



---

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: REVIEW OF THE RESTRUCTURE OF THE SECONDARY  
SCHOOL WEEK FOLLOWING THE FIRST YEAR OF  
IMPLEMENTATION**

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

**1. REASON FOR REPORT**

- 1.1 The report is to update Committee on the progress made to date following the first year of implementation of the restructured secondary school week in Moray during session 2018/19.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

**2. RECOMMENDATION**

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

- i) considers and notes the position in respect of progress made to date following the first year of implementation following the restructured secondary school week; and**
- ii) scrutinises and notes the overview plans for ongoing development and improvement of the school week to raise attainment and achievement for young people in Moray**

**3. BACKGROUND**

- 3.1 Following a lengthy process, which began in 2012, on 27 September 2017 (paragraph 10 of the minute refers) Moray Council agreed to restructure the secondary school week.
- 3.2 A main component of the Committee report from that date stated "this opportunity will ensure that all schools in Moray can benefit from a curricular structure which is suitable for the needs of our young people in the 21<sup>st</sup> century and for life beyond school; the emphasis on an equitable and excellent curriculum and provision within our schools will ensure an increased focus on

raising attainment and achievement for all as well as improved outcomes for all our learners.”

- 3.3 Central officers, secondary school leaders and staff as well as a wide range of partners worked from then to June 2018 to ensure that the schools were ready for the implementation of the restructured school week and the journey towards achieving the identified outcome as stated above. The timescales were very tight, due to the renewal of the transport contract and gave the teams 8 months to be ready for this wide-ranging change and development; as a result the schools had a viable and robust timetable with the initial approaches to curriculum innovation and improvement evident in these early stages.
- 3.4 The review was undertaken by secondary schools and central officers, using an agreed format of questions and approaches based upon the concerns raised prior to implementation as well as using the format of a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis to ensure there was a wide view of opinion and observations from Senior Leadership Teams, Teaching Staff, Support Staff, Pupils, Parent Council, Parents, Partners and Council departments.
- 3.5 The Review of the Restructured Secondary School Week Report was prepared from the information gathered from all schools and collated to provide a Moray overview and provides an overview of the progress made to date using the following headings, which were outlined as areas the restructure was to target for improvement:
- Excellence and equity by raising attainment and closing the gap
  - Development and enhancement of the curriculum
  - Increased variety of opportunities for learning and teaching
  - Flexibility to work with a range of partners
  - Increased options for wider achievement
- 3.6 The information detailed below notes the actions taken in response to the restructured secondary school week and the emerging impacts to date.

#### Excellence and equity by raising attainment and closing the gap

The restructure of the secondary school week has allowed flexibility and additionality within the period availability for schools. Schools prioritised these additional periods within the context of their school, based upon a wide range of data available to them. Most schools provided young people with additional literacy and/or numeracy lessons for their pupils within the Broad General Education as well as access to a key adult through Universal Pupil Support periods, where learners were able to talk about their progress and set targets and next steps in their learning. All of this has contributed to a wider ranging focus on aspiration and ambition as well as development of literacy and numeracy skills across the curriculum.

#### Broad General Education

Achievement of Curriculum for Excellence level data for S3 pupils is presented below and displays the Literacy and Numeracy attainment for the

year prior to the restructured week (2018) and the year of implementation (2019).

The anticipated levels for S3 pupils achievement of curriculum for excellence levels is Third by the end of S3, although some pupils will achieve Fourth level. From the data within the table presents a positive picture at Third Level with Moray performing above the national average in Listening and Talking, Reading and Numeracy; with improvement from 2018 evident for Reading, Writing and overall Literacy. Moray is also above the National Improvement Stretch Aim for Numeracy.

At fourth level, the performance is more variable and falls below the national average for all measures and is a reduction from the performance in 2018.

Year		Third level				
		LT	R	W	LIT	NUM
2019	Moray	88	86	85	82	91
	National	91	91	90	88	90
Stretch Aims					87	88
2018	Moray	88	84	82	79	82
	National	91	90	89	87	89
Year		Fourth level				
		LT	R	W	LIT	NUM
2019	Moray	35	31	28	23	55
	National	57	55	52	48	59
Stretch Aims						
2018	Moray	40	34	32	27	37
	National	55	53	51	46	56

### Senior Phase Attainment – S4-S6

Senior Phase Attainment is displayed for session 2017/18 which was prior to the restructure of the secondary school week in comparison to attainment for session 2018/19 which was the first year of the implemented 33 period week. The comparisons have been made between these 2 school sessions and with the national data set; the national data set provides a reliable comparator for Moray as many other authorities and schools groups have moved to a restructured secondary school week and this was an emphasis during our consultation period that we were able to benefit from a range of flexible approaches to improve outcomes for our children and young people.

### Literacy and Numeracy in the Senior Phase – S4, S5 and S6 cohorts

	MORAY		NATIONAL	
	2018	2019	2018	2019
S4				
L4 Literacy	90%	91%	91%	91%
L5 Literacy	71%	72%	70%	72%

L4 Numeracy	78%	81%	86%	86%
L5 Numeracy	44%	51%	53%	57%
S5				
L4 Literacy	96%	96%	97%	96%
L5 Literacy	86%	87%	87%	86%
L4 Numeracy	91%	90%	94%	94%
L5 Numeracy	67%	66%	72%	72%
S6				
L4 Literacy	97%	97%	99%	99%
L5 Literacy	95%	95%	96%	96%
L4 Numeracy	94%	96%	97%	97%
L5 Numeracy	84%	87%	87%	87%

For our S4 learners, Moray has improved performance in all measures for Level 4 and Level 5 Literacy and Numeracy and for Literacy is in line with National performance. Although there have been improvements in Numeracy, there is further progress to make in order to bring Moray in line with the National position.

In S5, Literacy at Level 4 is in line with National comparator and above at Level 5. For Numeracy, the improvements have not been realised despite a range of initiatives in place and is below the National performance. There are a number of schools, however, who have improved beyond this and are sharing their plans with other schools through Subject Group Meetings, the SQA Coordinator Group and school attainment meetings. In all our schools, there has been rigorous tracking and monitoring as well as bespoke Literacy and Numeracy opportunities to ensure that all young people leave school with the highest levels achievable; this data will be available after the February Insight update on leaver performance.

Our S6 pupils have remained fairly consistent in their Literacy performance and we have seen an increase in our Numeracy attainment which brings both Literacy and Numeracy broadly in line with National datasets.

#### Improving Attainment for All using complementary tariff point measures

	LOWEST 20%		MIDDLE 60%		HIGHEST 20%	
	2018	2019	2018	2019	2018	2019
S4						
Moray	95	94	291	295	423	426
National	100	95	308	311	425	425
S5						
Moray	171	170	587	532	950	925
National	192	175	595	574	964	954
S6						
Moray	376	387	902	900	1385	1352
National	376	358	878	867	1373	1365

Our pupils in S4 last session have improved attainment for the Middle 60% and Highest 20% of attainers although we are below National percentages. Where Moray has seen a reduction in tariff points, this has been broadly comparable

nationally. In Moray, all schools offer 6 National Qualifications and this is also extending the offer to include a range of Skills for Work and National Progression Awards which benefit many of our learners through the opportunity to undertake ungraded courses which have no final exam but do contribute to tariff points and breadth and depth measures and ensure pathways for our young people are extended appropriately and are flexible in nature; a number of these courses are offered through UHI Moray College as well as consortia approaches between schools and with partners, including DYW Moray, Craibstone and E-sgoil.

Our S5 attainment demonstrates that we are following the National trend where attainment for all groups of learners falling between 2019 and 2018. Nonetheless, this is a trend which we are actively addressing through our local authority curriculum focused groups and individual school approaches. We have also worked with UHI Moray College to develop their offer for all learners and the increasing number of S5 and S6 pupils who choose to remain in school to provide a challenging, appropriate and flexible pathway for all learners. This is being progressed as a matter of urgency within our curriculum planning and course options for session 2020/21 as well as initial improvements made for this session with identified learners through rigorous whole school tracking and monitoring of groups of young people.

Our attainment for lowest 20% and middle 60% of S6 learners is positive and has increased from session 2017/18 and compares well with National attainment for these measures. There is some work to do for the highest 20% of attainers to improve tariff points in this area, which most schools are addressing through the resilience and aspiration of these learners as well as a wider range of motivating courses; this includes Foundation Apprenticeships, YASS courses and Advanced Higher consortia provisions, as well as Higher National course units.

#### Breadth and Depth Measures for S4, S5 and S6 Cohorts

	1 @ SCQF L5		3 @ SCQF L5		5 @ SCQF L5		6 @ SCQF L5	
	2018	2019	2018	2019	2018	2019	2018	2019
<b>S4</b>								
Moray	83%	85%	63%	64%	41%	43%	28%	30%
National	82%	83%	65%	66%	48%	50%	38%	40%
	1 @ SCQF L6		3 @ SCQF L6		5 @ SCQF L6			
	2018	2019	2018	2019	2018	2019		
<b>S5</b>								
Moray	70%	64%	44%	42%	20%	20%		
National	69%	79%	46%	49%	23%	25%		
	3 @ SCQF L6		5 @ SCQF L6		1 @ SCQF L7			
	2018	2019	2018	2019	2018	2019		
<b>S6</b>								
Moray	76%	78%	44%	57%	40%	38%		
National	73%	74%	54%	55%	36%	35%		

S4 learner attainment for breadth and depth is measured at SCQF level 5 which included National 5 qualifications as well as Skills for Work and National Progression Awards at level 5. Our performance in Moray for all measures

has improved from session 2017/18; although there still is some work to do to improve some measures. This has been identified within schools and there are initiatives in place to improve these measures through curriculum offer, support for learners, improving attainment through tracking and monitoring and our relentless focus on high quality learning and teaching.

As indicated previously, S5 attainment is not as strong as we would expect and this is being taken forward as a priority. We have to improve this area in order that we provide young people with the best opportunities for a positive post school destination.

For S6 leavers in Moray, all measures at SCQF level 6 have seen an improvement and are outperforming the National comparator. There has been a slight reduction at Advanced Higher level which is reflected in the widening range of opportunities being made available; namely YASS, Foundational Apprenticeships and additional Highers or SCQF courses to support learner pathways.

The impact to date in this area is variable; some attainment measures demonstrate improvements from the previous year prior to the restructure and other measures have yet to see any demonstrable impact. In terms of these measures, actions moving forward are detailed in paragraph 3.10.

### 3.7 Development and enhancement of the curriculum

A key aspect of the curriculum rationale and design was allowing schools, senior leaders, school staff and the school community to play a role in the implementation and the ongoing review and improvement of their curricular offer. In order to support this within Moray Education, a number of groups were established to take forward this change; the groups included SQA Coordinators, Timetablers, Secondary Headteachers and secondary school Curriculum Groups; this involved a wide range of participants in our schools. This was complemented by individual school working groups linked to their strategic school improvement plan as well as bespoke partnership approaches.

All of our schools follow the seven design principles of Curriculum for Excellence while developing their curriculum rationale and design for the BGE; challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. The restructured secondary school week provided additional period allocation to develop further Literacy and Numeracy approaches in addition to English and Maths as well as interdisciplinary learning, wider achievement and Moray Skills Pathway events, through the “Growing your ...” conferences to support wider learning and a skills based approach to improving outcomes.

Additional curriculum initiatives include a wider range of electives for S1-3 pupils to support design principles of CFE, such as personalisation and choice. This has included Learning for Sustainability, Global Goals and this is also evident in 1+2 languages and the offer across our schools, 21<sup>st</sup> Century skills development through technology based courses such as cyber bullying, web design as well as Health and Wellbeing Awards and Mental Health

Awareness. This also allows for more robust interdisciplinary learning to take place across the school.

The Senior Phase has benefitted from additional period allocation which has been reviewed and developed appropriately for the context of the school community and environment. We have supported the empowerment of schools and the development of the need and unique context of a school to support a range of initiatives within a background of collective drive across Moray to improve outcomes for all our young people. An ongoing strength in Moray Education is our Senior Phase partnership approaches which was first evaluated favourably by Education Scotland during the Senior Phase Thematic Review in 2015 and provides an ongoing inventive approach to curriculum planning and delivery.

The majority of our schools have implemented five periods across the 6 courses in S4 with provision for Physical Education and Personal and Social Education. The schools that have had a slightly different structure have opted for additional time for English and Maths in S3 and additional opportunity for Universal Personal Support and Religious and Moral Education; this is the same time allocation but distributed slightly differently.

There is emerging impact to date in this area and the actions moving forward are detailed in paragraph 3.10.

### 3.8 Increased variety of opportunities for learning and teaching

The increased period allocation and focus on collaborative working resulting from the structure, provides an opportunity to deliver learning experiences for our young people in a variety of methodologies. Within Moray, we will continue to support our teaching collaborative to have autonomy through the permissions and freedom to take on initiatives and be creative in meeting the needs of learners and participation and engagement in evidence-based decision making, supporting co-design and co-production of goals and aspirations for young people and schools.

Although most young people welcome the variety of courses and delivery methods, they still overwhelmingly prefer to undertake courses within their own school. While this is appropriate for some courses, cohorts and schools, there is some work to do with pupils to broaden learning experiences to include other approaches, including digital solutions on a wider scale. All schools benefit from the offer from UHI Moray College and new additions to the portfolio has included Foundation Apprenticeships in a range of areas, alternative accreditation for subjects such as Laboratory Science, Web Design as well as units within the Higher National course framework through flexible and joint delivery. Some schools have also benefitted from outreach teaching from UHI Moray College in some shortage subjects within some schools; for example home economics, technical, bakery. We have also developed learning partnership working with Eden Court in Inverness to support senior phase Dance qualifications. Planning is in place to extend these further next session.

Some parents raised opportunities about a wider range of “life skills” for senior pupils in areas such as budgeting, cooking, basic DIY; some of these are offered in some schools along with other life skills such as Hygiene certificate and First Aid qualifications. For learners in some schools they have Religious and Moral Education reintroduced as a bespoke subject for some senior phase learners where it was not possible before; this was only for some schools.

The developments to date in this area and the actions moving forward are detailed in paragraph 3.10.

### 3.9 Flexibility to work with a range of partners/Wider Achievement opportunities

In order to support the development of the curriculum and creation of curricular opportunities, a Learner Pathway group was established and included schools leaders, Education and Engagement Team central staff, UHI Moray College, DYW Moray, CLD and TSi Moray. The rationale was to provide a wide and varied curriculum opportunity in the Senior Phase which benefited from a partnership and consortia approach as well as developing the Broad General Education to address areas for development, most notably in Literacy and Numeracy.

There have been a number of drivers for curriculum change and development across our 8 schools; these have been the opportunity for the notional 160 hours to be accessible for National Qualifications and their SQCF equivalents, opportunity to increase the Literacy and Numeracy across the BGE and Senior Phase, Universal Personal Support for a range of learners to ensure the key adult role is accessible to develop learning conversations, tracking and monitoring and target setting discussions and next steps, wider achievement opportunities, partnership possibilities with UHI Moray College courses, consortia approaches across our schools and the emerging potential of digital solutions through virtual learning and conferencing. The use of double periods across the BGE and Senior Phase has proved most positive and productive in practical subjects and some senior phase options; where this has been increased, the evaluations are positive.

In S5 and S6, there has been additional period allocation which has been used for Driving Attainment, Wider Achievement, DYW initiatives, additional Literacy and Numeracy interventions, work experience and vocational learning experiences. There has also been an increase in Youth Achievement Awards, Employability Awards, Leadership Awards, Personal Development Awards and Mental Health Award; all accredited within the SCQF framework.

Additional curriculum initiatives include increased access to and uptake in Aspire North for some schools, Career Ready which is now established across all schools, Duke of Edinburgh at all levels and widened offer for a range of pupils. Young people also had the opportunities to take on Ambassador roles through My World of Work and SCQF; both of which are national groups with a wide ranging focus and importance in line with national expectations and performance measures.



Engagement and partnerships with local businesses are supporting the co-design and co-development of a range of activities with our schools and young people, ensuring a responsive approach to pathways and the development of the world of work.

### 3.10 Next Steps – Continuing the Journey

Following this review after the first year of implementation, there are a range of actions for Education, our schools, our partners and our approaches to ensuring we are observing national guidance and direction of travel for curriculum progress and change. These approaches will be focused on work undertaken through membership of national groups, Moray working groups, ongoing strategic groups and school specific design, ensuring the unique context of each school and the strategic school improvement plan is central to the outcomes from above.

As we are in only the second year of implementation, there are still a number of opportunities we can continue to build upon and have the time and space to develop further opportunities. These will be more apparent as the restructure continues to be embedded and we have a longer data trend for performance measurement, enabling a wider ability to determine the impact on a number of national, local and community based measures.

- In order to further develop excellence and equity by raising attainment and closing the gap, identified actions are:
  - Improved and increased tracking and monitoring of Literacy and Numeracy of all learners, with emphasis on targeted young people
  - Bespoke Literacy and Numeracy attainment periods for S5 and S6 pupils to ensure they leave with the highest levels possible
  - Achievement of Literacy and Numeracy performance in line with Early Indication percentages agreed at school attainment meetings for both BGE and Senior Phase to support target setting and tracking initiatives
- Development and enhancement of the curriculum, identified actions are:
  - Additional time allocation in the BGE for Literacy and Numeracy alongside English and Maths period provision
  - Improvement of Universal Personal Support through a Moray-wide approach to ensure consistency and ongoing support and challenge of our young people
  - Opportunities for pupils to have a more consistent voice in curriculum planning
  - Development of electives in senior phase for some learners to ensure an appropriate curriculum offer
  - Ensure our curriculum is continually reviewed and revised in line with the learners in our schools and the increasing opportunities which become available in schools and through destinations
  - Engage with the national review of Senior Phase Subject Choices through to June 2020 to ensure we support the shaping of new and exciting opportunities in Scottish Education

- In order to increase the variety of opportunities for learning and teaching, recognised actions for session 2019/20 onwards are:
  - Support strategic and collaborative planning of interdisciplinary learning across stages
  - Increased opportunities for a Friday afternoon across all schools; work experience, volunteering, Duke of Edinburgh, sporting activities, wellbeing initiatives, partnership group inputs, DYW events, additional UHI Moray College courses; Improve coordination of extra curricular and Friday opportunities within school and consider how this can be approached across all schools
  - Continue to consider tricky issues such as timings of assemblies so it does not impact on teaching time
  - Embrace the range of tools and resources within Glow in order to extend digital learning opportunities within and beyond the classroom
  
- Actions to increase partnership working:
  - Increase UHI Moray College and school outreach programmes to include school to school outreach opportunities
  - Support the development of the Curriculum for Excellence Refresh
  - Participate in a partnership approach towards the potential of the 4<sup>th</sup> Industrial Revolution and the Skills 4.0 agenda
  
- Improved developments for wider achievement:
  - A wider range of achievement opportunities for BGE and Senior Phase pupils with recognised accreditation
  - Enhance approaches to tracking and monitoring of wider achievement of all

3.11 This review, along with the launch of the revised Learning and Teaching Strategy, Raising Attainment Strategy and a suite of practitioner guidance and support materials, will ensure that Education leaders have the necessary resources to raise attainment. This will require strong leadership and a relentless focus on improvement in order to raise attainment and achievement for all learners.

#### **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**

There are no legal implications arising from this report.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

None.

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

This was not required.

**(h) Consultations**

Depute Chief Executive (Education, Communities and Organisational Development), Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Secondary Headteachers and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 It is recommended that Committee notes the progress made to date in the first year of implementation of the restructured secondary school week and the emerging impact in the main areas identified.**

**5.2 It is also recommended that Committee scrutinises the identified next steps for continuing the changes within the secondary school week**

Author of Report: Karen Lees, Quality Improvement Manager

Background Papers:

Ref: