



## **Children and Young People's Committee**

Wednesday, 26 September 2018

**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, 26 September 2018** at **09:30**.

### **BUSINESS**

- 1 Sederunt**
- 2 Declaration of Group Decisions and Members Interests \***
- 3 Minutes of Previous Meeting of 27 June 2018** **7 - 14**
- 4 Written Questions \*\***
- 5\* Notice of Motion - Cllrs Eagle and Feaver** **15 - 20**
- 6\* School Estate Strategic Plan** **21 - 26**  
Report by the Acting Corporate Director (Education and Social Care)
- 7\* Education Scotland Inspection of Community Learning and Development 2018** **27 - 40**  
Report by Acting Corporate Director (Education and Social Care)
- 8\* Singleton Inspections of Early Learning Childcare Centres - Published Reports for June-August 2018** **41 - 48**  
Report by Acting Corporate Director (Education and Social Care)
- 9\* Early Learning and Childcare Expansion - Infrastructure and Training Grants** **49 - 52**  
Report by the Acting Corporate Director (Education and Social Care)

- 10\* Education Scotland Inspection of Portessie Primary School** **53 - 58**  
Report by the Acting Corporate Director (Education and Social Care)
- 11\* Education and Social Care Capital Budgets 2018-19** **59 - 66**  
Report by the Acting Corporate Director (Education and Social Care)
- 12\* Education and Children and Families Revenue Budget Monitoring Report 2017-18** **67 - 72**  
Report by the Acting Corporate Director (Education and Social Care)
- 13\* Use of Additional Support Needs Staff to cover mainstream Classes** **73 - 76**  
Report by the Acting Corporate Director (Education and Social Care)
- 14\* Question Time \*\*\***

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

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

## **Summary of Children and Young People's Services**

### **Committee functions:**

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

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



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

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

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

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

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

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# **THE MORAY COUNCIL**

## **Children and Young People's Committee**

### **SEDERUNT**

Councillor Sonya Warren (Chair)  
Councillor Paula Coy (Depute Chair)  
Miss Leah Burt (Member)  
Mrs Anne Currie (Member)  
Reverend Alastair Gray (Member)  
Mr Owen Hannan (Member)  
Mrs Susan Slater (Member)  
Ms Angela Stuart (Member)  
Councillor George Alexander (Member)  
Councillor James Allan (Member)  
Councillor Frank Brown (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 Shona Morrison (Member)  
Councillor Derek Ross (Member)

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**MORAY COUNCIL****MINUTE OF MEETING OF THE CHILDREN AND YOUNG PEOPLE'S  
SERVICES COMMITTEE****27 JUNE 2018****COUNCIL OFFICE, ELGIN****PRESENT**

Councillors S Warren (Chair), P Coy (Depute Chair), L Laing, A McLean, S Morrison, T Eagle, C Feaver, G Alexander, J Allan, L Creswell, R Edwards and D Ross, Ms A Stuart, Primary Representative, Mrs S Slater (Secondary Representative), Mr O Hannan (Parent Representative and Miss L Burt (Pupil Representative).

**APOLOGIES**

Apologies for absence were intimated on behalf of Councillor F Brown, Reverend A Gray, Reverend C Ketley and Mrs A Currie (Religious Representatives),

**IN ATTENDANCE**

The Acting Corporate Director (Education and Social Care); the Head of Integrated Children's Services; the Head of Schools and Curriculum Development, the Educational Resources Manager, the Corporate Parenting and Commissioning Manager and Mrs Tracey Sutherland, Committee Services Officer as Clerk to the meeting. Councillor Leadbitter was also in attendance as ex-officio.

**1. WELCOME**

The meeting joined the Chair in welcoming Miss Leah Burt from Elgin Academy to her first meeting in her role as Pupil Representative and looked forward to hearing her views and opinions at this and future meetings.

The meeting also joined the Chair in welcoming two exchange students, Mia and Katie, from Mount Dora, Florida. The 2 students are currently living in Forres with a host family until 12 July and are attending Forres Academy, as well as absorbing themselves in the local culture. On the invitation of the Chair i Mia and Katie provided a short presentation on their experiences so far.

**2. DECLARATION OF GROUP DECISIONS AND MEMBER'S INTERESTS**

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

### **3. ORDER OF BUSINESS**

The Chair informed the Committee that item 19 on the confidential section of the agenda “Out of Area Placements, Additional Resource Packages and Options to Develop Residential Child Care Provision in Moray” had been withdrawn and that Appendix I of item 17 “Out of Area Placements and Additional Resource Packages” (para 16 of the Minute refers) should have been circulated as appendix I of item 19 and therefore could not be discussed in the public section.

### **4. MINUTE OF CHILDREN AND YOUNG PEOPLE’S SERVICES COMMITTEE DATED 2 MAY 2018**

The Chair thanked Councillor Eagle for all his time and work as Chair of the Committee over the last year and asked him to present the Minute of the meeting of the Children and Young People’s Services Committee dated 2 May 2018.

The Minute of the meeting of the Children and Young People’s Services Committee dated 2 May 2018 was submitted and approved.

### **5. WRITTEN QUESTIONS**

The Committee noted that no written questions had been submitted.

### **6. SCHOOLS FOR THE FUTURE REVIEWS – ELGIN HIGH SCHOOL**

A report by the Acting Corporate Director (Education and Social Care) shared the findings of the Schools for the Future Review visits to the Elgin High School Associated Schools Group (ASG) which took place between February and March 2018.

Following lengthy discussion, during which officers responded to various Members questions, the Committee agreed:

- (i) to note the report; and
- (ii) the recommendations from the individual reports shown in Appendix 1 of the report.

### **7. SCHOOL STAFFING UPDATE**

A report by the Acting Corporate Director (Education and Social Care) updated the Committee on the ongoing situation with regards to the recruitment of teaching and promoted teaching staff in schools, highlighting the consequential impact on educational outcomes; and advising of the actions that are being taken to address recruitment and identifying potential options to manage the ongoing educational impact and day to day operation of schools.

Following consideration the Committee agreed to:



- (i) note the challenges in recruiting teachers and promoted teaching staff in schools and the impact of this on educational outcomes across Moray;
- (ii) recognise the variety of different approaches which have been undertaken to support recruitment challenges and the planned development of these; and
- (iii) note the options in relation to managing the impact of teacher and head teacher shortages in relation to educational outcomes and the day to day running of schools.

## **8. NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN: CONSULTATION**

A report by the Acting Corporate Director (Education and Social Care) informed the Committee about the Northern Alliance Regional Improvement Collaborative draft plan and arrangements for consultation with stakeholders.

Following consideration the Committee agreed to:

- (i) note the contents of the report;
- (ii) note the draft plan for the Northern Alliance;
- (iii) a wider consultation with stakeholders; and
- (iv) note that the final version of the plan will be submitted to Committee for approval on 26 September 2018.

## **9. EDUCATION SCOTLAND CONTINUING ENGAGEMENT – SCHOOL FOLLOW-THROUGH INSPECTION – MORTLACH 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 their continuing engagement visit from Education Scotland.

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

## **10. SINGLETON INSPECTIONS OF EARLY LEARNING AND CHILDCARE CENTRES – PUBLISHED REPORTS FROM APRIL 2018 TO MAY 2018**

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

Moray College Nursery  
 St Peter's Roman Catholic Primary School Nursery  
 Knockando Playgroup  
 Hythehill Primary School Nursery  
 St Gerardine Primary School Nursery

Findochty Primary School Nursery  
St Sylvester's Nursery  
Curious Minds  
Rothiemay and District Playgroup

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

Councillor Allan joined the meeting during the discussion of this item.

#### **11. PERFORMANCE REPORT (EDUCATION AND SOCIAL CARE) HALF YEAR TO MARCH 2018**

A report by the Acting Corporate Director (Education and Social Care) outlined the performance of services for the period from 1 October 2017 to 31 March 2018.

Following consideration the Committee agreed:

- (i) to note performance against Education and Social Care Performance Indicators and Service Plan actions as at the end of March 2018; and
- (ii) welcomed good performance as indicated in the report and noted actions being taken to seek improvements where required.

Councillor Laing left the meeting during the discussion of this item.

#### **12. EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2017/18**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the outturn for projects within the Capital Budgets within Education and Social Care for 2017/18.

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

#### **13. EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19**

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

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

#### **14. EDUCATION AND CHILDREN AND FAMILIES REVENUE BUDGET MONITORING 2017/18**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the budget position for Education and Children and Families Services as at 31 March 2018.

Following consideration the Committee agreed to note the budget position at 31 March 2018.

## **15. PROPOSED NAME FOR THE NEW LOSSIEMOUTH HIGH SCHOOL AND COMMUNITY CENTRE**

A report by the Acting Corporate Director (Education and Social Care) sought Committee approval for the proposed naming of the new build in Lossiemouth.

Councillor Edwards moved that as the new school is a replacement school the name should remain as Lossiemouth High School. This was seconded by Councillor Allan.

Councillor Alexander sought clarification on the definition of a Community School and by changing the name to Academy, does that have a different meaning as it does in England which could be deemed misleading for those applying for jobs from south of the border.

