer to manage business costs.

- If the rate is set too high, there is a risk that this would not be sustainable for the Council to maintain.

The process for setting the hourly rate aims to allow both factors to be balanced; however, it is important to note that there is a risk to the reputation of the Council as an accredited Real Living Wage (RLW) employer if the sustainable rate is set too low for providers to continue paying the RLW.

It is anticipated that the external consultant review will provide more insight into this process moving forward taking into account the recent uplift in the Real Living Wage from £9.90 to £10.90.

(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
There is no requirement for an equality impact or socio economic impact assessment to be carried out as a result of this report.

(h) Climate Change and Biodiversity Impacts
There are no climate change or biodiversity implications arising directly from this report.

(i) Consultations
Depute Chief Executive (Education, Communities and Organisational Development), Head of Education (Chief Education Officer), Chief Financial Officer, Early Years Service Manager, Nicky Gosling, Accountant and Tracey Sutherland, Committee Services Officer have been consulted.

Preliminary consultation has also taken place with partner provider nursery managers on the Financial Workstream Group who shared initial thoughts regarding the potential implications of the sustainable rate remaining unchanged following the recent uplift in the Real Living Wage. Providers expressed concern that some services, in particular smaller settings, may be forced to close as additional costs associated with funded hours could not be passed on to families. Providers also noted that ensuring they are able to maintain the Real Living Wage for all staff is important in order to recruit a high quality workforce which in turn impacts on the quality of service they are able to deliver.

5. <u>CONCLUSION</u>

5.1 Committee is asked to note the process followed to set the sustainable rate for funded ELC hours.

5.2   Committee is asked to agree to maintain the sustainable rate at current levels for the remainder of the financial year, which forms part of the work to reduce the costs of providing this service in order to support the requirement to ensure that a sustainable, affordable service is in place for Moray.

Author of Report: Jennie Ordonez, Early Years Project Officer
Background Papers: SPMAN-1315769894-39 / SPMAN-1315769894-346
Ref: SPMAN-1315769894-360 / SPMAN-1315769894-361

Moray Council - Sustainable Hourly Rate Setting

Worked Example - rate set in Feb 2021 to take effect from August 2021

This worked example is provided in two parts. The first part is the straight reading of the data.

The second part results from an issue that developed around use of a maximum data point. The reliability of the maximum data point was questioned and the potential for some measurement error was recognised. A modified method was therefore used to accommodate the measurement error. This modified method was a short-term measure (at the time) and agreed with partners that it would be subject to gathering improved future data for future rate setting exercises.

PART 1

1. Establish Scottish Living Wage

Year	Scottish Living Wage	Increment	Salary Full Time Practitioner	Comments
FY11/12	£7.20			
FY12/13	£7.45	3.5%		
FY13/14	£7.65	2.7%		
FY14/15	£7.85	2.6%		
FY15/16	£8.25	5.1%	£17,160	
FY16/17	£8.45	2.4%	£17,576	
FY17/18	£8.75	3.6%	£18,200	
FY18/19	£9.00	2.9%	£18,720	
FY19/20	£9.30	3.3%	£19,344	
FY20/21	£9.50	2.2%	£19,760	
FY21/22 (est)	£9.80	3.1%	£20,379	estimate Nov '21
https://www.livingwage.org.uk/what-real-living-wage				

- PVI dominant operating model 40 hrs pw.
- Aug '21 to Oct 21 SLW = £19,760
- SLW uplifts in November '21
- Nov '21 to July '22 SLW = £20,379 (estimated)

2. Use Salary Data Table (from Ipsos Mori)

Decile	Full-time manager	Full-time early years supervisor	Full-time early years practitioner	Trainee
Minimum	£14,720	£14,097	£12,600	£2,839
25th	£19,872	£16,380	£14,942	£5,943
50th (median)	£23,700	£18,483	£16,016	£9,000
75th	£27,750	£21,893	£18,564	£11,278
Maximum	£47,000	£31,000	£24,000	£18,336
Sample size	26	18	23	14

- Establish that SLW (£20,379) sits between 75th and Maximum Decile.

3. Use Total Cost to Provide Table (from Ipsos Mori)

Quartile	All	Aberdeenshire	Moray
Total costs per hour of ELC provided to 0-5s - quartiles by area			
Minimum	£1.70	£1.72	£1.70
25th	£3.07	£3.33	£2.76
50th (median)	£4.11	£4.33	£3.29
75th	£4.77	£5.00	£4.31
Maximum	£10.35	£10.24	£10.35
Sample size	59	31	28
data gathered in January/March 2020 for use in late 20 early 21. One year assumed inflation			

- Establish that PVI total **Cost to Provide** sits between £4.77 and £10.35 (i.e. between 75th and Maximum Decile).

4. Use a 'straight line' increment to gain the detail between 75th and Maximum Decile

Percentile				
75th	£18,564		£4.77	
76th		£18,781		£5.00
77th		£18,999		£5.22
78th		£19,216		£5.44
79th		£19,434		£5.67
80th		£19,651		£5.89
81st		£19,869		£6.11
82nd		£20,086		£6.33
83rd		£20,304		£6.56
84th		£20,521		£6.78
85th		£20,738		£7.00
86th		£20,956		£7.23
87th		£21,173		£7.45
88th		£21,391		£7.67
89th		£21,608		£7.89
90th		£21,826		£8.12
91st		£22,043		£8.34
92nd		£22,260		£8.56
93rd		£22,478		£8.79
94th		£22,695		£9.01
95th		£22,913		£9.23
96th		£23,130		£9.46
97th		£23,348		£9.68
98th		£23,565		£9.90
99th		£23,783		£10.12
100th	£24,000	£24,000	£10.35	£10.35

- Ipsos Mori were consulted about use of straight-line increments to map from 75th decile to maximum decile and agreed

- Cost to Provide (excluding margin) as at August 2021 would be between £5.89 & £6.11 and £6.00 assumed
- Cost to Provide (excluding margin) as at November 2021 would be between £6.56 & £6.78 and £6.63 assumed.

6. Establish Sustainable Rate

- FY 20/21 a £6.00 cost to provide plus margin for investment @ 8% = £6.48
- FY 21/22 a £6.63 cost to provide plus margin for investment @ 8% = £7.16

PART 2

Use of the Maximum percentile was questioned and jointly discussed with partners.

- Ipsos Mori were consulted on 25th Nov 2020 as follows:
  - **Question**: How safe /reliable are the maximum data points... might they be wildly out or are they as safe as any other?
  - **Answer**: They are unlikely to be wildly out, but I'd urge a little bit of caution. Quite a bit of data cleaning had to be undertaken. For example, all costs in one nursery were out by a factor of 1,000 – "5" recorded rather than "5,000", and annual salaries reported as monthly (£20,000 per month for example). So likely to be reasonable but best recognise potential for measurement error.

Following this feedback, an alternate method was proposed and agreed with partners as a short-term measure. The alternate method is based in the same method as above but provided a sense check against the influence of the maximum data point. Essentially the method used a previous year's (2019/20) Cost to Provide then applied inflation.

The disadvantage of this alternative method is that it ignores the (real life) cost data provided by those settings who were actually paying living wage at the rate that is now required.

Using the same method as above as the starting point this gives a cost to provide of £5.60 for 2019/20 (i.e. between 78th and 79th decile). SLW increase by 2.2% in 2020/21 giving a rate of £5.72. This was further inflated by an assumption of 2% to give a rate of £5.83 from August '21 (to accommodate SLW uplift in Nov '21 – the actual SLW inflation was 4%). With an 8% allowance for reinvestment this provided a rate of £6.30.