



Children and Young People's Committee

Wednesday, 30 October 2019

SUPPLEMENTARY AGENDA

The undernoted reports have been added to the Agenda for the meeting of the **Children and Young People's Committee** to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 30 October 2019** at **09:30**.

BUSINESS

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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019**

SUBJECT: DEVOLVING BUDGETS IN AN EMPOWERED SCHOOL SYSTEM

BY: CHIEF EXECUTIVE

1. REASON FOR REPORT

- 1.1 To update Committee on progress to date with the Devolved School Management review which is part of Education Reform and School Empowerment and the plans to implement recommendations.
- 1.2 This report is submitted to Council in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

- (i) **acknowledge the current position;**
- (ii) **acknowledge the importance of ensuring appropriate consultation arrangements with stakeholders with regard to devolving budgets to schools and associated schools groups and localities within the evolving budget context; and**
- (iii) **note the establishment of a DSM project group to undertake work to specify the requirements of this project and prepare a work plan which will be reported to this committee as soon as possible.**

3. BACKGROUND

- 3.1 The Devolved School Management (DSM) Scheme, first implemented by Grampian Regional Council in 1993, was adopted by Moray Council at reorganisation in 1996. The Scottish Government (SG) published guidelines on DSM in 2006 with revised guidelines in 2012 and, updated guidelines on 25 June 2019. It is an underlying principle of these guidelines that financial management is most effective when spending power is aligned with responsibility for outcomes and for budget management. The assumption held is that distributed power and responsibility leads to more effective service

delivery for children and young people.

- 3.2 Committee was briefed on Education Reform at its meeting on 29 August 2019 (para 8 of the meeting refers).
- 3.3 The 2019 guidelines seek to build and improve on the DSM guidelines of 2012 and critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. The guidelines can be found at <https://www.gov.scot/policies/schools/devolved-school-management/>
- 3.4 The guidelines were co-produced by COSLA and Scottish Government with input from Association of Directors of Education (ADES) and other key stakeholders. An officer from a Local Authority was seconded to SG/COSLA to engage with stakeholders and co-ordinate the development of Guidelines. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support. The retired Acting Director of Education and Social Care represented Moray at meetings regarding DSM review.
- 3.5 The SGs vision for education is to close the gap in attainment between our most and least disadvantaged children. The belief is that decisions about a child's learning should be made as close to that child as possible. The vision is one of empowerment and devolution from local authorities to schools, to include teachers, headteachers, parents and communities – and devolution from a national to a local or a regional level.
- 3.6 To realise this vision, the SG progressed the Governance Review, including consultation on the empowerment of schools and on fair funding of schools. As a result of the extended review and consultation process, a Joint Agreement between SG and local government was announced in June 2018 which detailed the shared commitment to close the attainment gap and raise attainment for all. The Agreement is a recognition by all parties that partners must work in a collegiate and collaborative way, keeping the interest of children and young people front and centre. Empowered, responsible and collaborative schools are an important part of the shared vision.
- 3.7 Another key element of the Joint Agreement was the development of a Head Teacher's Charter which advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

4. Key Principles of Devolved School Management

- 4.1 The updated DSM principles (2019) building on and enhancing the foundations and principles of the 2012 guidance are:
 - Subsidiarity and Empowerment
 - Collaboration
 - Accountability and Responsibility

- Clarity and Equity

4.2 These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity, to:

- Support excellence and equity – ensuring every child and young person has the same opportunity to succeed
- Be fair – placing the needs of all children and young people at the centre
- Be simple, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- Deliver value for money – ensuring that every penny spent is used effectively

5. Devolved School Management Guidelines (2019)

- 5.1 These guidelines have been devised to help Local Authorities develop their own DSM schemes. They include advice on what is expected and recommended in a local scheme, alongside practical examples from Local Authorities. To aid Local Authorities, a framework document has been created which will allow Local Authorities to populate a standard format (if they wish to do so) introducing consistency in how schemes are presented.
- 5.2 This document has two main sections, Section one covers the introduction, background, principles of DSM, framework document, the areas identified as expected or as recommendations and self-evaluation. Section two provides detailed guidance for Local Authorities in developing their own DSM scheme, including format and publication, scheme review training, accounting matters, consultation, engagement and, transparency, professional support, collaboration and staffing. Throughout this section there are examples from Local Authorities, which will help inform schools in each Local Authority. Finally, Appendices A to E provide supporting information.
- 5.3 These guidelines aim to encourage participation from Local Authority wider teams, schools and parents. It is recognised collaboration is key to a successful local DSM scheme, this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.
- 5.4 In terms of collaboration, this will include key stakeholders with each Authority and, indeed, across Local Authorities (in our case Northern Alliance). Moray Council is also engaging with Aberdeenshire and Aberdeen City in a Pan Grampian collaborative activity in developing new schemes and approaches to self-evaluation.
- 5.5 Self-evaluation of schools is also a key feature of the new guidance and again, there may be merit in undertaking this across Local Authorities. It should be noted there has already been some discussion on opportunities for joint working with the Northern Alliance and it is proposed to develop this over the coming months.

6. Devolved School Management in Moray

- 6.1 Moray Council is committed to promoting an empowered school system and recognise devolving budgets as a key vehicle for empowerment.
- 6.2 The current Moray Council DSM scheme was formally updated in 2014. On an annual basis adjustments have been made to the scheme due to budgetary decisions by the Council. The current scheme does not reflect all of these decisions.
- 6.3 Capacity issues, changes in senior management posts and the management restructure has hampered progress with the DSM review. However this should be prioritised and progressed at pace in order to meet the timescales identified.

7. Devolved School Management in Moray Schools

- 7.1 Schools recognise the benefits of any flexibility within the current scheme and particularly the ownership in determining management structures in response to their local context and to provide opportunities to empower staff to lead on areas within the school improvement plan.
- 7.2 Changes to the Moray scheme particularly staffing standards in Primary within the last two academic sessions has resulted in little flexibility particularly for schools who are close to a threshold. There are two staffing standards in operation, one for primary schools and one for paired headship schools. In addition, Primary schools with a role of less than 145 do not have a great deal of flexibility due to budget decisions.
- 7.3 Secondary Headteachers are using their flexibility particularly in middle management posts as and when vacancies arise and this allows them to be more creative with their curriculum offer, providing young people with additional opportunities.

8. Devolving Additional Support Needs Budgets

- 8.1 Budgets to support children and young people with Additional Support Needs (ASN) are generally considered not appropriate for devolving to schools, as per previous national DSM guidelines (2012).
- 8.2 It is acknowledged that devolving centrally held budgets for ASN to the individual school level could present significant risks in terms of ensuring equity across all Moray schools. However, it is also recognised that ASN can be best met by local decision-making and local solutions in an inclusive context where schools (and partners) are mutually accountable for meeting needs within the community.
- 8.3 Moray Council currently allocate ASN staffing resource teaching and non-teaching via a needs basis depending on the level of need. Although this was recognised as a three year programme which was extended to four years, this approach has not been reviewed for some time and no longer aligns with the

pupil profile in a school for ASN. There is an urgent need for a review of this and consideration should be given to a pilot to allocate funding by devolving to a school associated group or other methods. This will be taken forward as part of the ASN change management programme.

- 8.4 The challenge for Moray Council, like many authorities, is to find approaches to ensure that budgets and accountability for meeting the needs of individual children, young people and vulnerable groups may be devolved to a local level of decision-making, to promote flexibility/responsiveness and mutual accountability for meeting ASN at that level, and at the same time ensuring equity and transparency. Officers have visited other local authorities to look at how they allocate funding and will use this learning to review our approaches.

9. Revision of Moray DSM Scheme

- 9.1 In order to review and evaluate the Moray position with regard to 'Empowerment' a project group should be established. The Group will be chaired by a relevant Head of Service with representation from secondary, primary school sectors, Central Education, Human Resources, Finance and Business Support. The Group will consider workstreams to progress different areas of activity within the devolving budgets in an empowered school system agenda.
- 9.2 At a recent Education Strategy Group meeting and a separate Secondary Headteacher Meeting, a number of possible workstream areas were identified which could be pursued which include alternate management structures, managing long term supply, clarification of business support services for schools and devolving the Scottish Qualifications Authority (SQA) budget.
- 9.3 In addition to this, Empowerment and the DSM review should be a standing item on the Education Strategy Group in order to consider future workstreams within this area.
- 9.4 DSM working groups should then be established to take forward the workstreams with representation from LNCT. Workstreams may overlap with those to take forward the Learning Estate Strategy and Improvement and Transformation projects and this will be considered as the work is developed in order to avoid unnecessary duplication. This would include changes in relation to Additional Support Needs and how funding is allocated to early years establishments, schools and enhanced provisions.
- 9.5 A workstream should be established to progress the revision of the Moray DSM scheme in line with the recent national guidelines, including the development of a professional learning offer and a professional support offer to schools and system.
- 9.6 The DSM Guidelines (2019) emphasise the importance of professional learning to support understanding and enhance confidence in DSM, and stipulate that Local Authorities are expected to provide specific training opportunities to individual who make use of, or may influence, the DSM scheme. It is expected that this group would include headteachers and

business managers or equivalent posts. It is recommended that training should also be considered for depute headteachers, aspiring leaders, LNCT trade union representatives and any other appropriate groups. Moray already offers training but this should be reviewed in line with expectation and recommendations.

- 9.7 The DSM project group should work in collaboration with authority services and stakeholders to scope out a professional learning offer and professional support offer to provide support to schools and headteachers in managing elements of devolved budgets within an empowered system.
- 9.8 The DSM project group should progress work to identify solutions and ensure appropriate support arrangements are in place as required by the SG DSM Guidelines (2019). The DSM Group should collaborate with colleagues from HR, Finance, Legal, IT and Property to scope and develop service specifications within the context of a Professional Support offer to schools and headteachers and other relevant staff. This will be complemented by a Professional Learning for all stakeholders involved in DSM processes and decision-making, as well as partners, communities and partners.
- 9.9 Any budget to take forward workstreams will reflect the Council's approved budget for 2019/20 and may draw on the transformation fund to progress work in order to achieve efficiencies.

10. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

Raising attainment is a key priority of the Scottish Government as part of the National Improvement Framework. Moray Council has a duty each year to report on progress to meet national priorities and to provide evaluative evidence of improvement which informs the National Improvement Framework annual report. The 2019 guidelines on Devolved School management were issued by the Scottish Government under Section 13 of the Standards in Scotland's Schools etc. Act 2000

(c) Financial implications

There are financial implications in the review and development of DSM within Moray. The finance department are vital in progressing this work locally.

(d) Risk implications

The risks lie mainly with the Council's ability to meet requirements from the joint agreement and the timescales involved. Members will be updated regarding risks and mitigating actions.

(e) Staffing implications

There are staffing implications in term of delivery of the professional learning offer and the professional support offered to headteachers and schools as required in the new SG DSM Guidelines (2019). Further there requires to be officer capacity across Education, Business Support, Finance and HR structures to develop and deliver on the sytems and structures to underpin the devolving budgets agenda. If alternative management structures are to be considered across schools, it would be beneficial to add capacity from LNCT in order to review and develop Job Descriptions. A Head of Service needs to be identified to take forward the DSM Group and either the Head of Transformation or Head of Education Resources would be best placed to accommodate this.

(f) Property

There are no property issues arising directly from this report.

(g) Equalities

None arising directly from this report

(h) Consultations

Chief Executive, Education and Social Care SMT, Quality Improvement Officers, Education and Integrated Children's Services officers, the HR Manager, Paul Connor, Principal Accountant, Tracey Sutherland, Morag Smith, Senior Solicitor (Litigation and Social Care) Committee Services Officer, Headteachers, Local Negotiating Committee for Teachers (LNCT) Union side joint chair and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

11. CONCLUSION

11.1 In order to implement the DSM Guidelines (2019) key personnel need to be identified and workstreams moved at a pace.

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

Background Papers: <https://www.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

<https://education.gov.scot/improvement/Documents/EmpoweringSchoolLeadersFinal.pdf>

<https://www.gov.scot/publications/devolved-school-management-guidelines-draft/pages/4/>



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
30 OCTOBER 2019**

**SUBJECT: ACTIVE SCHOOLS AND SPORTS DEVELOPMENT SERVICE
UPDATE**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to ask the Committee to note the progress of Active Schools and Sports Development in Moray during the last academic year and to approve the extension of this Service for a further year in partnership with sportscotland.
- 1.2 This report is submitted to Committee in terms of Section III (D) (15) of the Council's Scheme of Administration relating to the Council's statutory powers to support activities related to the development of recreation, sport, culture and heritage.

2. RECOMMENDATION

2.1 It is recommended that Committee:-

- (i) **scrutinises and notes the progress of Active Schools and Sports Development in Moray during the 2018-19 academic year; and**
- (ii) **approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2020 in partnership with sportscotland at a cost of £170,500, with the potential of continuing this partnership on an annual basis up to 31 March 2023.**

3. BACKGROUND

- 3.1 At the Children and Young People's Services Committee on 22 June 2016, the Committee agreed the Physical Activity, Sport & Health Strategy 2016-2023 (para 7 of the minute refers).
- 3.2 Both Active Schools and Sports Development contribute to the implementation of this strategy as well as sportscotland's Corporate Strategy. Moray Council have signed an investment agreement with sportscotland to

work in partnership until 31 March 2020, to deliver shared national and local outcomes. Sportscotland are keen to establish another partnership agreement with Moray Council from 1 April 2020 on an annual basis with the potential for this agreement to continue for a 3yr period up to 31 March 2023.

- 3.3 This report is brought forward at this time to fit with the funding decisions that will be made by sportscotland in December 2019. The Council's decision must be confirmed so that it can be taken into account in the funding decision. This means that a decision is needed on these issues before the Council is able to conclude its financial planning.
- 3.4 The current Active Schools (A.S) and Sports Development (S.D) team comprises of 1 FTE A.S and S.D Manager, 7.8 FTE A.S Co-ordinators, 0.8 FTE Community Sports Hub Officer, 0.4 FTE Macmillan Move More Development Officer and a pool of 29 Sports Coaches and Assistants on zero hour contracts.
- 3.5 A copy of the Active Schools Annual Report for 2018/19 is contained in **Appendix 1** of this report. A summary of the main highlights are as follows;
- 98,672 'visits' from pupils to the Active Schools programme across the academic year
 - 3,885 distinct participants within the programme which equates to 33% of the total school roll
 - Of the 3,885 distinct participants, 1,333 could access free school meals, 29 resided in an SIMD decile 2 area, 828 had an additional support need and 564 had a recorded disability
 - 607 volunteers delivered Active Schools sessions/events Moray wide
 - 77 sports clubs in Moray had links with Primary and Secondary Schools
- 3.6 National Active Schools research resulted in the following qualitative data - 98% of participants feel healthier, 92% feel more confident, 87% made new friends, 76% of secondary participants said their activity was helping them achieve their goals which shows the impact of this programme.
- 3.5 The Macmillan Move More programme in Moray was initially planned as a funded three year project. However due to efficient use of budget throughout these three years, an extra year, albeit with a reduced number of hours, was made possible. This programme is funded by Macmillan and aims to encourage people affected by cancer to participate in physical activity. Over the past year, the main developments of this programme include the following;
- 39 people affected by cancer have been referred to this service. 8 x 12 week blocks of circuit classes were delivered throughout the year in Elgin, Buckie and Keith which is above the target levels identified.
 - A regular Gentle Movement class has been delivered weekly at The Oaks by trained volunteers and a partnership has been developed with REAP (Rural Environmental Action Project) in relation to therapeutic gardening at Maryhill Medical Practice, Elgin.
 - Three volunteers have received a variety of training to help support the Moray Move More programme, with one of the local Health Walks in Elgin now being classified as a Macmillan Friendly Health Walk.

- Raising the profile of this programme is an ongoing priority in Moray as in excess of 2,000 people have been diagnosed with cancer within the past year (does not include those diagnosed more than a year ago). Feedback from participants in the programme has highlighted how beneficial it has been to them physically, socially and mentally.
 - Sustainability of this programme is the focus for the Development Officer between now and the end of the project lifespan (March 2020).
- 3.6 There are currently 4 active Community Sports Hubs operating across Moray in Forres, Hopeman, Lossiemouth and Elgin. This programme is funded by sportscotland and aims to bring together sports clubs and key local partners who want to develop and grow the sports offered in the community. Over the past year, the main developments of this programme have included;
- The 4 Hubs consist of 40 local sports clubs and community organisations with 65 volunteers involved with regular meetings and local sporting developments.
 - Hubs have been involved in raising funds for an outdoor gym, increasing the usage of a pavilion by supporting the creation of new clubs and organising an inaugural running event to raise funds for local sports projects.
 - The Hubs have been managing the Go Live Get Active funding from sportscotland which has resulted in the delivery of mountain bike sessions for women and young girls, a dance leaders course and programme for young leaders, working in partnership to offer golf sessions to disadvantaged young people and the creation a new wrestling club.
- 3.7 sportscotland have been part funding the Active Schools and Community Sports Hub programmes since their inception. A breakdown of the Moray Council and sportscotland contributions to these programmes over recent years is contained in **Appendix 2**.
- 3.8 The sportscotland Board have agreed to in principle investment to support the employment of the Active School Managers, Co-ordinators and Community Sports Hub Officers across Scotland for the period 2019-2023, which equates to a four year partnership with Local Authorities. Although a partnership agreement for a 4yr period has been intimated the financial agreement between sportscotland and Moray Council has only been established on an annual basis due to the Council's financial position.
- 3.9 This agreement in principle is subject to Moray Council sustaining their financial contribution towards these programmes, which equates to approximately 32% of the overall investment. Any reduction in Moray Council contribution would result in a reduction of sportscotland contribution which would result in a reduction in staffing within the Active Schools and Sports Development team.

4. SUMMARY OF IMPLICATIONS

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

In relation to the LOIP, this supports the healthier children focus within the Moray priority to build a better future for our children and young people in Moray. It also supports the development of stronger, more resilient, supportive, influential and inclusive communities within the Moray priority for empowering and connecting communities.

In relation to the Corporate Plan, this report contributes to ensuring more of our activities, services and plans are influenced by the communities they service, an improvement in children and young people's health and wellbeing and ensure caring and healthy communities.

(b) Policy and Legal

Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having the opportunity to get involved and participate in sport and stay involved throughout their life, as identified as a key objective in sportscotland's Corporate Strategy 'Sport for Life'. The report also links to the Scottish Government's Active Scotland Outcomes Framework where the vision is of a Scotland where more people are more active, more often.

(c) Financial implications

To retain the existing Active Schools and Community Sports Hub staff/service Moray Council would be required to continue the current contribution of £170,500 annually which would secure the current level of sportscotland funding. Sportscotland have contributed £250,672 towards Active Schools this financial year and have agreed in principle to support this programme for another financial year. If the Council was to reduce or remove its contribution sportscotland would also review their share of the funding and may withdraw from the arrangement.

Over and above this in 2019/20 sportscotland contributed £30,615 towards the Community Sports Hub programme and have agreed in principle to support this programme for another financial year. Moray Council have contributed in-kind costs towards the Community Sports Hub programme annually through line management, computer and phone provision, office space etc.

(d) Risk Implications

If Moray Council does not contribute financially to this service then the risks would include sportscotland withdrawing all their financial contribution to the service which would result in no Active Schools or Sports Development service operating in Moray. The only Sport and Leisure provision then delivered by the Council would be through the provision of Sports Facilities (swimming pools, fitness rooms etc).

Sportscotland also provide additional financial support locally through investments in facilities (such as Moray Sports Centre) and direct to sports clubs, without an Active Schools and Sports Development Service in place it would make the continuation of these investments more difficult.

Removal of the Active Schools and Sports Development Service would have a negative impact on the Fit Life Scheme memberships (and income to the Council) as many families subscribe to Fit Life due to the holiday and children's coaching/activity programmes organised and delivered through this Service.

Local volunteer community sports clubs and physical activity groups in Moray would also be negatively impacted as there would no longer be a support mechanism for these clubs to develop and be sustained long term, therefore the health of our community would suffer.

The Physical Activity, Sport and Health Strategy for Moray would no longer be implemented as the Active Schools and Sports Development Team are the key drivers of this partnership strategy.

(e) Staffing Implications

If Moray Council do not contribute financially to this service then the staffing implications would result in the loss of the 1 FTE Active Schools and Sports Development Managers post, all 7.8FTE Active Schools Co-ordinators posts, the 0.8 FTE Community Sports Hub Officer post and all 25 Sports Coaches and Assistants (zero hour contracts).

Cessation of the Service would result in redundancy costs due to at least 4.8FTE within the service being permanent members of staff. A number of zero hour contract staff would also receive redundancy payments due to their continual service.

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

A number of Active Schools and Community Sports Hub projects target protected groups such as the disabled and also individuals residing in socially deprived areas to ensure they receive opportunities to be physically active. The ceasing of these programmes would result in reduced opportunities for these protected groups which would have a negative effect on reducing health inequalities.

As stated in the Annual Report, 34% of our distinct participants in Active Schools last year accessed free school meals, 21% had an additional support need and 15% had a recorded disability.

(h) Consultations

In preparing this report, consultation has been undertaken with the Ian McGregor (Partnership Manager for sportscotland), Vivienne Cross (Head of Schools & Curriculum Development), Tracey Sutherland (Committee Services Officer), Nicky Gosling (Accountant), Rhonda Geddes-Stewart (HR Adviser) and Morag Smith (Senior Solicitor).

5. CONCLUSION

- 5.1 That the Committee notes and scrutinises the progress of Active Schools and Sports Development in Moray during the 2018-19 academic year and approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2020 in partnership with sportscotland at a cost of £170,500 with the potential of continuing this partnership on an annual basis up to 31 March 2023.**

Author of Report: Kim Paterson (Active Schools & Sports Development Manager)

Background Papers:

Ref:



Annual Report 2018/19

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- Equalities and Inclusion
- People Development
- Collaboration and Impact

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- Elgin Academy
- Elgin High
- Forres
- Keith
- Lossiemouth
- Milnes
- Speyside

Moray wide Highlights**Page 14-18****Moving Forward****Page 18-19****Introduction and Background**

The Active Schools team in Moray is made up of the following individuals;

Active Schools Co-ordinator	Area
David Shaw	Buckie (Primaries and Secondary)
Craig Rowley	Elgin High Primaries
Craig Rowley	Elgin High and Elgin Academy
Jen Dawson	Elgin Academy Primaries
Paul Rogan	Forres (Primaries and Secondary)
Rosalyn Carruthers	Forres (Primaries)
Lisa Bathgate	Lossiemouth (Primaries and Secondary)
Lorna Young	Milnes (Primaries and Secondary)
Danny Simpson	Speyside (Primaries and Secondary)
Amanda Walker	Keith (Primaries and Secondary)

The team is managed by the Active Schools and Sports Development Manager, Kim Paterson.

Active Schools is a successful partnership between sportscotland and Local Authorities that has been operating for well over 10 years. The aim of Active Schools are to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school and develop effective pathways between schools and sports clubs in the local community. A key role is also to develop a network of volunteers to deliver activity sessions.

An infographic conveying the key outcomes of Active Schools is displayed below covering the key areas of participation, people and profile.



Active Schools priorities revolve around extra-curricular provision as stated above. The Co-ordinators do not have remits to deliver PE classes in curriculum time, lead the organisation of School Sports Days or Health Weeks or deliver sports/physical activity sessions during curriculum time. However they can support schools through establishing links with volunteers and local sports clubs to support school curriculum events.

The sportscotland targets and actual figures for Moray can be found below;

Active Schools (academic year)		2015/16	2016/17	2017/18	2018/19	2019/20
Number of participant sessions	Target	74,524	89,897	89,721	90,000	92,000
	Actual	88,134	88,833	92,994	98,672	
Number of volunteers delivering activities in Active Schools	Target	480	453	536	500	550
	Actual	453	536	454	607	
Number of sport clubs with links to schools	Target	72	74	80	80	75
	Actual	74	80	78	77	
Number of qualified adult volunteers	Target	208	194	257	225	225
	Actual	174	257	199	266	
Number of qualified secondary pupils delivering activities in Active Schools	Target	48	48	40	40	40
	Actual	19	35	17	38	

Over the 2018/19 academic year, 3 Active School Co-ordinator posts have been vacant for a period of time which has impacted on certain targets being achieved, although these were by the smallest of margins. Over and above this, the Active Schools and Sports Development Service, was placed at risk of ceasing due to Local Authority budget savings in January 2019. To this end, for a 2 month period, the Team were both personally and professionally challenged. Due to uncertainty on the future, minimal plans were put in place for Term 3 (April-June) in the school academic year which resulted in lower statistics/programmes being delivered than initially planned for this term. Despite this challenging period the Team have improved their target achievements on last year and have delivered an excellent programme, offering opportunities for as many school children in Moray as possible.

As mentioned the Moray team only missed out on achieving all 5 targets above by the slimmest of margins – 3 more sports clubs linking to schools, and 2 more qualified secondary pupils delivering activities. All 5 targets will be amended slightly for 2019/20 academic year with the aim of achieving all 5 targets.

We exceeded our number of participant sessions by nearly 10% against our target, which equated to nearly 6,000 more sessions delivered than last year. Over the past year we have placed a significant focus on upskilling all our volunteers and adults and this is clearly shown in these target figures with an increase in over 60 volunteers being qualified compared to last year and more than double the

number of qualified secondary school pupils delivering activities compared to last year. We will continue to focus on the continual professional development of our volunteers and in particular our secondary school aged pupils as these individuals have had a major positive impact on our programme this academic year. Despite the constant challenge of recruiting volunteers this year we have exceeded our target by over 100 which is an excellent achievement considering the pressures on local residents in recent times to do more in their community on a voluntary basis.

Enablers and Outcomes

- **Participation**

Participant sessions for Active Schools (excluding school sport competition) equated to 98,672 visits for 2018/19. These sessions refer to the 'visits' pupils have made to activities; it does not represent distinct pupils. Of these 98,672 visits, 42% was attended by females. The distinct pupils involved in Active Schools activities (excluding school sport competition) within Moray was recorded as 3,885 which equates to 33% of the total school roll in Moray. There were 698 different activity blocks delivered across the year which resulted in the delivery of 5,781 activity sessions. The main activities covering football, netball, cross country, badminton, multisport, basketball, dance and movement, gymnastics, trampolining and tennis.

The largest percentage of participants that attended the Active Schools sessions were in the Primary 4 – Secondary 1 Year Groups, although a concerted effort to focus on P1-3 activities this academic year is clearly evident.

- **People**

633 individuals have been involved in Active Schools delivery in Moray over the past year, 607 (96%) of which in a voluntary capacity. 266 of these were qualified in their respective activities with a further 101 being Secondary School pupils.

The main deliverers for the Active Schools sessions are parents (255), followed by secondary pupils (101) and others (including Primary School pupils to their younger peers) (101). Other deliverers include Teachers, PE Specialists, Other School Staff, Professional Sports Coaches, Community Club Coaches and Students.

- **Profile**

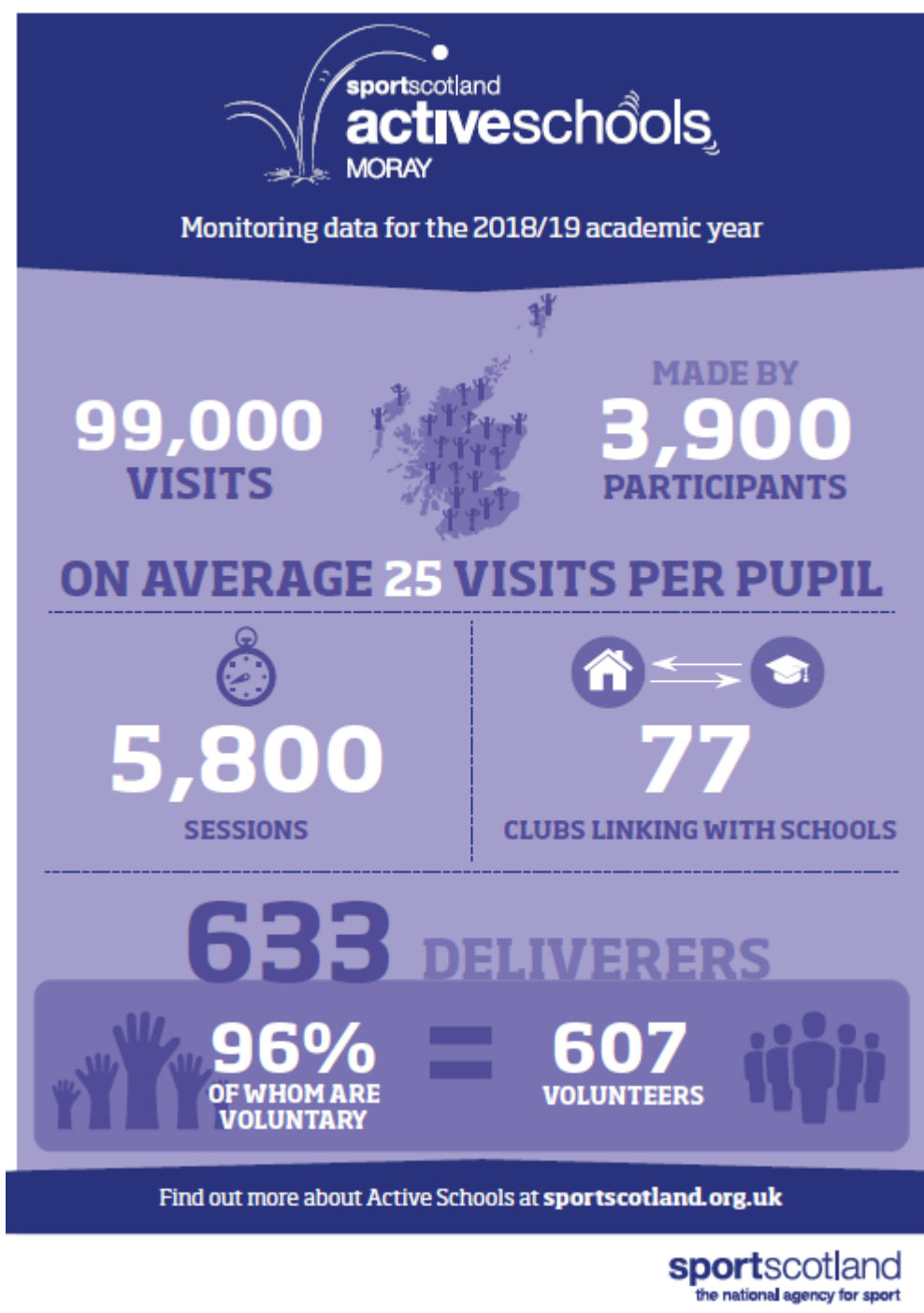
Active Schools continue to have regular online presence to help raise their profile in Moray. The Sport in Moray website (www.sportinmoray.co.uk) which covers information relating to Active Schools, Community Sports Hubs, Sports Development, sportMoray, Physical Activity for All and Local Sports Clubs had 18,510 new users visiting the site over the past year, 6,249 of which were people living in Moray. Over and above this, Elgin and Milnes Active School Co-ordinators have been using the online booking system available through the site which received more than 4,000 online consent forms.

The Active Schools and Sport in Moray facebook page currently has 4,227 followers.

Facebook continues to be our most effective means of communication with the public/families. On a daily basis we are receiving requests, enquiries and praise in relation to our service delivery. Over and above this we have managed to recruit volunteers for our

programmes and recognise our volunteers/events and participants that are valuable to our programme.

The Active Schools and Sport in Moray twitter account has 814 followers and this social media tool is used to highlight successes and positive impacts through our programmes and connects to our younger audience.



Priorities

- **Equalities and Inclusion**

Equalities and Inclusion continue to be a focus area for both sportscotland and Moray Council. During 2018/19, 3,885 distinct participants were involved in the Active Schools programme within Moray. Of this 3,885 distinct participants – 1,333 could access free school meals, 29 resided in an SIMD decile 2 area, 828 had an additional support need (such as language disorder, autism, mental or physical health, social/emotional difficulty etc.) and 564 had a recorded disability (such as learning disability, dyslexia, visual/hearing/physical impairment etc.). These statistics show a significant increase from 2017/18 as this has been a target area for the team this year with some notable success and impact which is reflected upon later in this report.

- **People Development**

All of the 633 deliverers involved in the Active Schools programmes were offered coach education, official education or generic training courses over the past year to upskill their knowledge and skill base. A continual professional development calendar was produced at the start of the year covering the core sports delivered in the area as well as generic workshops such as Safeguarding and Protecting Children in Sport and First Aid. The largest budget allocation within the service has went towards putting volunteers through relevant training courses as this is a vital element to the success of the programme and to ensure children are subjected to the best experience in sport/physical activity encouraging them to continue participation in the sport long term.

- **Collaboration and Impact**

477 School to Club links were developed during 2018/19. All 53 Primary and Secondary Schools in Moray established at least one link with a local sports club with 77 local clubs establishing at least one link with a school.

Cluster Highlights

Buckie

Autism Pilot Project – Following discussions with the ASN Education Support Officer with Moray Council it was identified that young pupils in Moray that are affected by autism have limited access to physical activity opportunities. To this end, a pilot project was trialled in the Buckie area where a small cohort of Primary School pupils with complex needs were brought together for 5 sessions. The aim of the sessions was to help improve the social interaction of the pupils which can be a major challenge to people affected by autism. For every session the pupils had to develop an activity where each pupil was in charge of their own task then had to partially work together to complete the overall task activity. All professionals involved in this pilot agreed that it had potential to be further developed and it is actually being progressed by an external organisation in conjunction with Moray Council for further roll out in 2019/20. School staff identified that the pupils involved in this project have improved their social interaction skills.

Developing physical activity at the ASN unit at Millbank Primary – Active Schools in conjunction with the Support for Learning Unit at Millbank Primary set up physical activity sessions for pupils with a variety of learning disabilities. The activities were focussed on basic co-ordination development, hand-eye co-ordination such as throwing/catching, aiming at targets and being involved in a team game. It was agreed that boccia was the sport that would best meet these needs. In total 5 pupils participated in these sessions, a number of parents also attended to support their child and they learned the sport which would enable them to replicate a similar game at home. Feedback from staff and parents stated that pupils became more confident and aware of the skills they had developed. This in turn has allowed for the sessions to become more structured and create an environment where pupils are developing a range of basic sports skills.

Elgin

Supporting the transition to Elgin Academy through netball – Netball is a prominent sport with schools across the Moray area and in particular Elgin Academy and its feeder Primaries. Following discussions with the PE dept. at Elgin Academy it was identified to use netball as a tool to help Primary pupils with the transition up to Secondary School after summer. To this end, during the April to July term all P7 Primary pupils involved in netball at Elgin Academy feeder primaries were invited to come along to the junior Elgin Academy netball afterschool sessions. Every Primary pupil was allocated an Academy buddy to help support them to learn the full netball rules and learn new drills at these sessions. This enabled the Primary pupils to develop new relationships with some existing Secondary pupils, get to know the PE dept. and the Academy facility. 22 girls attended these sessions and the feedback was highly positive as the girls feel more confident about moving up to secondary school as they have built new relationships with both staff and some of their older peers. Using netball to help with this transition was beneficial as all the participants had a similar interest which helped break down any initial barriers. Due to the success of this project the intention is to replicate this for the next academic year and expand the number of sports that provide this transition offering.



Dance and Movement Project – The Dance and Movement project in Elgin has been operating for the past 9yrs and is now a key feature for Primary Schools during Term 2. The project is targeted at Primary 2 pupils and the Active Schools engage with 8 different dance/movement type local organisations to deliver a block of sessions in all 9 Elgin Primaries that culminates in a showcase performance at Elgin Town Hall. The display performance this year involved 155 school pupils delivering a performance to an audience of 450 parents, siblings and relatives. This project is fully inclusive and open to every Primary 2 pupil, the pupils are then encouraged to continue their involvement in dance/movement by joining one of the eight local organisations. Following some data intelligence gathering for this project 13.5% of the participants receive free school meals, 21.3% had an ASN/disability and 12.9% were children where English was not their first language. This further highlights the importance that the Active Schools programme has on ensuring all children experience equal opportunities and that opportunities are fully inclusive.



Forres



Addressing gaps in provision to further develop hockey – Active Schools had previously delivered a centralised hockey session for P4-7 pupils at Forres House CC. Following dialogue with the schools and Quasar Hockey Club it was decided to rotate these centralised sessions into the local Primary Schools to help boost numbers and reduce barriers in attending due to travel/times. Pilmuir Primary was the first location identified which resulted in a further 5 new members into the sessions, 3 of these pupils then went along to get involved at Quasar Hockey Club training with 1 becoming a new official junior member. After a period of time the sessions then relocated to Applegrove Primary where a further 7 new pupils started attending. This rotational location base for these sessions has proved successful with new pupils joining at each new location and several pupils having now actually joined the local hockey club. Over and above this, the hockey sessions were an opportunity for a secondary school student to gain her volunteering section of her Duke of Edinburgh Bronze Award.



School Sport Award Success – One target area for the Forres Active Schools team in 2018/19 was to increase the number of Forres ASG Schools that had applied and were working towards the sportscotland School Sport Award. This initiative is designed to encourage schools to continuously improve their physical education and school sport opportunities. The initiative ties in with the GIRFEC approach by widening, strengthening and improving the quality of opportunities available to young people, it ties in with Curriculum for Excellence and it works towards young people enjoying being active and help foster this as a habit in their lives long term. The Forres schools have commented that this process has helped them provide a clear direction for the school in embracing sport and identifying areas for improvement. The Active Schools staff have commented that due to the support they have provided with this initiative that relationships and communication between schools has greatly improved. Seven Forres Schools have successfully applied and received a School Sport Award in 2018/19.

Keith

Support young people to volunteer in schools through boccia – Two of the more rural Primary Schools in the Keith area struggle to offer afterschool sporting opportunities for their pupils due to the majority of pupils being bussed to and from school. Due to the smaller school roll and rurality it can also be a challenge to identify a volunteer/coach/leader able/willing to deliver sessions. Following discussions with these schools it was decided to focus on lunchtime activity provision as

both schools were very keen to engage with Active Schools to help develop general motor skills and concentration levels for their younger pupils using sport as the medium to achieve this. A leadership programme was delivered to Primary 7 pupils at both schools where they developed skills in communication, teamwork and planning. As boccia is a fully inclusive sport that requires minimal space or equipment, it was decided to use this sport to deliver lunchtime sessions to the P1-3 age group by the P7 pupils, therefore these pupils were trained up with skills, drills and fun games connected to the sport. Boccia is a precision ball sport that has similarities to bowls and Petanque, and one which is a popular sport for people affected by disabilities. This programme had a positive impact on the whole school as the older pupils were developing leadership opportunities whilst at the same time the young pupils were in receipt of an organised structured lunchtime activity and they also learned a new sport. The intention is to replicate this concept in 2019/20 and use orienteering as the target sport.

Tesco Bags for Help funding – Access to age appropriate and suitable sports equipment is essential to ensure that participants get the most out of activity sessions. It was identified that there was both limited and poor quality sports equipment available within the Keith ASG area to deliver sessions. Therefore the Active Schools Co-ordinator submitted an application to Tesco Bags for Help Keith store for funding which was successful to the tune of £2,000. This funding has enabled 5 different projects to take place over the past year in the area;

- Supported both the senior and junior netball clubs at Keith Grammar to be involved in school sport competition through provision of netball dresses which gave those more of a sense of belonging and pride when representing the school.
- Two Primary Schools received boccia equipment to enable delivery of lunchtime sessions.
- Two Moray College/UHI students received rugby and basketball equipment which enabled them to deliver activity blocks as part of their work placement experience across several schools
- The purchase of indoor hockey equipment resulted in an ongoing afterschool club could continue indoors during the winter months.
- Enabled access to the Speyside Climbing Wall, including bus transport, for pupils at Keith Grammar that struggle to integrate in mainstream activities.

Due to this Tesco funding and the above projects 257 volunteer hours were delivered by 18 volunteers that resulted in 135 schools pupils participating across 7 different sports.



Lossiemouth

Improving behaviour through football – At the start of the academic year Burghead Primary highlighted to Active Schools about behavioural issues in the playground during lunchtimes connected to football. At the same time a Young People Decide panel was formed in relation to some local funding that was available for the local community. Following discussions with all involved with the football it was decided to apply for some funding to help improve the offerings of football at the school. On the day of the Young People Decide funding decisions the school pupils attended to present their funding application in front of Local Elected Members and other Community Activists. The group were successful with their funding which enabled them to join forces with Elgin City Football Club's Community Development Dept. The Club delivered a programme to the pupils on developing their football skills but also their life skills such as respect, sportsmanship, positive behaviour and enthusiasm. Football has now been re-introduced at the school at lunchtimes where the behaviour has improved and due to this more pupils are engaged in this activity. Teachers have also fed back that the children are better learners in class after lunchtime as they have had a positive experience and are more focussed. The Active Schools team are planning to offer the Playmakers training to P7 pupils at Burghead next year to sustain this positive behaviour in the playground.

Addressing gaps in provision at Hythehill – At the start of the academic year Hythehill Primary contacted Active Schools to highlight that they had ambitious plans to ensure that every school pupil would participate in the bikeability course during their education at the school. However it was identified that approximately 28 pupils from P4-7 were unable to ride a bicycle. Through partnership working between Lossiemouth Community Development Trust Sports Hub and Outfit Moray additional support was put in place to provide these pupils with the introductory skills to learn to cycle and develop their confidence. Following this initial additional support and assessment they were then placed into an appropriate group setting depending on their ability. Cycling is a basic life skill that not only provides a means to keep fit but also a vital means of transportation, the engagement, enthusiasm and delight of the pupils attending these cycling sessions and in particular those new to cycling was evident throughout the programme.

Milnes

Milnes High Young Leaders – A major focus by Active Schools in the Milnes area this year has been the development and support of young leaders as deliverers for activities in the area. In conjunction with the PE Department and their Sports Leaders UK Class the Active Schools Co-ordinator delivered a Young Leaders Badminton Course to a group of 26 x S3 pupils. From this course, 7 young leaders delivered afterschool badminton sessions to 3 different age groups. 10 of these S3 pupils have also delivered activities during the school year, 6 of these on a regular basis. These 6 students have also been supported to attend additional coach education courses in Junior JogScotland, Soft Archery, Table Tennis and Netball and involved in the Moray Young Leaders Programme. In total 22 Young Leaders from Milnes High have delivered activities to Primary School children afterschool and an additional 18 Secondary pupils have been involved in the running of the Primary Cross Country and Kwik Cricket competitions. These students have been highly engaged in supporting Active Schools over the past year and therefore the plan for 2019/20 is to continue building up the skill base and experience of these existing students through their S4 year.



Increasing sporting opportunities through a whole school approach Milnes Primary – Following the appointment of a new Headteacher at Milnes Primary, discussions with the Active Schools Co-ordinator resulted in physical activity being a major focus for the school going forward. Through commitment of teaching staff and young leaders from the Secondary School, after school sessions based at the school were set up ranging from individual sports, team sports, general fitness and also current trends such as nerf wars. The Playmakers award was also delivered to the Primary 7 pupils with the result being that lunchtime sessions were set up and delivered by these P7 pupils. 88% of the P1-3 age group participated in these lunchtime sessions which also included a boccia session for 12 pupils with physical and/or learning difficulties. An afterschool badminton club was also set up for staff members to support their own health and wellbeing, this enabled the ASC to generate new contacts and create new partnerships. An outcome of this staff afterschool club is that a staff member now attends one of the pupil afterschool sessions to help inspire the pupils and continue the mental health and wellbeing of all involved at the school.



Speyside

Speyside High School PE Dept. Partnership – Partnership working has never been more evident this past year than with the Active Schools Co-ordinator and the PE Dept. at Speyside High School. The PE Dept. and several other members of key school staff have been instrumental in the development and delivery of extra-curricular sports sessions based at the High School. Every lunchtime there are a variety of activities taking place in the schools games hall and/or synthetic pitch. This year there are also 2 afternoons per week where afterschool activities have been offered, which is a major development due to the high percentage of pupils transported to/from the High School. Young Leaders have also been heavily involved in the delivery of these sessions and these students have also been supported by the fantastic school staff. Speyside High were able to participate in all school sport competitions that took place across Moray this year, this would never have happened largely due to some key members of school staff.

Rugby Leaders Programme – A student from Speyside High School was successful in applying to participate in the Youth Rugby Leaders Programme. Through attending this programme they developed their coaching skills by taking part in a variety of sports training programmes including the Scottish Rugby Union Level 1 course. As a result of this weekly afterschool sessions were set up at the High School and delivered by the Youth Leader alongside support from the Rugby Community Coach, PE Dept. and Active Schools. The session attracted 10 regular attendees and 50% of these participants have since joined Huntly Rugby Club sessions. Although the intention was to set up afterschool rugby sessions in some of the Primary Schools which would culminate in a festival this did not come to fruition due to study pressures of the Youth Leader. Speyside High are keen for a senior pupil will again be interested in this programme in 2019/20 as it was highly beneficial for both the Youth Leader and all the students that participated in the sessions.

Moray wide highlights



Young Ambassador/Leaders Programme- It was identified last year that more support was required in mentoring and supporting our Young Ambassadors/Leaders in Moray. Every Secondary School is provided with the opportunity to nominate 2 students annually to the Young Ambassadors programme through sportscotland. However Active Schools engage with a large cohort of Young Leaders to help deliver our annual programme of activities. As well as the annual conference 2 further training sessions were organised during the year to help further develop skills and knowledge within our Young Leaders. The sessions involved activities on communication, teamwork and leadership as well as receiving tasters on some new sports such as plastic fencing and soft archery. Following feedback the leaders conveyed that they truly appreciated the training and support they received from the Active Schools team to the extent that they all intend to continue leading sessions for Active Schools during the next academic year. The Team are planning a specific CPD programme for the Young Leaders for 2019/20.

Highland Cycle Ability Centre Partnership – A partnership between Highland Cycle Ability Centre and Active Schools in Moray was established in late 2018. The Highland Cycle Ability Centre are a charity that works with people with disabilities offering opportunities for children and adults to ride a bicycle. They have a purpose built facility at Cantray with a huge selection of bicycles to suit all ranges of disabilities and ages and a 1km cycling track. Through some Tesco Bags for Help funding a programme of activity sessions was planned which would enable each ASG within Moray to receive 3 x 4.5hours of sessions over a 3 week period with 2 of these sessions taking place in their locality area and the third session taking place at the Centre at Cantray. Due to the outreach service of the Centre they were able to transport up to 12 bikes to the ASG areas including trikes, KMX karts, side by side quads, duet (wheelchair cycle), running and hand bikes. Tesco, further supported this project, by offering in many of the ASG locations a section of their car park for these sessions to take place as we required a flat, tarred surface. To date, Lossie, Forres and Keith areas have received their sessions with Speyside, Elgin, Milnes and Buckie to follow at the start of the next academic year. Comments from staff were all really positive remarking that the pupils did not stop smiling throughout the sessions. They also stated that the consistency of the pupils focus and concentration throughout the 45minute sessions was remarkable as their usual attention span is 3-4minutes. The team have also been made aware that families have since started attending the Highland Cycle Ability Centre due to the fun their child/ren had during these sessions, one pupil actually held his birthday party at the Centre as he enjoyed it so much and felt that he was able to join in equally into an activity with his friends despite his disability.



Moray Primary Schools Netball Programme – For the third year in a row, Moray Active Schools hosted a Primary Netball Series which consisted of two festivals and one competition, following the format of previous years and of the secondary school sport competitions. Also continuing with tradition, the venue for two of these events was Gordonstoun School, a local international private school with excellent facilities. This in itself is a fantastic opportunity for the participants to experience, particularly those from smaller schools with limited gym hall space and equipment. Netball is a popular sport in Moray's schools at both primary and secondary level – over 800 children and young people play on a weekly basis. There is a local club - albeit for adults only, a Bounce Back to Netball group, and two walking netball groups. Therefore pathways are there for a potential lifetime in the sport!

Being predominantly a female sport, netball also provides a way for girls to be involved in sport. However, importantly, a number of boys are playing in Moray's primary schools and our primary netball series was open to both girls and boys.

The series provides an excellent addition to the netball activity blocks taking place in a number of our schools and is a great opportunity for participants to play other teams, and for coaches to get together and exchange ideas.

So that we could learn from past years, we hosted a meeting in early January where all primary netball coaches were invited to provide feedback on previous festivals and to make suggestions for this year's events. It also gave the coaches a networking opportunity. We received a range of very helpful feedback including info on fixtures, registration, and umpiring. We made efforts to take all of this on board to make improvements.

One significant outcome of this discussion was that we hosted an umpire refresher training session which all coaches were invited to, along with young leaders who are netball players in secondary schools. The aim of this event was to make people feel as comfortable and confident as possible with umpiring before the first festival. This training session received some very positive and enthusiastic feedback. The primary netball programme proved yet again a major success and the Team are looking to further develop this programme for 2019/20 through creating a Junior Netball Club based in Moray.



Moray Primary Schools Cross Country Events – The Primary Schools Cross Country events are embedded in the school calendar on an annual basis. Due to the fact that Active Schools are the lead organisers of these events the ASG and finals events were held in extra-curricular time. The ASG events were held in February and March with the finals held at Grant Park in Forres at the end of March. 28 Primary Schools in total entered the Finals event which took place on a Saturday morning (this was a change to previous years when it took place on a school day). Of the 10 most deprived schools in Moray, 8 of them entered the Finals event. 325 pupils from P4-7 participated in the Finals event, over 10% of these participants receive Free School Meals and 28% of them either had an additional support need. Although the participant numbers attending the Finals declined this year the number of parents and family members able to attend and support their child/ren increased and the event was a great success.



Moray Primary Schools Football Programme Festival Developments – For the second year in a row, Moray Active Schools in partnership with the Scottish FA have run festivals which consisted of 9 x P2/3s, 14 x P4/5s and 11 x P6/7s festivals this year. This has incorporated 19 of the Moray schools who have entered teams and a further 8 Moray schools that have entered mixed teams as well as Gordonstoun and Auldearn (Highlands).

The festivals allow teams to play organised games against various other schools in one facility on a Saturday morning under the Scottish FA player pathway which focuses on 'trophy free'. The P4/5s and P6/7s are run bi-weekly at Lossiemouth and the P2/3s are monthly in Elgin. This setup has allowed us developed strong partnerships with local football club scouts (Aberdeen FC, Inverness Caledonian Thistle FC, Ross County FC and Elgin City FC) who have praised the setup, the festival co-ordinators and the improvement in player development.

"Really appreciate how well both Gary and I have been received at the festivals. Even Jim commented on how welcoming and friendly he felt while attending the last tournament. This is testament to you and the team of people who organise and run these events. I have found the standard to be really good and feel these festivals will prove crucial in enhancing the quality of players developed in the Moray area. Thanks again." Aberdeen FC Scout.

It has improved the relationships and communication at the schools as they sign off their teams to make sure the registered players and volunteers are involved. They are copied into the weekly circular emails each week to keep informed. Some teachers are even coaching a team.

Football has been the largest participation sport in the Moray's schools with 240 P2/3s, 285 P4/5s, and 237 P6/7 pupils involved and 159 volunteers. We have seen an increase in the number of players, teams, schools and volunteers in the programme this year. More notably an increase of 17 P2/3 teams which has been a target area this year for the team.

Moving Forward

The Active Schools team have started creating their local and overarching Moray Annual Action Plans for 2019/20. These plans are created in conjunction with Schools, Partners (external and internal), sportscotland and National Governing Bodies of Sport. The Team have held their Planning Days for 2019/20 with the main focus areas and themes identified as follows;

Focus Area	Active School Co-ordinator Responsibility
Buckie (including LOIP)	David Shaw
Elgin Academy Primaries	Jen Dawson
Elgin High Primaries & Elgin Secondaries (including LOIP)	Craig Rowley
Forres & Disability/ASN	Paul Rogan & Rosalyn Carruthers
Milnes & CPD programme	Lorna Young
Keith & CPD programme	Amanda Walker
Lossiemouth	Lisa Bathgate
Speyside	Danny Simpson
Sports Development & Community Sports Hubs	Dimitris Chrysanthakopoulos

Sports Forums/Hubs	Active School Co-ordinator/Officer Responsibility
Athletics	Paul/Kim
Badminton	Danny
Cricket	Paul
Football	Lorna
Golf	Jen
Gymnastics / Trampolining	Rosalyn/Dimitris
Rugby	Kim
sportMoray	Kim/Dimitris
Cycling	Lisa
Tennis	Craig
Forres Hub	Dimitris & Paul/Rosalyn
Lossie Hub	Dimitris & Lisa
Hopeman Hub	Dimitris & Lisa
Elgin Hub	Dimitris & Craig/Jen

In addition to the above remits the Team have also identified the following projects to implement during 2019/20;

- Creation of a junior netball club
- Apply for funding for gymnastics coaching qualifications
- Apply for funding for Young Leaders programme to provide them with kit and also cover coach education course costs
- Dance and Rugby Leaders programme
- Links with Moray Sports Centre
- Continue the development of targeted work to help reduce inequalities

Appendix 2

Financial Contributions for Active Schools and Community Sports Hubs**Active Schools**

Year	Actual Expenditure	Sportscotland contribution	Moray Council contribution
2014/15	£370,367	£246,720	£123,686
2015/16	£359,020	£246,720	£112,199
2016/17	£376,706	£246,720	£129,986
2017/18	£373,039	£246,720	£128,685
2018/19	£365,842	£243,720	£122,122
2019/20	Unknown as yet	£250,672	£170,500

School Sport Competition

Year	Actual Expenditure	Sportscotland contribution	Moray Council contribution
2015/16	£38,487	£22,000	£16,487
2016/17	£39,726	£29,054	£10,672
2017/18	£40,141	£29,054	£11,087
2018/19	£41,583	£29,054	£12,529

Community Sports Hubs

Year	Actual Expenditure	Sportscotland contribution	Moray Council contribution
2014/15	£32,507	£42,006	In-kind (line management etc)
2015/16	£58,628	£29,254	In-kind (line management etc)
2016/17	£24,430	£18,976	In-kind (line management etc)
2017/18	£26,139	£24,430	In-kind (line management etc)
2018/19	£28,528	£26,139	In-kind (line management etc)
2019/20	Unknown as yet	£30,615	In-kind (line management etc)



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE
ON 30 OCTOBER 2019**

**SUBJECT: EDUCATION SCOTLAND AND MORAY COUNCIL
IMPROVEMENT PARTNERSHIP PLAN : EDUCATION SELF-
EVALUATION PILOT PROJECT**

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

1. REASON FOR REPORT

- 1.1 The purpose of this report is to inform the Committee about a pilot project to collaboratively self-evaluate educational provision in Moray in partnership with Education Scotland.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that the Committee:-

- i) **scrutinises and notes the content of this report; and**
- ii) **notes that there will be a standards and quality report to this Committee on 18 December 2019.**

3. BACKGROUND

- 3.1 As part of the Scottish Government's desire to empower schools and to offer support from Education Scotland, and Education Scotland Northern Team has been constituted and recruited to work collaboratively with Northern Alliance, local authorities and their schools. This is done primarily by engaging with headteachers and staff. The Northern Team and local authority central teams also work in partnership with the Northern Alliance and its local authorities to offer support through partnership projects and joint working.
- 3.2 To this end a pilot project has been undertaken by Education Scotland and the Council with the following aims:

- to carry out a self-evaluation exercise across a sample of thirteen Moray schools – nine primary and four secondary in order to produce a Moray Education Standards and Quality Report. This will evidence progress made in implementing the Council's Schools and Curriculum Development strategic plan
 - to take cognisance of the consultation on restructure across Moray Council and any changes resulting in Education governance moving forwards
 - to use the information gathered to inform the education system and partner agencies in Moray of strengths and areas of good practice, and identify areas for improvement to inform future strategic planning for Education in Moray and for schools to incorporate these priorities into their improvement plan
 - to report to this Committee on 18 December 2019 with high level findings for the improvement of educational provision for Moray's children and young people.
- 3.3 The project team involves the Senior Regional Adviser from the Education Scotland Northern Team, as well as five education officers, two secondary headteachers, three primary headteachers, one primary deputy headteacher and one primary principal teacher from Moray. The team was selected to bring a level of expertise and experience from across Moray and beyond. This experience will help inform the process and coupled with the team visiting four secondary and nine primary schools will lead to an evaluative overview of education in Moray in terms of schools and their educational provision. The project has been shaped by the team in a collaborative manner so that the school staff are empowered to be involved in the decision-making process and help to influence the future strategic direction of education and its partnership services in Moray.
- 3.4 The Head of Education (Chief Education Officer) and the Education Scotland Northern Team Head of Scrutiny will provide quality assurance input to the draft Report leading to the final copy.
- 3.5 The outline project plan is attached at **Appendix 1** for information.

4 SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

The Standards in Scotland's Schools Act 2000 established a statutory duty on local education authorities to ensure the quality of provision in its schools and establishments. This set the agenda for continuous improvement in Scottish education. The Scottish Government publication "Empowering Schools: education reform progress" gives the position in

February 2019 on the development of The Headteacher's Charter and can be viewed at:

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/pages/1/>

The Empowerment Agenda has been previously alluded to in a report to this committee on 28 August 2019 under item 5, para 5.1, and can be viewed at:

<https://moray.cmis.uk.com/moray/CouncilandGovernance/Meetings/tabid/70/ctl/ViewMeetingPublic/mid/397/Meeting/8/Committee/4/Default.aspx>

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

There are no property implications arising directly from this report. None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

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

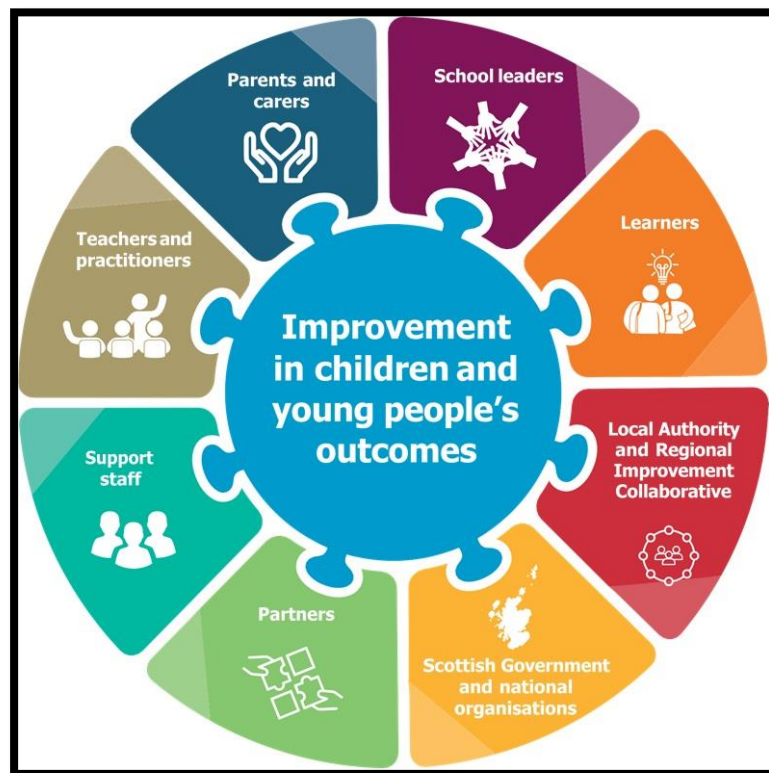
Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

<https://www.gov.scot/publications/empowering-schools-education-reform-progress-update/pages/1/>

Appendix 1

Moray Council Standards and Quality Report 2019 Outline Project Plan



Self-Evaluation Project September – October 2019



Moray Standards and Quality Report 2019

Possible structure/content for reporting – Each section – 1. Strengths 2. Areas for Improvement

Background – WS/KL

- Setting the Scene – Our Moray Context
- Intro
- Context
- Celebrating successes - All
- National and local priorities
- SCD plan

How good are we at ensuring the best possible outcomes for our learners?

- External inspection evidence – ES, CI, gradings and notable key strengths – WS/JS (3yrs)
- Thematic inspection evidence – Empowerment, Numeracy (LHS) – HMC/ DG
- Partner inspection evidence - CLD, Children services, SDS, DYW – snapshots – KL/WS
- Internal evidence gathering – schools SE profiles, SFF - KL/WS
- Attainment – ACEL, Senior Phase, Attainment meetings – Data/Narrative? – KL/HM
- Health and wellbeing – QI 3.1 – HM/KS
- Tracking, monitoring and moderation approaches – HT/JM
- Attendance, exclusions, LAC and ASN – SM/AS
- Achievements/Key events – AS/KS
- Case Studies - All to find

How good is the quality of care and education we offer?

- LT&A – HMC/DG
- Closing the Poverty related attainment gap/ PEF – WS/JS
- Parental engagement approaches – DT/SM
- Partnership approaches, DYW, SDS, Moray College etc. - KL/WS
- GIRFEC, ASN, Inclusion, Equality, Statutory duties – SM/AS (&LR)
- Curriculum including DYW, 1+2, outdoor learning etc. – SM/DT/WS
- Case Studies - All to find

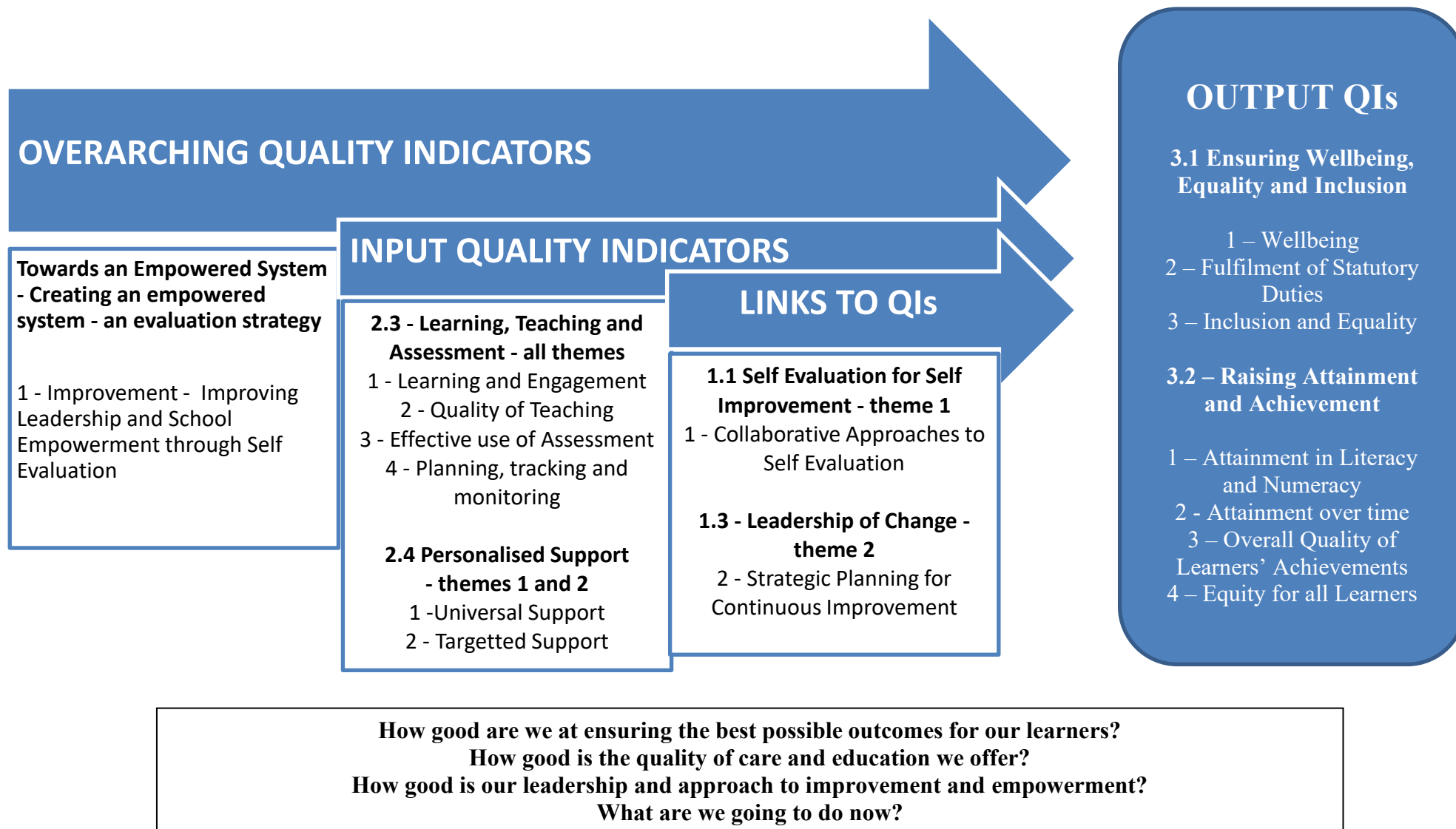
How good is our leadership and approach to improvement and empowerment?

- Professional development – SCEL. MC leadership and management courses etc. – WS (BMP) – BASELINE – IMPACT?
- NQTs – WS (BMP) – BASELINE – IMPACT?
- Coaching and mentoring – WS (BMP) – BASELINE – IMPACT?
- Range of data for above 1 – 3 (% across Moray)
- Ask about QI 1.3 leadership of change – Theme 2
- HT meetings and prof dev workshops, strategic working groups, RIC involvement, ES involvement/CLPL – QI 1.1 SE for SI – Theme 1 / QI 1.3 leadership of change – Theme 2 – HMC/DG
- (Empowerment)
- Aspects of interesting practice - HMC/DG

What are we going to do now? – Generic/Strategic

Next steps for improvement

Self-Evaluation Event Overview



Project Overview and Timeline

Event	Date	Time	Venue		Notes/Documents
Planning Day	Monday 26 August 2019	0930 – 1600 hours	Conference Room, Elgin High School		<ul style="list-style-type: none"> • Overview of event • Roles and responsibilities – expectations and prep to analyse data (Attendance, Attainment, Exclusions, ASN, V&A etc.) • Purpose and outcomes of event • Peer groupings formed • Document preparation – lesson observations, focus group approaches • Discussion of documentation, data and evidence packs • Document s- excerpt from HGIOS4, QMIE2 etc.
Information to Elected Members	To be e-mailed w/c 2 September				<ul style="list-style-type: none"> • WS

Inform School Board Chairs	To be informed by Headteachers and invited to School Parent Focus Groups				<ul style="list-style-type: none"> • WS
Scoping	Thursday 5 & Friday 6 September	1000 – 1600 hours	Annexe Meeting Room 5		<u>Data Packs</u> <ul style="list-style-type: none"> • Attendance, exclusion, SIMD, PEF, Attainment – ACEL, SQA, ASN – IEPs, CSPs, Child Planning, CP, LAC, School SE Gradings, Inspection Data <u>School Improvement</u> <ul style="list-style-type: none"> • Self-evaluation
Scoping (continued)	Thursday 5 and Friday 6 September	1000 – 1600 hours	Annexe Meeting Room 5		<ul style="list-style-type: none"> • profiles, SIPs, SQR, WTAs <u>School Evidence</u> CLPL overview, QA records – observations, surveys, audits <u>Curriculum</u> <ul style="list-style-type: none"> • Rationale, Progressions <u>Local and National Documents</u> <ul style="list-style-type: none"> • HGIOS4 • Towards an Empowered System

					<ul style="list-style-type: none"> •SCD Strategic Plan •NIF Plan •LA relevant policies
School Visits – Please see below for Focus	Thursday 12 September	All day in schools 4-6pm at EHS - tbc	Various schools – group members to schools; 2 per school	<i>Buckie High School- KS/AS</i> <i>Forres Academy- JS/WS</i> <i>Tomintoul Primary- DT</i> <i>Bishopmill Primary- HT/JM</i> <i>Seafield Primary- HMcC/DG</i> <i>St Gerardine's Primary-KL</i> <i>St Thomas' Primary- SM</i>	<ul style="list-style-type: none"> •Data packs •Focus group prompts – staff, pupils, parents, partners •Agree lesson observation format •Data and evidence packs for schools
Planning, Assessment, Tracking and Monitoring	Friday 13 September	AM in schools	Various schools – group members to schools; 2 per school	<i>Lossiemouth High School-HMcC/DG</i> <i>Speyside High School-KS/AS</i> <i>Newmill Primary- KL/HM</i> <i>New Elgin Primary- JS/WS</i> <i>Hopeman Primary- HT/JM</i> <i>Applegrove Primary- DT/SM</i>	<ul style="list-style-type: none"> •Planning formats and exemplars •Staff discussion forum •Assessment evidence and strategy •Tracking and monitoring strategy, process and resulting interventions and impact

Team Meeting	Friday 13 September	2-4pm at HQ Committee Room			• Discussion and agree final format
Writing e-mail notes on school visits	Wednesday 18- Friday 20 September (16 and 17 September – In-service)	* Time and venue to be agreed with peer	* Time and venue to be agreed with peer		• Notes to be completed by 11 October 2019 and sent to Willem • Willem to e-mail to team by 28 October 2019
E-mail notes to WS	Friday 11 October				
WS collate & e-mail to Team	Monday 28 October				
Report section write-up & e-mail to Willem	Monday 4 November				• Team members to write up their sections by 4 November and e-mail to Willem
Team meeting	Friday 8 November	11.00am – 1.00pm	HQ		• To review report compiled from sections written by Team
Draft S&Q and accompanying Executive Summary	Monday 11 November				•

Team Meeting?	TBC				•
Share with project schools	Monday 11 November				• Deadline for comment and feedback – Friday 15 November 2019
Issue report for consultation	Monday 18 November				• Draft out to senior officers for comments
Admin Group Briefing	TBC				• KL/WS
Education CMT Briefing	TBC				• KL/WS
Report to C&YP Committee	Wednesday 18 December 2019				• Preparation of final committee report and associated appendices; consider attendance at committee
Agreed priorities feed into updated Moray Education Strategic Plan	From Term 3 2019/20				•

Focus prompts for Thursday 12 September - Arrange to go to lunch with pupils where possible

1. P4 – Literacy & Numeracy
2. S3 – ACEL 3rd Level and 4th Level (Nat4/4th Level in Literacy & Numeracy?) Moderation issue?
3. Closing the Poverty Related Attainment Gap – PEF - Gap? Interventions? Impact? Evidence?
4. LT&A – best practice? How is best practice shared? Is there action research going on – formally/informally?
5. ASN/Inclusion - % of pupils meeting targets
Innovative practice which promotes inclusion?
Evidence that this has impacted positively on exclusion and incidents of V&A
Next steps to build upon good practice
6. Attendance – attendance stats
What factors influence absence?
What interventions are in place to encourage attendance?
7. CLPL – empowerment at all levels – learners leading learning, staff empowerment – SCEL, MC Leadership & Management Course etc.
8. Classroom observations – 1st visit together, then singly thereafter. Use observation to speak to staff/pupils about planning, learning etc.
9. Bring back examples of interesting practice

Focus prompts for Friday 13 September - Arrange to go to lunch with pupils where possible

1. Moderation focus
2. Ask teachers about the impact of planning, moderation on learners if observing lessons
3. Bring back examples of interesting practice

16.09.2019 V8

Willem Smit, Quality Improvement Officer