In response, the Acting Corporate Director (Education and Social Care) confirmed that there is no definition for a Community School, when the school was built under Grampian Regional Council it had originally been known as Lossiemouth High School and Community Education Centre and then changed to Lossiemouth Community High School. He further confirmed that the Academy system in England is different and does not affect schools in Scotland.

Mrs Slater questioned whether Lossiemouth High School had been an option put forward as part of the consultation with staff and pupils.

In response, the Acting Corporate Director (Education and Social Care) advised that the options had all come from the school and was not guided by staff within Headquarters.

Councillor Morrison questioned whether the 4 local members had been consulted on the proposed names.

In response, Acting Corporate Director (Education and Social Care) could not confirm if the members had been consulted directly, an assumption had been made when the information in the report was received that the Members would have been aware of the movement to change the name of the school.

Councillor Allan suggested that because of the name used for planning purposes was Lossiemouth Learning Centre, the school had assumed that this was going to be the new name and decided to carry out the consultation.

The Acting Corporate Director (Education and Social Care) suggested that as the new school is not due to open until 26 June 2020, there is enough time to re-run a full consultation with the option of Lossiemouth High School being included.

Councillor Morrison agreed with the suggestion but felt it was important that the views of the children currently in the school were not discounted.

The Acting Corporate Director (Education and Social Care) further suggested that there is a new Head Teacher coming into post at the start of the new term who may wish to be included in the discussions of the name.

As a result, Mrs Slater proposed an amendment to put the paper back to the school, to allow the new Head Teacher to take the agenda forward, given that she will be at the helm when the new school opens and ensure that the whole community is consulted and the Committee does not find itself in the same position in a year's time.

This amendment was seconded by Councillor Ross.

Following the proposed amendment, Councillor Edwards agreed to remove his motion and as there was no one otherwise minded the Committee agreed to defer the decision to rename the replacement school, to allow the new Head Teacher to take up her post and to ensure that the whole community is consulted on a proposed name change.

## **16. FOSTERING AND ADOPTION SERVICES UPDATE**

A report by the Acting Corporate Director (Education and Social Care) provided Committee with background information on the developments made within the fostering and adoption services, placement services, as a result of the phase 1 redesign.

Following consideration the Committee agreed to note the information provided within the report.

## **17. OUT OF AREA PLACEMENTS AND ADDITIONAL RESOURCE PACKAGES**

There was submitted a report by the Acting Corporate Director (Education and Social Care) providing Committee with background information on out of area placements and additional resource packages for children and young people with exceptional needs as part of a regular reporting programme.

The Committee noted that as the second recommendation on this report referred to the confidential report relating to this subject matter which had been withdrawn, this recommendation was no longer to be considered,

Following consideration the Committee agreed to note the information provided within the report..

## **18. QUESTION TIME**

Under reference to paragraph 9 of the minute of this meeting of 2 May 2018, Councillor Coy sought an update on the report looking at the reduced uptake of music tuition and what can be done to reduce the fees and increase the numbers for reasons of equity.

In response the Acting Corporate Director (Education and Social Care) apologised for there not being a report available for this Committee but assured Councillor Coy that a report will be prepared for the September meeting.

Mrs Slater further added that the report was also to look at the inequality for those pupils working towards qualifications in practical subjects having to pay for the resources used, whilst music students get their tuition for free.

The Acting Corporate Director (Education and Social Care) confirmed that the report would also cover this issue.

Under reference to paragraph 14 of the minute of this meeting of 2 May 2018, Councillor Ross stated that he understood that a report would be available for this Committee on the following:

- (i) the number of ASN staff hours that have been used to cover classes during the school year 2017/18;
- (ii) how many Head Teacher and Depute Head Teacher hours had been used to cover classes during the school year 2017/18;
- (iii) in terms of cover for the next session, figures on where visiting specialists will be deployed in the next school year on a school by school basis and how many will be deployed in each ASG.

Councillor Ross further added that in his particular Ward, he is aware that there are no visiting specialists employed in the Speyside ASG and feels that it should not be a postcode lottery on whether Visiting Specialists are available and in raising the issue wanted to highlight the problem and would have liked the information to be available to the Committee.

In response the Acting Corporate Director (Education and Social Care) said that the information is currently being collated as the data requested was for the 2017/18 school year which was due to come to a close on Friday 29 June 2018.

With regards to the Head Teacher and Depute Head Teacher hours used to cover teaching, the Acting Corporate Director (Education and Social Care) added that this information is not recorded, however the ASN cover is recorded and will be included in the report.

Councillor Ross further stated that he felt this information should be made available to Members in the future as, in his opinion, how Head Teacher's and Depute Head Teacher time is used is pertinent and expressed concern that this was not identified at the last meeting.

Councillor Morrison sought an update on progress following the recent Community Learning Development Inspection.

In response the Head of Integrated Children's Services confirmed that extra support in relation to capacity building will be given by colleagues from Education Scotland from mid August and that the support would also be available in the evening to engage with third sector organisations and communities. She further added that the Community Lifelong Learning Forum are meeting on Friday 29 June 2018 and the updated plan will be available for discussion at that meeting.

She further confirmed that an updated report with feedback on the plan and the visit in August from Education Scotland will be presented to this Committee at the September meeting.

Councillor McLean asked the Chair and Committee to join him in congratulating Mr Bill Hope, former Head Teacher, for 25 years at Elgin High School on his MBE, awarded on the Queen's Birthday Honours List for services to charity work which included being a founder member of the Elgin Branch of McMillan Cancer Research, long time chair of Moray Unicef, as well as being involved with the Prince's Trust for a quarter of a century.

In agreement, the Chair congratulated Mr Hope and further added that he is a great community stalwart and a perfect example for the young people of the area to follow.

Councillor Eagle sought clarification on the support being provided to Portessie Primary School following their recent inspection by Education Scotland. He stated acknowledged that there were good areas of the report but expressed concern that 33% of parents had identified that bullying was an issue at the school. He further stated that he had had numerous parents approach him about the issue and that as the end of term was approaching, asked what support is being put in place to help the Head Teacher deal with the issue in time for the start of the new term in August.

In response, the Acting Corporate Director (Education and Social Care) highlighted that the issues in the report could not be discussed at this meeting as not all members have seen a copy of the report, however he did confirm that the Head of Schools and Curriculum Development and her team are discussing this with the Head Teacher and measures will be put in place if required for the start of the new term.

The Head of Schools and Curriculum Development further added that following any inspection the school, in conjunction with the Quality Improvement Officer, has to develop an action plan in response to the recommendations or areas of improvement identified by the Inspectors. They will also closely look at the record of findings which gives the finer detail of the inspection process. She further advised that the QIO has already visited and met with the Head Teacher to develop the action plan and further support will be provided as required.

Councillor Alexander sought clarification on the Principal Teacher/Faculty Head system in Moray and asked if there is a policy or is it left to the Head Teacher to decide.

In response, Mrs Slater confirmed that there are no Faculty Heads in Moray. Any proposed changes would need to be consulted on with staff in terms of the lack of promotion opportunities this change would mean and would need to go through a change management programme for which there is a policy .

The Head of Schools and Curriculum Development further responded that staffing is part of the devolved school budget and many Head Teachers have taken the difficult decision, in consultation with staff to merge departments together when staff have left.

**Notice of Motion**  
**Children's & Young Peoples Services Committee**  
**26<sup>th</sup> September 2018**

**British Heart Foundation – CPR In schools**

CPR is a vital lifesaving technique that can significantly increase survival rates for those that suffer from a sudden cardiac arrest. Evidence has shown that where CPR is taught to every pupil in schools it has an impact on survival rates. In Denmark the survival rate tripled after the introduction of this measure.

Secondary schools across Moray already delivery CPR training including Elgin Academy and Buckie High who purchased equipment last year. We would like to see Moray Council join the growing number of Scottish local authorities to ensure that all pupils in Secondary school leaves school with the skills to be able to carry out CPR.

We therefore propose that this committee –

1. Notes the attached letter from the British Heart Foundation Scotland
2. Instructs the Director of Education to write to Daniel Jones, Policy and Public Affairs Officer, British Heart Foundation Scotland to invite him to meet to discuss how best Moray Council can bring forward proposals around delivering training to secondary school pupils on CPR.

Signed

Cllr Tim Eagle

Cllr Claire Feaver





Cllr Tim Eagle  
Education Convener  
Moray Council

14 June 2018

By email

Dear Cllr Eagle,

I am writing following the decision taken by Glasgow City Council to introduce cardiopulmonary resuscitation (CPR) training for all secondary pupils, as referenced in Monday 11 June 2018's edition of The Evening Times.

We at the British Heart Foundation want every Local Authority across Scotland to benefit from the chance to have the same opportunity to improve its cardiac arrest survival rates in the same way as Glasgow, and providing CPR training to all secondary school pupils would be the way to do this. In that regard, I invite Moray Council to follow Glasgow's lead in implementing compulsory CPR training for all school pupils, and I would like to offer the British Heart Foundation's support in helping you to achieve this.

We know there are great benefits to be yielded in every secondary pupil being trained in CPR and having the right skills to step in when a cardiac arrest occurs. At the moment in Scotland, only 1 in 20 people will survive an Out of Hospital Cardiac Arrest. After making it compulsory for all schools to teach their pupils CPR, cardiac arrest survival rates in Denmark increased to 1 in 4. Following the introduction of the same policy in Norway, survival rates there increased to 1 in 4. And survival rates from Out of Hospital Cardiac Arrests in Seattle increased to 1 in 5 after it made it mandatory for all of its pupils to learn CPR.

We also know that cardiac arrests are a social justice issue. You are twice as likely to have a cardiac arrest in an area of high deprivation. On average, cardiac arrests are experienced seven years earlier in areas of high deprivation than in low deprivation. And you are 43% less likely to survive to leave hospital if you live in an area of high deprivation. Ensuring that every school pupil has the right skills to step in and perform CPR in the event of a cardiac arrest therefore presents a great opportunity to save more lives across Moray Council.

The British Heart Foundation Scotland would like to offer its support to Moray Council to help ensure that all secondary school pupils can be trained in CPR. With five schools being part of our Call, Push, Rescue programme, Moray Council is already well on its way to helping us create a nation of lifesavers. But ensuring that every secondary school pupil



BHF Scotland  
The Cube  
43a Leith Street  
Edinburgh  
EH1 3AT  
T 0131 555 5891

**FIGHT FOR EVERY HEARTBEAT**  
bhf.org.uk

receives CPR training as a matter of course in their curriculum gives us an opportunity to ensure that, when a cardiac arrest occurs, there is a better chance of someone nearby having the right skills to step in and save that person's life.

BHF Scotland offers a free Call, Push, Rescue training kit (worth £1300) to all schools which are eligible to receive one. For all schools in Moray Council which are not part of our Heartstart training programme or who do not yet have our Call, Push, Rescue kit, this allows pupils to be trained in CPR in as little as 30 minutes through DVD-led instructions using the CPR manikins which are included with the kit. I have enclosed below for your reference a list of schools already receiving Heartstart training or which have Call, Push, Rescue kits, as well as a list of the schools which do not yet have a Call, Push, Rescue kit, but are eligible to receive one.

BHF Scotland  
The Cube  
43a Leith Street  
Edinburgh  
EH1 3AT  
T 0131 555 5891

I hope that you will feel encouraged to follow Glasgow City Council's lead in providing CPR training to all secondary pupils in schools across Moray Council. I would welcome the opportunity to meet with you to discuss how we could support you and your schools in delivering this training to your pupils. Please contact me through the details below to arrange if this is something which you would find helpful.

Yours sincerely,



Daniel Jones  
Policy and Public Affairs Officer  
British Heart Foundation

Telephone: 0131 561 3358  
Email: [jonesda@bhf.org.uk](mailto:jonesda@bhf.org.uk)

## ANNEX A

Schools in Moray Council with Call, Push, Rescue training kits:

School name
Speyside High School
Keith Grammar School
Buckie High School
Elgin Academy
Lossiemouth High School
Milne's High School

Schools in Moray Council without Call, Push, Rescue kits but eligible to receive one:

School name
Elgin High School
Forres Academy





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: SCHOOL ESTATE STRATEGIC PLAN**

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

## **1. REASON FOR REPORT**

- 1.1 The purpose of this report is to inform Committee of the development of a strategic plan for the Council's school estate and to approve the principles and assumptions underlying it.
- 1.2 This report is submitted to Council in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

## **2. RECOMMENDATION**

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

- (i) **scrutinises and notes the contents of the report.**
- (ii) **approves the assumptions and principles as detailed in paragraphs 3.7 and 3.8. and;**
- (iii) **agree that a draft strategy based on the approved assumptions and principles is submitted to a future the meeting of this Committee.**

## **3. BACKGROUND**

- 3.1 The Council has a duty to provide adequate and efficient education in Moray, with sufficient school accommodation. It also has to endeavour to raise standards, improve the quality of education delivered, ensure that education is directed towards the development of the personality, talents and mental and physical abilities of pupils to their fullest potential and provide for additional support needs whilst also securing best value and meeting equalities duties. It also has a duty to have regard to pupils views, so far as reasonably

practicable, and educate pupils in accordance with the wishes of parents so far as compatible with the provision of suitable education and the avoidance of unreasonable public expenditure.

- 3.2 The school estate provides the essential infrastructure for the delivery of education in Moray. The majority of the school estate was built and designed for demographics and methods of teaching that are no longer applicable. This produces pressures on capacity issues, teaching and learning resources, building maintenance and new build provision.
- 3.3 The current “Schools for the Future” policy is a valuable tool in assessing education at an ASG level but does not assist with strategic planning on a Moray wide basis which looks at provision at this level. Decisions on future bids for Scottish Government funding for new schools should be based on Moray wide options appraisal. The Schools for the Future policy will be revised at the end of the current cycle.
- 3.4 It is also of note that there is a need to plan for and respond to population changes, in particular predicted population growth in Elgin. It is acknowledged that the current short term approach to the school estate will require to be replaced with a longer term strategy for the future school estate looking across the whole of Moray and work on this is underway with a view to bringing forward a proposal early in 2019.
- 3.5 The lack of a school estate strategy is also impacting the Local Development Plan. Developer obligations of in excess of £30 million are at risk if the Council does not effectively plan for school estate provision. The current review of the Scottish planning system places a strong emphasis upon an infrastructure first approach and the Council has set up an Infrastructure Delivery Group, chaired by the Council’s Development Plans Officer, including Scottish Water, Transportation and NHS Grampian. A forward looking strategy is a key element of an infrastructure first approach, also allowing consideration of shared “hub” facilities with other community planning partners. The strategy is also required to ensure that sites are identified in the right locations for new schools, ensuring that the land is valued at the correct level.
- 3.6 Without a long term strategic view of the school estate in Moray, significant financial decisions will continue to be made on a reactive basis and inevitably will not provide best value in terms of investment for improvement in education provision or financial sustainability and is likely to involve significant abortive spend.

In response to this senior officers have begun to develop a Moray wide School Estate Strategy. Amongst other factors this Strategy is being informed by:

- Educational needs
- Information from “Schools for the Future” reviews
- Condition and suitability of schools
- Pupil roll forecasts

- The Local Development Plan 2020
- Provision of teaching and staff support
- Local and regional demographics
- Financial costs
- Potential for collaboration across departments and partner agencies.

3.7 The Strategy is in development and will be clearly focussed on educational benefits and long term sustainability. However, early discussions have identified some assumptions that are fundamental to how the approach is developed and before proceeding further, these are being raised with the Committee to assess the appetite for change in these areas.

- Capacity of a school will be determined by local circumstances. The Council's position on this point will enable forward planning based on demographic predictors and for modelling of options to be undertaken more flexibly rather than being based on an arbitrary upper limit which experience suggests is often breached.
- That the needs for education will be aligned with demographic and population change and asset management programmes up to 2035 to deliver a sustainable school estate.
- That there will be a focus on providing schools which will inspire pupils and teachers and help improve the quality of education of all pupils from all backgrounds
- Where possible enhance collaboration and partnership working through shared infrastructure with all public sector bodies and mitigate community impacts through option appraisal.

3.8 The principles of a long term strategy for Morays School Estate will include:

- consideration of how future proposals align with national policies (such as Curriculum for Excellence); outcomes and indicators of
  - educational attainment
  - confidence of children and young people
  - resilience of children and young people
  - engagement in extra curriculum activities
  - young people in learning, training or work
  - skill shortage vacancies
- Enabling the Council to fulfil its own aim of the "Schools for the Future Policy" to be "Ambitious to achieve excellence together" resulting in better attainment and attracting high quality staff.
- consideration of how future proposals will improve the quality of the curriculum and create positive environments for more effective learning and teaching that is better matched to the needs of children and young people taking full account of:-
  - changing patterns of demand for school places;
  - travel and transport options; and
  - financial and budgetary considerations.

- Enabling collaboration with Community Planning Partners to deliver shared infrastructure reducing public sector costs.
- Allowing the full requirements for new school provision, land and developer obligations to be considered at an early stage, reducing the costs to the Local Authority and other public sector bodies through collaboration.
- Allowing informed decisions on new build programmes and in the meantime prioritisation of school maintenance, refurbishment to deliver efficient maintenance and build contracts.

3.9 It is proposed that a draft strategy based on the assumptions and principles detailed at 3.7 and 3.8 above is submitted to a future meeting of this Committee for consideration.

#### 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 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**

Developer obligations in excess of £30 million are at risk if the Council does not plan effectively for school estate provision.

(d) **Risk Implications**

In the event that a strategy is not adopted the major highlighted risks are:

- An inability to maximise external funding
- Further deterioration of the school estate resulting in unforeseen school closures.
- Ad hoc school development which does not take into account wider needs.

(e) **Staffing Implications**

There are no staffing implications directly 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 Head of Financial Services; the Property Resources Manager; the Legal Services Manager, Litigation & Licensing; Equal Opportunities Officer; Head of Development Services, Education and Social Care Senior Management Team and Corporate Directors. Where comments have been received, these have been included within the report.

**5. CONCLUSION**

**5.1 That Committee notes that a strategic plan is being adopted and approves the principles and assumptions being followed.**

Author of Report: Nick Goodchild, Educational Resources Manager  
Background Papers:  
Ref:





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF COMMUNITY  
LEARNING AND DEVELOPMENT 2018**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of the outcome of the strategic and place-based Community Learning and Development (CLD) inspection.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to the function of the Council as an Education Authority within the terms of relevant legislation with regard to community education.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the content of the report and the Community Learning and Development Improvement Plan.**

## **3. BACKGROUND**

- 3.1 It is a requirement under the Education (Scotland) Act 1980 that the Council secures for its communities, and particularly those disadvantaged "adequate and efficient provision" of Community Learning and Development. Requirements for Community Learning and Development (Scotland) Regulations 2013 outline the expectations on local authorities and their partners to deliver on this. The purpose of CLD is "to empower people, individually and collectively to make positive change in their lives and communities through learning." Scottish Government 2012.
- 3.2 In January 2018 an Education Scotland inspection team visited Moray and spent 2 days focussing on the strategic governance of CLD and strategic leadership. This was followed up by a "place based" week at Buckie High School covering the Buckie area, including the coastal areas of Portknockie, Cullen, Findochty and Portgordon. During this week the team met partners, staff, volunteers and focus groups of learners. The quality of learning provision was reviewed, how people are building capacity plus developing their own skills, and how partners are responding to and contributing to the

national policy drivers and local needs. Some of the key drivers are closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities. The team are tasked with answering 2 questions during the inspection: How good is the strategic leadership of community learning and development? and How good is the learning and development in our community?

3.3 The inspection found the following key strengths:

- Strong partnership between Buckie High School, youth workers and other partners that is enriching the learning on offer for young people; and a
- Strong culture of volunteering and effective community groups contributing to a strong sense of place.

The improvement actions highlighted were:

- Improve leadership, governance and planning for change at all levels in line with legislative requirements
- Improve approaches to the management of risks and meeting CLD standards
- Improve the systematic gathering, analysis and sharing of performance information across partners.

The full report is available at:

<https://education.gov.scot/assets/contactorganisationinspectionreports/moraycouncilclins300418.pdf>

3.4 As a result of the findings and improvements required Education Scotland has offered improvement sessions in August 2018. On the 14 August 1330-1500hrs the Community Lifelong Learning Forum will focus on meeting the targets and governance within the CLD plan. The second session 1600-1700hrs will be for Senior Leaders and the Community Planning Partnership Board focussing on meeting the CLD legislative requirements. On the 15 August 0930-12 noon a third session will be offered to practitioners across Moray about delivering the “learning offer.” The Education Scotland Lead Officer will maintain contact with the Acting Corporate Director, who is the CLD lead for the authority, on the improvement journey and a further inspection visit to evaluate progress will take place in Spring 2019.

3.5 A CLD Improvement plan has been created and agreed by the Community and Lifelong Learning Forum. **(APPENDIX 1)**

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

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

The contents of this report relate to Moray 2026 priority 3: Ambitious and confident children and young people.”

**(b) Policy and Legal**

If the improvement recommendations are not timeously met then the authority will be at risk of an adverse follow up inspection.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

The reputation of the Council and Community Planning Partnership will be at risk if measures are not acted upon.

**(e) Staffing Implications**

The strategic governance of CLD through the Community Lifelong Learning Forum and reporting link to and from the Community Planning Board requires a clear staffing commitment to move the CLD agenda forward strategically.

**(f) Property**

There are no property implications by this report.

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

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

**(h) Consultations**

Education and Social Care Senior Management Team, Margaret Forrest, Legal Manager (Litigation and Licensing), Paul Connor, Principal Accountant, Equal Opportunities Officer, Katrina McGillivray, Senior Human Resources 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 It is requested that Committee notes and scrutinises the contents of this report.**

Author of Report: Karen Delaney, CLD Support Officer.

Background Papers:

Ref:



# CLD Improvement Action Plan

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## 2018 - 2019

Following the inspection of Community Learning and Development in the Buckie area the following areas for improvement were identified.

A	Improve leadership, governance and planning for change at all levels in line with legislative requirements
B	Improve approaches to the management of risks and meeting CLD standards
C	Improve the systematic gathering, analysis and sharing of performance information

The purpose of Community Learning and Development is to empower people, individually and collectively to make positive change in their lives and communities through learning.” Scottish Government 2012. Community learning and development’s specific focus is:

- Improved life chances for people of all ages through learning, personal development and active citizenship;
- Stronger, more resilient supportive, influential and inclusive communities.




This plan has been specifically created in response to the areas of improvement from the Education Scotland inspection of Community Learning and Development (CLD) partners covering the area of Buckie and to a lesser extent the coastal areas of Portknockie, Cullen, Findochty and Portgordon.

Strategic partners were met over 2 days in January 2018 focussing on strategic leadership, followed up by a “place week” based at Buckie High School, where inspectors met partners, staff, volunteers and learners. The quality of learning provision was reviewed, how people are building capacity plus developing their own skills and how partners are responding to and contributing to the national policy drivers and local needs. Key drivers are closing the poverty-related attainment gap; prevention; reducing social isolation; tackling health inequalities; and empowering communities.

The targets in this plan will be incorporated into the new CLD Plan for 2018-21 and monitored by the Community and Lifelong Learning Forum and reported to the Community Planning Officers Group. It is significant to note that Moray Council does not have a Community Learning and Development Service.

Progress in respect of each improvement area will be monitored using the Red, Amber and Green (RAG) system of project management and status reporting. Each area will be assigned an appropriate colour code. This will be subject to continuous monitoring by the Quality Assurance Performance and Planning Team to ensure that identified timescales are met.



			<p><b>Red (trouble):</b> At risk to miss scheduled completion date. Immediate management action required.</p> <p><b>Amber (danger):</b> At risk if issues are not addressed. Attention required.</p> <p><b>Green (all good):</b> On track to meet scheduled dates</p>
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<b>A</b>	<b>Improve leadership, governance and planning for change at all levels in line with legislative requirements</b>					
<b>Development Area What Do We Need to Do?</b>	<b>Action How Will We Do It?</b>	<b>Lead</b>	<b>Timescale Immediate Short Medium Long</b>	<b>Progress</b>	<b>Evidence of impact. How will we measure improved outcomes for learners and communities</b>	<b>Red Amber Green</b>
<b>Strategic Actions</b>						
Identify a chair who will drive the work of the group & key strategic CLD partners	<p>Discuss appointment within the Partnership &amp; appoint new chair who will drive the CLD agenda</p> <p>Agree composition of partnership &amp; induct new members ( to include eg Education, Arts &amp; Culture, Sports Development, Police)</p>	Acting Corporate Director (ACD)	Immediate	Head of ICS appointed. Duties under review	<p>Chair appointed providing stability of leadership to take forward the CLD agenda, influence CPOG &amp; CP Board</p> <p>Compliance with CLD regulations through external inspection validation;</p> <p>QI 9.2 Leadership &amp; direction</p>	RED
Deliver development workshops to develop the CLD strategic partnership to drive the CLD Plan and targets	<p>Development session 1: Develop a shared vision and aims statement for CLD. Suggest renaming the partnership. Discuss core areas of shared commitments.</p> <p>Development session 2: Develop , discuss and agree the terms of reference; Review the new CLD Plan and targets. Reporting mechanism and frequency agreed.</p>	CLDSO	<p>Immediate</p> <p>Immediate</p>	<p>29 June 2018 session delivered. Core commitments agreed.</p> <p>Due 27 July 2018</p>	<p>Strategic partners will share, own and be accountable to each other in taking forward CLD targets and aspirations. CLD will be owned and identified with by partners.</p> <p>Partners will be able to articulate their roles in relation to CLD. Target updates inputted on the CPD Plan at regular intervals.</p> <p>QI 9.2 Leadership &amp; direction QI 8.1 Partnership working</p>	GREEN

Agree a reporting mechanism to ensure CLD business gets reported to CPB	Partnership suggest a structure to CPOG to include "CLD Champions"	ACD	Immediate	Proposal forwarded to Directors to progress at 15 August meeting	Evidence of CLD discussed at CPOG and CPB  QI Improvement in performance QI 8.1 Partnership working	GREEN
Create a CLD brand for Moray	Discuss a shared identity that says CLD with Partnership; meet with Councils media officers; table proposals and seek agreement	CLDSO	Immediate	2 meetings held with Media Officers. Suggestion to be shared at July partnership meeting.	Confidence in articulating and recognising CLD reported by staff and partners  QI 3.1 impact on staff and volunteers QI 4.1 Impact on Community	GREEN
CSU to identify funding to support LOIP needs	CSU to request funding specific to LOIP development role and Community Asset Transfers; Recruit & induct appointee	CSU	Immediate	Paper approved; temporary 2 posts advertised and appointed; in place July 2018	Progression of the Locality Plans in 2 designated areas.  QI 1.1 Improvements in performance QI 4.1 Impact on community	GREEN
Ensure sustainable practice measures are in place in developing provision	Discuss and agree a sustainable checklist for proposed provision; Adopt practice at the start of pilots	H&SC	Short	Meeting arranged for 12 July 2018	Checklist created and process followed to develop sustainable provision for communities  QI 8.2 Financial, resource, knowledge & information management	GREEN

B	Improve approaches to the management of risks and meeting CLD standards						
Development Area What Do We Need to Do?	Action How Will We Do It?	Lead	Timescale Immediate Short Medium Long	Progress	Evidence of impact. How will we measure Improved outcomes for learners and communities?	Red Amber Green	
Strategic Actions							
Deliver a CLD event to inform/update partners and community groups on CLD	Identify contributors & facilitators; create programme & advertise; hold facilitators meeting; agree groupwork & evaluation methods; prepare inputs; deliver	CLDSO	Immediate	2 sessions delivered 15 May 2018, 42 participants	Positive evaluation and further contributions for CLD plan  QI 8.1 Partnership working	GREEN	
Adult Learning Partnership	CLDSO meet with UHI. Ascertain the need for a revived Adult Learning Partnership; Call an adult learning providers meeting and reach agreement on best value structures and priorities.	Depute Director Moray College UHI	Short	UHI restructuring and new partnership post commences August 2018	Evidence of agreements reached, collaboration, signposting and shared targets  QI 1.1 Improvements in performance QI 8.1 Partnership working	GREEN	
Adult Learners Forum	CLDSO meet with UHI.Ascertain the interest in reviving the Forum led by the Student Association but broadened out to be inclusive of all learners	Depute Director Moray College UHI	Medium	UHI restructuring and new partnership post commences August 2018	Learner's voice drives the improvement focus.  QI 1.1 Improvements in performance QI 2.1 impact on learners	GREEN	

Clarify the core learning offers in youth Work; family Learning; Adult learning & capacity Building	Deliver a session on learning offers; Partners tasked to confirm their core learning offers and mapped into "Learn, Work and Train."	CLDSO & OFAO	Short	Session proposed with Education Scotland 14 August 2018	Staff and volunteers will better articulate what the provision is to their community resulting in an increased uptake of provision  QI 1.1 Improvements in performance QI 3.1 Impact on staff and volunteers	GREEN
Create a CLD workforce strategy to include progression pathways for CLD practitioners	CLDSO meets with SDS as potential lead. Partnership identify the pathways for each theme; Agrees the training pathways to be delivered over the new CLD plan term; identifies any possible funding; Training offers publicised through i-Develop; Moray Community Training Calendar & tsiMORAY	SDS	Medium	Meeting has taken place & proposed leadership agreed.	My World of Work information updated; CLDSC membership increased ( baseline 19) Increased confidence reported by staff  QI 3.1 Impact on staff and volunteers	GREEN

Identify a CLD presence in each ASG	Partnership to identify key locations in each community in consultation with learners & activists; Reach agreement on how to cover the contact from Partnership contacts eg surgery supported by volunteers	Chair	Short	Agenda item August meeting	Provision uptake monitored and impact logged  QI 1.1 Improvements in performance QI 4.1 Impact on the community	RED
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C	Improve the systematic gathering, analysis and sharing of performance information across the partners					
Development Area What Do We Need to Do?	Action How Will We Do It?	Lead	Timescale Immediate Short Medium Long	Progress	Evidence of impact. How will we measure improved outcomes for learners and communities?	Red Amber Green
<b>Strategic Actions</b>						
Create a small scrutiny group to analyse returns	Permission for Research Information Officers time to support CLD Plan on an ongoing basis; Deadlines for partner information agreed;	CLSD SO	Immediate	Request made to ACD	Partners having provided regular target updates can make informed decisions on direction of focus.  QI 1.1 improvements in performance	RED
Learn from external practice of other authorities on achievement tracking and monitoring in schools	Buckie High School to liaise and visit recommended schools over summer term and feedback to partners. Improvement measures introduced	Head Teacher/QIO	Medium		Increase in variety of achievement recorded on pupil profile.  QI 1.1 Improvements in performance	RED
Deliver an annual partnership celebrating CLD report	Partners will agree to provide information, photographs and learners/activist quotes on the themes (4P's)	Chair & CLDS O	Medium	Partnership agreed to contribute.	Moray CLD achievement celebrated, shared and profile raised.  QI 1.1 Improvement in performance QI 3.1 impact on staff and volunteers	GREEN







**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND  
CHILDCARE CENTRES – PUBLISHED REPORTS FOR JUNE -  
AUGUST 2018**

**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 June to August 2018. These were:

Dyke Pre-School Centre  
Building Blocks Nursery, Buckie  
Rainbow Castle, Elgin  
Keith Play Centre Nursery

- 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 carry 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](http://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 **4 Singleton Inspection** reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Dyke Pre-school Centre	26.04.18
Building Blocks Nursery, Buckie	26.06.18
Rainbow Castle, Elgin	15.06.18
Keith Play Centre Nursery	17.05.18

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

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

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

Priority 2 – Building a better future for our children and young people in Moray.

**(b)   Policy and Legal**

The Care Inspectorate inspect 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**

There are no financial implications arising directly from the report.

**(d)   Risk Implications**

There are no risk implications arising directly from this report.

**(e)   Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

There are no property implications arising directly from this report.

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

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

**(h) Consultations**

Senior Management Officers in Education and Social Care, Quality Improvement Officers, Paul Connor, Principal Accountant, the Legal Services Manager (Litigation and Licensing), the Equal Opportunities Officer, the HR Manager, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 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:



### Summary of numbers of recommendations and requirements made to providers.

Provider	Number of Recommendations	Number of Requirements
Dyke Pre-school Centre	3	1
Building Blocks Nursery, Buckie	2	0
Rainbow Castle, Elgin	6	0
Keith Play Centre	3	3

### Details of gradings, recommendations and requirements made to providers.

#### Dyke Pre-school Centre

##### *Gradings*

Quality of Care and Support	3	adequate
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	3	adequate

(N/A – Not Assessed)

##### Recommendations

- To further help children to learn, develop skills, confidence and self-esteem the staff with the support of the manager should:
  - be flexible in offering choices and resources inside and outside, that capture children's interest with the individual in mind so children direct their play and remain motivated
  - ensure children are better encouraged to express their ideas and feelings and own theories through conversations, decision making and taking responsibility
- Staff should take part in training and development that enables them to provide quality experiences for children, supporting them to achieve their potential. This should be achieved through:
  - planned line management supervision with individual staff
  - the development of a training action plan for staff, taking account of individual and collective needs, that is effectively monitored and implemented
  - shared learning and responsibility for taking forward improvements
- A continuous and well-judged pace of change linked to strong self-evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This should be achieved through:
  - an evaluation calendar/planner to assist with specific, clear and measurable targets.
  - the involvement of staff, children and parents/carers.
  - observation and reflection by the manager and staff

##### Requirements

- To ensure that safe recruitment procedures are implemented, the management committee and provider must ensure that all checks for staff and volunteers are completed prior to appointment and that staff are registered with the Scottish Social Services Council (SSSC) within six months of commencing in post by 6

June 2018. This is to ensure that there is care and support is consistent with the Health and Social Care Standards which state that "I am confident that people who support and care for me have been appropriately recruited" (HSCS 4.24), and in order to comply with Regulation: Fitness of employees (9)(1) and (2)(a)(b)(c) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011

### **Building Blocks Nursery, Buckie**

#### *Gradings*

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

#### Recommendations

- Staff training and development should reflect individual and collective needs and be effectively monitored so its impact is measured and it is clear what has made a difference for children and quality of the provision.
- A continuous and well-judged pace of change linked to strong self-evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through:
  - an evaluation calendar/planner to assist with specific, clear and measurable targets
  - the involvement of staff, children and parents/carers
  - observation and reflection by the manager and staff

#### Requirements

- None

### **Rainbow Castle, Elgin**

#### *Gradings*

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

#### Recommendations

- The manager should improve the practice of child protection so that the safety and wellbeing of the child is promoted through:
  - a format of good quality recording that is sufficient, succinct and accurate that supports good sharing of information
  - opportunities for staff to reflect on child protection concerns to affirm their knowledge and develop/maintain a shared understanding
  - establish a consistent approach that is implemented by those with child protection responsibilities
- The manager and staff should review and develop approaches so that children are helped to self-regulate and manage their own behaviour, and better outcomes for children are promoted through partnership with parents.

- Senior practitioners should be supported to effectively lead and support practitioners to improve their skills and knowledge, enhancing the culture that values staff
- Staff training and development should reflect individual and collective needs and be effectively monitored so its impact is measured, and it is clear what has made a difference for children and quality of its provision.
- The provider should consider the role of the depute manager so that they have sufficient time to undertake the role in the absence of the manager
- A continuous and well-judged pace of change linked to strong self-evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through:
  - an evaluation calendar/planner to assist with specific, clear and measurable targets
  - the involvement of staff, children and parents/carers
  - observation and reflection by the manager and staff

#### Requirements

- None

#### **Keith Play Centre**

##### *Gradings*

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

This unannounced visit was to follow up on requirements and recommendations from previous inspection. All recommendations have been met and 3 requirements still to be addressed which the school are working on.

#### 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:
  - play rooms that are well thought out and organised to promote greater choice
  - a wider range of resources/play equipment, that include real and natural materials
  - spontaneous and free flow use of the outdoor play area
- Staff should take part in training and development that enables them to provide quality experiences for children, supporting them to achieve their potential. This should be achieved through:
  - tiered line management supervision with individual staff
  - the development of a staff training action plan, taking account of individual and collective needs, that is effectively monitored and implemented
  - the impact of training on outcomes for the children
  - shared learning and responsibility for taking forward improvements.

- A continuous and well-judged pace of change linked to strong self-evaluation for improvement should be established, so that there is a positive impact on outcomes for children. This could be achieved through
  - an evaluation calendar/planner to assist with specific, clear and measurable targets.
  - the involvement of staff, children and parents/carers.
  - observation and reflection by the manager and staff.

#### Requirements

- In order to ensure that individual children's care and support needs are met at all times, the provider must review planning to include individual needs, interests and age and stage by 21 September 2018
- In order to support children in a sensitive and caring manner so that they learn to regulate their own behaviour, the provider must develop positive and restorative strategies in behaviour management by 21 September 2018.
- In order to ensure that effective and robust child protection procedures are followed, the manager must arrange for child protection training to be delivered to the whole staff team by 24 August 2018.





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: EARLY LEARNING & CHILDCARE EXPANSION –  
INFRASTRUCTURE AND TRAINING GRANTS**

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

## **1. REASON FOR REPORT**

- 1.1 To provide an update to Committee on grant funding for Early Learning & Childcare partner providers in preparation for the expansion of Early Learning & Childcare (ELC).
- 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 **The Committee is asked to consider the contents of this report in relation to the agreement to provide infrastructure and training grant funding to partner providers subject to agreed criteria and conditions.**

## **3. BACKGROUND**

- 3.1 On 27 September 2017 Moray Council granted delegated authority to the Head of Lifelong Learning, Culture and Sport to authorise payments from indicative grant funding of £100,000 to ELC partner providers for infrastructure improvement projects and staff training and development proposals (year 1 of grant funding). The Council also agreed that payments should be reported to Children and Young People's Services Committee on a regular basis (paragraph 20 of the minute refers).
- 3.2 On 6 June 2018 Moray Council granted delegated authority to the Acting Corporate Director of Education and Social to authorise payments from additional indicative grant funding of £110,000 (year 2 of grant funding). The Council further agreed that payments should be reported to Children and Young People's Services Committee on a regular basis (paragraph 8 of the minute refers).
- 3.3 The grant funding has been made available from the ELC expansion budget (2017/18 and 2018/19 allocations) provided as a ring-fenced grant by the

Scottish Government. The total indicative grant funding agreed for the two years is £180,000 for infrastructure projects and £30,000 for training and development.

- 3.3.1 An initial offer of grant funding was open to all current and potential future partner providers until 31 March 2018. A further offer will be made available later in the year if there are sufficient funds remaining. As at end July 2018 the grant offers made to partner providers are as follows:

### **Infrastructure**

<b>Setting</b>	<b>Grant Criteria</b>	<b>Grant Offer</b>
A	Increase capacity/improve outdoor space	£3,350
B	Increase capacity/improve outdoor space	£3,350
C	Improve outdoor space	£8,000
D	Increase capacity/improve outdoor space	£14,320
E	Increase capacity	£25,000
F	Increase capacity	£18,568
G	Increase capacity	£16,500
H	Increase capacity	£11,531
I	Increase capacity/improve outdoor space	£21,709
	<b>Total</b>	<b>£122,328</b>

### **Training**

<b>Setting</b>	<b>Grant Criteria</b>	<b>Grant Offer</b>
A	Funding for external trainer/professional input in setting	£560
B	Support for individuals seeking to gain ELC qualifications	£624
C	Funding for external trainer/professional input in setting	£2,740
D	Creative and Expressive Arts Training	£845
E	Specialist training	£757
F	Conference/seminar attendance	£327
	Outdoor Learning Training	£950
G	Funding for external trainer/professional input for up to 30 practitioners/teachers from partner settings and Moray Council schools and nurseries	£4050
	<b>Total</b>	<b>£10,853</b>

Where funding has been offered for training within a particular setting, the provider will be required to complete an evaluation report evidencing the impact of the training so that a wider rollout can be considered by the Early Years team.

## **4. SUMMARY OF IMPLICATIONS**

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

This project links to the following priorities in the Corporate Plan:

- a. Providing a sustainable education service aiming for excellence
- b. Promoting economic development and growth
- c. Ensuring caring and healthy communities

This project links to the following priorities in the 10 Year Plan (Local Outcomes Improvement Plan):

- a. Building a better future for our children and young people in Moray
- b. Growing, diverse and sustainable economy

**(b) Policy and Legal**

Early Learning & Childcare duties form part of the Children and Young People (Scotland) Act 2014. Scottish Ministers can, by order, modify the mandatory amount of early learning and childcare hours to be made available. Currently the requirement is for 600 hours but on 23 March 2017 the Minister for Childcare & Early Years confirmed an expansion to 1140 hours by 2020.

**(c) Financial implications**

The offers of grant issued to date are within the agreed funding limits.

**(d) Risk Implications**

There are no risk implications. The terms and conditions attached to the offers of grant are designed to mitigate any potential risks.

**(e) Staffing Implications**

There are no major staffing implications. The grant process is managed by the ELC expansion team.

**(f) Property**

Partner providers are applying for infrastructure grants to extend and/or improve their assets, requiring input from Planning and Building Standards.

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

Expanding the entitlement to ELC is seen as one of the most important tools to support long-term inclusive growth in Scotland's economy. Providing grant funding to partner providers to expand and develop their businesses/services will ensure they have the opportunity to participate in the anticipated growth.

**(h) Consultations**

Senior Officers in Education & Social Care; Tracey Sutherland, Committee Services Officer; Paul Conner, Principal Accountant; Legal Services Manager; Margaret Forrest, Litigation and Licensing; have been consulted and their views have been incorporated into this report where it relates to their areas of responsibility.

**5. CONCLUSION**

**5.1 That the Committee notes progress with the grant funding programme offered to support the expansion of early learning and childcare within the independent ELC sector.**

Author of Report: Joanna Shirriffs (Senior Project Manager: Early Learning & Childcare Expansion)  
Background Papers:  
Ref:



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF PORTESSIE  
PRIMARY SCHOOL**

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

## **1. REASON FOR REPORT**

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.
- 1.1 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

## **2. RECOMMENDATION**

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

## **3. BACKGROUND**

- 3.1 When a school is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In March 2018, Education Scotland inspected Portessie Primary School using the Full Inspection Visit Model.
- 3.3 The aim of the full inspection visit was to validate the four QIs 1.3, 2.3, 3.2 and 3.1 from the How Good Is Our School 4? (HGIOS4) quality framework.

HGIOS 4      QI 1.3 Leadership of Change  
                   QI 2.3 Learning, Teaching and Assessment  
                   QI 3.2 Raising Attainment and Achievement  
                   QI 3.1 Ensuring Wellbeing, Equality and Inclusion

The first three of these QIs feed directly into the evidence base for the National Improvement Framework.

Inspectors also included the Learning Pathways theme from QI 2.2 Curriculum and referred to QI 2.7 Partnerships in evaluating the impact of parental engagement. A further QI was chosen by the school, in the case of Portessie Primary School it was QI 2.6 Transitions. The inspectors had a focus on safeguarding as is the case in every inspection. These were not graded.

- 3.4 The inspection findings indicated that Portessie Primary School has the capacity to continue to improve and Education Scotland will make no more visits in connection with this inspection.
- 3.5 The summary of the inspection report is contained in **Appendix 1**. The original inspection report and summary of inspection findings can be viewed at:

<https://education.gov.scot/assets/inspectionreports/portessieprimaryschoolins190618.pdf>

<https://education.gov.scot/assets/inspectionreports/portessieprimaryschoolsif190618.pdf>

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

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

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

**(b) Policy and Legal**

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

None are property implications arising directly from this report...

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

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

**(h) Consultations**

Senior Officers in Education and Social Care, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Alison Vass, Headteacher and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 That Committee scrutinises and notes the contents of this report.**

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

Ref:

<https://education.gov.scot/assets/inspectionreports/portessieprimaryschoolins19061.pdf>

<https://education.gov.scot/assets/inspectionreports/portessieprimaryschoolsif1906.pdf>





**PORTESSIE PRIMARY SCHOOL  
– EDUCATION SCOTLAND VISIT, MARCH 2018**

**Authority commentary on the inspection report**

During the inspection the team of inspectors talked to parents/carers, children and staff. They met with the Head Teacher and Quality Improvement Officer at the beginning of the inspection and gathered evidence during the visit to enable them to evaluate aspects of the quality of leadership and children's achievements.

The team found the following areas of strengths in the school's work

- Children who are articulate and proud of their school. They are willing, and able, to take on responsibilities and improvements
- The focus on encouraging children to read for pleasure and the range of books that children are able to access
- Partnership working with the onsite playgroup and the positive impact this is having on children when they transition into the school
- The teamwork and commitment of the headteacher and staff and their knowledge of children's strengths

The following areas for improvement were identified by the Education Scotland team:

- There is a need to improve approaches to self-evaluation and improvement and provide further opportunities for leadership at all levels
- Improve learning and teaching to raise attainment and help children develop a better understanding of their skills
- The school community should work together to develop a shared plan to further improve the school ethos and ensure everyone feels valued and respected

The local authority will continue to monitor the school's progress with its quality processes and will report back to the Committee as appropriate.

Willem Smit, Quality Improvement Officer






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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19**

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

**1. REASON FOR REPORT**

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

**2. RECOMMENDATION**

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

**3. BACKGROUND**

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

**4. BUDGET DETAIL**

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

	<b>17/18 £000</b>
Land & Buildings	34,680
Vehicles, Plant & Equipment	550
<b>Totals</b>	<b>35,230</b>

- 4.2 **Appendix 1** lists the major projects for this financial year.
- 4.3 Actual expenditure up to 31 July 2018 is £1,490,000.
- 4.4 Major Project Updates: Individual updates on the major projects are as follows:
- 4.5 Schools Essential Maintenance Programme (Make do and Mend):  
The council has a significant number of building elements in their schools which are in a condition D, life expired state. A programme of replacement of these elements to schools has been developed on the basis of the available budget. Phased Mechanical and Electrical installations over the summer holiday period were carried out at East End Primary School, Cluny Primary School, New Elgin Primary School, Andersons Primary School and Forres Academy. The completion of the Mechanical and Electrical works will be phased over of a number of years during holiday periods. Roof replacement work at New Elgin Primary School began during the school holidays and is due to complete in December 2018. Stonework repairs to Andersons Primary School is currently being tendered. Investigations into known drainage problems to 6 schools are to be carried out this year in order to incorporate these elements of work into future programmes.
- 4.6 Elgin High School Replacement Project:  
The main school and sports blocks were handed over on 13 October 2017 and are fully operational. The 3G pitch, car parking and landscaping were completed and handed over on 13 July 2018. It was agreed to defer some of the landscape planting, due to the prolonged period of dry weather and water conservation advice, until October 2018 to give the plants the best chance of survival. The reinstatement works are on programme and are due to complete end of August 2018.
- 4.7 Milne's Primary: Replacement of Huttred Accommodation and Enhancement of Pre-School Provision (now known as Early Learning and Childcare (ELC)): The Early Years and Nursery Extension was officially opened on 29<sup>th</sup> June 2018. Refurbishment of the dining block and kitchen was undertaken during the school summer holidays and is substantially complete and ready for the new school term. Demolition of the huttred accommodation is now complete, although this commenced 3 weeks later than planned due to a delay in obtaining the asbestos survey. The focus is to now undertake the landscaping works that will finish off the project over the next few weeks.

4.8 Lossiemouth High Replacement Project:

The final design has been agreed and the planning application approved on 24 April 2018. Due to the ground conditions and the solution required to remedy this, a guaranteed maximum price has been reached of £42.3m. Additional funding was approved by Scottish Futures Trust bringing their total contribution to £26.39m. The special meeting of Full Council on 13 March 2018 (refer to paragraph 3 of the minutes) approved funding of £15.9m. The main school building and community facilities are currently programmed to be completed by August 2020. The early works package was due to commence on 23 July 2018. Due to a delay in the planning process the early works contract has not been able to be signed and therefore no works have commenced. All information has now been submitted to planning to enable due process to be carried out. No work can commence on site until planning is approved.

4.9 Linkwood Primary School:

As has been previously reported to Committee, a significant risk for this project is that delivery of the school is reliant upon progress of the wider Elgin South Development. The Section 75 (planning agreement) has been signed and has now been registered. Planning consent was granted for Linkwood Primary school on 19 of June 2018. There are 17 planning conditions associated with this application. Of these conditions 12 need to be discharged before works can commence on site with one being linked to the provision of the haul road to access the site. A final cost report for construction of the school should be available on 21 September 2018. It is likely that due to the 6 month delay the final cost will be affected by construction inflation which may increase the figure above the estimated cost of £12,333.00.

We anticipate a 4 week mobilisation period commencing on 15 October 2018 and actual works on site commencing 12 November 2018 and completing on 10 April 2020.

Until such time as the services infrastructure is provided by Springfield Properties in line with the Section 75 agreement the potential for further delay remains. Officers are developing contingency plans should a delay push the completion date beyond the start of the 2020 academic year. Should modular accommodation be required this will increase costs significantly.

4.10 Moray Leisure Centre Financial Recovery Plan

The recovery plan for Moray Leisure Centre comprises 3 elements and includes 2 critical dates. The 3 elements are: integration of Moray Leisure Centre within the councils Fit Life Scheme, replacement of the centres aging fitness equipment and refurbishment of the fitness suite. The critical dates are: October 2018 for the launch of integration within the Fit Life Scheme (this will enable Moray Leisure to cope with the traditional low income period in the run up to Christmas) and March 2019 for the opening of the refurbished fitness suite (this will enable Moray Leisure to maintain their position in an increasingly competitive fitness market).

Progress on the elements and dates are as follows:

- Integration with Fit Life Scheme: Due to the time pressures this element will be phased. The first phase will enable customers of both Council and MLC to benefit from a range of integrated services by October. Full integration with Fit Life involving integrated databases and systems will come at a later date.
- Replacement of fitness equipment: A specification has been prepared for the equipment, layout and associated training. Companies have been invited to tender with the successful supplier expected to be appointed in October.
- Refurbishment of the Fitness Suite: A proposed layout to remove and re-provision changing accommodation to allow the creation of a single fitness area have been developed and estimated costs produced. A procurement programme to complete the works has been developed for the end of March 2019. This programme is extremely tight and carries the risk of not being met if there are any unexpected issues that cause a delay.

#### 4.11 Childcare expansion

Work to refurbish the Lady Cathcart building in Buckie to form nursery facilities completed in August 2018 to allow the facility to open with a new intake of pupils. Following the announcement of the funding award by the Scottish Government further upgrading work to the building will be undertaken over the next 12 months.

Layout proposals have been developed for new nurseries at Cullen and Pilmuir Primary Schools with a programmed start on site in January 2019. A procurement process to appoint a contractor to carry out the programme of refurbishment and new build work has been successful.

### 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 £35,230,000 of which £1,490,000 has been expended as at 31 July 2018. Early indications are that the total annual expenditure will be £21,720,000.

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

The major highlighted risks are:

The dependency of the Linkwood School project on progress with the wider Elgin South development. This risk is being mitigated as far as practical.

Delay with discharging the pre-commencement conditions for start of construction on the replacement of Lossiemouth High School. All information has been provided to planning, with additional information now requested following consultation.

The programme for the completion of the works at Moray Leisure Centre has been based on the desire of the Centre to reopen its fitness suite in March 2019. While this is possible the programme does not include the normal contingency for a building project of this nature. This risk will be monitored and any change in the completion date will be reported to this Committee.

**(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 Lorraine Paisey, Head of Financial Services; the Property Resources Manager; the Design Manager; Margaret Forrest, Legal Services Manager; the PPR and Communications Officer, the Corporate Parenting and Commissioning Manager; Equal Opportunities Officer; the Head of Development Services, Education and Social Care Senior Management Team and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

**6. CONCLUSION**

**6.1 That Committee notes the programme of Capital Works proposed for Education and Social Care for 2018/19 and the associated budgetary positions.**

Author of Report: Nick Goodchild, Educational Resources Manager

Background Papers:

Ref: Education and Social Care Capital Budgets 2018/19





**THE MORAY COUNCIL CAPITAL PROGRAMME 2018/19  
AS AT 31ST JULY 2018**

**APPENDIX 1**

	<b>Current Budget 2018-19 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
<b>Land and Buildings</b>			
<b>Schools Estate</b>			
Make Do and Mend			
East End Primary M&E Works 619115B	593	14	593
Cluny Primary M&E Works 619086B	668	17	668
Forres Academy M&E Works 619429B	676	19	676
New Elgin Primary M&E Works, Building Works 619274	922	13	922
Keith Grammar Building Works 619481	0	4	4
Andersons Primary M&E Works 619025	434	28	434
Speyside High School Building Fabric Works 619382	14	1	14
Hopeman PS 619151 Roof & Stonework	5		5
Legionella works	35	4	35
Fire safety	130	20	130
School fire audits	222	15	222
Linkwood Primary School at East End Primary bus drop-off point	50		50
<b>Other Schools</b>			
Milnes Primary School - replace hutted accommodation and pre-school provision	1,032	592	1,032
New Primary School in South Elgin (Linkwood)	6,811	21	3,858
New Lossiemouth High School and Pool	20,111	404	10,575
Forres Academy replacement of hutted accommodation	37		37
Childcare expansion	2,925	325	1,900

**THE MORAY COUNCIL CAPITAL PROGRAMME 2018/19  
AS AT 31ST JULY 2018**

**APPENDIX 1**

	<b>Current Budget 2018-19 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
All public facilities	15	4	15
<b>Total Land and Buildings</b>	<b>34,680</b>	<b>1,481</b>	<b>21,170</b>
<b>Vehicles Plant and Equipment</b>			
Replacement of swimming pool equipment	50	9	50
Moray Leisure Centre	500		500
<b>Total Vehicles Plant and Equipment</b>	<b>550</b>	<b>9</b>	<b>550</b>




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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE  
BUDGET MONITORING 2017/18 TO 31 JULY 2018**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 31 July 2018.
- 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 July 2018.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 July 2018.

**4. BUDGET POSITION**

- 4.1 The spend at 31 July 2018 is £33,049,000 against an overall budget of £98,639,000. The projected spend for 31 July is £33,431,000 giving a variance of £382,000 (1%) as shown in **Appendix 1**.
- 4.2 The variance in Early Learning and Childcare (ELC) Education is £18,000.
- 4.3 The main variance in primary schools and secondary schools relates to devolved school budgets underspends comprising £117,000 in primary schools and £258,000 in secondary schools.
- 4.4 Lifelong Learning, Culture and Sport has an underspend against projected expenditure of £37,000. Income in Community Centres and pools is over budget by £41,000 and a further £17,000 underspend relating to library books

and audio materials. Reactive repair costs are overspent by £20,000 and income is below target by £12,000. Other minor underspends total £11,000.

- 4.5 Within the Education Central Services budget there is an underspend of £74,000. This is mainly due to a £51,000 underspend in the central supply budget, a £41,000 underspend in the central schools and curriculum development budget and £45,000 underspend from Pupil Equity Funding grant. This is reduced by £22,000 overspend in exam fees, £37,000 in clothing grants and other minor overspend of £4,000.
- 4.6 The overspend in Integrated Children's Services is £123,000 which is a combination of underspends and overspends. The out of area budget is overspent by £136,000 and Continuing Care is overspent by £16,000. This is partly due to a continuation of last year's overspend and new placements starting this year. Self Directed Support is overspent by £2000. This overspend and demand is being actively monitored and considered within a wider commissioning strategy to make best use of available resources. Fostering and kinship fees and allowances are overspent by £15,000, as there are increased costs in external fostering places which form part of the out of area overspend. There are underspends in Team operational budgets, fostering home to school travel, Criminal Justice and other minor underspends, coming to a total of £46,000.

## 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 July 2018 is £382,000 against a projected spend of £33,431,000 and an overall budget of £98,639,000

(d) **Risk implications**

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

(e) **Staffing implications**

There are no staffing implications associated with this report.

**(f) Property**

There are no property implications associated with this report.

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

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

**(h) Consultations**

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

**6. CONCLUSION**

**6.1 That Committee scrutinises and notes the budget position as at 31 July 2018.**

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  
Ref:



## Educational Services

## APPENDIX 1

### Budget Monitoring Report to 31st July 2018

Service	Revised Budget £'000	Budget to Date £'000	Actual & Commitment £'000	Variance to Date £'000	Variance %
Early Learning and Childcare	4,469	1,145	1,127	18	2 %
Primary Education	23,274	7,160	7,043	117	2 %
Secondary Education	24,826	7,812	7,554	258	3 %
Lifelong Learning Culture and Sport	10,539	4,039	4,002	37	1 %
Education Central Services	4,109	1,122	1,048	74	7 %
Integrated Children's Services	30,829	11,624	11,747	(123)	(1)%
Management	293	91	90	1	1 %
Business Support Unit	1,375	438	438	-	-
Efficiency Savings-Education	(287)			-	
Efficiency Savings-LLCSP	(104)			-	
Efficiency Savings-ICS	(684)			-	
<b>Educational Services Total</b>	<b>98,639</b>	<b>33,431</b>	<b>33,049</b>	<b>382</b>	<b>1 %</b>







**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
26 SEPTEMBER 2018**

**SUBJECT: USE OF ADDITIONAL SUPPORT NEEDS STAFF TO COVER  
MAINSTREAM CLASSES**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of the use of Additional Support Needs (ASN) teachers to cover mainstream classes within Moray schools.
- 1.1 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 Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary and further education.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the current position with regards to the use of ASN teachers to cover mainstream classes in Moray schools between August 2017 and June 2018.**

## **3. BACKGROUND**

- 3.1 The current teacher staffing crisis has been the subject of previous reports to Children and Young People's Services Committee over the past few years, most recently at a meeting on 27 June 2018 (para 7 of the draft minute refers). The current situation shows no sign of immediate improvement with 30 vacancies being advertised in August 2018 on the first advert of the new term. On top of this, there are many long term temporary arrangements in place to back-fill vacancies, particularly at Head Teacher level and Depute Head Teacher level.
- 3.2 At a meeting of Children and Young People's Services Committee on 27 June 2018, the Acting Corporate Director (Education and Social Care) was asked to report back to Committee on how many days of ASN cover had been used to cover for mainstream classes in schools (para 18 of the draft minute refers).
- 3.3 The Acting Corporate Director (Education and Social Care) contacted all schools and asked how many days of cover had been provided by ASN teachers for mainstream classes for the academic year August 2017 – June 2018. Returns were received from schools and this indicated that no

secondary ASN teachers had been used for cover. However, within Moray primary schools just over 355 days of ASN teacher time was used to cover mainstream classes. There are 190 days in a school year so this is almost 2 school year's worth of teaching time.

3.4 The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legislative framework to ensure those children who require additional support in order to meet their full potential receive that support. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system. There are many reasons why a young person may require additional support for learning in school, such as;

- Motor or sensory impairments
- Bullying
- Being particularly able or talented
- Bereavement
- Interrupted learning
- Learning difficulty
- Parental issues e.g. substance misuse or mental health problems
- Having English as an Additional Language
- Poor school attendance
- Emotional or social difficulties
- Being young carers

3.5 Since 2009, when the 2004 Act was amended, local authorities have seen a significant increase in relation to those young people receiving additional support for learning in schools. This was reported to Children and Young People's Services Committee on 7 June 2017 (para 6 of the minute refers). This clearly articulates the growing demands on the service.

3.6 Within the 30 teacher vacancies advertised in August 2018, 6 of these were for ASN teachers and these posts have become increasingly difficult to fill in recent years.

3.7 ASN teachers are highly skilled and trained practitioners, equipped to provide education to young people with a wide variety of complex needs. Young people in receipt of ASN teaching are entitled to this in line with the legislation which enshrines ASN. There are risks that removing this teacher input may have a detrimental impact on their educational progress.

3.8 Head Teachers have been placed in a very difficult position over the past few years in their efforts to keep schools open and provide a continuity of service in the face of unprecedented shortages. This has resulted in Head Teachers having to redeploy ASN teachers to cover mainstream classes. Had they not done this, then individual classes would have been sent home as there would have been no teacher available in front of the class.

3.9 The figures outlined in paragraph 3.3 above exemplify the extent to which ASN teachers have been used to mask some of the issues the Council has faced in relation to teacher staffing.

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

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

This report links to the priority of “Ambitious and Confident Young People” as referred to in both Moray 2026 and the Council’s Corporate Plan. There are also clear links to the Moray Children’s Services Plan 2017 – 2020.

**(b) Policy and Legal**

The Council has statutory duties to provide education and also to provide support for young people with Additional Support Needs.

**(c) Financial Implications**

ASN teachers are funded by the ASN budget rather than by the Devolved School Management (DSM) scheme. If schools notify Finance that ASN teachers have been used to cover mainstream classes, the costs will be coded against the DSM budget rather than the ASN budget.

The cost of 355 days of teacher time being used for class cover is £85,000 including on costs.

**(d) Risk Implications**

There are serious risks that should schools continue to use ASN teachers to cover mainstream classes, that the Council will be failing in its duty to provide support for young people with ASN. Certain decisions, alleged failures and information relating to ASN for children and young people for whose education the Council is responsible may be referred to the ASN Tribunal.

**(e) Staffing Implications**

There are serious teacher shortages across Moray at present and this has resulted in Head Teachers taking the decision to deploy ASN teachers to cover mainstream classes.

**(f) Property**

There are no property implications arising directly from this report.

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

ASN teachers provide a significant role in promoting equality of opportunity on the grounds of disability and race. This is one of the general Public Sector Equality Duties under the Equality Act 2010. Using ASN teachers to cover mainstream classes can seriously undermine this duty.

**(h) Consultations**

Senior Officers in Education and Social Care, Lindsey Stanley, Business Support Manager, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing) Don Toonen, Equal Opportunities Officer and Caroline Howie, 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 Committee is asked to scrutinise and note the concerns in relation to ASN teachers being used to cover mainstream classes in Moray primary schools.**

Author of Report: Graham Jarvis, Acting Corporate Director, Education and Social Care

Background Papers:

Ref: