



Children and Young People's Committee

Wednesday, 29 May 2019

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 29 May 2019** at **09:30**.

BUSINESS

1. Sederunt

2. Declaration of Group Decisions and Members Interests

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3. Resolution

Consider, and if so decide, adopt the following resolution:
"That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 16 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

4. * Minute of the Meeting of 3 April 2019 **7 - 12**

5. Written Questions **

6.* Young Carers Strategy **13 - 60**

7.* Public Performance Report for Primary and Secondary **61 - 88**

Schools 2017-18

Report by the Acting Corporate Director (Education and Social Care)

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| 8.* | Raising Attainment in Secondary Schools | 89 -
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| 9.* | Singleton Inspections of ELC - Published Reports from March | 117 -
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| | Report by the Acting Corporate Director (Education and Social Care) | |
| 10.* | Education and Social Care Capital Budgets 19-20 | 125 -
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| | Report by the Acting Corporate Director (Education and Social Care) | |
| 12.* | Education and Children and Families Revenue Budget Monitoring Report March 2019 | 139 -
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| | Report by the Acting Corporate Director (Education and Social Care) | |
| 13.* | Rights Respecting School Award | 145 -
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| | Report by the Acting Corporate Director (Education and Social Care) | |
| 14.* | Delivery of Free Sanitary Products Through the School Estate Report | 149 -
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| | Report by the Acting Corporate Director (Education and Social Care) | |
| 15.* | Question Time *** | |
| | Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration. | |

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

- 16.* Management of Early Learning Centre Settings - Policy Approach**
- Information on proposed terms and/or expenditure to be incurred by the Authority;

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

Summary of Children and Young People's Services

Committee functions:

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

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

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

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

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

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

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

Clerk Name: Tracey Sutherland

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THE MORAY COUNCIL

Children and Young People's Committee

SEDERUNT

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

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

Wednesday, 03 April 2019

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

PRESENT

Councillor George Alexander, Councillor James Allan, Ms Nicola Belcher, Councillor Frank Brown, Councillor Paula Coy, Mrs Anne Currie, Councillor Ryan Edwards, Councillor Claire Feaver, Councillor Louise Laing, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Councillor Sonya Warren

APOLOGIES

Miss Leah Burt, Councillor Lorna Creswell, Councillor Tim Eagle, Ms Angela Stuart

IN ATTENDANCE

Also in attendance at the above meeting were Denise Whitworth, Corporate Director (Corporate Services), Vivienne Cross, Head of Schools and Curriculum Development, Nick Goodchild, Acting Head of Culture, Sport and Lifelong Learning, Jennifer Gordon, Corporate Parenting and Commissioning Manager, Maxine Scott, ESO Skills Officer, Stuart McLaughlin, Quality Improvement Officer and Tracey Sutherland, Committee Services Officer.

1. Chair of Meeting

The meeting was chaired by Councillor Sonya Warren.

2. Business

The Chair asked the Committee to confirm that they had all received a copy of the supplementary item on the agenda, item 15a Care Inspectorate - Joint Children's Services Return Inspection Report 2019. The Committee agreed that they all had received item 15a.

The Chair confirmed that all items on the agenda should be starred to allow consideration by all members of the Committee.

3. Congratulations

The Committee joined the Chair in congratulating a Keith Grammar student on winning a national award.

Lee Scott was named the Astra Zeneca STEM Student of the Year at a ceremony in London on 2 April 2019.

The award recognised the student from across the UK who has made the most progress towards a career in a STEM industry through the national Career Ready programme. The award also recognised the student who can inspire others to consider STEM careers with their stories.

Eighteen year old Lee completed two internships at engineering firms in Keith and Aberdeen under the guidance of his mentor Steven Dunbar, the Managing Director of oil and gas engineering company, Global Resources.

This followed Milne's High School pupil Erika Stewart, who was named 'Moray Student of the Year' at a ceremony in Perth last week.

Career Ready is one of Moray Council's key offers to all secondary school students in their senior phase through the Moray Skills Pathway. Thirty eight young people also graduated this year and 50 are enrolled in this year's intake.

The Committee joined the Chair in sincerely congratulating the Council's education team for all the work they put into Moray's programme, one which is seen as leading by the national executive.

The Committee also joined the Chair in thanking the main sponsors of the programme in Moray, Diageo.

4. Declaration of Group Decisions and Members Interests *

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

5. Minute of Meeting on 13 February 2019

The minute of the meeting of the Children and Young People's Committee dated 13 February 2019 was submitted and approved.

6. Written Questions **

The Committee noted that no written questions had been submitted.

7. Young Carers Strategy

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the Young Carers Strategy 2018-19.

Following a lengthy discussion, Mrs Slater, Secondary School representative highlighted that the Named Person Strategy has changed and the changes would need to be reflected in the strategy. In response the Corporate Parenting and Commissioning Manager confirmed that the Health Steering Group acknowledged that updates would need to be made and since the papers were distributed to Committee a more refined version has been created and that the document will continue to be refined as the process goes on to reflect the issues raised.

Mrs Slater, Secondary School represented further expressed concerns about distributing a draft working document which does not reflect the changes around Getting It Right for Every Child (GIRFEC) and child planning as it could be confusing

for practitioners/teachers due to the re-launch of the child planning process. The draft Young Carers Strategy still sits with the old child planning process and she would prefer to see the draft Strategy presented to the next Committee for approval.

In response, the Corporate Parenting and Commissioning Manager confirmed that, submitting the updated Strategy to the next meeting of the Committee would be agreeable.

As there was no one otherwise minded the Committee agreed to amend the recommendations in the report to agree that the updated draft Young Carers Strategy will be submitted to the next Committee meeting in May 2019 for agreement.

8. Schools for the Future Reviews - Speyside High School ASG

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the findings of the Schools for the Future Review visits to the Speyside High School Associated Schools Group (ASG) which took place between November and December 2018.

Following consideration the Committee agreed to:

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

9. Analysis of Secondary School Attainment 2017-18 and Wider Achievement 2017-2018

A report by the Acting Corporate Director (Education and Social Care) updated the Committee on the interim Secondary School Attainment 2017/18 report submitted to the meeting on 21 November 2018.

This report included information from Senior Phase National Qualifications results, including information on the National Measures on attainment and achievement as profiled on "Insight", the Senior Phase Benchmarking Tool.

Following consideration the Committee agreed to note:

- the updated attainment information of young people in Moray, with specific
- i) regard to the National Measures for leavers published on Insight in February 2019; and
- ii) the content of the Wider Achievement report.

10. Northern Alliance RAILLC Emerging Literacy Workstream, Taking a Developmental Approach to Emerging Literacy

A report by the Acting Corporate Director (Education and Social Care) invited the Committee to scrutinise and note the progress of impact of the Northern Alliance Regional Improvement Collaborative (RIC) workstream - taking a developmental approach to Emerging literacy - in Moray, reviewing last full sessions data set for

impact (2017/18) and current year implementation plan (2018/19)

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

11. Education and Social Care Capital Budgets 2018-19-April

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

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

12. Education Scotland Inspection of Millbank Primary School

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

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

13. Education and Children and Families Revenue Budget Monitoring Report February 2019

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the budget position for Education and Children and Families Services as at 28 February 2019.

Following consideration, the Committee agreed to note the budget position as at 28 February 2019.

14. Education Scotland Inspection of Cullen Primary Nursery, Cullen - October 2018

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

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

15. Education Scotland Inspection of Cullen Primary

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

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

16. Singleton Inspections of ELC - Published Reports from January

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during January and February 2019.

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

17. Introduction of Sector Days as Part of Moray Skills Pathway

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the significant development in implementing the Moray Skills Pathway through the introduction of 7 sector days, and acknowledge the contribution from Partners.

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

18. Care Inspectorate - Joint Childrens Services Return Inspection Report 2019

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the outcome and publication of the Return Inspection Report.

Following consideration the Committee agreed to note the content and recommendations contained in the return inspection report.

19. Question Time ***

Under reference to paragraph 20 of the minute of the previous meeting of 13 February 2019, Councillor Feaver sought an update on the work carried out to highlight to parents the option to opt out of completing the surveys which are currently being undertaken by the Scottish Government.

In response the Head of Schools and Curriculum Development confirmed that no work had been carried out as on further investigation the letters sent to parents clearly stated that there was an option to opt out of completing the surveys.

Councillor Morrison sought agreement from the Committee that the meeting dates for Children and Young People's Committee avoid Easter and October holiday times in the future.

In response the Committee Services Officer agreed to look at the future meeting dates of the Children and Young People's Committee.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

SUBJECT: YOUNG CARERS STRATEGY

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

1. REASON FOR REPORT

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

2. RECOMMENDATION

2.1 It is recommended that Committee:-

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

3. BACKGROUND

- 3.1 A report was submitted to Committee on 3 April 2019, (para 7 of the minute refers) requesting approval for the Young Carers Strategy.
- 3.2 Committee sought revision of the young carer's statement format, to ensure that it supported new processes and language that applies for the child's plan and processes. The reviewed young carers statement is attached at **APPENDIX I.**
- 3.3 Committee had also asked for sight of the "Easy Read" version: that had been included within the original paperwork presented to Committee on 3 April 2019, **APPENDIX II**, refers.

- 3.4 The Young Carers Strategy 2018-19, **APPENDIX III** was developed as a statement of intent and recognising the longer term developments required in Moray to deliver the duties of the Act. The strategy was consulted on with young carers, families and professionals in the summer of 2018. The feedback from that consultation had not been contained within the document. That feedback is attached at **APPENDIX IV**.
- 3.5 This strategy document acknowledges that it exists independently of Moray's current Adult Carers Strategy – Carry on Caring 2016-19, but with the express intention to move forward together from 2019 with a joint approach. A previous Young Carers Strategy was an intrinsic part of Moray's Carers Strategy – Caring Together in Moray 2011-15.
- 3.6 As reported to Committee previously, there has been a delay in reporting the Strategy for 2018-19 to Committee, in part driven by the need to make progress with the Young Carers Statement and processes.
- 3.7 The Test of Change, see **APPENDIX V**, funded by the Carers Act implementation funds from Scottish Government, has supported the development of the Young Carers Statement in Moray 2019-20. In addition to the development of the young carer's statement, the Quarriers Service has employed workers who will pilot the young carer's assessment and statement in two schools, for evaluation, prior to roll out across Moray.
- 3.8 It is proposed that work progresses to develop a joint carer's strategy for carers of all ages for 2019 onwards, with Adult Services leading the development.

4. SUMMARY OF IMPLICATIONS

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

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

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

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

- Building a better future for our children and young people in Moray.
- Raising aspirations – building a better future for children and young people in Moray.

- The outcomes being that children and young people thrive; have a voice; learn; can get about; have a home; feel secure, healthy, nurtured to be supported to reach their full potential.
- People are healthier and experience less harm as a result of alcohol use.

The related strategies: -

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

(b) Policy and Legal

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

(c) Financial implications

Given the numbers of young carers, and the nature of their caring roles are not properly known, there may be a requirement for increased service delivery. In 2018/19, £48,000 of the funding received from the Scottish Government for the implementation of the Carers Act was used to cover an initial 18 month contract with Quarriers. The Scottish Government has provided an additional £108,000 in 19/20 for implementation of the Act.

(d) Risk Implications

There are no risk implications associated with this report.

(e) Staffing Implications

There are no staffing implications.

(f) Property

There are no direct property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

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

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

Background Papers:
Ref:

Draft Young Carer Statement (Young Carers aged 12+)

Items highlighted in yellow are shared with Scottish Government via the six-monthly Carers Census returns, with young carer's permission

PART 1

Worker Details			
Name		Date	
Contact no		Email	
Relationship to Young Carer			
Young Carer Details			
First name		Surname	
Date of Birth		School	
Gender		Ethnicity	
Address, with postcode			
Parent/Guardian Details			
Name		Contact no	
Relationship to Young Carer			
Address, with postcode			
Parent aware of YCS completion?			

Who do you care for?	
Mum/Dad/Grandparent	
Brother/Sister	
Relative	
Other (please say what your relationship is with them, e.g. neighbour, family friend etc.)	
Do you help someone at home.....	
Who has Dementia? e.g. do they repeat questions, or forget how to do simple tasks	
Who has mental health problems? e.g. they might have days where they don't want to speak to anyone, or get dressed/out of bed	
Who has a learning disability? e.g. they might have Downs Syndrome, or a condition that makes it harder to do what others their age can do	
Who has an autistic spectrum disorder/ asperger's, or ADHD? e.g. they might be upset if things don't always happen the same way, or don't make eye contact/talk to other people	
Who has a physical or sensory disability?	

e.g. they might be blind or deaf, or use a wheelchair/walking sticks	
Who has a neurological condition? e.g. epilepsy, Multiple Sclerosis or something else that means they can't always control their body the way they'd like	
Who is receiving palliative care? e.g. they are very ill and won't get better	
Who takes drugs?	
who drinks too much?	
Who is old, and can't manage alone? e.g. an older person needing a lot of help to get about and do things like wash/dress/cook safely, or maybe they are unsteady when walking	
Who has another reason for needing your help regularly?	
Caring role	
Do you help someone at home with medication? e.g. do you remind them to take tablets/medicine, or collect those for them/ apply eye drops?	
Do you help someone at home with personal care? e.g. do help the person wash or get dressed or to go to the toilet?	
Do you help someone at home with shopping, cleaning, domestic tasks? e.g. do you help lift & carry heavy things, plan & shop for food, do or help with the laundry etc?	
Do you help someone at home with transport? e.g. do you help them use the bus, or take your brother/sister to school because an adult's condition means they can't?	
Do you help someone at home with emotional support/supervision? e.g. do you help keep someone safe, or often talk to them about their situation to reassure them/ do they feel sad or scared?	
Do you help someone at home with finances? e.g. do you help the person manage/pay bills/ collect pension/ money from bank?	

How long have you been helping this person?		
Less than one year <input type="checkbox"/>	1 year but less than 5 years <input type="checkbox"/>	
5 years but less than 10 years <input type="checkbox"/>	10-19 years <input type="checkbox"/>	
How many hours a week do you give this help? (Include hours during the night)		
4 hours a week or less <input type="checkbox"/>	5-19 hours a week <input type="checkbox"/>	20-34 hours a week <input type="checkbox"/>
35-49 hours a week <input type="checkbox"/>	50+ hours a week <input type="checkbox"/>	Not known <input type="checkbox"/>

Does your role as a carer affect your health?

Yes ☐No ☐

Does your role as a carer affect your wellbeing?

Yes ☐No ☐

e.g. do you feel sad/lonely/emotional about your role?

Are you willing to provide care?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
Do you feel able to provide care?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

Please circle the number beside the wellbeing indicator statements that match how you feel today:

Safe

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

Healthy

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

Achieving

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

Nurtured

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

Active

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

Respected & Responsible

I feel involved in decisions at home. I'm comfortable with my caring responsibilities.	5
I usually feel involved in decisions at home. I'm usually comfortable with my caring responsibilities and can speak out when I don't feel something is right.	4
I sometimes feel involved in decisions at home. I sometimes feel I'm being asked to do things in my caring role that aren't right for me, but feel able to speak out when this happens.	3
I often feel I'm not involved in decisions at home. I often feel I'm being asked to do things in my caring role that aren't right for me, and don't feel able to speak out, or feel no-one listens when I do.	2
I never feel involved in decisions at home. My caring responsibilities make me very uncomfortable, but I can't tell anyone about this, or feel no-one would listen.	1

Included

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

The details you have recorded on this form are used to recognise where other support and information might be of use to you and your family. That might be you agreeing to school knowing you are a young carer so they can put you in touch with other young carers, or make it easier for you to keep in touch with the person you care for during school. Or it might be that other agencies and services could provide support to you and/or your family that will help. Based on your scores, and taking into account the nature and extent of the care you provide being appropriate for your age, Moray's Young Carers eligibility criteria establishes your right to services and support. Where this could involve other agencies and services, this would mean creating a Child's Plan with you, to make sure the right people get involved.

Wellbeing outcomes measure

Scores of 4/5 Your wellbeing is not impacted by your caring role or circumstances. No additional support required at this stage.	Scores of 3 Your wellbeing is impacted by your caring role or circumstances. Some additional support will help.	Scores of 1/2 in any section Your wellbeing is significantly impacted by your caring role or circumstances. Specific support is needed to improve things for you and your family.
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- ☐ Universal or Targeted Service and young carer identify no further support required. This assessment and agreement is recorded within Single Agency Record and a copy of the YCS is given to the young carer. If the young carer agrees, the information and the YCS will be shared with Named Person and/or Quarriers. The YCS will be recorded in the relevant health / education(SEEMIS) system & Quarriers for Census recording, as appropriate.
- ☐ Universal or Targeted Service and young carer identify additional support required. If the process for undertaking the YCS has been completed by someone other than the named person, (Health for a child (0yrs-P1) or Education for a child (5-16/8yrs), then the Named Person must be contacted to discuss and agree who might be the Lead Professional, who would initiate and co-ordinate the Child Plan. Copy of YCS sent to Young Carer, Named Person, Quarriers and other agreed universal/targeted service(s) involved.

Information sharing with other agencies

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

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

For over 12 years only:

- I give permission for the information to be shared with the person I care for Yes ☐ / No ☐
- I give permission for the information to be shared with my School Yes ☐ / No ☐
- I give permission for the information to be shared with the following agencies that could help
- Yes ☐ / No ☐
- Yes ☐ / No ☐
- Yes ☐ / No ☐
- Yes ☐ / No ☐
- Yes ☐ / No ☐

Continue on a separate sheet, if required.

APPENDIX I

I give permission for anonymised Carers Census data required by Scottish Government, as highlighted, to be shared with Quarriers. Yes ☐ / No ☐

I am aware that if I do not give permission for data to be shared with Scottish Government, the following will be shared: 'A YCS was completed for young carer *Date of Birth*, who refused consent for their data to be shared'. Yes ☐

I give permission for my full Young Carer Statement to be shared with Quarriers Yes ☐ / No ☐

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

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

Actions completed:

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

Young Carer Statement



Worker details

Name _____

Date _____



Contact number _____



Email _____

Relationship to young carer _____



Young carer details

First name _____

Last name _____



Address including postcode _____

Date of birth _____

School _____

Gender _____ Ethnicity _____



Parent/guardian details

Name _____



Contact number _____



Address including postcode _____

Relationship to young carer _____

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

Who do you care for?

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

Do you help someone at home who...?

Please
tick



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

☐


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

☐


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

☐


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

☐


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

☐


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

☐


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

☐


takes drugs?

☐


drinks too much?

☐


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

☐


has another reason for needing your help regularly?

☐

Your caring role

Please
tick



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

☐


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

☐


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

☐


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

☐


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

☐


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

☐

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

Safe



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

☐


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

☐


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

☐


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

☐


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

☐

Healthy



I am in good health. I feel happy.

☐


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

4



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

3



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

2



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

1

Achieving



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

5



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

4



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

3



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

2



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

1

Nurtured



I get on well with my family and the person I care for,
and have close friends/people I trust.

5



I mostly get on well with my family/the person I care for.
I have good friends, or other people I can talk to.

4



I sometimes feel my family/the person I care for doesn't
appreciate me.
I don't feel I have many friends, or others I can talk to.

3



I often feel my family/the person I care for doesn't
appreciate me.
I have few friends, or few people I can talk to.

2



I feel separate from my family/the person I care for.
I have no real friends or anyone I trust.
I feel nobody cares about me.

1

Active



I have time away from my caring role, to do things with
friends and get involved in activities outside school/
college/work.

5



I spend time with my friends outside school/college/work.
I often get involved in activities in and out of school/college/
work, though sometimes it's difficult to arrange.

4



I can spend time with friends, but worry about what's
happening for the person I care for while I'm out.
I get involved in activities in and out of school/college/work, but not
regularly.

3



I make plans to see friends, but don't often manage to do it.
I don't have many chances to get involved in activities in or
out of school/college/work.

2



I have no time with my friends.
I am unable to get involved in activities in or out of school/
college/work.

1

Respected and responsible



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

5



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

4



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

3



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

2



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

1

Included



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

5



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

4



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

3



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

2



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

1

Are you willing to provide care?

Yes ☐

No ☐

Unsure ☐

Information sharing with other agencies

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

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

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

Yes

No ☐

☐

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

Yes

☐

No

☐

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

Yes

☐

No

☐

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

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

SHANARRI outcomes measure

Scores of 4/5

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

Scores of 3

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

Scores of 1/2

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

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

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

☐

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

☐

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

☐

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

Please indicate actions completed:

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

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



Young Carers **STRATEGY**



Introduction

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

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

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

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

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

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

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

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

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

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

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

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

Strategic Context

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

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

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

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

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

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

Legislation

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

Self-Directed Support (Scotland) Act 2013

Children and Young People's (Scotland) Act 2014

Public Bodies (Joint Working) (Scotland) Act 2014

Carers (Scotland) Act 2016

The Carers (Scotland) Act 2016

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

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

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

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

The Act also sets out the following conditions/changes:

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

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

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

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

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

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

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

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

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

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

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

Quarriers Carer Support Service (Moray)

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

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

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

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

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



Moray Young Carers Schools Toolkit

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

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

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

NHS Young Carer Pathway for School Nurses

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

Moray GIRFEC Pathway and Child Planning Process

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



Objectives

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

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

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

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

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

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

Test and refine eligibility criteria for young carer support activity

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

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

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

Eligibility Framework

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

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

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

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

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

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

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

Identifying young carer need

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

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

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

The YCS will include:

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

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

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

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

Enable early identification of young carers

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

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

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

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

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

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



Provide effective support for young carers in Moray

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

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

Universal Services

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

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

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

Universal with Support

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

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

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

Targeted Support

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

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

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

Breaks from caring

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

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

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

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

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

Develop plans to support young carers through transition to adulthood

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

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

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

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

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

1. Learner Pathways for young carers

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

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

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

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

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

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

2. Moving into Adult Services

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

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

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

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

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

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

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

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

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



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

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



Questions

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

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

Thank you for taking part.

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

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

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

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

What help do you think young carers need?

Who would you want to help you?

How will we know it's working for you?

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

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

What would make those changes easier?

What difference would it make?

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

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





APPENDIX IV

There were group work sessions at four schools: Pilmuir Primary; St Peter's Primary; Elgin High School and Buckie High School.

Question 1 focused on what is a young carer (YC). There were two aspects: -		
(a) What would help you know that you are a young carer? (b) What would help someone else know that you are a young carer?		
What would help you know that you are a young carer?	What would help someone else know that you are a young carer?	
High school group replies An adult told me I was a YC. I had a Social Worker (SW) and Children 1 st in my life and they helped me to identify that I was a YC. Quarriers worker helped me identify that I was a YC. (I may have had other adults/ professionals in my life that knew it too). I realised I was doing things in life that were different from my friends. I talked to a teacher who put me in touch with Quarriers support. Looks after someone at home/ with needs and helps others with disabilities / illness. Teachers spotted that there were things that weren't right. Discussed in PSE about being a YC. Having a discussion. Talking through what's happening.	High school group replies Recognising that you have issues. Someone seeing me at home (a parent/ carer/ family friend). Knowing what I do/ learning from my experience. I could tell people what I do, they should know that I am a YC. Being aware of people's home situation. Being aware of people being and feeling stressed. If you are struggling with homework having to change plan when mum/ dad needs help. The way in which people approach you, not just coming out with it – be aware of emotions.	
Primary replies Think mum initiated the identification of me being a YC to support dad's needs. Being like an adult carer.	Primary replies Being late at school, teachers and other should pick up on it. I'd tell my granny/ sister/ mum.	

When you help someone else.	Talk to a friend/ family/ teacher.	
Someone who is helping family and carers for friends and family.		
You help grannie and granda.		
Went to the GP after mum was ill.		
Doing shopping for mum.		
If someone is struggling.		
Help grannie.		
Watch cousin for aunty.		
Have to wash and dry dishes / hoover and do general chores.		

Question 2 focused on the types of help. There were three areas explored: -

(a) What help do you think YC need

(b) Who would you want to help you

(c) How will we know if its working for you

What help do you think YC need	Who would you want to help you	How will we know if it's working for you
High school group replies Space and time for yourself. People to speak to. Having a particular person to speak to. Thinking about what stops you joining in with other social activities. Getting away from it all for a while – respite. Not away from home- just different activities. Getting help with daily tasks in caring role. Time and help to do homework. The young carers festival where I could meet others. I met someone there who I knew as a person, but I didn't know that they were also a YC. I was nervous going on my school trip	High school group replies Schools/ guidance. Social worker. Support teacher. Friends and family. Guidance teacher. Quarriers. I had a social worker who left – I don't know who would help me now. Andy from Children 1 st . Trusted teacher. Mum's friends. Action for children. Being in a group.	High school group replies Teachers knowing what is happening in your life. Teachers knowing that we are not just being difficult. Being able to share worries. Getting time for myself. Worry less. Teacher to talk to people. Better life. Better at school work and get better results. If I had the right support I'd do better at school. I'll feel less stressed and more relaxed. Had time away doing activities.

<p>because I was worried about what would happen at home without me being there.</p> <p>Squeezing everything in sometimes means that I can fall behind with homework.</p> <p>I do more than my young sister, even though we are both YC's.</p> <p>Making sure teachers know what the difficulties are, being stressed a lot by leaving the carer for person alone, means that my mind is somewhere other than in school.</p> <p>Respite from the caring roll.</p> <p>Lots of things on your mind.</p> <p>Time to catch up (more clubs/ opportunities to talk through my situation).</p> <p>Support with homework.</p>		<p>Staying away in a cabin, made me feel happier.</p> <p>Getting out of the house.</p> <p>Making more friends.</p> <p>Sharing experiences with other YC</p>
<p>Primary replies</p> <p>Getting some support and ideas of what can be done.</p> <p>Someone to listen to us.</p> <p>Help with cooking.</p> <p>Walk to shops for shopping.</p> <p>Help to look after younger brothers and sisters.</p> <p>Help my brother to read.</p> <p>Help with after school activities.</p> <p>Help to get a break</p> <p>Someone to talk to.</p> <p>Help to get to school.</p> <p>Help with housework.</p> <p>Help to think about me too.</p> <p>Extra time for homework.</p>	<p>Primary replies</p> <p>Someone who understands Family.</p> <p>Someone you trust.</p> <p>Help with homework from dad.</p> <p>Help from brothers/ sisters.</p> <p>Help form teachers.</p> <p>Support form bothers/ sister.</p> <p>Sam from Arrows.</p> <p>Mum and dad.</p> <p>Support for mum because if she gets help it supports us.</p> <p>Mum is a carer not a cared for person.</p>	<p>Primary replies</p> <p>Better at spelling.</p> <p>Feel happy.</p> <p>Better at football.</p> <p>Better at homework.</p> <p>Feel better.</p> <p>If mum is supported as a carer, this would make a really big difference cause mum would be happier.</p> <p>We'd feel confident.</p> <p>We would feel a bit safer.</p>

Help with worries.		
Understanding from friends.		
Help to have friends over.		
Question 3 focused on transitions and changes. There were three areas explored: - (a) What school / home changes might affect yc (b) What would make those changes easier (c) What differences would it make		
(d) What school / home changes might affect yc	(e) What would make those changes easier	What differences would it make
High school group replies Mood swings, it's really hard moving school and not knowing who to approach. Changes at home. Moving house. People having different roles. Having a bad night or day. Need to be more mature and grown up. Family issues, divorce adds to the impact. Job at hairdressers on a Saturday. Changes scare me. Scared of changes happening/ coming up.	High school group replies Having someone to talk to. Sharing your anxieties. Training for my family member not to need as much help so I could break away a bit and people wouldn't be angry and upset. Support with the transition. If I wasn't so shy and had more confidence. Someone to look after my relative when I'm out. Someone for them to talk to. Letting the high school know that I am a YC. Me not needing to tell my story over and again. Having someone to talk to.	High school group replies Having supports to decide what I want to do in the future – ie move away. Being able to worry less. Being able to do what you want to. It would make me a better carer. I would feel more relaxed. I'd be able to socialize without worrying so much. My social life would get better.
Primary replies Having to tell new people. New teacher. Extra time for homework. Building new relationship.	Primary replies Talking with our family / carer. Wouldn't talk about personal stuff with the teacher – I wouldn't find it helpful.	Primary replies No comments

<p>Help in general.</p> <p>I will be later home from high school and will worry about mum.</p> <p>If I am late home I worry about mum.</p> <p>Going to high school.</p> <p>My siblings(older) will be leaving school.</p> <p>Getting to P6.</p> <p>Getting more homework.</p> <p>Worried about leaving primary school and my sister will be on her own then.</p> <p>My siblings will have left so I wouldn't be able to tell them my problems.</p> <p>When going to high school, older sibling leaving and young sibling being on own in school.</p>	<p>Getting plenty of time to do homework.</p> <p>If granddad was able to help.</p> <p>Sister is also in high school so she will be able to help.</p> <p>Staying in contact with people who matter to me.</p> <p>When my sister moves on to high school, friends will help her.</p> <p>Give me more time for homework.</p>
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Question 4 focused on which people might help – what do people need to know about YCs to be able to help?

High school

Teacher to understand what a YC is and the issues you have to deal with.

The difficulties YC encounter.

Information about what it is to be a YC – what some of us feel and go through.

Having a relationship with some to talk to and open up to.

That YC feel stressed and why they sometimes run late.

Did help - / could have helped response.

That they contribute a lot to society.

That specific identified people know what support might look like e.g. teachers/ librarians/ HSL/social workers/ seasons for growth worker.

Could have helped

A translator – my gran doesn't speak good English

Ice skating

Dad

A support group.

A presentation about YC to help everyone understand better would help.

Please note the impact on carer's mental health and wellbeing – I don't have particularly good mental health as a YC.

Primary

Friends of parents.

Parents of friends – to understand more, I don't play at my friend's house any more.

Teachers – gym teacher, also

Chance to go cycling with the neighbours

Various family

Friends to understand why I can't play out at times.

All to understand that there are changes in the relationships and sometimes they are hard in the family.

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

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

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

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

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

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

This project outline proposes Quarriers role in establishing a Young Carers Statement process and pathway for Moray, and in conducting the Young Carers Statement on behalf of Morays children's services. This test of change will include an analysis of the Quarriers Carers Support Service capacity to incorporate the undertaking of the Young Carers Statement going forwards and recommendations based on the evidence presented at the end of the project.

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

Quarriers Young Carer Statement Development Project

AIMS:

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

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

DELIVERY:

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

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

EVIDENCING CHANGE:

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

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

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

Evaluation and Feedback

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

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

Measuring Project Activity

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

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

Identifying Gaps

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

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

Measuring Impact: Young Carer Identification

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

Measuring Impact: Young Carers Statement

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

Measuring Impact: Young Carers Toolkit

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

Measuring Impact: Young Carers Support

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

BUDGET:

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

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

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

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



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE PUBLIC PERFORMANCE
REPORT OF PRIMARY AND SECONDARY SCHOOLS 2017/18**

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

1. REASON FOR REPORT

- 1.1 The purpose of the report is to inform Committee of the educational performance of Moray schools in 2017/18.
- 1.2 This report is submitted to Committee in terms of Section III D (32) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services.

2. RECOMMENDATION

- 2.1 **The Committee is invited to scrutinise and note the educational performance for 2017/18 as detailed in Appendix 1.**

3. BACKGROUND

- 3.1 The Council is committed to improving the educational achievements of its young people and to support this we measure and analyse the performance of all our pupils through both the broad general education phase (age 3 to S3) and the senior phase (S4 to S6).

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

None

(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 needed because the report is to inform Committee on performance.

(h) Consultations

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

5. CONCLUSION

5.1 The Committee scrutinises and notes the educational performance for 2017/18.

Author of Report:

Background Papers:



Education & Social Care Public Performance Report for Primary and Secondary Schools

School Session 2017/18

Background Information

Moray Council is committed to providing relevant performance information about our schools. The information included is reported to the Children and Young People's Services Committee throughout the year, but presented here in a combined annual report to provide:

	<u>Page</u>
Number and Ratio of Pupils / Teachers	3
Attendance and Exclusion Rates	4-5
Achievement of a Level	6
Attainment: Key National Measures (Insight)	7-17
STACS Measures S5 / S6	18-19
Staying on Rates	20-21
School Leaver Destinations	22-26

The Council is committed to improving the educational achievements of its young people and to support this we measure and analyse the performance of all our pupils through both the broad general education phase (age 3 to S3) and the senior phase (S4 to S6).

Throughout this document, Moray's performance indicators are compared with the National Average and / or Virtual Comparator data that is available through 'Insight', the attainment benchmarking tool developed by Scottish Government in partnership with key education organisations. The use of Insight marks a shift away from the "Standard Tables and Charts" (STACs) reporting and aligns better with Curriculum for Excellence, where performance measures are drawn from a wider range of sources than solely SQA exams.

Insight allows for schools to benchmark against schools in their local authority, nationally and against their 'virtual comparator'. The Virtual Comparator feature takes the characteristics of pupils in a school and matches them to similar pupils from across Scotland to create a 'virtual school'. This is a valuable benchmark for schools as it takes into account young people who have similar characteristics.

As Insight is a relatively new reporting tool it is recognised that it is a transition period between STACs and Insight, thus STACs measures on S5 and S6 attainment have been included in the report, although the emphasis has clearly moved to Insight national benchmarking measures.

Contact Details

Any queries about this report should be addressed to:

Corporate Director (Education and Social Care)
The Moray Council
High Street, Elgin, IV30 1BX
Tel 01343 563478
Email: Educationandsocialcare@moray.gov.uk

You can find more information about Moray Council Educational and Social Care Services on our website: www.moray.gov.uk

Number and Ratio of Pupils/Teachers

Number of Pupils

	2011	2012	2013	2014	2015	2016	2017	2018
Primary	6,207	6,363	6,622	6,783	6,903	7,026	7,049	7,086
Secondary	5,692	5,598	5,387	5,265	5,048	4,915	4,856	4,806
Total	11,899	11,961	12,009	12,048	11,951	11,941	11,905	11,892

The overall number of pupils registered in Moray schools decreased for the third year in a row, falling by 36 from the previous year to 11,905. The number of primary school pupils enrolled increased by 23 from last year; while in comparison secondary pupil numbers decreased by 59. The number of primary school pupils increased for the sixth year in a row, and is up by 842 since 2011. Secondary pupil numbers have fallen for the seventh straight year, down by 956 since 2010. Since 2011 primary school pupil numbers have increased by 13.6% in Moray, this compares to a national increase of 9.2%. In comparison Moray secondary school pupil numbers have reduced by 14.7% over the same period, far greater than the national decrease of 5.1%.

Number of Teachers

	2011	2012	2013	2014	2015	2016	2017	2018
Primary	374	382	389	397	406	412	415	439
Secondary	465	466	445	440	426	401	399	403
Total	839	848	834	837	832	813	814	842

At the September 2017 census, the overall number of full time equivalent (FTE) teachers increased marginally, up by 1 from last year to 814. Primary School teacher numbers have continued to gradually increase since 2011, up by 10.9% over the period, compared to a 7.3% increase nationally. Secondary teacher numbers have fallen for the fifth year in a row. Since 2011 there has been an overall reduction of 14.2% in secondary teachers (FTE) in Moray, compared to a 4.5% reduction nationally.

Pupil / Teacher Ratio*

Primary & Secondary	2011	2012	2013	2014	2015	2016	2017	2018
Moray	13.5	13.4	13.7	13.7	13.7	14.1	13.9	13.7
Comparators**	13.5	13.6	13.5	13.6	13.6	13.5	13.6	13.4
National Average	13.4	13.5	13.5	13.7	13.7	13.7	13.6	13.6

* Ratio includes centrally employed teachers but not early learning and childcare teachers. Includes pupils at primary, secondary and special schools only.

** Local Government Benchmarking Framework (LGBF) comparator authorities: Angus, Argyll & Bute, East Lothian, Highland, Midlothian, Scottish Borders and Stirling

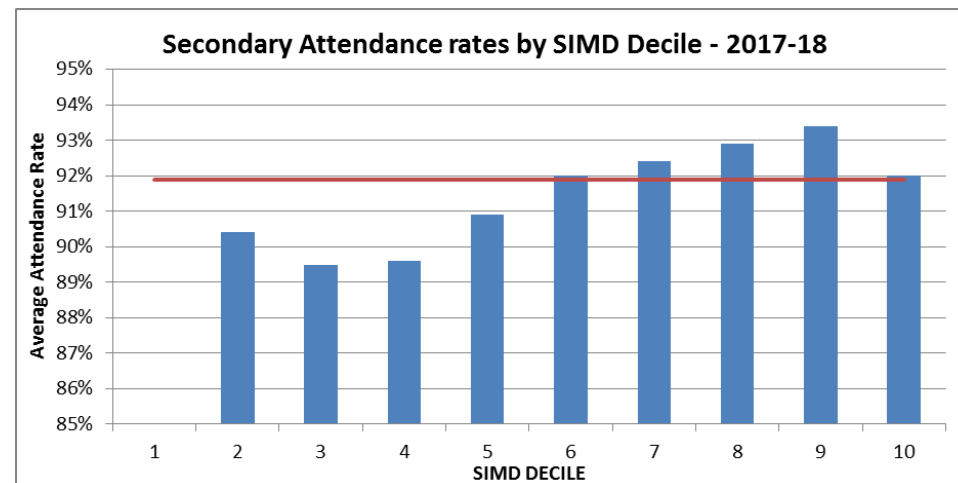
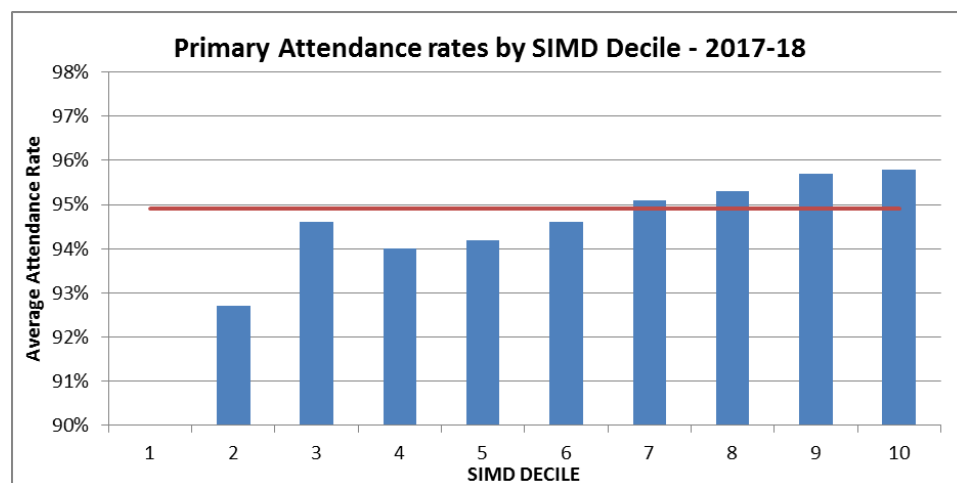
The pupil/teacher ratio decreased from 14.1 in 2016 to 13.9 in 2017. The Moray pupil/teacher ratio remains above both the national average (13.6) and the comparator authorities' average (13.6).

Attendance and Exclusion Rates

The average school attendance rate across Moray for 2017/18 was 94%, slightly above the national rate (93.3%) and either in line with or above our Local Government Benchmarking Framework (LGBF) comparator authorities. Primary School pupil attendance in Moray was higher at 94.9% compared to 91.9% for Secondary students.

Attendance by SIMD

The two graphs below show the average attendance rates for Moray Primary and Secondary schools broken down by SIMD Deciles.



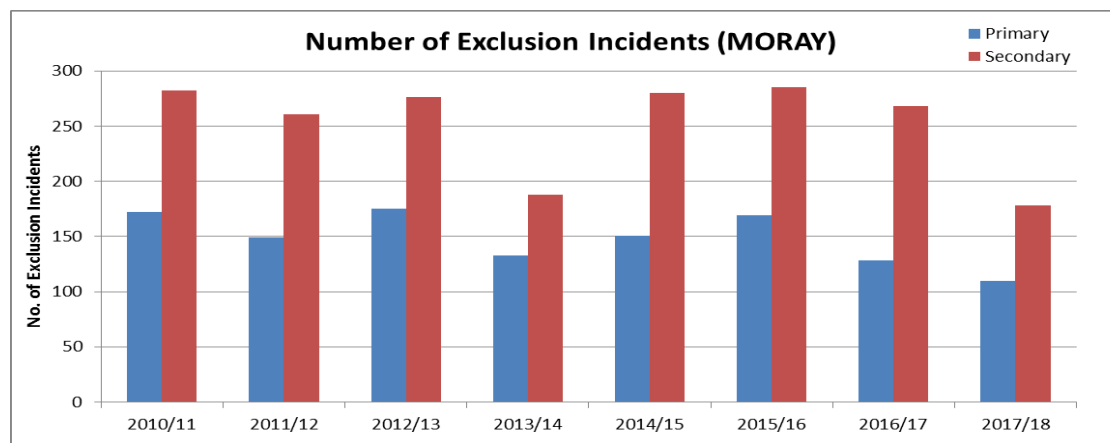
Both Primary and Secondary attendance rates show similar patterns when using Scottish Index of Multiple Deprivation (SIMD) data. SIMD decile 1 refers to young people with postcodes within datazones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. In Moray there are no datazones ranked in decile 1.

Attendance rates appear to show there is a correlation with a pupils SIMD ranking, with attendance rates on average lower for young people from the more deprived areas (deciles 2-5) when compared to those from the least deprived areas (deciles 7-10). Primary school attendance rates range between 92.7% (decile 2) to 95.8% (decile 10), a difference of 3.1% on average in attendance rates. Secondary school attendance rates show an even greater gap in attendance rates when using SIMD data, with attendance rates ranging from 89.5% (decile 3) up to 93.4% (decile 9).

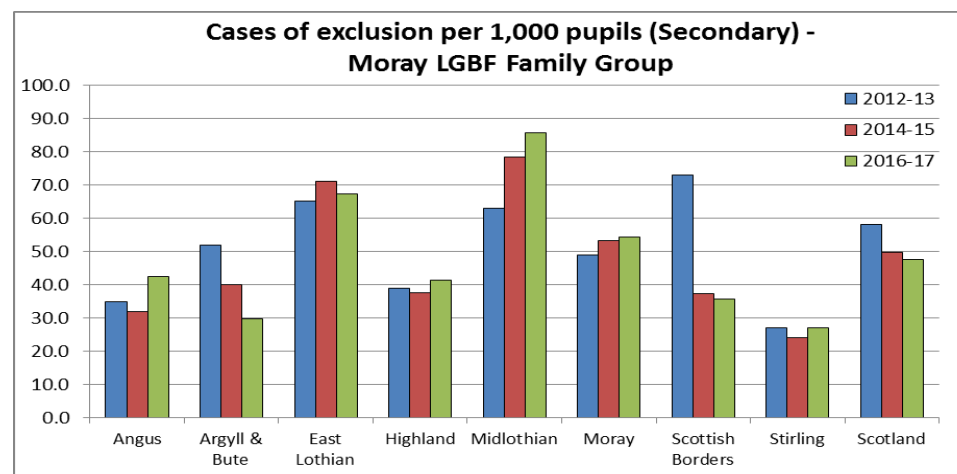
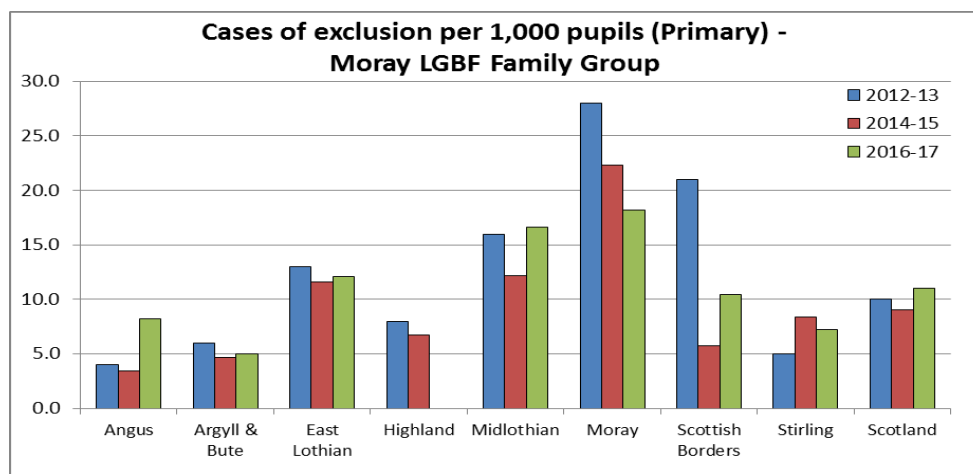
With just over 30% of Moray pupils ranked in SIMD deciles 2-5 based on their postcode, the lower attendance rates for this grouping will impact on their learning and school leaver options, this is particularly true for secondary school pupils where the attendance rates for deciles 3 and 4 are notably lower than against the Moray average and the least deprived pupils.

Exclusions

In 2017-18 there were 288 exclusion incidents recorded in Moray, a decrease of 109 when compared to the previous year. In total 110 incidents were at Primary stage and 178 at Secondary stage. Since 2010/11 the number of exclusion incidents has largely fluctuated year on year, with 2016/17 exclusions showing a decrease on last year, with the number of exclusions at both stages being at there lowest over the last eight years.



National exclusion data is reported every second year, the graphs below compare exclusion rates for Moray with our comparator LGBF authorities and the national average since 2012/13. While exclusion rates in Moray at Primary school level have declined since 2012/13, Moray continues to report the highest Primary school exclusion rate compared to LGBF family group members at 18.2 per 1,000 pupils, and above the national rate of 11. Moray continued to record the third highest Secondary school exclusion rate compared to LGBF family group members at 54.3 per 1,000 pupils (2016-17), marginally up on 2014/15 and remaining above the national average of 47.7.



Achievement of a Level (CfE)

The data collated in the Achievement of Curriculum for Excellence (CfE) Levels Return relates to achievement in the Broad General Education (BGE). It is based on teacher professional judgements regarding pupils' achievement in literacy and numeracy against CfE levels.

The data shows the CfE level achieved for each pupil within selected stages (P1, P4, P7 and S3) in the following curriculum organisers: reading, writing, listening and talking and numeracy, and relates to the CfE level achieved as at June 2018. Teacher professional judgements of achievement of a level are based on all of the evidence collected by teachers during the ongoing assessment of children and young people's learning. A wide range of evidence is collected in a variety of ways. This includes observing learners at work, assessing their work in class and assessing children's knowledge and understanding by talking to them about their learning.

The following tables show the Moray results against each of the 4 curriculum organisers, compared to the national averages. The figures in brackets () show the change from the June 2017 teacher judgement achievement rates:

READING	P1	P4	P7	S3	S3
	Early Level	First Level	Second Level	Third Level or better	Fourth Level
Moray	75	66 (-6)	71 (+3)	84 (-5)	34 (-19)
Scotland	81 (+1)	77	79 (+3)	90	53 (+2)

WRITING	P1	P4	P7	S3	S3
	Early Level	First Level	Second Level	Third Level or better	Fourth Level
Moray	67 (+2)	57 (-3)	61 (+2)	82 (-6)	32 (-17)
Scotland	78 (+1)	72 (+1)	73 (+4)	89	48 (+3)

LISTENING & TALKING	P1	P4	P7	S3	S3
	Early Level	First Level	Second Level	Third Level or better	Fourth Level
Moray	82	72 (-1)	75 (+1)	88 (-1)	40 (-9)
Scotland	87 (+2)	85 (+2)	84 (+3)	91	55 (+4)

NUMERACY	P1	P4	P7	S3	S3
	Early Level	First Level	Second Level	Third Level or better	Fourth Level
Moray	71 (+1)	61 (-1)	58 (+3)	87 (-5)	61 (-24)
Scotland	83 (+2)	75 (+1)	70 (+5)	88 (+1)	56

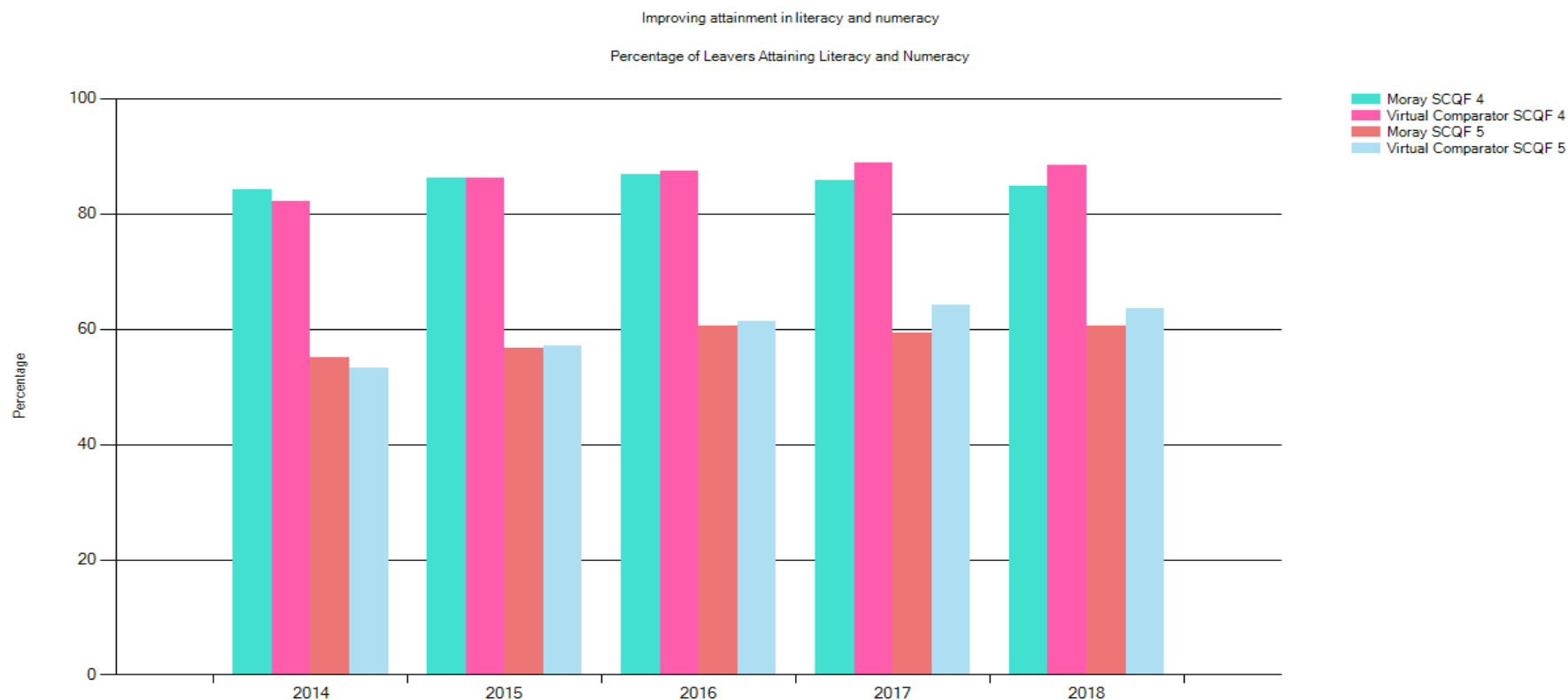
The collection of these data reflects a developing approach within schools to the assessment of children's progress against CfE levels. 2017-18 is the second year achievement of a level data has been collected, while it has been reported that data providers have a greater level of confidence in the data quality compared to 2016/17, a number of Local Authorities plan to do more work in this area in particular around further development of moderation activity. As such caution should be applied in interpreting results and making comparisons with national and other local authority results.

Key National Measures (INSIGHT)

As part of Curriculum for Excellence the Scottish Government have identified 4 key national measures which should be looked at together in considering the performance of a school or local authority and the next steps to be taken to seek further improvements. The four measures are: ***Improving attainment in literacy and numeracy***; ***Increasing post-school participation***; ***Improving attainment for all***; and ***Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers***.

All the national measures are available through the Scottish Government INSIGHT benchmarking tool which presents school attainment data at the pupils point of exit from school. This is the most consistent way of considering the success of a school in these measures and reflects the different curricular models which schools are adopting across the country as practice evolves in line with Curriculum for Excellence.

Improving Attainment in Literacy and Numeracy



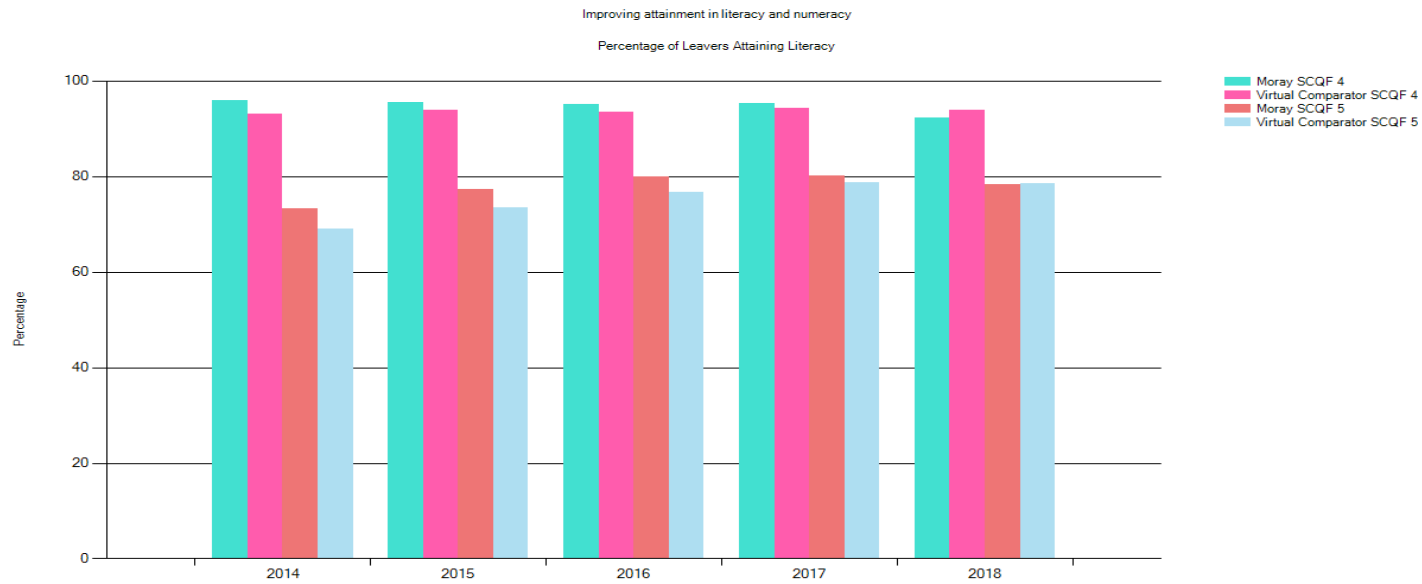
The above graph shows five years data on the percentage of Moray school leavers attaining both SCQF Level 4 and Level 5 for literacy and numeracy against their virtual comparator. 2018 results show there has been a drop in performance for the second consecutive year at Level 4, with the rate of achievement down by 0.9% to 84.9%. Nationally there was a marginal decline of 0.1% to 89.1%. Level 5 achievement rates increased by 1.1% to 60.5% in Moray, in contrast to a decline for our virtual comparator and Northern Alliance group. Nationally there was an increase of 0.6% to 67.1%. Moray remains well behind both the virtual comparator and national rates at attaining both Level 4 and Level 5 Literacy and Numeracy.

Below is a breakdown showing individual school performance against virtual comparators for the last three years for literacy and numeracy.

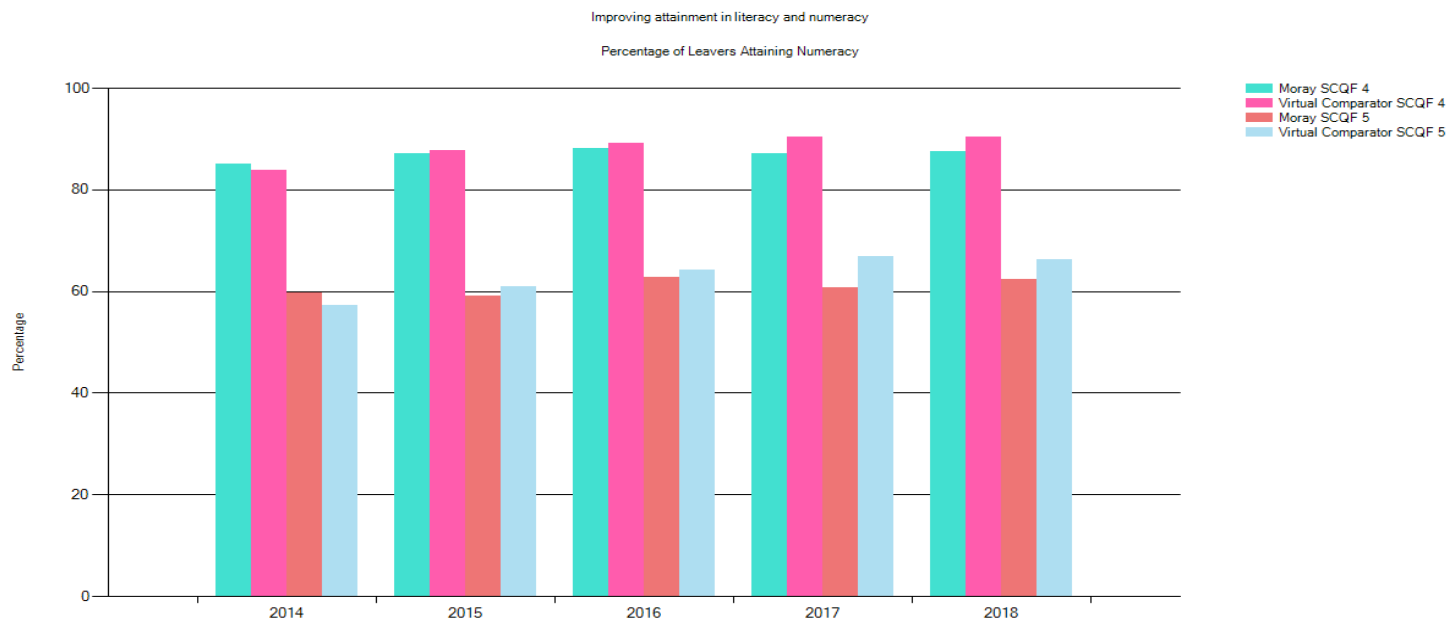
	Improving Attainment in Literacy and Numeracy											
	Percentage of Leavers Attaining Literacy and Numeracy											
	% Level 4 Literacy & Numeracy						% Level 5 Literacy & Numeracy					
School	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	86.2%	84.9%	81.2%	87.9%	81.5%	88.7%	47.1%	59.1%	45.1%	61.3%	56.3%	63.5%
Elgin Academy	91.5%	89.7%	87.3%	91.3%	86.9%	90.2%	73.4%	66.6%	65.3%	68.8%	62.8%	71.0%
Elgin High	82.4%	83.9%	79.5%	82.1%	80.2%	82.4%	57.3%	56.1%	52.7%	53.7%	53.5%	51.2%
Forres Academy	82.4%	91.5%	82.6%	91.7%	78.1%	89.7%	58.5%	69.4%	55.9%	69.9%	60.0%	65.8%
Keith Grammar	87.3%	83.3%	91.1%	82.2%	92.8%	88.2%	60.8%	50.9%	50.6%	51.8%	59.0%	59.8%
Lossiemouth High	95.4%	90.6%	93.1%	92.4%	90.0%	90.5%	64.2%	65.7%	73.5%	71.9%	72.7%	68.5%
Milne's High	88.7%	85.9%	91.7%	88.9%	90.1%	90.5%	62.9%	55.7%	69.8%	63.8%	60.5%	65.3%
Speyside High	81.1%	85.3%	83.3%	90.4%	85.9%	86.3%	56.7%	55.4%	65.3%	67.8%	59.8%	58.5%
Moray	86.9%	87.4%	85.8%	88.8%	84.9%	88.4%	60.6%	61.4%	59.4%	64.4%	60.5%	63.5%
Northern Alliance	89.1%		90.0%		88.9%		66.3%		67.3%		66.1%	
National	88.1%		89.2%		89.1%		64.2%		66.5%		67.1%	

Further break down of the measure is provided on the next three pages, showing attainment against literacy and numeracy separately. The graphs illustrate the Moray position against its virtual comparator over the last 5 years. Until 2017/18 results Moray performed above out virtual comparator at both Level 4 and 5 for Literacy, however Moray are now slightly behind at both levels. Moray continues to perform below our virtual comparator at both level 4 and 5 for Numeracy, although the gap has narrowed in 2017/18.

Literacy – Moray against virtual comparator



Numeracy – Moray against virtual comparator



Literacy – Schools against virtual comparator

Tables on the following two pages provide three years of data for individual schools compared against their virtual comparator; again the measures have been separated for literacy and numeracy.

	Improving Attainment in Literacy and Numeracy											
	Percentage of Leavers Attaining Literacy											
	% Level 4 Literacy						% Level 5 Literacy					
School	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	95.7%	92.0%	96.2%	94.3%	91.9%	93.2%	84.8%	74.9%	81.2%	77.0%	88.2%	79.9%
Elgin Academy	98.4%	94.8%	96.5%	95.8%	95.4%	95.6%	86.7%	81.0%	89.0%	83.4%	85.6%	83.7%
Elgin High	90.1%	92.3%	89.3%	91.0%	87.9%	91.1%	76.3%	73.5%	73.2%	71.3%	63.8%	68.4%
Forres Academy	96.6%	96.1%	96.3%	95.7%	92.3%	93.9%	81.3%	83.2%	78.3%	83.5%	82.6%	80.7%
Keith Grammar	96.2%	90.4%	98.7%	89.2%	95.2%	93.5%	78.5%	67.7%	67.1%	64.6%	71.1%	75.1%
Lossiemouth High	97.3%	95.2%	97.1%	96.3%	90.9%	95.4%	81.7%	80.1%	81.4%	84.1%	78.2%	81.0%
Milne's High	96.9%	92.0%	97.9%	95.0%	93.8%	95.4%	76.3%	71.4%	85.4%	77.8%	82.7%	81.2%
Speyside High	85.6%	92.9%	87.5%	95.7%	90.2%	93.2%	63.3%	71.8%	76.4%	81.1%	66.3%	74.7%
Moray	95.0%	93.6%	95.3%	94.4%	92.2%	93.9%	79.9%	76.6%	80.1%	78.8%	78.4%	78.5%
Northern Alliance	94.6%		94.9%		93.6%		80.5%		81.8%		81.7%	
National	94.1%		94.4%		94.3%		79.0%		80.9%		81.7%	

- Northern Alliance Partnership (NA) authorities: Aberdeen City, Aberdeenshire, Argyll & Bute, Highland, Orkney, Shetland and Western Isles

Moray's performance in Literacy fell in 2017/18 and saw Moray fall behind our virtual comparator and national attainment rates. Only one secondary school achieved above their virtual comparator at Level 4 (Keith Grammar), with 7 of the 8 secondary schools in Moray seeing a drop in performance from the previous year. At Level 5 Moray also slipped behind the virtual comparator and national rate, with 4 of the 8 secondary schools achieving above their comparator school performance (Buckie High, Elgin Academy, Forres Academy and Milne's High).

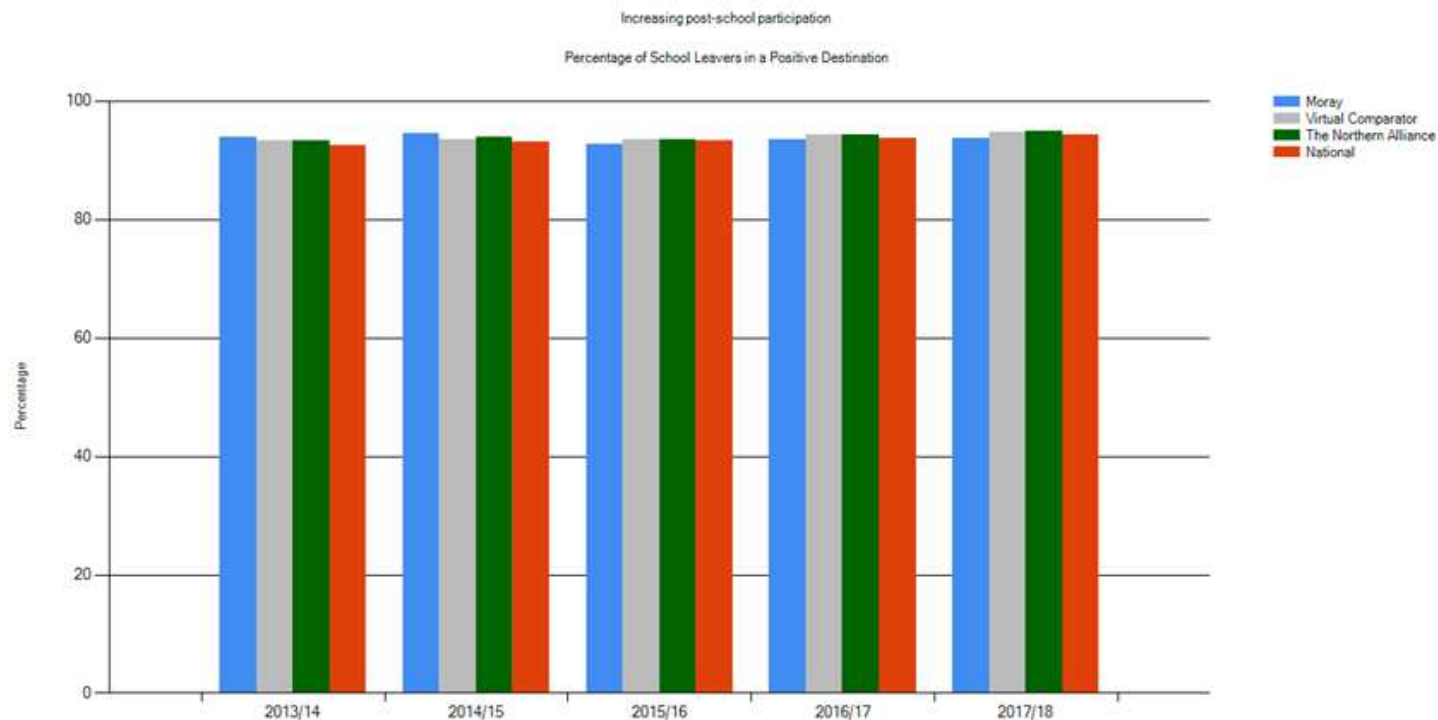
Numeracy – Schools against virtual comparator

	Improving Attainment in Literacy and Numeracy											
	Percentage of Leavers Attaining Numeracy											
	% Level 4 Numeracy						% Level 5 Numeracy					
School	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	86.2%	86.3%	81.2%	89.0%	83.0%	90.6%	50.0%	61.0%	45.1%	63.8%	57.8%	65.9%
Elgin Academy	92.6%	91.3%	89.0%	92.7%	86.9%	91.8%	73.4%	68.8%	66.5%	71.5%	62.8%	72.9%
Elgin High	83.2%	86.1%	83.0%	84.3%	82.8%	85.4%	58.8%	58.9%	53.6%	55.8%	56.0%	55.1%
Forres Academy	82.4%	92.5%	83.2%	93.0%	80.0%	91.1%	59.1%	71.6%	56.5%	72.3%	61.3%	68.0%
Keith Grammar	87.3%	86.3%	92.4%	86.2%	96.4%	90.5%	63.3%	55.3%	50.6%	56.0%	62.7%	64.0%
Lossiemouth High	97.3%	92.0%	94.1%	93.3%	96.4%	92.1%	65.1%	69.7%	75.5%	74.2%	76.4%	71.1%
Milne's High	89.7%	88.6%	91.7%	90.0%	90.1%	92.0%	66.0%	58.8%	74.0%	66.2%	60.5%	68.2%
Speyside High	87.8%	86.8%	86.1%	91.9%	92.4%	88.9%	65.6%	59.2%	69.4%	70.4%	63.0%	61.6%
Moray	88.1%	89.2%	87.1%	90.4%	87.5%	90.4%	62.7%	63.3%	60.8%	67.0%	62.4%	66.3%
Northern Alliance	90.4%		91.6%		91.2%		69.4%		70.2%		68.4%	
National	89.6%		90.7%		90.8%		66.8%		68.8%		69.2%	

Moray's performance in numeracy improved on last year at both Level 4 and 5. The improvement in Moray has closed the numeracy attainment gap with our virtual comparator and nationally, however Moray remains well behind both. At a school level 3 Moray schools performed better than their virtual comparators at Level 4 (Keith Grammar, Lossiemouth High and Speyside High), while 3 exceeded their comparator at Level 5 (Elgin High, Lossiemouth High and Speyside High).

Increasing Post-School Participation

This measure shows the percentage of young people securing a positive destination when they leave school.



The above graph shows 5 years data on the percentage of Moray school leavers progressing onto a positive destination compared against the virtual comparator, northern alliance and nationally. The rate of Moray school leavers entering a positive destination increased in 2017/18 to 93.6%, remaining below that for our virtual comparator (94.6%), northern alliance (95.0%) and nationally (94.4%).

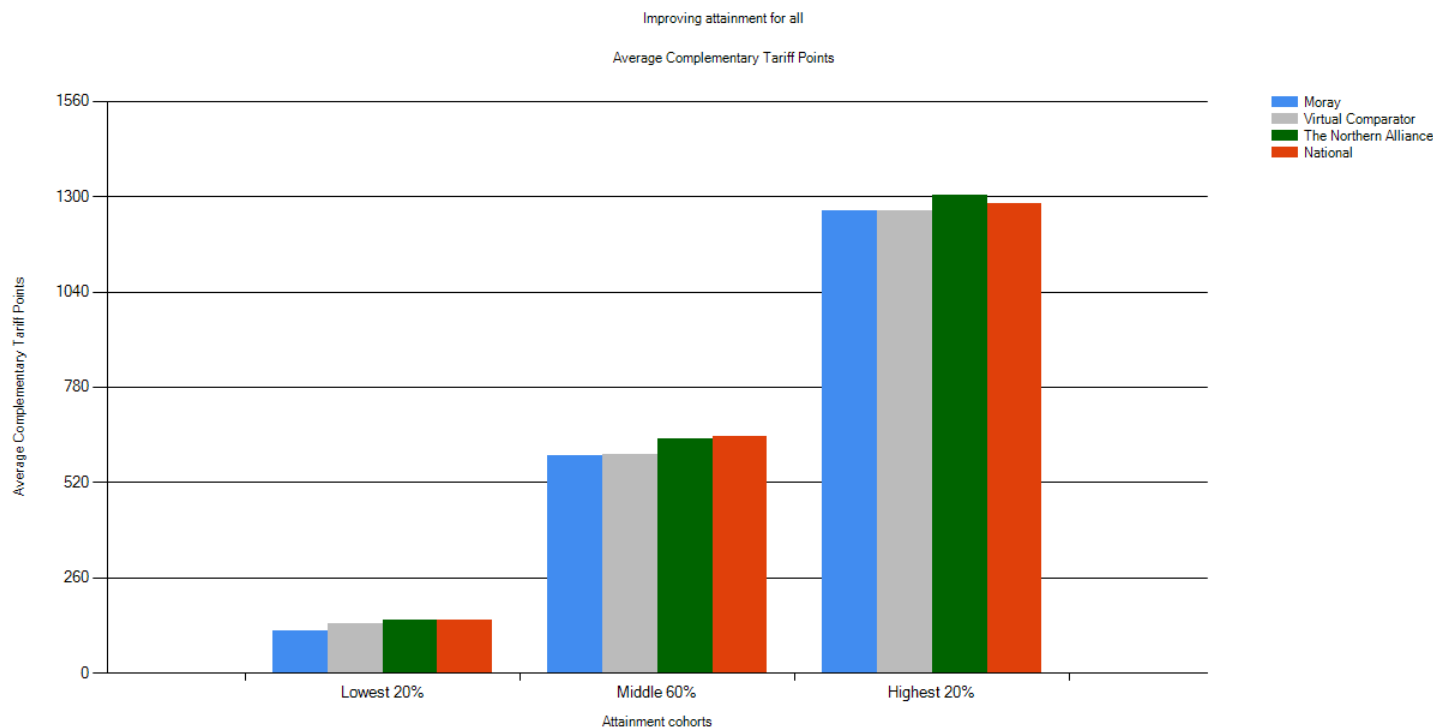
Below is a breakdown of positive leaver destination data by individual Moray schools, comparing results against their virtual comparator for the last five years:

	Increasing post-school participation									
	Percentage of School Leavers in a Positive Destination									
School	2013/14		2014/15		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	94.3%	93.3%	96.5%	93.5%	94.9%	91.8%	93.2%	93.8%	91.9%	94.6%
Elgin Academy	94.9%	93.3%	95.0%	93.3%	91.5%	93.8%	96.0%	95.0%	91.5%	96.0%
Elgin High	90.6%	90.7%	91.9%	91.8%	87.8%	93.4%	94.6%	92.3%	89.7%	92.0%
Forres Academy	92.9%	93.9%	93.6%	95.0%	95.5%	95.2%	90.7%	95.5%	93.6%	94.3%
Keith Grammar	92.9%	92.0%	93.9%	93.6%	88.6%	91.8%	92.4%	91.5%	95.2%	95.3%
Lossiemouth High	94.2%	93.8%	94.5%	93.2%	92.7%	94.0%	91.2%	95.5%	98.2%	94.7%
Milne's High	97.9%	92.7%	93.5%	93.9%	95.9%	93.7%	94.8%	95.1%	95.1%	95.3%
Speyside High	94.3%	94.1%	95.6%	93.3%	93.3%	92.9%	95.8%	94.2%	96.7%	95.1%
Moray	93.9%	93.1%	94.4%	93.5%	92.7%	93.5%	93.5%	94.3%	93.6%	94.6%
Northern Alliance	93.2%		93.9%		93.6%		94.4%		95.0%	
National	92.5%		93.0%		93.3%		93.7%		94.4%	

Further analysis on school leaver destinations by individual schools is provided later in the report (p.22), giving a more detailed picture on the types of leaver destinations young people are moving onto and also looking at the influence of deprivation on a young person's leaver destination.

Improving Attainment for All

This measure shows how different ability cohorts are attaining in relation to appropriate virtual and national cohorts. Attainment is measured using the tariff scale, developed for Insight, which allocates a specified number of points to each qualification (including units), with more demanding qualifications gaining more points than less demanding ones.



The above graph shows 2018 attainment by looking at the average total complimentary tariff score of Moray school leavers' lowest-attaining 20%, middle attaining 60% and the highest-attaining 20% cohorts. The average lowest 20% tariff score shows Moray attaining less well than our comparator and nationally for 2017/18; the average tariff score for the middle 60% shows Moray are performing well below the national average and the Northern Alliance as well as marginally below our virtual comparator; the average tariff for the highest 20% attaining shows Moray are above their virtual comparator, however Moray remain behind the National Alliance and the national average. It should be noted that this measure looks at the complimentary total tariff score which is not affected by the number of qualifications and units a young person completes; this removes inequality and anomalies with curriculum structures across Scottish Local Authorities.

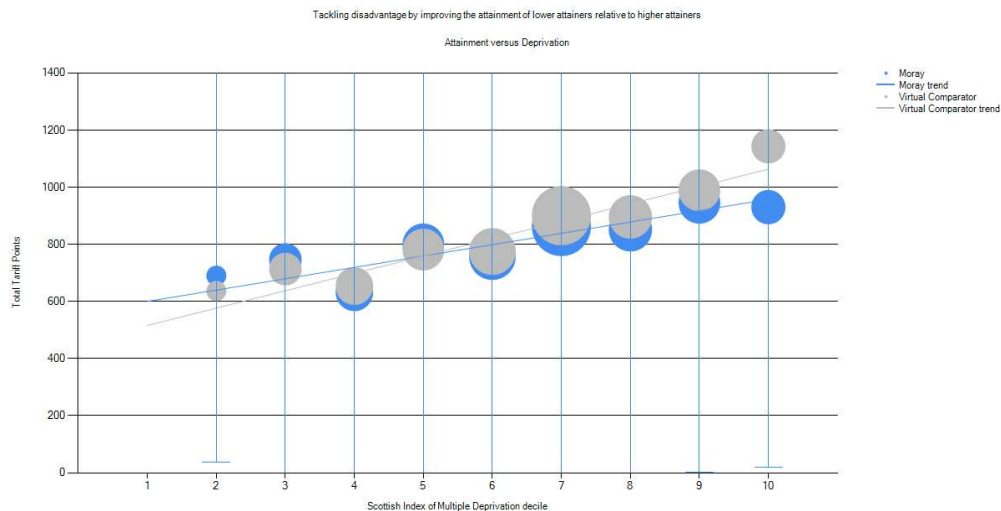
The table below shows average complimentary tariff scores by ability cohorts for each secondary school, comparing against their virtual comparator over the last two years:

	Improving Attainment for All											
	Average Complimentary Total Tariff Scores											
	2016/17						2017/18					
School	Lowest 20%		Middle 60%		Highest 20%		Lowest 20%		Middle 60%		Highest 20%	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	127	135	496	536	1253	1158	144	129	562	597	1216	1248
Elgin Academy	183	171	692	675	1384	1310	148	168	760	706	1409	1302
Elgin High	94	103	449	468	1115	1177	68	97	474	464	1153	1194
Forres Academy	131	169	659	679	1346	1286	99	133	593	597	1231	1260
Keith Grammar	117	95	386	416	904	1103	121	126	514	547	1094	1205
Lossiemouth High	160	186	618	669	1230	1301	114	156	608	647	1217	1327
Milne's High	209	144	602	573	1164	1226	128	159	705	641	1348	1269
Speyside High	133	156	650	631	1148	1300	146	119	470	518	1126	1212
Moray	140	143	582	593	1253	1248	115	133	592	596	1262	1260
Northern Alliance	159		629		1291		143		639		1305	
National	148		634		1269		143		645		1281	

Looking through the Moray secondary school results only 2 schools showed an improvement in performance from last year on the lowest 20% attaining students (Buckie High and Speyside High); 4 schools improved their middle 60% attainment average score (Buckie High, Elgin Academy, Keith Grammar and Milne's High); 4 schools also improved their highest 20% attainment average score (Elgin Academy, Elgin High, Keith Grammar and Milne's High).

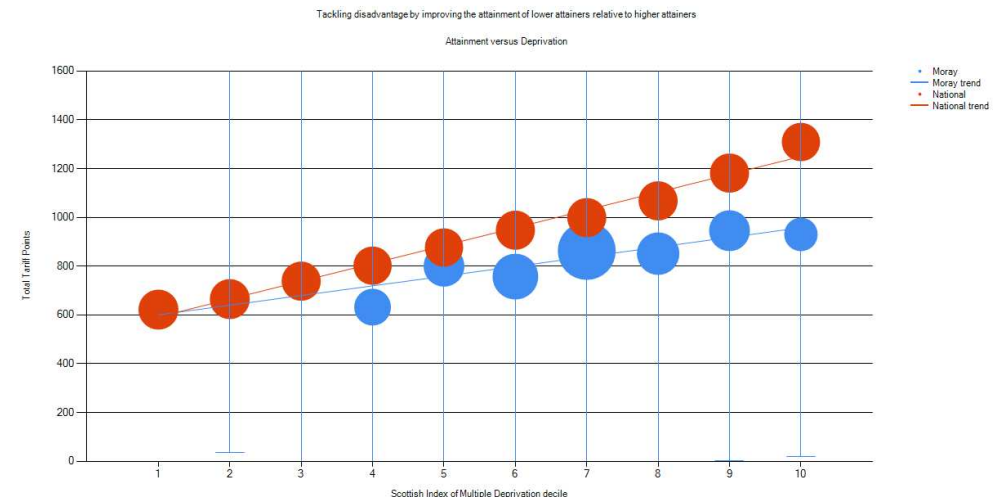
Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

The graphs below show the 2017/18 leaver attainment data (using average tariff scores) for Moray against its virtual comparator and nationally. The graphs are broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Decile 1 refers to the attainment of young people with postcodes within datazones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. In Moray there are no datazones ranked in decile 1.



The graph on the left shows Moray compares relatively well against the virtual comparator in SIMD deciles 2, 3 and 5 with the majority of tariff scores in these deciles above the virtual comparator. The least deprived leavers (deciles 6-10) on average perform below their virtual comparator, particularly those from SIMD decile 10. It is important to be aware of the numbers of young people appearing in each of these deciles. This is represented proportionately in the graph by the area of the circles, with the graph showing the highest concentration of young people in Moray are in deciles 5-9.

The graph on the right plots Moray against the national picture, and shows that those students who are the least deprived are achieving far less than their equivalent nationally. While the least deprived students on average achieve more tariff points, when measured against the national average the least deprived students in Moray don't achieve as well – this is particularly so for SIMD deciles 6, 8, 9 and 10. The more deprived students in Moray perform relatively well when compared with the national attainment, especially in SIMD deciles 2, 3 and 5.



Overall average tariff scores are part of the annual Local Government Benchmarking Framework (LGBF) suite of indicators which presents data for all Scottish local authorities. Results are broken down by SIMD quintile, where quintile 1 represents the 20% most deprived datazones in Scotland through to quintile 5 which covers the 20% least deprived datazones. The table below shows the overall average tariff scores for Moray and their comparator authorities for the last three years, as well as the 2017-18 results broken down by the SIMD quintiles. Ranking position is also shown for the 2017-18 results, where 1 is the best performing and 32 the worst performing authority.

	Overall Tariff Scores				Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
	2015-16	2016-17	2017-18	Rank	2017-18	Rank	2017-18	Rank	2017-18	Rank	2017-18	Rank	2017-18	Rank
Angus	820	827	810	27	502	24	661	27	836	26	868	30	1023	28
Argyll & Bute	862	891	893	17	783	3	735	18	877	18	984	20	1148	21
East Lothian	935	923	924	11	488	26	725	19	889	17	1004	18	1176	16
Highland	879	839	848	21	489	25	679	26	877	18	920	26	1102	25
Midlothian	889	801	832	25	653	11	699	22	847	23	965	23	1149	20
Moray	792	818	791	29	599	16	701	21	673	32	862	31	918	30
Scottish Borders	879	893	906	16	579	18	619	30	853	21	1040	15	1121	22
Stirling	992	1012	1023	3	568	20	745	17	960	8	1131	6	1364	3
Scotland	877	888	891		618		750		896		1016		1221	

SQA Examination Results (STACs) – S5 / S6

The shift to Insight from STACs has significant implications for how attainment and achievement is reported. In line with the change process that is continuing in schools it is acknowledged that there continues to be a transition between STACs and Insight attainment reporting. Included below are established STACs measures for S5 and S6 cohorts.

Percentages of S4 roll attaining, by the end of S5:

The table below presents the attainment results of pupils by the end of S5 based on the S4 cohort numbers of the previous year. As well as showing the percentage of pupils attaining at Level 6 (Higher) by school (M) over the last three years, benchmarking data is also included through virtual comparator results (V).

	Examination Results within SCQF																	
	Percentage of the relevant September S4 roll achieving:																	
	1+ @ Level 6 or better						3+ @ Level 6 or better						5+ @ Level 6 or better					
	by end of S5						by end of S5						by end of S5					
School	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	56.8%	59.8%	50.3%	59.3%	59.0%	68.8%	29.7%	38.2%	25.2%	39.9%	30.8%	48.5%	16.9%	17.9%	7.3%	20.1%	11.1%	24.6%
Elgin Academy	65.4%	66.5%	57.3%	63.3%	68.3%	65.4%	44.5%	47.2%	43.2%	43.7%	45.5%	44.2%	25.8%	23.1%	20.6%	22.4%	24.0%	23.1%
Elgin High	45.3%	55.3%	47.1%	53.2%	42.5%	55.8%	28.3%	35.9%	30.6%	32.6%	24.5%	33.8%	7.6%	15.9%	10.7%	13.9%	10.4%	14.9%
Forres Academy	61.8%	66.2%	55.6%	67.8%	57.3%	70.5%	43.5%	45.6%	36.6%	47.8%	38.7%	50.7%	16.5%	22.1%	14.8%	23.2%	16.0%	24.7%
Keith Grammar	39.6%	62.9%	56.6%	56.5%	43.8%	55.1%	22.0%	41.7%	34.9%	36.5%	26.0%	37.5%	5.5%	18.5%	12.1%	17.4%	13.5%	17.7%
Lossiemouth High	56.5%	67.8%	57.1%	71.4%	61.7%	65.5%	35.7%	47.2%	37.5%	51.7%	41.5%	46.9%	19.1%	22.9%	12.5%	26.7%	16.0%	23.8%
Milne's High	54.1%	59.5%	49.0%	55.8%	50.7%	61.9%	30.6%	38.8%	34.3%	35.0%	39.1%	42.2%	10.8%	17.7%	17.7%	14.4%	20.3%	24.2%
Speyside High	61.6%	66.4%	55.1%	62.1%	73.1%	70.4%	40.7%	44.4%	30.8%	41.0%	46.2%	48.6%	14.0%	20.5%	10.3%	20.1%	23.1%	25.8%
Moray	56.5%	63.3%	53.6%	61.6%	57.7%	64.6%	35.6%	42.8%	34.7%	41.5%	36.8%	44.4%	15.8%	20.2%	13.8%	20.2%	16.9%	22.4%
National	59.1%		59.7%		60.4%		38.8%		39.5%		40.4%		18.8%		19.4%		20.1%	

Percentages of S4 roll attaining, by the end of S6:

As with the S5 results above the S6 attainment results have been set out in the same way as to show how schools have performed year on year and against their virtual comparator.

	Examination Results within SCQF																	
	Percentage of the relevant September S4 roll achieving:																	
	3+ @ Level 6 or better						5+ @ Level 6 or better						1+ @ Level 7 or better					
	by end of S6						by end of S6						by end of S6					
School	2015/16		2016/17		2017/18		2015/16		2016/17		2017/18		2015/16		2016/17		2017/18	
	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC	M	VC
Buckie High	34.6%	48.2%	33.1%	47.2%	33.1%	48.0%	14.5%	32.5%	23.7%	32.2%	20.5%	34.4%	18.2%	20.8%	18.2%	21.2%	16.6%	22.3%
Elgin Academy	48.0%	52.5%	54.0%	56.8%	51.3%	50.8%	35.9%	37.6%	38.1%	41.4%	36.9%	36.5%	23.7%	24.3%	25.4%	27.4%	27.2%	24.7%
Elgin High	42.3%	38.9%	34.9%	43.7%	38.0%	41.3%	29.2%	27.1%	22.6%	31.9%	25.6%	27.1%	19.0%	16.4%	16.0%	19.4%	13.2%	17.9%
Forres Academy	54.0%	56.6%	51.5%	54.3%	46.8%	57.0%	40.7%	40.7%	37.9%	38.9%	29.8%	40.6%	28.6%	26.2%	28.4%	25.0%	22.0%	26.5%
Keith Grammar	30.5%	52.2%	28.1%	50.7%	42.0%	44.7%	18.3%	36.1%	18.0%	34.4%	33.3%	31.7%	4.9%	22.3%	2.3%	22.6%	14.8%	20.1%
Lossiemouth High	37.0%	58.2%	46.0%	57.8%	48.2%	60.2%	22.7%	42.9%	31.5%	40.5%	25.0%	44.5%	17.7%	29.3%	19.8%	25.8%	17.0%	29.2%
Milne's High	41.3%	50.8%	44.1%	48.8%	41.2%	42.4%	33.8%	36.4%	27.0%	34.3%	30.4%	29.4%	17.5%	24.1%	16.2%	20.9%	23.5%	19.0%
Speyside High	45.9%	48.5%	48.2%	54.9%	38.3%	50.0%	32.9%	35.7%	38.6%	38.6%	22.2%	35.3%	16.5%	21.5%	9.6%	23.3%	13.6%	25.7%
Moray	42.8%	51.5%	43.4%	52.2%	42.8%	49.6%	29.2%	36.5%	30.2%	37.5%	28.3%	35.2%	19.8%	23.3%	18.2%	23.9%	19.3%	23.3%
National	46.8%		47.7%		48.3%		32.6%		33.5%		34.1%		20.9%		21.4%		22.2%	

Staying on Rates

Staying on rates of secondary pupils - S5 pupils

The following table shows the S5 stage staying-on rates based on S3 pupils 2 years earlier.

School Name	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Buckie High	95.5%	86.7%	87.2%	79.2%	80.8%	74.8%
Elgin Academy	89.6%	85.4%	84.0%	88.1%	86.7%	89.6%
Elgin High	76.3%	86.5%	83.8%	81.2%	85.3%	74.1%
Forres Academy	84.9%	87.6%	96.2%	83.1%	83.8%	80.6%
Keith Grammar	75.3%	77.6%	74.7%	79.5%	68.4%	69.0%
Lossiemouth High	78.4%	85.5%	80.2%	76.5%	87.4%	73.1%
Milne's High	75.5%	67.4%	81.3%	79.2%	79.7%	84.4%
Speyside High	75.0%	81.5%	85.2%	71.3%	83.1%	54.6%
Moray	82.9%	83.7%	84.9%	80.7%	82.4%	77.1%
National Average	86.1%	87.2%	87.7%	87.3%	87.4%	87.7%

Staying-on rates based on the annual School September Census (Scottish Gov.)

The overall rate of S3 pupils staying on to S5 at Moray secondary schools decreased to 77.1% in 2018/19, down by 5.3 percent when compared to the previous year and the lowest rate over the last 6 years. The S5 staying on rate had increase for the four years up to 2015/16, before falling back sharply in 2016/17 then recovering in 2017/18. Nationally the S5 staying on rates based on the S3 cohort have remained relatively static for the last five years, fluctuating between 87.2% and 87.7%, with the staying on rate for 2018/19 being 87.7%. Moray continues to lag behind the national S5 staying on rate, with the gap reducing slightly to 5 percent this year.

Staying on rates increased in three of the eight secondary schools for 2018/19, with increases in Elgin Academy (2.9%), Keith Grammar (0.6%) and Milne's High (4.7%) – this compares to six schools reporting an increase in staying on rates last year. Elgin Academy recorded the highest S5 staying on rate with 89.6%, this was followed by Milne's high (84.4%) and Forres Academy (80.6%). Speyside High school had by far the lowest staying on rate at 54.6% (down 28.5% on 2017/18), with Keith Grammar the second lowest at 69.0%.

Staying on rates of secondary pupils – S6 pupils

The following table shows the S6 stage staying-on rates based on S3 pupils 3 years earlier.

School Name	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Buckie High	52.5%	50.0%	42.4%	51.8%	46.3%	46.7%
Elgin Academy	57.4%	65.3%	59.6%	58.9%	57.3%	67.9%
Elgin High	56.1%	53.5%	54.1%	48.5%	41.0%	42.1%
Forres Academy	70.2%	65.3%	60.5%	63.9%	54.7%	46.8%
Keith Grammar	45.7%	44.9%	32.9%	31.0%	54.2%	46.3%
Lossiemouth High	48.9%	45.3%	48.7%	50.9%	47.0%	51.6%
Milne's High	53.6%	53.9%	46.5%	44.6%	50.5%	45.3%
Speyside High	53.2%	46.6%	51.9%	44.3%	47.1%	54.5%
Moray	55.8%	54.4%	51.4%	51.2%	50.3%	51.3%
National Average	60.4%	61.7%	62.7%	62.6%	62.0%	62.1%

Staying-on rates based on the annual School September Census (Scottish Gov.)

The rate of S3 pupils continuing on to S6 stage increased for the first time in 5 years, with the rate up to 51.3% compared to 50.3% last year. Since 2013/14 Moray has seen an overall 4.5 percent decline in the rate of students staying onto S6, this compares with a 1.7 percent increase nationally. Of the eight Moray secondary schools five noted an increase in S6 staying on rates compared to last year, these being Buckie High (+0.4%), Elgin Academy (+10.6%), Elgin High (1.1%), Lossiemouth High (4.6%) and Speyside High (+7.4%). Elgin Academy and Speyside High recorded the highest S6 staying-on rates at 67.9% and 54.5% respectively, while Elgin High (42.1%) and Milne's High (45.3%) registered the lowest S6 stay-on rates.

School Leaver Destinations

Pupils leaving in school year 2017/18

MORAY - Initial Leaver Destinations

Year	Moray / Virtual Comp / Nat	Number Of Leavers	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Unemployed /unknown
2017/18	M	925	93.6%	39.5%	28.7%	0.9%	22.9%	0.7%	1.1%	6.4%
	VC	9,250	94.6%	37.4%	26.5%	2.2%	26.6%	0.7%	1.3%	5.4%
	NA	8,975	95.0%	40.0%	24.2%	1.6%	27.5%	0.8%	0.9%	5.0%
	Nat	49,724	94.4%	41.2%	26.5%	2.1%	22.7%	0.7%	1.2%	5.6%
2016/17	M	928	93.5%	37.3%	26.6%	1.3%	26.8%	0.4%	1.1%	6.5%
2015/16	M	1,008	92.7%	38.6%	27.4%	1.3%	24.5%	0.3%	0.6%	7.3%
2014/15	M	1,091	94.4%	38.6%	27.8%	1.1%	26.2%	0.2%	0.6%	5.6%
2013/14	M	1,022	93.9%	38.0%	28.9%	0.9%	25.5%	0.3%	0.4%	6.1%
2012/13	M	1,029	94.1%	38.7%	27.1%	1.1%	26.0%	0.2%	1.0%	5.9%
2011/12	M	1,039	91.8%	35.1%	26.7%	1.9%	27.1%	0.1%	1.0%	8.2%

- Overall the percentage of leavers entering a positive destination is **93.6%**, an increase of 0.1 percent in comparison to 2016/17 leavers. Moray is behind the national average of 94.4 %, Moray is also behind our virtual comparator (94.6%) and Northern Alliance (95%) rates.
- The percentage of leavers entering **higher education** (HE) is **39.5%** which is 1.7 percent lower than the national average of 41.2%. In comparison to 2016/17 there has been a 2.2 percent increase in leavers entering HE.
- The percentage of leavers entering **further education** (FE) has increased by 2.1 percent to **28.7%**, and is now 2.2 percent higher than the national average of 26.5%.
- The percentage of leavers entering **employment** has decreased by 3.9 percent since 2016/17 to **22.9%**. Moray is now only 0.2 percent above the national average of 22.7%.
- The percentage of leavers entering **training** decreased by 0.4 percent to **0.9%**, less than half the national average of 2.1%.

School Leaver Destinations by Secondary School – 2017/18

A breakdown of initial school leaver destinations by Moray secondary school is shown below:

Moray Council SLDR 2017/18 (Initial Destination Percentages)									
Secondary School	No. of Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Positive Destination	Negative Destination*
Buckie High	135	28.2%	39.3%		23.0%	0.7%	0.7%	91.9%	8.1%
Elgin Academy	153	49.0%	27.5%	2.0%	12.4%	0.7%		91.5%	8.5%
Elgin High	116	34.5%	33.6%		19.8%		1.7%	89.7%	10.3%
Forres Academy	155	39.4%	26.5%	0.7%	21.9%	2.6%	2.6%	93.6%	6.4%
Keith Grammar	83	38.6%	25.3%	1.2%	27.7%		2.4%	95.2%	4.8%
Lossiemouth High	110	43.6%	25.5%		28.2%		0.9%	98.2%	1.8%
Milne's High	81	48.2%	28.4%	1.2%	17.3%			95.1%	4.9%
Speyside High	92	34.8%	19.6%	2.2%	40.2%			96.7%	3.3%
Moray	925	39.5%	28.7%	0.9%	22.9%	0.7%	1.1%	93.6%	6.4%
National	49,724	41.2%	26.5%	2.1%	22.7%	0.7%	1.2%	94.4%	5.6%

* Negative Destination includes: Unemployed Seeking, Unemployed Not Seeking and Not Known

The following table shows the change in leaver destinations between 2016/17 and 2017/18 e.g. there were 2 more leavers from Buckie High and there was a 1.8% decrease in the proportion of leavers entering employment compared to the previous year.

Moray Council – School Leaver Destination 2017/18 v 2016/17 (Percentage Variance)								
Secondary School	Total leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreement	Positive Destination
Buckie High	+2	-0.4	-0.6	-	-1.8	+0.7	+0.7	-1.3
Elgin Academy	-20	+3.3	+6.7	+0.3	-13.6	+0.1	-1.2	-4.4
Elgin High	+4	+1.5	+4.1	-3.6	-7.0	-	-0.1	-5.0
Forres Academy	-6	-1.0	+1.0	+0.1	+0.2	+2.0	+0.7	+2.9
Keith Grammar	+4	+13.3	-	+1.2	-17.8	-	+1.1	+2.8
Lossiemouth High	+8	+3.4	+2.9	-1.0	+0.7	-	+0.9	+7.0
Milne's High	-15	+9.7	+0.3	+0.2	-7.7	-1.0	-1.0	+0.3
Speyside High	+20	-5.5	+0.2	-0.6	+9.6	-1.4	-1.4	+0.9
Moray	-3	+2.2	+2.1	-0.4	-3.9	+0.3	-	+0.1
National	-1,534	+0.5	-0.3	-0.3	+0.7	+0.1	-	+0.7

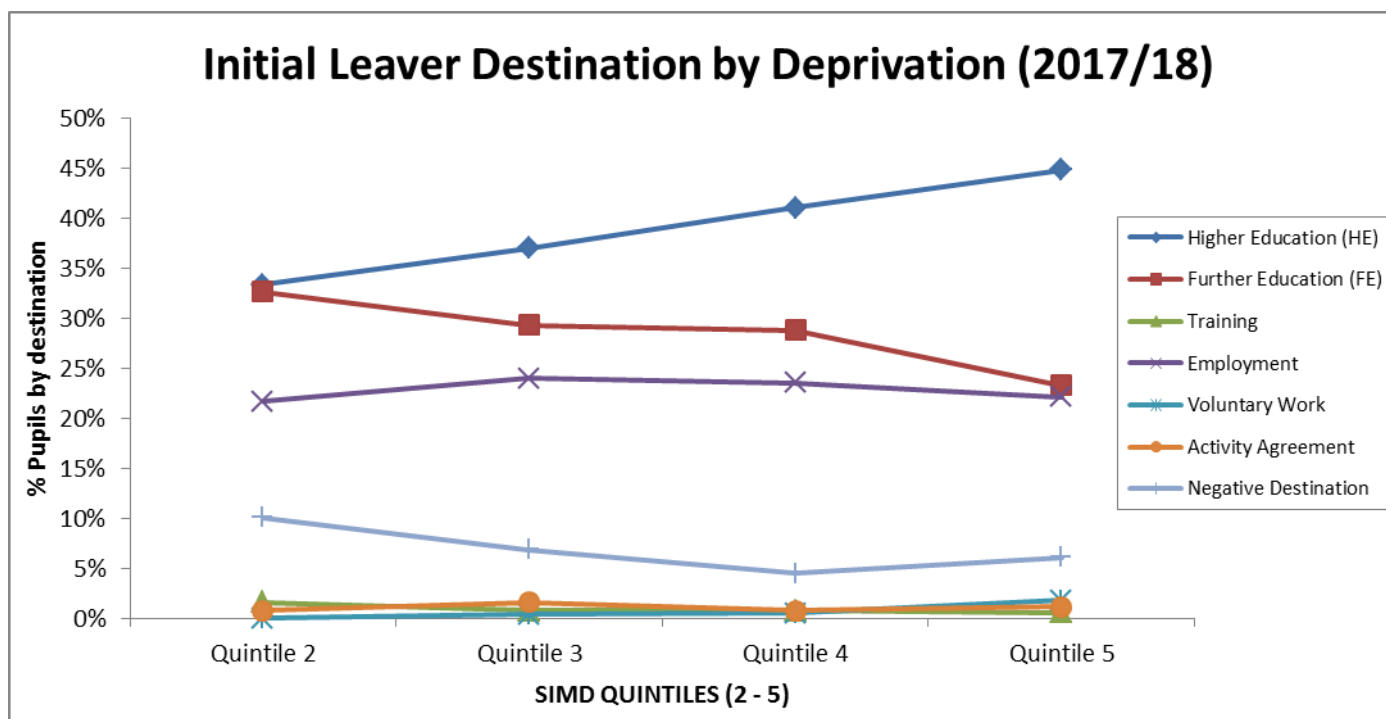
The above tables provide a breakdown of the 2017/18 initial leaver destinations for each of the Moray secondary schools. The key summary points:

- The overall number of leavers decreased by 3 to 925 when compared to the previous year.
- Elgin Academy (49%) and Forres Academy (48.2%) had the largest proportion of leavers entering **higher education**. Keith Grammar saw the largest percentage increase at leavers entering higher education at 13.3% to 38.6%. Buckie High had the lowest rate of leavers entering higher education with 28.2%.
- Buckie High continue to have the highest percent going on to **further education** at 39.3% (decrease of 0.6 percent), followed by Elgin High (33.6%). Speyside High continued to have the lowest percent entering further education at 19.6%, followed by Keith Grammar (25.3%) and Lossiemouth High (25.5%).
- Speyside High (40.2%) had by far the largest proportion of leavers going into **employment** (up by 9.6 percent), while Keith Grammar and Elgin Academy saw the largest decrease in proportion of students entering employment by 17.8 and 13.6 percent respectively. Elgin Academy had the lowest proportion entering employment with 12.4%.

Initial Leaver Destination by Deprivation – 2017/18

The table and graph below uses the Scottish Index of Multiple Deprivation (SIMD) decile ranking system to attempt to show that deprivation is likely to have an effect on school leaver destinations.

MORAY	Initial Leaver Destination by Deprivation (SIMD Quintile)				
	QUINTILE 1	QUINTILE 2	QUINTILE 3	QUINTILE 4	QUINTILE 5
No. of Leavers	9	129	246	378	163
% of Total Leavers	1.0%	13.9%	26.6%	40.9%	17.6%
Higher Education (HE)	*	33.3%	37.0%	41.0%	44.8%
Further Education (FE)	*	32.6%	29.3%	28.8%	23.3%
Training	-	1.6%	0.8%	0.8%	0.6%
Employment	-	21.7%	24.0%	23.5%	22.1%
Voluntary Work	-	-	0.4%	0.5%	1.8%
Activity Agreement	-	0.8%	1.6%	0.8%	1.2%
Unemployed Seeking	*	6.2%	4.5%	2.4%	4.3%
U/E Not Seeking	-	2.3%	2.0%	0.8%	1.2%
Unknown	*	1.6%	0.4%	1.3%	0.6%
Positive Destination - Moray	77.8%	90.0%	93.1%	95.4%	93.8%
Positive Destination - National	90.4%	93.3%	95.1%	96.3%	97.2%



From the Moray leavers data (2017/18) we can make the following points:

- Of the 925 school leavers in 2017/18 only 1% were ranked as living in the 20% most deprived areas (quintile 1) of Scotland, while 17.6% of Moray school leavers resided in areas ranked in the 20% least deprived (quintile 5) in Scotland. The majority of school leavers in Moray lived in either quintile 3 (26.6%) or quintile 4 (40.9%) areas.
- 90% of leavers from quintile 2 progressed onto a positive destination, this increases to 93.1% for quintile 3, 95.4% for quintile 4 and 93.8% in quintile 5. The rate of school leavers entering a positive destination largely increases the less deprived leavers are.
- The most common leaver destination for SIMD quintiles 2-5 was Higher Education (HE), as seen in the graph above the rate entering HE increases in line with deprivation - the highest rate entering HE being in quintile 5. The percentage of leavers going onto Further Education is highest in SIMD quintile 2 (32.6%) leavers, decreasing to 23.3% of quintile 5 leavers. Leavers entering straight into employment shows little difference across the deprivation quintiles.
- 10% of leavers from SIMD quintile 2 are in a negative destination post school (unemployed seeking, unemployed not seeking or unknown), this compares to 4.6% of quintile 4 and 6.2% of quintile 5.

Summary Table – Staying-on Rate & Initial School Leaver Destination

The table below provides a summary of the percentage of S5 and S6 students who have stayed on into the 2018-19 academic year based on their S3 cohort; as well as the proportion of leavers in 2017/18 who moved onto an initial positive destination.

School Name	Staying-on Rate (based on S3 stage)		School Leavers – Initial Positive Destination (%)
	S5	S6	
Buckie High	74.8%	46.7%	91.9%
Elgin Academy	89.6%	67.9%	91.5%
Elgin High	74.1%	42.1%	89.7%
Forres Academy	80.6%	46.8%	93.6%
Keith Grammar	69.0%	46.3%	95.2%
Lossiemouth High	73.1%	51.6%	98.2%
Milne's High	84.4%	45.3%	95.1%
Speyside High	54.6%	54.5%	96.7%
Moray	77.1%	51.3%	93.6%
National Average	87.7%	62.1%	94.4%

Staying-on rate (Sept 2018) / Leavers – Initial Positive Destination (2017/18)



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

SUBJECT: RAISING ATTAINMENT IN SECONDARY SCHOOLS

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform members of actions to raise attainment in Moray's schools.
- 1.2 Secondary Head Teachers will be in attendance at Committee along with the Quality Improvement Officer (QIO) lead and can answer any questions Councillors may have.
- 1.3 This report is submitted to Council in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising the functions of the Council as an Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 At its meeting on 3 April 2019 the Committee received a report on leaver attainment as released in the March update in Insight (paragraph 7 of the minute refers). Members requested further information on the actions being taken in each secondary school to raise attainment.
- 3.2 The Council is committed to Education and Social Care's vision of being 'Ambitious to Achieve Excellence Together'. To achieve this ambition the 2018-21 Strategic Plan for Schools and Curriculum Development has six key improvement priorities, namely:-

Raise attainment and achievement
Learning and Teaching
Curriculum
Self-evaluation for self-improvement
Supporting learners
Leadership at all levels

- 3.3 All the priorities interrelate with each one influencing the other. In order to raise attainment there is a clear vision, values and curriculum rationale to meet the needs of all learners in a local context, leadership at all levels and a relentless focus on learning and teaching. This is underpinned by reflection at all levels and a drive to improve. National priorities are clear and this strategy, along with improvement actions provides an ambitious plan and improvement agenda to meet these priorities.
- 3.4 All secondary schools are therefore charged with improving attainment as a key priority, albeit with the many challenges of a period of unprecedented change at a time of public sector financial constraint.
- 3.5 In all eight secondary schools, attainment meetings take place annually after the August senior phase results are released. These meetings have changed in format each year with the 2018 ones being led by Secondary school leadership teams where they presented their data to their Quality Improvement Officer (QIO), as well as the lead QIO for Senior Phase Curriculum/Raising Attainment, the Head of Schools and Curriculum Development (HoSCD) as well as a peer leader(s) from another school. All schools were visited during September and October 2018 to allow maximum time to implement agreed improvements as well as to dovetail with planned school departmental attainment reviews. (**Appendix 3**)
- 3.6 An overview and arrangements were therefore shared with all the secondary schools (**Appendix 1**) with a clear focus identified;

Areas of strength
Areas for improvement
Actions

All eight schools were encouraged to look at key measures and to make use of challenge questions from “How Good is Our School?4” to assist them in self-evaluation for self-improvement, to raise standards in future. In addition, the schools were asked to complete a proforma which resulted in clearly identified Raising Attainment strategies which include any Pupil Equity Fund (PEF) interventions (**Appendix 2**).

- 3.7 The focus for the attainment discussions was viewed positively by Headteachers and Officers alike. All meetings had been well planned and prepared for. All peer reviewers found the experience very supportive and also useful including taking ideas back to their own schools as well as further discussions taking place. There was a lot of supportive challenge in questions being asked and equally all schools were honest in their appraisal of what was going well and what needed to improve.

- 3.8 All schools were asked to come up with predictions for attainment in August 2019 which were to be revisited in follow-up meetings after Spring Insight data was available.
- 3.9 In addition to analysing and predicting the Senior Phase attainment results, all schools were asked to provide early indication of Achievement of a Level (ACEL) data for attainment in the Broad General Education (BGE). Schools were encouraged to consider their strategies to improve the robustness of teacher judgements as well as improving attainment in terms of progress over time in achieving Curriculum for Excellence levels. Expectations for this are in **Appendix 2**. This is the first year we have asked for this data and therefore it is experimental and for some schools not as robust as it will come to be with continued discussion and confidence.
- 3.10 The process of gathering early indications of ACEL has allowed QIOs to scrutinise predicted levels, to look at predictions against trend data and historical data and to allow for additional challenge or follow up in terms of discussion with headteachers regarding any concerns or increases/decreases which require additional information to be provided. Headteachers have reported that they have found this exercise very useful and it has allowed them to be more targeted in terms of discussions regarding individual pupils as well as link their tracking and monitoring meetings around the time for the data to be reported. Using this information and data from Scottish National Standardised Assessments, they are better placed to plan targeted interventions for pupils to achieve expected levels.
- 3.11 The clear strategy for Moderation across Moray along with the Tracking and Monitoring spreadsheet are resulting in the majority of schools having more robust and reliable data on pupil attainment. School inspection feedback also informs us that almost all schools inspected this session have robust teacher judgement evidence.
- 3.12 In April and May 2019, follow up attainment meetings are planned in all secondary schools. This year they have been led by the HT and local members have been invited so that they are involved in the discussions. Again a number of officers have attended these.
- 3.13 School staffing has been an ongoing concern for some time and has a significant impact on the amount of subjects being offered in secondary schools as staffing levels within departments. Constant change or the absence of staff can have a major impact. In secondary schools almost all senior leaders have had a teaching commitment over the last year.
- 3.14 Capacity within Schools and Curriculum Development has been highlighted on numerous occasions and its impact on how well the improvements will be implemented as well as on the ability to support and challenge schools to improve. To support the eight schools with the improvement agenda, vacant Education Support Officer (ESO) posts have been reviewed as follows:-

- ESO Learning and Teaching
- ESO Curriculum
- ESO Health and Wellbeing

4. **SUMMARY OF IMPLICATIONS**

- (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The contents of this report relate to Priority 2 – ‘Ambitious and confident children and young people’.
- (b) **Policy and Legal**
Raising attainment is a key priority of the Scottish Government as part of the National Improvement Framework. Moray Council has a duty each year to report on progress to meet national priorities and to provide evaluative evidence of improvement which informs the National Improvement Framework annual report.
- (c) **Financial implications**
There are no financial implications arising directly from this report. .
- (d) **Risk implications**
Staffing in secondary schools has been a significant issue for a number of years. The ability to improve attainment requires stable staffing in order to generate year on year improvement.
- (e) **Staffing implications**
There are no staffing implications arising directly from this report.
- (f) **Property**
There are no property issues arising directly from this report.
- (g) **Equalities**
None arising directly from this report
- (h) **Consultations**
Senior Officers in Education and Social Care, Quality Improvement Officers, Headteachers, Human Resources Manager, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

- 5.1 The Council, through the work of this Committee, is committed to improving the educational achievements of its young people by challenging and supporting schools in their activities to raise attainment.**

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

Background Papers:
Ref:

MORAY COUNCIL

SENIOR PHASE ATTAINMENT MEETINGS

SESSION 2018/19



OVERVIEW AND ARRANGEMENTS

Senior phase attainment meetings for 2017/18 will take place on the following dates and times in each secondary school.

The data referenced for the meetings will be SQA data along with the Moray analysis provided. There is also an opportunity to cover some of the local benchmarking information from the September Insight data release.

The format for reporting is attached for your use. Please ensure Insight could be available to access on the day as part of the meeting structure.

In order for us to continue to look outward and develop professional learning opportunities, I would like to invite an SLT member (HT or DHT) from another school to attend the attainment meeting and also for a member of your SLT to attend another school's attainment meeting. *Could you please nominate a school and SLT member by 13 September?*

The challenge questions attached will be used to support the discussion and will be chosen specific to your school context.

In order to continue the focus on raising attainment within Moray, we would like you to arrange for your school's QIO to attend 2 of your departmental attainment meetings; these would be chosen in liaison with your QIO.

Senior Phase Attainment Meeting Schedule – Session 2018/19

School	Date/Time	QIO	Supporter	SLT Facilitator
Buckie High	27 September – 9 am	W Smit	K Lees V Cross	
Elgin Academy	27 September – 1.30 pm	B McPherson	K Lees	
Elgin High	28 September – 9 am	B McPherson	K Lees	
Forres Academy	1 October – 9 am	S McLauchlan	K Lees V Cross	
Keith Grammar	4 October – 9 am	W Smit	K Lees	
Lossie High	2 October – 9 am	S McLauchlan	K Lees V Cross	
Milne's High	2 October – 1.30 pm	K Lees	V Cross	P Goodbrand
Speyside High	3 October – 9 am	K Lees	V Cross G Jarvis	P Cameron

The discussion from the attainment meeting will be presented as Areas of Strength and Areas for Improvement and will be reviewed and discussed in further QIO visits throughout the session. It is hoped that the information from these meetings will be used to share good practice and continue to raise attainment in Moray.

SQA RESULTS DATA AND INSIGHT SEPTEMBER LOCAL MEASURES DATA - COHORT INFORMATION

Using the SQA results data and the Moray analysis along with the Insight local measure data available in the September release to explore the following areas; exemplify using data analysis evidence as appropriate and comparisons to Moray, VC and national.

Schools may use own proforma for gathering the evidence but should ensure that it supports the elements below.

Overview

- ☐ **Identify areas of strength, areas for improvement and actions using the above information**

Literacy and Numeracy

- Literacy and Numeracy attainment, also consider this in line with highest SCQF level achieved
- Literacy and Numeracy attainment approaches in place to ensure positive attainment for all young people
- Literacy and Numeracy attainment progression in line with S3 Achievement of a Level data
- Literacy and Numeracy attainment over time – last 5 years for cohorts and groups

Improving Attainment for All (Complementary Tariff)

- Improving attainment for all – lowest 20%, middle 60% and highest 20% for session 2017/18 and trends for last 5 years for S4, S5 and S6
- Improving attainment for all – as above consider for groups – gender, ASN, LAC (plus any other relevant)
- Improving attainment for all – for each cohort consider the highest SCQF level achieved
- Contribution of wider achievement awards on overall attainment

Breadth and Depth

- ☐ S4, S5 and S6 attainment for N3, N4, N5, Higher and AH, usual measures
- ☐ Consider attainment level should RPA not be in place
- ☐ Use Insight to examine learner journeys e.g. progression of cohorts looking at S6 back to S4 and S5 performance

General

- ☐ Explore gender, ASN and LAC attainment (plus any other relevant)
- ☐ Consider presentation percentages for subjects/levels in comparison with VC and National percentages
- ☐ Impact of PEF strategies to support senior phase attainment
- ☐ Early presentation and S3 accreditation approaches
- ☐ UPS senior phase strategies
- ☐ Impact of tracking and monitoring systems to raise attainment

Departmental Performances

- ☐ Overview of English and Maths results for 2018 and trends, also reference to SCQF Literacy and Numeracy levels and in line with ACEL
- ☐ Positive departmental results – 2018 and trends
- ☐ Good practice strategies for sharing across Moray
- ☐ Departmental results requiring improvement – 2018 and trends

CHALLENGE QUESTIONS

A range of HGIOS4-based challenge questions supporting discussions from Insight data analysis.

Challenge questions to be chosen appropriate to the areas of strength and the areas for development and resulting conclusions included in overall commentary.

- ☐ Do all staff engage in analysis of attainment data using SQA and Insight sources? What could be done to further improve this?
- ☐ Does this use of attainment data inform aspects of the school and department improvement plan?
- ☐ How are improved outcomes for learners being identified and measured?
- ☐ Where are the areas of strength and areas for improvement within the school?
- ☐ How do you know?
Consider evidence from a range of sources within Insight
- ☐ What trends are emerging?
Consider positive improvement of attainment over time in subject areas/whole school.
- ☐ Does the department/school data demonstrate that our learners are making very good progress?
How do we know?
- ☐ Within the department/school has attainment improved over time? How do we know this?
What action is being taken to maintain/improve this?
- ☐ Has attainment of individual and groups of learners improved over time? How do we know this?
What action is being taken to maintain/improve this?
- ☐ How does the curriculum experienced by learners reflect attainment?
Consider progression, tracking and monitoring, interventions.
- ☐ Does the curriculum promote equity and raise attainment for all young people?
- ☐ What attainment information identifies development needs for individual learners and groups of learners?
- ☐ What department and whole school approaches are contributing to improvements in literacy and numeracy attainment?
- ☐ Are almost all young people attaining at appropriate levels?
How do you know?
- ☐ Is attainment in literacy and numeracy a central feature of priorities for improvement and raising attainment?
What evidence supports this for leavers, cohorts or groups?
- ☐ Are our learners making very good progress from prior levels of attainment in literacy and numeracy?
How do departments contribute to this?
- ☐ How are transitions and cross sector working used to support and improve attainment?
- ☐ Are all young people successful in moving on to a sustained and positive destination on leaving school?
- ☐ How well are we utilising accreditation to recognise and celebrate achievement?

RAISING ATTAINMENT - EARLY INDICATIONS FOR SESSION 2018/19

Using your tracking evidence and cohort information, complete the early indications of attainment for session 2018/19 below. This will be a focus for QIO discussions at this meeting and further meetings throughout the session.

Description		October 2018	March 2019
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better		
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better		
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)		
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better		
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better		
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better		
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better		

Overview of Raising Attainment Strategies, including PEF

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EARLY INDICATION 2019 – ACEL
Next Steps and Discussion Questions

Following the submission of Early Indication data for ACEL, I have attached the Moray primary and secondary data from this. This will allow you to consider your anticipated levels in terms of other comparator schools as well as using the NIF Stretch Aims, Moray data for 2018 and National data for 2018. This can be used in conjunction with trend data which was issued earlier this session.

The continued effective use of attainment data can promote effective self-evaluation and high standards of learning and teaching in schools by:

- Identifying pupils' ongoing levels of attainment and informing target setting
- Supporting the allocation of staffing and resources to support improvement
- Challenging the aspirations of the school community
- Supporting school self-evaluation
- Tracking pupils' performance and progress; identifying underachieving groups and narrowing the achievement gaps
- Celebrating good news and successes

It will also contribute towards a school's capacity to improve and to ask key questions such as:

- ? How well are we doing?
- ? How is our attainment trend over time?
- ? How do we compare with similar schools?
- ? What more can we aim to achieve?
- ? What must we do to make it happen?

The following questions will allow reflection and discussion at senior leader level within your school and/or with your QIO as well as wider discussion with class teachers; all of which will support ongoing whole school self evaluation processes and improvement priorities.

Questions for HT Reflection and SLT Discussion

- How well do you record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- How well are your approaches to raising attainment improving outcomes for children and young people?
- How well is your focus on literacy and numeracy leading to raising attainment across the curriculum?
- How well do you use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
- How well is assessment evidence used to inform teacher judgements?
- What impact is PEF having on attainment and achievement? How has data supported the PEF plans and also reporting on and evidencing impact?

Questions for Discussion with Staff

- How do you track the attainment levels of all children? What range of evidence do you use to support your judgements?
- How do you ensure progression between and within levels?
- How does attainment data compare with trends over time?
- Which groups of children have made expected or better progress, but still fail to reach important milestones? What action now needs to be taken?
- Identify specific strategies/interventions which have made a measurable difference in terms of closing the attainment gap. Are you able to pinpoint the specific aspects that made the difference?

Appendix 2

- Evaluate the interventions and support you have put in place. Have they proved successful in terms of the progress pupils have made?
- What action are you currently taking to ensure excellence and equity for all learners?

Appendix 3

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Buckie High School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team and QIOs. The focus of this meeting was to have a view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Numeracy attainment for all cohorts is improving but attention should be given to ensure this is broadly in line with virtual comparators
- Literacy attainment in S5 and S6 is positive for learners who have attained at least one Higher grade and is above VC in all measures
- S4 attainment for low, middle and highest attaining learners is increasing for session 2017/18, positive against comparator measures
- S5 attainment for low and middle attainers is improved but is much lower than VC
- Breadth and depth measures for S4 pupils is above VC for 1 and 3 @5
- Positive subject performance at N5 for RMPS, Graphic Communication, English, Art, Geography and Woodwork and at Higher for Photography, History, English, Biology and Art

Areas for Improvement

- Although literacy is either remaining level or in some areas improving, there is a VC gap emerging for most cohorts and in some cases the gap is widening
- Numeracy attainment with all cohorts should be reviewed to reverse a reducing trend and bring in line with virtual comparators
- S6 attainment in terms of tariff points for all learners are fluctuating and S5 highest attainers are below all comparator measures
- S4 breadth and depth measures for 5 and 6 National 5 passes are all below VC; as are both S5 and S6 pupils for usual measures and are also below virtual comparator
- Disappointing National 5 performance in Spanish, PE, Maths, HE, French, Chemistry and Business Management and at Higher level for Spanish, Music, Modern Studies, Graphic Communication and Business Management

Actions for Improvement

- Ensure curriculum offer continues to develop and meets the needs of all learners, with element of flexibility for cohorts
- The continued use of data will support the development of a responsive curriculum

- Initial tracking of senior phase pupils should be continued and shared across the school to monitor progress and attainment capacity
- Ensure there is a shared focus with the Guidance team on tracking and monitoring and raising attainment
- Ensure there is potential to adapt the curriculum offer for groups of pupils, most notably the lowest 20% of attainers, boys and pupils with ASN
- Implement a numeracy improvement focus across the school with emphasis on BGE supporting improved potential and attainment in the senior phase
- Continue focus of senior phase learning conversations to identify and target pupils with provisions for additional support and mentoring
- Focus on learning and teaching to raise attainment, based on SFF findings – pace and challenge, differentiation
- Continue to look outward – department and whole school approaches and collaborations

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	66%	40%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	47%	36%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)		
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	95%	92%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	88%	88%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	95%	90%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	82%	75%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Elgin Academy

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, QIOs and DHTs from 2 other schools. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Literacy attainment at S6 and also for S5 and S6 pupils for numeracy who attain at least one Higher grade qualification
- S5 attainment for low, middle and highest attaining learners for session 2017/18, which is above comparator measures
- Breadth and depth measures for S5 and S6 pupils is positive at all usual measures and above virtual comparator
- Positive subject performance at N5 for French, German, English, Art and Design, Geography and Graphic Communication and at Higher for History, Graphic Communication, French, Computing Science and Chemistry

Areas for Improvement

- Numeracy attainment with all cohorts to reverse a reducing trend and bring in line with virtual comparators
- S4 attainment in terms of tariff points for lowest and middle attaining learners which are below all comparator measures
- S4 breadth and depth measures for 3,5 and 6 National 5 passes which are below virtual comparator
- Disappointing National 5 performance in Music and Maths and at Higher level for English, Biology, Drama and Geography

Actions for Improvement

- Monitor impact of additional literacy and numeracy periods in S1 and S2
- Continue tracking of more vulnerable learners
- Continue to adapt curriculum offer for groups of pupils, including lowest 20% of attainers
- Continue to measure impact of senior phase pupils UPS period with raising attainment focus
- Range of numeracy initiatives to be undertaken to improve this area for all learners
- Focus on learning and teaching to raise attainment, based on SFF findings – pace and challenge, differentiation

- Continue to look outward – department and whole school approaches

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	48%	38%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	47%/	44%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	56%	
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	94%	86%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	72%	82%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	80%	90%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	76%	59%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Elgin High School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, QIOs, a DHT from another school and PTs from within the school. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Numeracy attainment for all cohorts is improving but attention should be given to ensure this is broadly in line with virtual comparators
- Literacy and numeracy attainment in S5 and S6 is positive for learners who have attained at least one Higher grade and is above VC in all measures
- S4 attainment for low, middle and highest attaining learners is increasing for session 2017/18, but is below comparator measures
- S6 attainment for middle and highest attainers is the best for previous 5 years
- Breadth and depth measures for S6 pupils is positive at all usual measures and are above virtual comparator
- Positive subject performance at N5 for Woodwork, Physics, Maths, History, Graphic Communication, English and Biology and at Higher for Physics, Photography, Maths, Human Biology, Drama, Chemistry and Business Management

Areas for Improvement

- Although literacy is improving, it is still below the virtual comparator for all cohorts and in some cases the gap is widening
- Numeracy attainment with all cohorts to reverse a reducing trend and bring in line with virtual comparators
- S5 attainment in terms of tariff points for all learners and S6 lowest attainers which are below all comparator measures
- S4 breadth and depth measures for 1,3,5 and 6 National 5 passes are all below VC; as are S5 pupils for usual measures and are also below virtual comparator
- Disappointing National 5 performance in Art and at Higher level for Art and Administration and IT

Actions for Improvement

- Continue the Guidance focus on tracking and monitoring and raising attainment
- Ensure curriculum offer is fit for purpose and suits the needs of all learners, with element of flexibility for cohorts

- Ensure there is potential to adapt the curriculum offer for groups of pupils, most notably the lowest 20% of attainers and pupils with ASN
- Continue focus of senior phase learning conversations to identify and target pupils with provisions for additional support and mentoring
- Focus on learning and teaching to raise attainment, based on SFF findings – pace and challenge, differentiation
- Continue to look outward – department and whole school approaches

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	38%	28%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	30%	40%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	26%	53%
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	90%	83%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	85%	81%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	68%	61%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	43%	65%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Forres Academy

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, the initial attainment meeting was held in the school and attended by the Senior Leadership Team, Head of Service, QIOs and a HT from another school. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Literacy in S5 and S6 and numeracy at S5 for students who achieve at least one Higher is positive and above VC
- Breadth and depth measures for S4 is broadly in line with VC for 1+ National 5
- S6 attainment is positive at for 3+ Highers and is above the virtual comparator
- Positive subject performance at N5 for PE, English, French, Graphic Communication, Chemistry, Business Management, Art, Administration and IT and at Higher for RMPS, PE, History, English, Drama and Art

Areas for Improvement

- Literacy attainment throughout the senior phase is below the VC and in some cases presenting a reducing trend
- Numeracy attainment in S4,5,6 is below VC and in most cases reducing and at some levels to a great concern
- S4 attainment in terms of tariff points for all learners is broadly level for all attainers but are below VC
- S5 attainment in terms of tariff points for low and middle attaining learners have reduced greatly and are all below the VC, with low attainers causing concern
- S6 attainment in terms of tariff points are reducing for all learners and are below VC
- S4 breadth and depth measures for 3,5 and 6 National 5 passes are all below VC; as are S5 pupils for usual measures which are also below virtual comparator with 5+ Highers well below
- S6 breadth and depth are all below VC in all measures and on a decreasing trend
- Disappointing National 5 performance in Photography, Engineering Science, Business Management and Administration and IT and at Higher level for Media Studies, Computing Science, Business Management and Art

Actions for Improvement

- Increased rigour in tracking and monitoring to support raising attainment with input and support from all staff in the school, led by SLT and PTGs

- Consider that the curriculum offer is fit for purpose and suits the needs of all learners, with element of flexibility for cohorts of low/middle/high attainers
- Ensure there is potential to adapt the curriculum offer for groups of pupils
- Ensure there is a focus on literacy and numeracy provision and attainment throughout the BGE and into the senior phase
- Implement strategies to tracking and improvement in numeracy within the senior phase as a matter of urgency
- Focus on learning and teaching to raise attainment – pace and challenge, differentiation
- Consider the revision/provision of a Learning and Teaching and Raising Attainment policy to whole school use
- Develop a rigorous tracking system for identifying and monitoring senior phase attainment, shared with PTs Curriculum and Guidance
- Provide opportunities for department and senior leaders to look outward with regards to curriculum, learning and teaching and also raising attainment

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	58%	44%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	66%	66%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	74%	74%
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	83%	84%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	90%	92%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	90%	94%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	77%	86%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Keith Grammar School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, QIOs and DHTs from other schools. The focus of this meeting was to have a view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- S6 attainment in both Literacy and Numeracy attainment is improving and is above the virtual comparators
- Literacy and Numeracy attainment in S5 and S6 is positive for learners who have attained at least one Higher grade and is above VC in all measures
- S5 attainment for highest attaining learners is increasing for session 2017/18, positive against comparator measures
- S6 attainment for low attainers is improving and in some cases is now above the VC
- Breadth and depth measures for S5 pupils achieving 5@6 is broadly in line with VC
- Positive subject performance at N5 for PE, Chemistry and Business Management and at Higher for Maths and Art and Design

Areas for Improvement

- For S4 and S5 cohorts Literacy and Numeracy at Levels 4 and 5 is reducing and in most cases below the VC
- Literacy and Numeracy attainment with these cohorts should be reviewed to reverse a reducing trend and bring in line with virtual comparators
- S4 attainment for low, middle and high attainers has reduced over the previous 5 years and in most cases is well below the VC
- S4 breadth and depth measures for 5 and 6 National 5 passes are all well below VC; as are S5 for 3+ @6 measures which are also below virtual comparator
- Disappointing National 5 performance in Practical Woodwork, Music, English, Biology and Administration and IT and at Higher level for Graphic Communication, English, Engineering Science and Administration and IT

Actions for Improvement

- Support and challenge within the English department to focus learning and teaching priorities in line with raising attainment agenda in Literacy and English as a priority
- Tracking and monitoring of Literacy and Numeracy attainment in order to identify gaps and ensure progress in this area

- Ensure curriculum offer continues to develop and meets the needs of all learners, with element of flexibility for cohorts for Literacy, Numeracy and the Improving Attainment for All agenda
- The continued use of data to support partnership/consortia approaches will support the development of a responsive curriculum for all learners
- Initial tracking of senior phase pupils should be continued and data shared across the school to monitor progress and attainment capacity in departments to support whole school attainment focus
- Continue the approaches with the Guidance team on tracking and monitoring and raising attainment to support this agenda and ensure wider achievement accreditation
- Implement a Literacy improvement focus across the school with emphasis on BGE supporting improved potential and attainment in the senior phase
- Continue focus of senior phase learning conversations to identify and target pupils with provisions for additional support and mentoring
- Continue to look outward – department and whole school approaches and collaborations

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	50%	46%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	38%	35%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	51%	
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	98%	98%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	95%	97%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	70%	89%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	55%	59%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Lossiemouth High School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, Head of Service, QIOs and a HT from another school. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Numeracy attainment for all cohorts is improving and in most measures is above the virtual comparator
- Although literacy is positive in many areas, it is still below the virtual comparator for the S4 cohort where it is reducing and below the VC and so should be monitored
- Literacy and numeracy attainment in S5 and S6 is positive for learners who have attained at least one Higher grade and is above VC in all measures
- S6 attainment for low, middle and highest attaining learners is increasing or level for session 2017/18, but is below comparator measures for middle and high attainers
- Breadth and depth measures for S6 pupils is positive at for 3+ Highers and is above the virtual comparator
- Positive subject performance at N5 for PE and Maths and at Higher for Maths, Graphic Communication, Chemistry, Business Management and Art

Areas for Improvement

- S4 attainment in terms of tariff points for all learners have reduced greatly and are all below the VC
- S5 attainment in terms of tariff points for all learners have reduced greatly and are all below the VC
- S4 breadth and depth measures for 1,3,5 and 6 National 5 passes are all below VC; as are S5 pupils for usual measures are also below virtual comparator with 5+ Highers well below
- Disappointing National 5 performance in Media Studies, Graphic Communication, English and Geography and at Higher level for Media Studies, Computing Science, Business Management and Art

Actions for Improvement

- Increased rigour in coursing with input and support from all staff in the school, led by SLT and PTGs
- Consider the curriculum offer is fit for purpose and suits the needs of all learners, with element of flexibility for cohorts

- Ensure there is potential to adapt the curriculum offer for groups of pupils, most notably the lowest 20% of attainers in S4,5,6
- Continue to develop the focus on literacy and numeracy provision and attainment throughout the BGE and into the senior phase
- Focus on learning and teaching to raise attainment – pace and challenge, differentiation
- Provide opportunities for department and senior leaders to look outward with regards to curriculum, learning and teaching and also raising attainment

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	56%	
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	50%	
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	43%	
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	95%	
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	96%	
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	84%	
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	75%	

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Milne's High School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, QIOs and DHTs from 2 other schools. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Literacy attainment at S4 is above the VC and on an increasing trend
- S4 attainment in terms of tariff points for lowest and middle attaining learners is above comparator measures
- S6 attainment for middle and highest attaining learners for session 2017/18 is increasing and above comparator measures
- Breadth and depth measures for S4 pupils is above VC for 1+ and 3+ National 5s and for S5 and S6 pupils is positive at most usual measures and above virtual comparator
- Positive subject performance at N5 for Physics, Music, French and Administration and IT and at Higher for Business Management and Administration and IT

Areas for Improvement

- Literacy attainment for S5 and S6 pupils is decreasing and in some cases the VC gap is widening
- In most areas the numeracy attainment is below the VC with an attainment gap emerging
- S5 and S6 attainment for low attaining learners is reducing and in some cases a gap with VC is emerging
- S4 breadth and depth measures for 5 and 6 National 5 passes which are below virtual comparator
- Disappointing National 5 performance in History, PE, RMPS and Geography and at Higher level for Biology

Actions for Improvement

- Impact of the range of additional literacy and numeracy initiatives
- Continue to use rigorous tracking and monitoring of learners
- Continue to adapt curriculum offer for groups of pupils and fully develop the curriculum rationale
- Continue to measure impact of senior phase pupils Wellbeing and Attainment period
- Continue to focus on learning and teaching to raise attainment
- Continue to build on strong middle management responsibility and focus within the school

- Ensure the focus on groups and diversity is continued within the school
- Continue to look outward – department and whole school approaches

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	60%	43%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	42%	39%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	37%	33%
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	84%	91%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	84%	81%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	84%	83%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	64%	62%

Moray Council

Senior Phase Attainment Meetings

Session 2018/19



Speyside High School

Raising Attainment Meeting Overview and Early Indications for Session 2018/19

Following the SQA exam results data release in August 2018 and Insight initial data release in September 2018, an initial attainment meeting was held in the school and attended by the Senior Leadership Team, QIOs and DHTs from 2 other schools. The focus of this meeting was to have an interactive view of initial attainment messages using the data mentioned above and to identify areas of strength and for improvement as well as actions for improvement. There was also the initial early indication of attainment in specific measures as detailed on page 2; this will be revisited by the QIO in term 3 as part of ongoing attainment discussions.

Areas of Strength

- Numeracy is displaying positive improvement although attention should be paid to the VC percentages and ensure stated initiatives are having an impact on attainment in this area
- S4 and S6 attainment in terms of tariff points for highest attaining learners is above comparator measures
- S5 attainment for low, middle and highest attaining learners for session 2017/18 is increasing and above comparator measures
- Breadth and depth measures for S5 pupils is increasing and above VC for 1+ and level for 3+ Highers
- Positive subject performance at N5 for Woodwork, Maths, Practical Cake Craft and English and at Higher for PE and Computer Science

Areas for Improvement

- Literacy attainment for S5 and S6 pupils is decreasing and in some cases the VC gap is widening
- In most areas the numeracy attainment is below the VC with an attainment gap emerging
- S4 attainment for middle and high attaining learners along with S6 middle attainers is reducing and in some cases a gap with VC is emerging
- S4 breadth and depth measures for 1,3,5 and 6 National 5 passes are below virtual comparator
- Disappointing National 5 performance in Music and Chemistry and at Higher level for Geography, Administration and IT, Accounting and Graphic Communication

Actions for Improvement

- Impact of the range of additional literacy and numeracy initiatives
- Continue to use rigorous tracking and monitoring of learners
- Continue to adapt curriculum offer for groups of pupils and fully develop the curriculum rationale and in particular level 5 and 6 qualifications
- Development of target setting approaches in S4
- Continue to consider and monitor presentation levels at N5 English and Maths

- Continue to develop on strong middle management responsibility and focus within the school
- Continue to look outward – department and whole school approaches
- Develop quality assurance processes through departmental monitoring and challenge as well as ongoing QA initiatives

Early Indication – Session 2018/19

Description		Oct-18	Mar-19
1	% S4 cohort attaining 5 or more awards at SCQF Level 5 or better	38%	38%
2	% S5 cohort attaining 3 or more awards at SCQF Level 6 or better	50%	62%
3	% S6 cohort attaining 5 or more awards at SCQF Level 6 or better (cumulative)	81%	75%
4	% S4 cohort attaining an award in Literacy at SCQF Level 4 or better	88%	88%
5	% S4 cohort attaining an award Numeracy at SCQF Level 4 or better	94%	91%
6	% S5 cohort attaining an award in Literacy at SCQF Level 5 or better	94%	89%
7	% S5 cohort attaining an award Numeracy at SCQF Level 5 or better	92%	89%



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND
CHILDCARE CENTRES – PUBLISHED REPORTS FROM MARCH
2019**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during January and March 2019. These were:

Torridon Little Learners, Lossiemouth
Kinloss Primary School Nursery, Kinloss
Mortlach Primary School Nursery, Dufftown
Bishopmill Pre-School Centre, Elgin
Rothiemay & District Playgroup, Rothiemay

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

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against the National Care Standards and a Framework of Quality Themes and Statements.
- 3.2 Care Inspectorate Officers will grade services and publish these grades as part of their duty to provide information to the public about the quality of care services.

The six point grading scale:

6	excellent
5	very good
4	good
3	adequate
2	weak
1	unsatisfactory

- 3.3 Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.
- 3.4 The education authority will give guidance and support, as appropriate, to both school nursery classes and partner providers of ELC education. Following a Singleton Inspection the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report, and to share the plan with parents and carers.
- 3.5 During this reporting period there were **5 Singleton Inspection** reports received and **one** joint visit with Education Scotland.

Name of Early Learning and Childcare Provider	Date of Inspection
Torridon Little Learners, Lossiemouth	15.01.19
Kinloss Primary School Nursery, Kinloss	21.01.19
Mortlach Primary School Nursery, Dufftown	24.01.19
Bishopmill Pre-School Centre, Elgin	27.02.19
Rothiemay & District Playgroup, Rothiemay	13.03.19

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

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

The Care Inspectorate inspects all registered services regulated under the Public Services Reform (Scotland) Act 2010, which includes nursery classes and playgroups.

The authority has a duty to provide a quality early learning and childcare place for every 3 and 4 year old whose parents wish it and for eligible 2 year olds.

(c) Financial implications

None arising directly from the report.

(d) Risk Implications

None arising from this report.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities

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

(h) Consultations

Senior Management Officers in Education and Social Care, Quality Improvement Officers, Deborah O'Shea, Principal Accountant, the Equal Opportunities Officer, Senior HR Adviser and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

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

Background Papers:
Ref:

APPENDIX 1**Summary of numbers of recommendations and requirements made to providers.**

Provider	Number of Recommendations	Number of Requirements
Torridon Little Learners, Lossiemouth	0	0
Kinloss Primary School Nursery, Kinloss	3	0
Mortlach Primary School Nursery, Dufftown	4	0
Bishopmill Pre-School Centre, Elgin	0	0
Rothiemay & District Playgroup, Rothiemay	0	0

Details of gradings, recommendations and requirements made to providers.**Torridon Little Learners, Lossiemouth***Gradings*

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

Recommendations

- None

Requirements

- None

Kinloss Primary School Nursery, Kinloss*Gradings*

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

Recommendations

- Children should be able to enjoy an environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
 - a) play areas that are well thought out and organised to promote greater choice
 - b) a wider variety of resources/play equipment, that include real and natural materials both indoors and outdoors
- The head teacher should ensure that the development needs of the staff are identified through formal discussion and training that is planned, shared and evaluated, with a view to improving the service and enhancing outcomes for the children.
- The provider and senior management team should establish a continuous, manageable and effective system of self-evaluation, that seeks the views of all those involved leading to sustained improvement.

Requirements

- None

Mortlach Primary School Nursery, Dufftown

Gradings

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

(N/A – Not Assessed)

Recommendations

- The manager and staff, in partnership with parents, should ensure that all children with an identified need have in place a detailed personal plan that sets out how children's health, learning or development will be supported. This should be reviewed and evaluated at a minimum of 6 monthly intervals.
- The head teacher and staff should improve the quality of learning and teaching in the nursery, to provide children with more opportunities for independent learning and achievement, creativity, investigation and to engage with literacy and numeracy through play.
- The manager and staff should develop the environment and resources to provide children with more challenging learning through play, more opportunities for choice and responsibility.
- In order to improve outcomes for children the head teacher and staff should develop and implement robust systems for monitoring and evaluating children's experiences and the quality of teaching and learning and use this to develop the service.

Requirements

- None

Bishopmill Pre-School Centre, Elgin

Gradings

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

(N/A – Not Assessed)

Recommendations

- None

Requirements

- None

Rothiemay & District Playgroup, Rothiemay

Gradings

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

Recommendations

- None

Requirements

- None



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2019/20
TO 30 APRIL 2019**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2019/20.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of Capital and Revenue Budgets and long term financial plans.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 It is the practice of this Committee to receive regular reports both providing an update on the current financial position of the capital programme and seeking approval to implement projects when they arrive at a suitable point of development.
- 3.2 At the meeting of the Moray Council on 27 February 2019 (item 4 of the minute refers) Council approved the Financial Plan for 2019/20.
- 3.3 The capital budgets covered in this report are those contained within the Education and Social Care Capital Plan at **Appendix 1**.

4. BUDGET DETAIL

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

	18/19 £000
Land & Buildings	38,202
Vehicles, Plant & Equipment	380
Totals	38,582

- 4.2 **Appendix 1** lists the major projects for this financial year.
- 4.3 Actual expenditure up to 30 April 2019 is nil.
- 4.4 Carry forwards from financial year 2018/19 are still to be finalised and will be added following consideration by the Policy and Resources Committee.
- 4.4 Major Project Updates: Individual updates on the major projects are as follows:
- 4.5 Schools Essential Maintenance Programme (Make do and Mend):
The Council has a significant number of building elements in their schools which are in a condition D, life expired state. A programme of replacement of these elements to schools has been developed on the basis of the available budget. Design work is advanced and contracts allocated to carryout Mechanical and Electrical work during the summer holidays of 2019 at the following schools; Speyside High School, Cluny Primary School, Forbes Academy, New Elgin Primary School and Andersons Primary School. Design work is complete for the replacement of roofs at Keith Grammar and construction will be carried out on site during the summer of 2019.
- 4.6 Lossiemouth High Replacement Project:
The early works contract commenced at the beginning of October 2018 and progressed smoothly. Work on the main contract commenced on the 7 December 2018 and the ground stabilisation and piling have been completed with the structural steel frame currently being erected. In addition, a Community Benefits Advisor from Balfour Beatty has been engaged with the project and has coordinated several visits to the site for pupils and run external workshops related to the build and the construction industry for local schools and pupils e.g. S1 Maths class visited the site and were shown how maths related to roles within the project team. The project remains on target for completion by August 2020.
- 4.7 Linkwood Primary School:
Works commenced on site for Linkwood Primary school on 18 March 2019 and are progressing well. The site is being cleared, shaped and levels formed along with the completion of vibro stone compaction piling. Access has been granted to Springfield to undertake drainage infrastructure works on the boundary which are almost complete. The project remains on target for the school being completed on 19 June 2020.

- 4.8 Moray Leisure Centre: Combined heat and power unit (CHP) replacement:
An option appraisal has been carried out for the replacement of the Combined Heat and Power plant at the Moray Leisure Centre. The option appraisal has identified the size and type of plant and tender documents are now being prepared. The installation of the new system is programmed to complete in spring 2020.
- 4.9 Childcare expansion:
Work to refurbish the Lady Cathcart building in Buckie to form nursery facilities was completed in August 2018 to allow the facility to open with a new intake of pupils. Following the announcement of the funding award by the Scottish Government further upgrading work to the building will be undertaken over the Summer 2019.

Works on site to build the new Cullen nursery have begun with a planned completion date in December 2019.

Works on the new Pilmuir nursery have begun with a phased completion from December 2019.

Detailed proposals are being drawn up for the refurbishment of the nursery at Lhanbryde Primary School with work planned during the summer holidays 2019. Design work has begun on refurbishment of existing nurseries at Burghead and New Elgin Primary schools with construction work planned in the summer holidays of 2019.

5. **SUMMARY OF IMPLICATIONS**

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

This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

(b) **Policy and Legal**

There are no policy implications arising directly from this report.

(c) **Financial Implications**

The approved capital budget for 2019/20 is £38,582,000. It is currently projected that the total will be expended during the financial year.

(d) **Risk Implications**

The major highlighted risks are:

The Scottish Government timescale for the implementation of the Early Years expansion programme has required that the largest value projects are committed early in the programme before all the works across all the nurseries are scoped out. This carries the risk that a substantial part of the budget is committed in the first year of the

programme and gives less flexibility to adjust the budget for the refurbishment projects planned in 2019/20. Currently £700,000 of the Early Years budget is allocated to support the provision of the nursery within the new Linkwood School and £600, 000 is allocated to support the replacement of hitted nursery classrooms at Pilmuir Primary School.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications other than those detailed in the report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

6. CONCLUSION

6.1 That Committee notes the programme of Capital Works proposed for Education and Social Care for 2019/20.

Author of Report: Nick Goodchild, Educational Resources Manager

Background Papers:

Ref: Education and Social Care Capital Budgets 2019/20

	Capital Plan 2019/20 £000	Actual £000
Land & Buildings		
Children and Young People's Services Committee		
Schools Estate - Make Do and Mend		
Speyside High School M&E Works 619381	280	
Cluny Primary School M&E Works 619086C	672	
Forres Academy M&E Works 619429C	710	
New Elgin Primary School M&E Works 619274B	280	
Keith Grammar School Building Works 619481	668	
Andersons Primary School M&E Works & Windows 619027/619025B	590	
Schools - New Build		
Lossiemouth High School	20,966	
Linkwood Primary School Elgin	9,551	
Other Schools		
Legionella works - Schools	15	
Fire safety - Schools	25	
Schools fire audits - works required above normal budget provision	140	
Schools Accessibility	40	
Early Learning & Childcare		
Expansion of Early Learning & Childcare Provision	4,225	
Libraries & Leisure		
All public facilities	10	
Community Centres	30	
Total Land and Buildings	38,202	0
Vehicles Plant and Equipment		
Swimming pool equipment	50	
Moray Leisure Centre Dehumidifiers	60	
Moray Leisure Centre Combined Heat Power	270	
Total Vehicles Plant and Equipment	380	0
Total Children and Young Peoples	38,582	



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19
OUT TURN 31 MARCH 2019**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform Committee of projects and the outturn expenditure for Capital Budgets within Education and Social Care for 2018/19.
- 1.2 This report is submitted to Committee in terms of Section III (A) (2) of the Council's Scheme of Administration relating to the consideration of Capital and Revenue Budgets and long term financial plans.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 It is the practice of this Committee to receive regular reports both providing an update on the current financial position of the capital programme and seeking approval to implement projects when they arrive at a suitable point of development.
- 3.2 At the meeting of the Moray Council on 14 February 2018 (para 10) (vi) of the minute refers) Council approved the Capital Plan for 2018/19.
- 3.3 The capital budgets covered in this report are those contained within the Education and Social Care Capital Plan at **Appendix 1**.

4. BUDGET DETAIL

- 4.1 The total approved Capital Budget for Education and Social Care for financial year 2018/19 is as follows:-

	18/19 £000
Land & Buildings	15,941
Vehicles, Plant & Equipment	514
Totals	16,455

- 4.2 **Appendix 1** lists the major projects for this financial year.
- 4.3 Actual expenditure up to 31 March 2019 is £15,407,000.
- 4.4 Where appropriate underspends for projects straddling multiple years will be considered for being carried forward to 2019/20 by the Policy and Resources Committee.
- 4.5 Major Project Updates: Individual updates on the major projects are as follows:
- 4.6 Schools Essential Maintenance Programme (Make do and Mend):
The Council has a significant number of building elements in their schools which are in a condition D, life expired state. A programme of replacement of these elements to schools has been developed on the basis of the available budget. Projects for 2018/19 are complete and design work is underway to carryout Mechanical and Electrical work during the summer holidays of 2019 at the following schools; Speyside High School, Cluny Primary School, Forres Academy, New Elgin Primary School and Andersons Primary School. Design work is complete for the replacement of roofs at Keith Grammar and construction will be carried out on site during the summer of 2019.
- 4.7 Elgin High School Replacement Project:
This project is now complete and the facility maintenance contract is being managed through Educational Resources along with contracts for Elgin Academy and Keith Primary School. Works are now in progress to complete outstanding defect in Phases 2 and 3 at Elgin High School. Elgin Academy and Keith Primary School contracts are both progressing satisfactorily. A refund of £102, 929.87 in the authorities favour for the building insurances has been agreed with the funders representatives for these schools and will be included within the 2018/19 revenue figures.
- 4.8 Milne's Primary: Replacement of Huttred Accommodation and Enhancement of Pre-School Provision (now known as Early Learning and Childcare (ELC)): The main project is complete. Further remedial works to reduce the height of the water tanks are still required. It is anticipated these will commence in the Summer of 2019. The Lands and Parks department have provided further topsoil and grass seed to the embankment adjacent to the playing fields.
- 4.9 Lossiemouth High Replacement Project:
The early works contract commenced at the beginning of October 2018 and progressed smoothly. Work on the main contract commenced on the 7 December 2018 and the ground stabilisation and piling have been completed

with the structural steel frame currently being erected. In addition, a Community Benefits Advisor from Balfour Beatty has been engaged with the project and has coordinated several visits to the site for pupils and run external workshops related to the build and the construction industry for local schools and pupils e.g. S1 Maths class visited the site and were shown how maths related to roles within the project team. The project remains on target for completion by August 2020.

4.10 Linkwood Primary School:

Works commenced on site for the Linkwood Primary school on 18 March 2019 and are progressing well. The site is being cleared, shaped and levels formed along with the completion of vibro stone compaction piling. Access has been granted to Springfield to undertake drainage infrastructure works on the boundary of the site which are almost complete. The project remains on target for the school being completed on 19 June 2020.

4.11 Moray Leisure Centre Financial Recovery Plan

The recovery plan for Moray Leisure Centre comprises 3 elements and includes 2 critical dates. The 3 elements are: integration of Moray Leisure Centre within the Council's Fit Life Scheme in October 2018, replacement of the centres aging fitness equipment and refurbishment of the fitness suite opening March/April 2019.

Progress on the elements and dates are as follows:

- Integration with Fit Life Scheme: The first phase of the integrated scheme has proved extremely successful with primary memberships at MLC close to 2000. Full integration with Fit Life involving integrated databases and systems is complex and an options appraisal exercise is being undertaken. The outcome of this exercise will be reported to committee.
- Replacement of fitness equipment: The new fitness equipment has been installed.
- Refurbishment of the Fitness Suite: A detailed layout to remove and re-provision changing accommodation to allow the creation of a single fitness area is complete and the facility is operational.

4.12 Childcare expansion:

Work to refurbish the Lady Cathcart building in Buckie to form nursery facilities was completed in August 2018 to allow the facility to open with a new intake of pupils. Following the announcement of the funding award by the Scottish Government further upgrading work to the building will be undertaken over the Summer 2019.

Works on site to build the new Cullen nursery have begun with a planned completion date in December 2019.

Works on the new Pilmuir nursery have begun with a phased completion from December 2019.

Detailed proposals are being drawn up for the refurbishment of the nursery at Lhanbryde Primary School with work planned during the summer holidays 2019. Design work has begun on refurbishment of existing nurseries at Burghead and New Elgin Primary schools with construction work planned in the summer holidays of 2019.

5. SUMMARY OF IMPLICATIONS

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

This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

(b) Policy and Legal

There are no policy implications arising directly from this report.

(c) Financial Implications

The approved capital budget for 2018/19 is £16,455,000. The final outturn position for 31 March 2019 is £15,407,000.

(d) Risk Implications

The major highlighted risks are:

The Scottish Government timescale for the implementation of the Early Years expansion programme has required that the largest value projects are committed early in the programme before all the works across all the nurseries are scoped out. This carries the risk that a substantial part of the budget is committed in the first year of the programme and gives less flexibility to adjust the budget for the refurbishment projects planned in 2019/20. Currently £700,000 of the Early Years budget is allocated to support the provision of the nursery within the new Linkwood School and £600,000 is allocated to support the replacement of hatted nursery classrooms at Pilmuir Primary School.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications other than those detailed in the report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

6. CONCLUSION

6.1 That Committee notes the outturn position for Capital Works for Education and Social Care for 2018/19 and the associated budgetary position.

Author of Report: Nick Goodchild, Educational Resources Manager

Background Papers:

Ref: Education and Social Care Capital Budgets 2018/19

**MORAY COUNCIL CAPITAL PROGRAMME 2018/19
AS AT 31 MARCH 2019**

	Current Budget 2018-19 £000	Actual Expenditure £000
Land and Buildings		
Schools Estate		
Make Do and Mend		
East End Primary M&E Works 619115B	315	210
Cluny Primary M&E Works 619086B&C	668	639
Forres Academy M&E Works 619429B/C, 619420	676	621
New Elgin Primary M&E Works, Building Works 619274/B	922	918
Andersons Primary M&E Works 619025/B	384	358
Speyside High School Building Fabric Works 619382	14	37
Hopeman PS 619151 Roof & Stonework, Ceiling Work	5	42
Aberlour Primary 61409	0	2
Keith Grammar Building Works 619481	0	26
Other Schools		
Legionella works	35	39
Fire safety	79	107
School fire audits	170	186
Linkwood Primary School at East End Primary bus drop-off point	50	46
Schools for the Future - 4 schools refurbishment	0	-293
Milnes Primary School - replace hutted accommodation and pre-school provision	1,032	905
New Primary School in South Elgin (Linkwood) incl pre school provision	1,200	1,012
New Lossiemouth High School and Pool	9,439	9,130
Forres Academy replacement of hutted accommodation	37	0
Elgin High School	0	32
New Findrassie Primary School	0	4

Childcare expansion	900	1,058
All public facilities	15	0
Total Land and Buildings	15,941	15,079

Vehicles Plant and Equipment

Replacement of swimming pool equipment	14	21
Moray Leisure Centre	500	488
Total Vehicles Plant and Equipment	514	509



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE
BUDGET MONITORING 2018/19 TO 31 MARCH 2019**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the budget position for Education and Children and Families Services as at 31 March 2019.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 March 2019.**

3. BACKGROUND

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

4. BUDGET POSITION

- 4.1 The spend at 31 March 2019 is £100,503,000 against a budget of £101,448,000, giving an underspend of £945,000 as shown in **Appendix 1**.
- 4.2 The variance in Early Learning and Childcare (ELC) Education is a £66,000 underspend and mainly relates to an underspend of the grant from the Scottish Government for the expansion of Early Learning and Childcare which will be required in 2019/20 as the implementation progresses.
- 4.3 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £355,000 in primary schools and £270,000 in secondary schools. As part of the budget savings for 2019/20 the Devolved School Management (DSM) budgeted carry forward is to be removed.

- 4.4 Lifelong Learning, Culture and Sport has an underspend of £170,000. The main variances are a £25,000 underspend for library books due to late publishing, £60,000 underspend on payments to Moray Leisure Centre and a £94,000 underspend on schools repairs and maintenance due to mild winter weather. There is also an underspend of £103,000 on the Keith and Elgin Academy Public Private Partnership (PPP) contract, relating to a refund of insurance costs. The underspends are reduced by a shortfall on Libraries income of £23,000 and redundancy costs of £93,000 that have been incurred as part of the 2019/20 budget savings.
- 4.5 Within the Education Central Services budget there is an underspend of £471,000. This is mainly due to a £583,000 underspend in the Pupil Equity Funding grant for 2018/19 which is utilised over the academic year. This is reduced by an overspend in the central supply budget of £138,000 and £42,000 loss of income from the music instruction service due to pupils withdrawing from the service following increased charges and staff sickness for which cover has not been engaged. Other minor overspends and underspends throughout the service increase the overall underspend by £68,000.
- 4.6 The overspend in Integrated Children's Services is £578,000 which is a combination of underspends and overspends. The out of area budget is overspent by £1,234,000. This overspend and demand is being actively monitored and considered within a wider commissioning strategy to make best use of available resources. Continuing Care is overspent by £27,000, this was a new burden put on the Council following the implementation of the Children and Young People (Scotland) Act 2014. The overspend is reduced by a £262,000 underspend on children with disabilities contract, adoption placements through external providers £53,000, fostering fees and allowances £65,000 and a one-off refund of £184,000 from a provider for prior year underspends on a contract. The balance being made up of other underspends of £119,000.

5. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

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

(c) Financial implications

The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 March 2019 is £945,000 against a budget of £101,448,000.

(d) Risk implications

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

(e) Staffing implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications associated with this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

7. CONCLUSION

7.1 That Committee scrutinises and notes the budget position as at 31 March 2019.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Nick Goodchild, Educational Resources Manager
Kathy Henwood, Acting Head of Integrated Children's Services

Background Papers: with authors and finance

Appendix 1

Educational Services
Budget Monitoring Report to 31st March
2019

Service	Revised Budget	Budget to Date	Actual to Date	Variance to Date
	£'000	£'000	£'000	£'000
Early Learning and Childcare	4,311	4,311	4,245	66
Primary Education	23,980	23,980	23,689	291
Secondary Education	25,777	25,777	25,450	327
Lifelong Learning Culture and Sport	10,623	10,623	10,453	170
Education Central Services	4,226	4,226	3,755	471
Integrated Children's Services	30,751	30,751	31,329	(578)
Management	270	270	264	6
Business Support Unit	1,330	1,330	1,318	12
Efficiency Savings-Education	40	40	-	40
Efficiency Savings-LLCSP	37	37	-	37
Efficiency Savings-ICS	103	103	-	103
				-
Educational Services Total	101,448	101,448	100,503	945



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2019**

SUBJECT: RIGHTS RESPECTING SCHOOL AWARD

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the UNICEF Rights Respecting School Award which is being promoted across Moray to ensure children and young people in our educational establishments are learning about their rights and it is embedded in the culture and ethos of our schools.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 The Unicef UK Rights Respecting School Award (RRSA) is based on the principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child (UNCRC) at the heart of a school's ethos and culture to improve wellbeing and develop every child's talents and abilities to their full potential. A rights respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted.
- 3.2 In December 2015 the Moray Council entered into a Service Level Agreement (SLA) with UNICEF to promote children's rights within Moray. As Getting it Right for Every Child (GIRFEC) is rooted in the UNCRC and is about improving outcomes for our children and young people, the RRSA is an excellent vehicle for embedding children's rights into the ethos and culture of our schools whilst empowering our children and young people in Moray. The RRSA supports Moray's vision that 'We want Moray to be the best place in Scotland to grow up in' and in realising our three priorities of ambitious and confident, healthier and safer children. It provides a well structured framework for teaching children and young people about the UNCRC and encouraging

meaningful pupil participation, which is heavily promoted as very good practice in '*How Good is our School 4*,' a self-evaluation tool for school improvement, and integral to '*How good is OUR school?*,' a resource to support learner participation in self-evaluation and school improvement.

- 3.3 Identifying children's rights and participation as a key improvement area, the Northern Alliance, as of this year, has entered into a single Service Level Agreement with UNICEF. There are many benefits to this including reduction in overall costs and more accessible locations for training and Strategic Lead's meetings.
- 3.4 Schools involved in the Rights Respecting Schools Award work towards the recognition that they have embedded children and young people's rights in their school's practice and ethos. Schools are required to implement three evidence-based strands that cover the leadership of the school, knowledge and understanding of children's rights, ethos and relationships and the empowerment of children and young people. There are three levels to the award: bronze – rights committed; silver – rights aware; gold – rights respecting. The journey to Gold: Rights Respecting, the highest stage of the Award granted by UNICEF UK, can take three to four years to achieve.
- 3.5 Since December 2015 there has been strong engagement of schools with this award. We currently have 41 schools registered with the Unicef RRSA, which constitutes 77% of our schools. This is the highest number in the Northern Alliance. Although there remain a number of schools who have chosen not to pursue the award, they are all still very committed to promoting and embedding children's rights into the ethos and culture of their schools.
- 3.6 In the primary sector we have 7 schools that have registered but have not achieved bronze level yet; 16 schools have achieved bronze; 8 have achieved silver, and 3 schools have achieved gold. Aberlour Primary, Anderson's Primary and Logie Primary have been recognised by UNICEF as being schools that have truly embraced children's human rights in their ethos and culture. These schools are now acting as RRSA Ambassadors within the authority.
- 3.7 In the secondary sector, Moray is the first authority to have all their secondary schools engaged with RRSA. We currently have one school that has registered but not yet achieved bronze level; 6 schools have achieved bronze, and one school has achieved silver. This is a great achievement as it is acknowledged nationally the challenge secondaries face in achieving this award.
- 3.8 The Moray UNICEF RRSA Strategic Lead role has been undertaken by the Education Officer (Pastoral Care). We currently have two accredited assessors in Moray – the Education Officer and a Quality Improvement Officer. In order to build capacity and expertise within the authority a small group of volunteers attended training in September 2018 so they could become assessors. Re-establishing the Moray RRSA Steering Group, with representation from each Associated Schools Group (ASG), is a priority in the next year so further support can be provided to schools within each ASG, good practice can be shared and training needs identified. Most of the co-

ordination of this work will be executed by the forthcoming appointment of an Education Support Officer.

- 3.9 Research has shown that engagement with the RRSA has a positive impact on all areas of the school community. Schools who have measured the impact of RRSA have reported: children feel safer in school and in their community; children feel more valued as individuals; improvements in pupil wellbeing and emotional resilience; improvement in pupil engagement and attainment, and an increase in active responsible global citizenship. All our Gold: Rights Respecting schools would fully endorse this research.

4. SUMMARY OF IMPLICATIONS

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

The contents of this report relate to Moray Children's Services Plan 2017-2020. Priority 1 – 'Ambitious and confident children.'

(b) Policy and Legal

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

(c) Financial implications

There are no additional costs associated with the promotion of children's rights through the Rights Respecting School Award or general curriculum as the delivery is funded through schools Devolved School Management budget.

(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 staffing implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

Senior Officers in Education and Social Care, Nicky Gosling, Accountant, Senior Solicitor (Litigation and Social Care), Equal Opportunities Officer, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards the respective responsibilities.

5. CONCLUSION

5.1 The Committee notes the contents of this report

Author of Report: Lynne Riddoch, Education Officer (Pastoral Care)
Background Papers: None
Ref:



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
29 MAY 2018**

**SUBJECT: DELIVERY OF FREE SANITARY PRODUCTS THROUGH THE
SCHOOL ESTATE**

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the project to provide free sanitary protection to all pupils eligible throughout the school estate.
- 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 considers and notes the contents of the report.**

3. BACKGROUND

- 3.1. The Scottish Government gave a commitment in their Programme for Government 2017/18 that pupils and student in schools, colleges and universities should have access to free sanitary products. This proposal and the proposed distribution method were agreed to by Leaders, and local authorities were provided with funding to deliver this commitment from the beginning of the academic year in August 2018.
- 3.2 The criteria for this delivery included:
 - Protecting students' dignity
 - giving students choice about the products they want to use
 - An efficient and dignified approach which demonstrates value for money
 - An offer for all eligible students throughout the year to include both term time and holidays
 - Ensuring sanitary products are easily accessible to meet individual needs

- Individuals being able to get sufficient products to meet their needs
- Gender equality, ensuring anyone who menstruates can access products, including transgender men and non-binary individuals, and that language is gender neutral. The roll out of gender neutral toilets should also be taken account of.
- Awareness raising and education to both promote the 'offer' and change cultural norm

3.3 The initial roll out of products and storage was completed by the end of the October term 2018/19. Visits were made to every school to outline the scheme, what was involved and options for storage. Posters have been made available to all schools promoting the initiative. Young people access products once they have been distributed to the relevant schools in the following ways.

- In secondary schools they are available in suitable locations such as toilets, guidance bases and if necessary school office or medical rooms. All trans gender pupils are also catered for under existing school guidelines.
- In primary schools it has been left to the head teacher as to where the best place was to put the product. The majority of primary schools already offered sanitary protection so the free product has replaced the school expenditure already in place.

3.4 The supplier currently being used are Hey Girls who appear on the procurement framework. They provide sustainable biodegradable and reusable products. They also provide a wide range of educational support.

4. **SUMMARY OF IMPLICATIONS**

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

This report supports the Council's corporate working principles of ensuring caring and healthy communities and Education and Social Care's objective of building a better future for our children & young people in Moray

(b) Policy and Legal

This is currently a short term scheme and is being dealt with as such; if this becomes permanent a policy will need to be written

(c) Financial implications

The initial budget from Scottish Government was £31,902, which is broken down to £8,243 for set up costs and £23,659 for Product purchase. To date £633 has been spent on storage and £9,700 on products in 2018/19.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications associated with this report.

(f) Property

There are no property implications other than those detailed in the report

(g) Equalities/Socio Economic Impact

The inclusion of all eligible pupils within the school estate including those transgender pupils has been assessed and considered and arrangements at each school have been put in place. The delivery of free sanitary products can contribute to reducing inequalities that are a result of socio-economic differences. Careful consideration has been given to ensuring that the implementation promotes equality of opportunity on the grounds of sex and gender reassignment.

(h) Consultations

Consultations have been undertaken with Lindsey Stanley, Business Support Manager; Paul Connor, Principal Accountant, Legal Services Manager; Equal Opportunities Officer; Education and Social Care Senior Management Team and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

5. CONCLUSION

5.1 That Committee considers and notes the report and the associated budgetary information.

Author of Report:	Fiona Grant, Educational Resources Officer
Background Papers:	
Ref:	Delivery of free sanitary products through the school estate

