



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

Wednesday, 13 February 2019

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 13 February 2019** at **09:30**.

### **BUSINESS**

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

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests**  
\*
- 3.\* **Minute of Previous Meeting of 21 November 2018** **7 - 14**
4. **Written Questions \*\***
- 5.\* **Northern Alliance - Regional Improvement Plan** **15 - 20**  
**Progress Update**  
Report by the Acting Corporate Director (Education and Social Care)
- 6.\* **Initial Analysis of Achievement of Curriculum for** **21 - 26**  
**Excellence Levels - Teacher Judgement Survey 2018**  
Report by the Acting Corporate Director (Education and Social Care)
- 7.\* **Moray Fostering and Adoption Panel Review 2018** **27 - 36**  
Report by the Acting Corporate Director (Education and Social Care)
- 8.\* **Education and Social Care Capital Budgets 2018-19** **37 - 44**

<b>9.*</b>	<b>Education and Children and Families Revenue Budget Monitoring Report 2017-18</b>	<b>45 - 50</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>10.*</b>	<b>Performance Report (Education and Social Care) Half Year to September 2018</b>	<b>51 - 58</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>11.*</b>	<b>Singleton Inspections of ELC - Published Reports November-December 2018</b>	<b>59 - 66</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>12.*</b>	<b>Education Scotland Inspection of The Cabin Nursery, Dufftown</b>	<b>67 - 72</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>13.*</b>	<b>Education Scotland Inspection of Millbank Nursery, Buckie</b>	<b>73 - 78</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>14.*</b>	<b>Education Scotland Inspection of Hythehill Primary School and Nursery Class, Lossiemouth</b>	<b>79 - 88</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>15.*</b>	<b>Inspection of Moray Supported Lodgings Project</b>	<b>89 - 96</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>16.*</b>	<b>Career Information Advice and Guidance External Review</b>	<b>97 - 122</b>
	Report by the Acting Corporate Director (Education and Social Care)	
<b>17.*</b>	<b>Question Time ***</b>	
	Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.	

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

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

**Wednesday, 21 November 2018**

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

**PRESENT**

Councillor George Alexander, Councillor James Allan, Ms Nicola Belcher, Councillor Frank Brown, Miss Leah Burt, Councillor Paula Coy, Councillor Lorna Creswell, Mrs Anne Currie, Councillor Tim Eagle, Councillor Claire Feaver, Councillor Aaron McLean, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Councillor Sonya Warren

**APOLOGIES**

Councillor Ryan Edwards, Councillor Louise Laing

**IN ATTENDANCE**

Also in attendance at the above meeting were the Acting Corporate Director (Education and Social Care), the Head of Schools and Curriculum Development, the Acting Head of Lifelong Learning, Culture and Sport, the Acting Head of Integrated Children's Services, the Business Support Team Manager, Karen Lees (Quality Improvement Officer), the Active Schools and Sports Development Manager and Tracey Sutherland, Committee Services Officer as Clerk to the meeting.

**1 Chair of Meeting**

The meeting was chaired by Councillor Sonya Warren.

**2 Welcome**

The Committee joined the Chair in welcoming Mrs Nicola Belcher, the new parent representative to her first Children and Young People's Committee.

**3 Order of Business**

The Chair asked the Committee to note that Item 6 on the agenda, Question Time would be taken following item 19 on the agenda.

**4 Declaration of Group Decisions and Members Interests \***

In terms of Standing Order 20 and the Councillors' Code of Conduct, there were no

declarations from Group Leaders or Spokespersons in regard to any prior decisions taken on how Members will vote on any item on the agenda or any declarations of Member's interests in respect of any item on the agenda.

## **5 Resolution**

The meeting resolved in terms of Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting during consideration of the items of business appearing at the relevant paragraphs of this minute as specified below, so as to avoid disclosure of exempt information of the class described in the appropriate paragraphs of Part 1 of Schedule 7A of the Act.

<b><u>Para Number of the Minute</u></b>	<b><u>Para Number of Schedule 7A</u></b>
20	4 Information relating to any applicant or recipient of any financial assistance provided by the Authority.

## **6 Minute of the Previous Meeting held on 26 September 2018**

The minute of the meeting of the Children and Young People's Services Committee dated 27 June 2018 was submitted and approved.

## **7 Written Questions \*\***

The Committee noted that no written questions had been submitted.

## **8 Primary and Secondary School Functional Capacity and Occupancy**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the Primary and Secondary School Functional Capacities and Occupancy for session 2018/19 and asked Committee to note that a further report will be brought to Committee if physical or functional capacities change throughout the course of the session.

Following consideration the Committee agreed to note:

- i) the primary and secondary school functional capacities and occupancy for session 2018/19; and
- ii) that a further report will be brought to Committee if physical or functional capacities change throughout the course of the session.

## **9 Strategy to Improve Children's Services**

A report by the Acting Corporate Director (Education and Social Care) informed



Committee about the strategy and series of Committee reports which will provide a clear plan to improve education and children's services whilst also delivering a sustainable school estate.

During discussion Councillor Feaver raised concerns regarding the lack of strategy surrounding the plans presented in the report.

In response the Acting Corporate Director (Education and Social Care) confirmed that at 3.11 in the report the table listed the reports and the Committees that these reports would be presented.

In response, Councillor Feaver therefore proposed a motion that an additional recommendation be added which read "Committee notes that the plans are in place to put forward a strategy."

The Head of Schools and Curriculum Development further added that the action plans are supporting the strategy to improve outcomes for children in Moray. Six key areas have been identified and will drive forward improvements throughout the schools. She further added that there is a clear strategy to improve attainment and that action plans are needed to improve the outcomes and the action plans are being worked on by working groups.

Following further discussion Councillor Feaver withdrew her motion.

Following consideration the Committee agreed to:

- (i) note the contents of the report; and
- (ii) agreed the suite of papers as detailed in 3.11 and in Appendix 1 to be reported to future meetings of this Committee and Moray Council.

## **10 A Vision and Strategy for Education in Moray 2018-2021**

A report by the Acting Corporate Director (Education and Social Care) sought approval from Committee to continue to improve outcomes for children and young people.

Following consideration the Committee agreed to approve the three year strategy as the first of a series of reports about policy, strategy and capacity to continue to improve outcomes for children and young people.

## **11 RAiSE Progress Report National and Local 2019**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the progress the Raising Aspirations in Science Education (RAiSE) National Initiative and the local progress made against the RAiSE objectives from March 2018 to present.

The Chair asked the Committee to join her in thanking the Primary Science Development Officer for the fantastic work she had done in embedding RAiSE in the Council along with our partners.

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

## **12 Active Schools and Sports Development Update**

A report by the Acting Corporate Director (Education and Social Care) asked the Committee to note the progress of the Active Schools and Sports Development in Moray during the last academic year and to approve the extension of the Service for a further year in partnership with sportscotland.

The Acting Corporate Director (Education and Social Care) updated the Committee that since the report was written the Chief Executive, the Active Schools and Sports Development Manager and himself have met with sportscotland senior managers and agreed that should the programme continue a further recommendation would be added which would read:

- agree that the active schools and community hub sports programmes should focus and maintain the involvement and inclusion of children and young people in the most deprived areas of Moray and collect evidence of that impact.

Councillor Eagle sought clarification on when the e-booking will be available for parents wishing to book their children onto the programme.

In response the Active Schools and Sports Development Manager confirmed that e-booking system will be available when the new programme goes live on 10 December 2018.

Following consideration the Committee agreed:

- i. to note the progress of Active Schools and Sports Development in Moray during the 2017/18 academic year
- ii. approve the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2019 in partnership with sportscotland at a cost of £130,000, with the potential of continuing this partnership on an annual basis up to 31 March 2023
- iii. agree that the Active Schools and Community Sports Hub programmes should focus and maintain the involvement and inclusion of children and young people in the most deprived areas of Moray and collect evidence of that impact.

## **13 Education and Social Care Capital Budgets 2018-19 to 30 September 2018**

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 contents of the report.

The Acting Head of Integrated Children's Services joined the meeting during the

discussion of this item.

**14 Education and Children and Families Revenue Budget Monitoring Report 2017-18**

A report by the Acting Corporate Director (Education and Social Care) informed the Committee of the budget position for Education and Children and Families Services as at 30 September 2018.

Following consideration, the Committee agreed to note the budget position at 30 September 2018.

**15 Education Scotland Inspection of Applegrove Primary School**

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

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

**16 Education Scotland Inspection of Logie Primary School**

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

Following consideration the Committee noted the content of this report.

**17 Education Scotland Progress Reports Following Inspection - Milne's High School and Tomintoul Primary School**

A report by the Acting Corporate Director (Education and Social Care) invited Committee to scrutinise and note the progress reports for two schools following Education Scotland inspections in March 2017 for Milne's High School and Tomintoul Primary School in April 2017.

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

**18 Singleton Inspections of Early Learning and Childcare Centres - Published Reports for August to September**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during August to September 2018.

Following consideration the Committee noted the contents of the report.

## **19 Analysis of Interim Secondary School Attainment 2017-18**

A report by the Acting Corporate Director (Education and Social Care) asked Committee to scrutinise and note the attainment of secondary schools in Moray for session 2017/18.

Following consideration the Committee agreed to note the position in respect of attainment of young people in Moray.

## **20 Whole Systems Approach in Youth Justice**

A report by the Acting Corporate Director (Education and Social Care) informed Committee of redetermination funding that has been allocated by the Scottish Government to reinvigorate Whole Systems Approach, in Youth Justice.

The Chair clarified for the Committee that at section 3.7 and 3.10 (iv) it should read up to their 26 birthday as this was important in relation to recommendation (iii).

Following consideration the Committee agreed to note:

- i. the content of the report;
- ii. the sum of £25,000 being paid by the Scottish Government in each of the financial years 2018-2020; and
- iii. the overall planning for how the sum will be used for the purposes of re-invigorating and extending the age range up to the 26th birthday of young people who might benefit from this approach.

## **21 Question Time \*\*\***

Under reference to paragraph 14 of the minute of the previous meeting of 26 September 2018, Mrs Slater sought clarification on her request for the number of Principal Teacher posts which were advertised and not filled which have since gone to Joint Principal Teacher Posts?

In response, the Head of Schools and Curriculum Development advised that the figures had not been circulated. This was due to the information not being recorded however, she was able to confirm that less than 10 were filled due to the inability to fill the post, some were done for salary reasons to make a post more attractive, a few were done for sustainability of a subject in 1 person departments and some were for budgetary reasons when a post became vacant.

Councillor Ross questioned the Chair why she had not shared a letter received from the Educational Institute of Scotland detailing its findings after a survey of its Members on Scottish National Standardised Assessments. The results of this survey raised enormous concerns particularly regarding Primary 1 testing. The letter was sent to all Children and Young Person Committee Chairs and Education Committee Chairs.

In response the Chair said that she had not been aware that she was expected to

share the letter but could circulate the letter if that is what was requested.

Councillor Ross thanked the Chair.

Councillor Creswell requested an update on the impact of the new 33 period week in Secondary Schools.

In response, the Head of Schools and Curriculum Development stated that it is still early days and discussions are still taking place on the best use of the time but feedback so far has been positive.

Councillor Alexander sought clarification on whether there is a Council policy on Head Teachers encouraging parents to consider sending their children to the Head Teacher's school following him being advised about a video on social media.

In response the Acting Corporate Director (Education and Social Care) confirmed that it is not a policy of the Council for Head Teachers to make promotional videos pitting one school against another and thanked Councillor Alexander for bringing the video to his attention. He acknowledged that the Head of Schools and Curriculum Development and himself will look at the video closely and consider what was said and will discuss the issue with the Head Teacher concerned.

Councillor Allan asked the Chair to join him in congratulating Mrs Mumford and the pupils from Lossiemouth High School who had recently performed their song Skies the Limit in the music room at Buckingham Palace.

Councillor Morrison asked the Chair and the Acting Corporated Director (Education and Social Care) if they were aware of the work that is being done at Banff Academy alongside Aberdeen University, looking at developing a Scots language award as their appears to be links between attainment and the use of your own dialect and whether this could be considered in Moray.

In response the Head of Schools and Curriculum Development confirmed that in the 1 plus 2 languages have instances where Scots is the additional language that is being taught.

The Acting Corporate Director (Education and Social Care) further added that it is well proven through research that being bi-lingual has a major effect on their attainment.

Councillor Alexander congratulated the Education section on the video that has been made and distributed via social media encouraging people to come and teach in Moray.

Councillor Coy requested whether a press release could be written to help banish the myth that Moray does not welcome teachers from other countries. Councillor Coy added that there is a preconception out there that Moray will not employ other nationalities and works hard to dispel the myth.

The Acting Corporate Director (Education and Social Care) further added that teachers of any nationality are welcome provided they are registered with the General Teaching Council Scotland.

## **22 Moray and Nairn Educational Trust Disbursement 2018-2019**

A report by the Acting Corporate Director (Education and Social Care) provided information and to seek approval for the payment plan to be used to assess applications to the Moray and Nairn Educational Trust and to consider applications to the trust.

Following consideration the Committee approved the grants at the rates provided in the payment plan.



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: NORTHERN ALLIANCE: REGIONAL IMPROVEMENT PLAN  
PROGRESS UPDATE**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of the Education Operational Delivery Committee of the further development of the Northern Alliance Regional Improvement Plan (Phase 2).
- 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 considers and notes:-**

- (i) **the progress of the Northern Alliance Regional Improvement Plan; and**
- (ii) **that a grant of up to £1,086,067 has been allocated to the Northern Alliance to enhance the Regional Improvement Collaborative's activities and capacity building**

## **3. BACKGROUND**

- 3.1 The Northern Alliance is a Regional Improvement Collaborative (RIC) between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 3.2 Each RIC was asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan, The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework (NIF).

- 3.3 The Northern Alliance Committee Regional Improvement Plan was submitted to Committee on 27 June 2018 (para 8 of the minute refers). The Committee resolved to note the content of the Northern Alliance Regional Improvement Plan and to endorse the work of the Northern Alliance Regional Improvement Collaborative. The Plan was submitted to Education Scotland on 3 September 2018 and signed off by the HM Chief Inspector of Education/Chief Executive of Education Scotland on 17 October 2018.
- 3.4 In support of the delivery of the Regional Improvement Plan the collaborative produced a workforce plan/resource bid, which identified the resources required to ensure workstreams are effectively resourced and supported. The workforce plan/bid was submitted on 3 September 2018 to Education Scotland. The Scottish Government on 2 November 2018 made a grant of up to £1,086,067 to support RIC activity and capacity building over the current school year (1 August 2018 to 31 July 2019).
- 3.5 The Scottish Government has requested an update from the RIC in December 2018/January 2019 on progress towards securing additional staffing and networks as identified in the workforce plan/resources bid.

**Emerging Literacy workstream:**

- 36 schools in Moray are committed to be involved in the workstream
- School support consists of initial whole-day training (for schools new to the workstream) and six network sessions throughout the year (for all schools)
- There is a skeleton school improvement plan insert for the 2018/19 session which can be used by schools, following their self-evaluation, and linked to the whole-school Emerging Literacy audit
- Practitioners have access to online resources to support the observation/ assessment of and planning for learning in early literacy, language and communication
- Practitioners have access to and are signposted to online training resources which can be used as part of whole-school CPD
- There is an early Level Literacy and English progression framework linked to the Benchmarks. This is being woven into the network sessions.
- The Emerging Literacy workstream is in the process of working with early years, schools, educational psychology and allied health professional teams at local level to plan for sustainability of the approach in to the 2019/20 session and beyond.

• **Numeracy Workstream:**

- NA Numeracy Progression completed and made available to school July 2018 (Early, First, Second)
- General agreement that each Local Authority (LA) follows its own path, subsequently sharing what has worked
- Baseline collected from P3 and P4s in December 2017 using Gloss (Baseline) assessments.



- **1+2 Modern Languages workstream:**
  - Developing 1+2 in secondary Broad General Education (BGE) - building on last year's Scotland wide languages roadshows and sharing and comparing models across authorities
  - Started to share NA models and strategic documents to support schools.
  - Planning development of sustainable training to meet the varying needs of primary teachers
  - Gathering of authority strategies to identify baseline of activity (using Government Survey responses and Insight data to establish current picture and measuring improvement)
  - Identifying of key workstreams for 1+2 this session including P1-S3 entitlement, Developing the Young Workforce (DYW)/business links, Transition, Career Long Professional Learning (CLPL)
  - Establishing collaboration and partnerships: Scottish Centre for Information on Language Teaching and Research, Education Scotland, University of Highland and Islands, Initial Teacher Education and Aberdeen University
  - Trialling development of smarter communication – using 'Teams' on Glow.
- **Community Learning and Development Workstream:**
  - Across the workstream smaller groups are analysing data/information and measurements
  - The group is identifying how they might target family learning within each of the 8 LAs
  - Link in with Emerging Literacy to explore interdependencies.
- **Leadership Development workstream:**
  - Development groups established with all NAs represented
  - 3 meetings (including Orkney)
  - Leadership frameworks developed and discussed
  - 2 specific outcomes identified:  
Leadership development strategy for NA confirmed  
'All schools (or group of schools) are able to articulate their approach to leadership development at all levels.
- **Systems Development workstream:**
  - Group reconstituted with new members have met to discuss the school element of this workstream
  - Have agreed in principle a way forward to support improvement by collaborating on a common approach to evaluative language and a means of developing a shared understanding and expectations of standards. How Good is our School (HGIOS) 4 to be used as our supporting framework.
  - Discussion has taken place with our Education Scotland Regional Adviser to plan the delivery of this involving Quality Improvement Officers (QIOs) and Head Teachers (HTs) from across the Northern Alliance.
  - Discussion around sharing our different approaches and local agreements to classroom observations

- Yammar (social network facility) group set up for those involved in this workstream as a means to communicate quickly and share any documentation etc.
- **Early Learning and Childcare (ELC):**
  - Early Years Lead and Early Years Improvement Advisor in post from 1 October 2018 until 31 March 2020. Posts are 0.6 and 0.4 respectively FTE
  - A NA brief for infrastructure projects has been delivered. All other improvement plan actions are ongoing
  - Individual meetings with LAs to discuss progress/challenges with delivering the expansion
  - Representing LA at National ELC Partnership Forum.
- **Data Sharing and Performance Workstream:**
  - Continues to work constructively with Education Scotland to take forward a new process for sharing and interrogating data.
- **Equalities workstream:**
  - Lesbian, Gay, Bi-sexual, Transgender and Intersex (LGBTI) group has presented at the Scottish Learning Festival.
  - It has been decided however to open out this group to make it a wider Equalities workstream. The young people themselves have asked that we have some way of identifying and supporting group practice in schools, so that this can be spread across NA and are keen to work with us on a Charter Mark for equalities.
- **Children's Services and Children's Services Planning workstreams:**
  - The Northern Alliance is evaluating the aforementioned workstreams to consider whether it would be more effective to merge the two programmes
  - The collaborative is also reviewing group membership and looking to identify a sponsor and lead for Children's Services.
- **E-learning workstream:**
  - Shetland Islands' Council and Highland Regional Council have appointed staff to the e-Sgoil Management Team
  - The team is currently standardising policies, practices and procedures in order to avoid duplication of effort and ensure that inter-authority delivery is as efficient and streamlined as possible:
    - QA procedures
    - Internet Safety Policy e-learning
    - Pupil, School and e-Sgoil Contract
    - E-Sgoil Handbook
    - E-Sgoil Improvement Plan
  - Working group to develop digital learning pedagogy
  - Working closely with the General Teaching Council Scotland (GTCS) and Educational Institute of Scotland (EIS) to ensure that all practices and documentation comply with national guidelines and agreements.

- **Future delivery Models:**

- The Sustaining Education in Communities Conference was held on 14 September in Inverness and brought a range of stakeholders together to try and better understand the challenges of teacher recruitment and retention, falling school rolls as well as new models that will enrich rural communities. A presentation highlighting the issues around Education in Rural Communities has been arranged for 6 February 2019.

- **Rural Poverty workstream**

- The Northern Alliance is working to identify a lead to take this important workstream forward. The Regional Lead is working with HR colleagues to develop a post job/secondment description.

3.7 In terms of next steps, the Northern Alliance will use the allocated funding grant to strengthen resources and collaboration to support learning and teaching in order to improve outcomes for children and young people.

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

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

The report is relevant in relation to 2026 Priority 3; Ambitious and confident young people – the focus is to improve the life chances of children by supporting them and their families at the earliest possible stages and as required thereafter to give all children in Moray the best opportunities to achieve their potential.

(b) **Policy and Legal**

Each Regional Collaborative is required to produce a Regional Improvement Plan in line with Government Strategy. Each local authority within the collaborative maintains their key strategic roles in leading forward educational services at a local level to ensure local needs are best met within existing resources. Each of the eight authorities will retain their own governance and scrutiny arrangements and will remain the accountable body for school performance and all other aspects of the day to day leadership and management of schools as enshrined in legislation.

(c) **Financial implications**

The grant of £1,086,067 made by the Scottish Government to the Northern Alliance is to be used for the purpose of the Programme and for no other purpose. The funding will be drawn down in March 2019.

(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.

**(h) Consultations**

Senior Management Officer in Education and Social Care, Quality Improvement Officers, Paul Connor, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager and Tracy 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 and agree recommendations.**

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

Background Papers:

Ref:




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**REPORT TO:** CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 13 FEBRUARY 2019

**SUBJECT:** INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM  
FOR EXCELLENCE LEVELS - TEACHER JUDGEMENT  
SURVEY 2018

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

**1. REASON FOR REPORT**

- 1.1 This report provides Committee with a summary of the data collected in June 2018 and provided to the Scottish Government at the end of August 2018 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2018.
- 1.2 This report is submitted to Committee in terms of Section III (C) 1 of the Council's Scheme of Administration relating to exercising all of 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 scrutinises and notes the report.**

**3. BACKGROUND**

- 3.1 The Scottish Government published the National Improvement Framework (NIF) for Scottish Education in January 2016. The First Minister described the document as being "... key in driving work to continually improve Scottish Education and close the attainment gap, delivering both excellence and equity". The framework consists of a vision for education in Scotland, underpinned by a set of key principles and priorities. It identifies a number of key drivers of improvement which will be instrumental in addressing the priorities. These priorities link directly to the NIF and to improving services for children taking into consideration the Moray's Children's services plan. These are:

- School Leadership
- Teacher Professionalism
- Parental Engagement

- Assessment of children's progress
- School improvement
- Performance Information

3.2 The drivers provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. Headteacher meetings have previously been focussed around the drivers ensuring that there is a shared understanding of expectations as well as sharing practice across Moray. This has now evolved to them addressing each of the six areas of our Schools and Curriculum Development Strategic Plan 2018-21 which centres around plans to improve and develop the following areas:

- Raising Attainment and Achievement
- Learning and Teaching
- Curriculum
- Self Evaluation for Self Improvement
- Supporting Learners
- Leadership at all Levels

3.3 The fourth NIF driver in section 3.1 relates to the assessment of children's progress in learning, which should be based on a wide range of progress measures used at school level across the curriculum. This includes teacher judgement data on Achievement of Curriculum for Excellence Levels (ACEL) with codes as shown in brackets:

Literacy – reading (R)  
 Literacy – writing (W)  
 Literacy – listening and talking (LT)  
 Numeracy (N)

3.4 To support this, the Scottish Government has initiated an annual data collection, namely the Teacher Judgement Survey involving all publicly funded schools. Schools are required to submit data on Curriculum for Excellence (CfE) levels for each child in primary schools stages P1, P4 and P7 and each young person in secondary school stage S3. The levels reported are Early, First, Second, Third and Fourth. The curriculum component code ie R was combined with a code to indicate the level achieved ie:

Early level (E)  
 First level (01)  
 Second level (02) and so on

Therefore a child who achieves Early level reading would have the code ER whereas a young person achieving Writing at fourth level would have the code 04W. Additional codes were available to indicate "not yet achieved Early Level (00), "not assessed (99 - where a child or young person is newly enrolled in the school and no information is available or time to assess) and "learning measured by individual milestones rather than CfE levels (98 – this is designed to be used for those children whose complex additional support needs determine that progress in learning is more effectively gauged in terms of individual learning milestones rather than CfE levels).

- 3.5 The data collected referred to the anticipated levels of attainment at the following levels, as detailed from Education Scotland.

Level	Stage
Early	The end of P1
First	The end of P4
Second	The end of P7
Third	The end of S3
Fourth	Some pupils will achieve this by the end of S4

- 3.6 The data was collected in June following ongoing work on assessment, moderation and professional commitment to all areas of teacher professional judgement; this was then submitted to Scottish Government in August following a range of quality assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.
- 3.7 The Scottish Government published the data in December 2018 at school, authority and national levels. The statistics are still published as “experimental” data in this the third year of data collection.
- 3.8 Achievement of Curriculum for Excellence Level - Data for Moray 2017/18

Stage	Literacy – Reading	Literacy – Writing	Literacy – Listening & Talking	Overall Literacy	Numeracy
P1	75%	67%	82%	63%	72%
P4	66%	57%	72%	53%	60%
P7	71%	61%	75%	59%	61%
S3 (3 <sup>rd</sup> level)	84%	82%	88%	79%	82%
S3 (4 <sup>th</sup> level)	34%	32%	40%	27%	37%

- 3.9 Primary 1 data for Reading, Writing, Listening and Talking and Numeracy has improved since initial data collection in 2016, although it has improved further in order to be in line with national averages. Primary 4 data is more variable in the three years of data collection with improvement evident in Listening and Talking and Numeracy although Writing in particular has been less positive and does not compare favourably with overall national attainment in Writing.
- 3.10 Attainment data for Primary 7 last session has seen an improving trend in all measures although is still below the national averages in Primary 7 attainment. In the last year of the Broad General Education, S3 attainment is very slightly below the national average in all measures at third level which is the anticipated level for S3 learners prior to commencing the Senior Phase. The data above displays the averages for Moray in each of the areas for Literacy and for Numeracy. It also includes a new measure for overall Literacy which displays the percentage of pupils who have achieved the anticipated levels for all areas of literacy; this is the first time this information has been presented and currently Moray is below the national average.

### 3.11 Achievement of Curriculum for Excellence Level – Trend Data for Moray 2016-2018

#### Primary Summary

	P1				P4				P7			
	R	W	LT	N	R	W	LT	N	R	W	LT	N
2016	72%	66%	76%	68%	66%	61%	70%	60%	60%	53%	60%	50%
<i>National</i>	81%	78%	85%	84%	75%	69%	81%	73%	72%	65%	77%	68%
2017	74%	64%	80%	70%	70%	62%	71%	59%	68%	58%	73%	57%
<i>National</i>	80%	77%	85%	83%	77%	71%	83%	75%	76%	69%	81%	70%
2018	75%	67%	82%	72%	66%	57%	72%	60%	71%	61%	75%	61%
<i>National</i>	81%	78%	87%	85%	77%	72%	85%	76%	79%	73%	84%	75%

#### Secondary Summary

	Third level				Fourth level			
	R	W	LT	N	R	W	LT	N
2016	89%	88%	94%	87%	51%	46%	54%	64%
<i>National</i>	86%	84%	87%	86%	39%	37%	41%	49%
2017	89%	88%	89%	87%	53%	49%	49%	61%
<i>National</i>	90%	89%	91%	88%	51%	48%	51%	56%
2018	84%	82%	88%	82%	34%	32%	40%	37%
<i>National</i>	90%	89%	91%	89%	53%	51%	55%	56%

- 3.12 The first collection of ACEL data was in 2015 and a clear strategy for moderation was implemented within Moray at that time, with moderation being a key area of work with schools. The moderation strategy has been subsequently updated annually and all teachers in Moray have been involved in moderation activities during in-service days, curriculum group meetings, within school and Associated School Group events as well as central moderation events for all Moray schools to take part in. This has resulted in increased confidence in teachers making decisions about the levels pupils have achieved and therefore our data is increasingly valid and reliable with literacy and numeracy attainment on an upward trend. This has been held up as good practice and continues to be a feature of our planned authority and school working.
- 3.13 There has been a great deal of work undertaken to address areas of improvement needed in learning, teaching and assessment and thus improved levels of attainment at all stages for all measures. This is beginning to deliver an improving trend in most areas although work will continue to ensure that Moray reaches national averages in all areas. This includes the Northern Alliance collaborative initiative for Emerging Literacy which is being undertaken by almost all of our primary schools; the remainder will come on board during session 2019/20. There is also a range of innovative practices emerging in numeracy which attributed to a Moray wide focus through school improvement planning, curricular events for Numeracy and Maths, a Maths Conference held in February 2018 which was attended by a large number of practitioners. Moray schools are also engaging with SEAL (Stages of Early Arithmetical Learning), Numicon and other numeracy related strategies; this remains an ongoing priority within Moray. There are identified areas of further



improvement in Writing and P4 attainment which are being progressed during this current academic year through the development of specific curricular progressions and bespoke programmes in our schools.

- 3.14 As an ongoing response to ensuring valid data for the reporting of the Achievement of Curriculum for Excellence Levels, progress in moderation procedures and practice is moving forward briskly within Moray, as well as participation from a range of staff on national groups as Quality Assurance and Moderation Support Officers (QAMSOs) in all areas of Literacy and Numeracy; we currently have 19 QAMSOs for session 2018/19. This will further support teacher confidence in assessment, moderation and teacher professional judgement and cross sector moderation practices and focused use of the CfE Benchmarks which were finalised in June 2017. Headteachers are using the data to inform their improvement focus and also to ensure a forward plan is in place for raising attainment. There are ongoing local authority strategies in place to support the use of data and moderation approaches to continue to improve our attainment further while still maintaining the validity and reliability of our judgements.
- 3.15 There have been a number of authority wide approaches to support the ongoing focus on attainment:
- There has been an increase in QIO input and support and challenge regarding data analysis, tracking and monitoring and attainment discussions
  - Most ASGs have been supported in moderation of Achievement of Curriculum for Excellence Levels through QAMSOs, ASG moderation events built into the Working Time Agreement, more collaborative working, central moderation events and a planned increase in cross sector working to benchmark levels and expectations
  - There are clear expectations and strategy for moderation across Moray to support actions for improvements in BGE attainment
  - Most secondary schools have implemented or are about to introduce Literacy and Numeracy periods across the BGE in addition to English and Maths provisions to further improve attainment
  - There have been central moderation events with cross sector input, led by central team
  - There have been Curricular Group Meetings 4 times per year to support moderation of Literacy and Numeracy and other curricular areas across Moray for the last 3 years

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

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

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

##### **b) Policy and Legal**

There are no legal implications arising from this report.

##### **c) Financial implications**

There are no financial implications arising directly from this report.

**d) Risk Implications**

There are risk implications if we cannot support national expectations and requirements in relation to this key national policy directive. The risks associated with failure to support expectations and requirements are the potential negative impact on school inspection reports and in the failure to improve learner achievement and attainment. This would have a direct impact on any reporting to the Scottish Government on National Improvement Framework areas.

**e) Staffing Implications**

There are no staffing implications arising directly from this report.

**f) Property**

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**

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

**5. CONCLUSION**

**5.1 It is recommended that Committee scrutinises and notes the report.**

Author of Report: Karen Lees, Quality Improvement Officer

Background Papers:  
Ref:



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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: MORAY FOSTERING AND ADOPTION PANEL REVIEW 2018**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the work undertaken by the Moray Fostering and Adoption Panel during the period January to December 2018.
- 1.2 This report is submitted to Committee in terms of Section III (D) (2) of the Council's Scheme of Administration relating to exercising the functions of the Council as Social Work Authority within the terms of relevant legislation with regard to Fostering and Adoption.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the work of the Moray Fostering and Adoption Panel in the period January to December 2018.**

**3. BACKGROUND**

- 3.1 Consistent with previous reporting, the Moray Fostering and Adoption Panel has meetings scheduled monthly, with agreement for additional meetings to be arranged to respond to increased workload.
- 3.2 The functions of the Panel have been revised and approved by Committee on 23 August 2017 (paragraph 12 of the minute refers).
- 3.3 The composition of the Panel provides a wide range of knowledge and experience in relation to children separated from their families, allowing different perspectives on these matters to be obtained. The membership of the Panel at December 2018 can be found at **APPENDIX 1**. Within the year there have been limited changes to membership. There have been recent enquires made by people expressing interest in joining the panel and due process will be applied.

- 3.4 The work of the Panel this year has been lighter. This is being audited and monitored.
- 3.5 In relation to adoption, the panel considered the following during the year: -
- Recommendation and subsequent approval of 2 new prospective adoptive families. This is a reduction in 5 based on the year 2017.
  - There are 4 families awaiting adoptive placements.
  - Recommendation and approval for 6 children in need of permanence through adoption. This is an increase in 1 child based on the year 2017.
  - Matching of 4 children with prospective adoptive families, this is a decrease from 8 in 2017.
  - In addition to 4 children having been matched direct processes are underway for 2 children.
- 3.6 In relation to fostering, the panel considered the following during the year: -
- Recommendation and subsequent approval of 2 foster families, a decrease of 5 in 2017.
  - Recommendation and subsequent approval of 3 children in need of permanence through foster care; this is an increase in 2 from 2017.
  - Recommendation and subsequent approval of 0 children for matching with a permanent foster family, a reduction from 3 in 2017.
  - An update and/or review of 7 fostering families. The nature of review and change is concerned with foster carers who: -
    - apply to adopt;
    - change approval from offering temporary care to offering permanent care;
    - increase or decrease their approval in relation to the numbers of children for whom they foster.
  - In addition to the above this year the panel has recommended for approval 2 families who now offer continuing care for Young People for whom they have fostered.
  - Of note, the issue of emergency variation to approval is growing and generating more work for panel. This will be subject to scrutiny in terms of auditing whether the original approval is appropriate. The next annual report will have advice of outcome of audit.
  - (vi) De-registration – there were 9 fostering families who were deregistered because they retired, moved away or specific reason to themselves, this is a decrease of 1 from 10 in 2017.
- 3.7 The detail of the past 7 years is contained in the table at **APPENDIX 2**.
- 3.8 Previous reporting to Committee has referred to evidence of fluctuation in numbers of children being matched with their future permanent carers. This year the number of 4 children being matched is the lowest number within the 7 year period being reported.
- 3.9 Reported to Committee 7 March 2018 (paragraph 16 of the minute refers), to apply consistency in analysing drift and detail, Moray has committed to the Permanence and Care Excellence programme (PACE). The PACE programme is run jointly with the Centre for Excellence for Looked after

Children in Scotland (CELCIS) and the Scottish Government. It applies an improvement methodology from the basis that delay is not the responsibility of any one agency, multiagency partners are actively included in PACE.

- 3.10 Data analysis of run charts from April 2018 identified Moray's areas for improvement. The target times will be revisited given some slippage. At September they had been agreed as follows: -

Aim 1	Aim 2	Aim 3	Aim 4
By 30 September 2018, 100% of children looked after at home for more than 2 years from 1 June 2018, will undergo a peer review that will be reported to the Service & Team Managers.	By 1 July 2019, 90% of looked after & accommodated children, accommodated on or after 1 June 2018, will have a recommendation for permanence within 30 weeks.	By 1 July 2019, 60% of children who have had a recommendation for permanence away from home from 1 June 2018, will be presented to the Fostering & Adoption Panel within 15 weeks.	By 1 July 2019, 60% of children from 1 June 2018, who have an agency approved permanence plan to be secured via a Permanence Order, will have the order lodged within 16 weeks of the agency decision date.

As noted these will be reworked early in January 2019.

- 3.11 Business panel meetings continue to be held every 6 months. The focus is the work of the panel, training needs and development. Specific issues of note include: -
- (i) How children's needs progress through court, having been at panel. In 2018 there were 2 Permanence Orders with Authority to adopt (POAs) and 6 Permanence Orders (POs) granted in 2018. 2 cases were withdrawn. Currently in court are 2 POs and 1 POA.
  - (ii) As noted, development and continuous improvement is a key aspect of business meetings. To this outcome a draft induction pack and timeline for new Panel members has been prepared and circulated for comment. This will be finalised ahead of the next business meeting in March.
- 3.12 The report to Committee on 2 March 2016 (para 15 of the minute refers) and 7 March 2017 (para 16 of the minute refers) noted actions associated with having identified a rise in foster and adoption placements breaking down. The audit into the unplanned endings concluded; the report was considered within Integrated Children Services and action has been taken in terms of the recommendations for practice. Outstanding recommendations will be reflected within an action plan and improvement methodology applied to audit impact.

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

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

There continues to be coherence with the work of the Fostering and Adoption Panel and the priorities within Moray 2026: - ambitious and confident young people - improving the life chances of children by supporting them, and their families, at the earliest possible stages and as required thereafter, to give all children in Moray the best possible opportunities to achieve their potential.

It is also linked to the Corporate Priority – More of our children have a better start to life and are ready to succeed.

**(b) Policy and Legal**

The Moray Fostering and Adoption Panel have procedural guidelines in accordance with Scottish Government guidance and regulations. The Panel make recommendations to the Education and Social Care Department for the payment of adoption allowances under the Adoption Support and Allowances (Scotland) Regulations 2009.

**(c) Financial implications**

There are no financial implications directly associated with this report. There are implications for the out of area budget where there is matching with independent providers and there are costs associated with taking forward court cases in geographically distant areas as legal work requires to be outsourced.

**(d) Risk Implications**

There are no specific risks associated with this report.

**(e) Staffing Implications**

There are no specific staffing implications associated with this report.

**(f) Property**

The report has no property implications.

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

There are no equality implications associated with this report.

**(h) Consultations**

The Education and Social Care Senior Management Team, Katrina McGillivray Senior Human Resources Advisor; Paul Connor, Principal Accountant; Payments Manager; Legal Services Manager, (Litigation and Licensing); Children's Wellbeing Manager; Equal Opportunities Officer; Placement Services Manager and Tracey Sutherland, Committee Services Officer have been consulted in the preparation of this report and are in agreement as regards to their respective responsibilities.

**5. CONCLUSION**

- 5.1 Consistent with previous reporting, Moray Fostering and Adoption Panel continue to play a key role in the scrutiny of prospective adopters and foster carers who wish to be approved by Moray Council. The Panel also scrutinises care plans for children and young people in need of permanent care away from home either through adoption or permanent foster care. The statistics recorded within this report will continue to be presented annually. The detail that will present from engaging with the PACE programme will help to identify areas for improvement which should positively impact on drift and delay in care planning for children.**

Author of Report: Jennifer Gordon Corporate Parenting and Commissioning  
Manager

Background Papers:  
Ref:





## **APPENDIX I**

### **MORAY FOSTERING & ADOPTION PANEL**

Membership – December 2018

#### **PROFESSIONAL MEMBERS**

15 Professional Members including:

Chair – Adult approval and reviews

Chair – Children permanence and matching process

Depute Chairperson

Medical Adviser

Legal Adviser

Panel Secretary



## APPENDIX II

**Summary of Key Outcomes of the  
Moray Fostering and Adoption Panel 2012-2018**

Table 1 – Adoption Panel Activity

<b>Activity</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Seven year totals</b>
Prospective adopters (adoptive households) recommended for approval	5	7	5	6	7	7	2	39
Children recommended for adoption	9	2	14	6	13	5	6	55
Matching of children into adoption placements	7	4	6	9	6	8	4	44

Table 2 – Fostering Panel Activity

<b>Activity</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Seven year totals</b>
Prospective foster carers (fostering households) recommended for approval	5	4	6	4	5	7	2	33
Children recommended for permanent foster care	9	10	15	7	7	1	3	52
Matching of children with placements	6	7	8	11	4	3	0	39





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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19  
TO 31 DECEMBER 2018**

**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>18/19 £000</b>
Land & Buildings	17,908
Vehicles, Plant & Equipment	550
<b>Totals</b>	<b>18,458</b>

- 4.2 **Appendix 1** lists the major projects for this financial year.
- 4.3 Actual expenditure up to 31 December 2018 is £8,329,000.
- 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. New boiler replacements at New Elgin Primary School and Cluny Primary School were completed in October 2018. The completion of the Mechanical and Electrical works will be phased over a number of years during holiday periods. Roof replacement work at New Elgin Primary School began during the school holidays and completed in December 2018. Stonework repairs to Andersons Primary School began in November 2018. During the initial works it was discovered that an external wall had become seriously undermined due to a failed section of underground drainage. A solution to stabilise the wall is currently being developed. 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. Recent refurbishment projects are discovering significant drainage issues at schools and it is likely that this is a wider issue across the school estate.
- 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 and are fully operational. The School was officially opened by the Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, John Swinney MSP on 22 October 2018. Phase 1 is now out of Defects.
- 4.7 Milne's Primary: Replacement of Huttred Accommodation and Enhancement of Pre-School Provision (now known as Early Learning and Childcare (ELC)):  
The project is in the final phase with just some tree planting to be undertaken in the New Year to complete the landscaping. Further works to reduce the height of the water tanks are required. It is anticipated these will commence in the first quarter of 2019.

#### 4.8 Lossiemouth High Replacement Project:

As previously reported to committee, the guaranteed maximum price was agreed as £42.3m with Scottish Futures Trust Contributing £26.39m with the Councils committed funding of £15.9m. The early works commenced at the beginning of October 2018 and was an 8 week package. Due to these works being completed early the Council agreed to bring forward some elements of the main works.

The main contract was signed on 17 December 2018 at a final price of £41.819m, with the delay from the original date of 7 December 2018 due to the main contractors bond not being in place and hub North's refusal to complete the contract until the bond was signed by both the surety and Balfour Beatty.

This delay has not prevented the works from progressing, as such hub North and Balfour Beatty have been working at their own risk since 7 December 2018 to maintain the programme of works. The project is still on target for completion by August 2020.

#### 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.

At the special meeting of Full Council of the 18 December 2018 the Linkwood Primary School project was approved to the value of £12,810,000. Construction is anticipated to commence in February 2019 with the school being completed on 19 June 2020.

Remaining outstanding elements are that confirmation is awaited from the planning officer that planning conditions have been satisfactory discharged and confirmation that documentation has been signed transferring the school site to Moray Council. These are anticipated to be received shortly.

On 24 December 2018 notification was received that the mechanical and electrical contractor appointed to the project had gone into administration. HubNorth and Balfour Beatty are in negotiation with other contractors and are very aware that no additional funding is available. This circumstance however, has the potential to impact on the cost and time frame of the project. Members will be kept updated on progress.

#### 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 Council's Fit Life Scheme in October 2018, replacement of the centres aging fitness equipment and refurbishment of the fitness suite opening March/April 2019.

Progress on the elements and dates are as follows:

- Integration with Fit Life Scheme: The launch of the first phase of the integrated scheme commenced from 9 October with integrated use of facilities being available from 22 October. On the first day of the launch over 150 primary memberships were sold at Moray leisure Centre. At the time of writing this report the total has risen to almost 1,750 primary memberships. 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. The successful tenderer has been appointed and is Precor.
- Refurbishment of the Fitness Suite: A detailed layout to remove and re-provision changing accommodation to allow the creation of a single fitness area has been tendered and is due to start on site in January 2019 with a completion date at the end of March 2019.

#### 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 6 months.

Planning Permission has been granted for new nurseries at Cullen and Pilmuir Primary Schools with a programmed start on site in February 2019. Detailed proposals are being drawn up for the refurbishment of the nursery at Lhanbryde Primary School with work planned during the summer holidays 2019. Survey work is to begin at Burghead and New Elgin Primaries to scope out the planned works for 2019.

## 5. **SUMMARY OF IMPLICATIONS**

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

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

### **(b) Policy and Legal**

There are no policy implications arising directly from this report.

### **(c) Financial Implications**

The approved capital budget for 2018/19 is £18,458,000 of which £8,329,000 has been expended as at 31 December 2018. Early indications are that the total annual expenditure will be £14,476,000.

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

The major highlighted risks are:

Linkwood primary School project:



That further negotiations may be required on price and programme following the announcement that the appointed mechanical and electrical contractor has gone into administration. Both HubNorth and Balfour Beatty are well aware of the financial and time restrictions and are in discussion with alternative contractors.

The Scottish Government timescale for the implementation of the Early Years expansion programme has required that the largest value projects are committed early in the programme before all the works across all the nurseries are scoped out. This carries the risk that a substantial part of the budget is committed in the first year of the programme and gives less flexibility to adjust the budget for the refurbishment projects planned in 2019/20.

**(e) Staffing Implications**

There are no staffing implications associated with this report.

**(f) Property**

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

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

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

**(h) Consultations**

Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Resources Manager; the Design Manager; 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 31 DECEMBER 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	235	292
Cluny Primary M&E Works 619086B	668	594	678
Forres Academy M&E Works 619429B	676	565	673
New Elgin Primary M&E Works, Building Works 619274	922	482	888
Keith Grammar Building Works 619481	0	5	5
Andersons Primary M&E Works 619025	434	334	357
Speyside High School Building Fabric Works 619382	14	1	37
Hopeman PS 619151 Roof & Stonework	5		5
Drainage Upgrades Millbank, Applegrove, Seafield, St Gers, East End, Forres Ac	0		14
<b>Other Schools</b>			
Legionella works	35	6	35
Fire safety	130	78	78
School fire audits	222	153	170
Linkwood Primary School at East End Primary bus drop-off point	50	5	48
Schools for the Future - 4 schools refurbishment	0	-250	-250

Milnes Primary School - replace hutted accommodation and pre-school provision	1,032	766	1,032
New Primary School in South Elgin (Linkwood) incl pre school provision	1,200	42	1,328
New Lossiemouth High School and Pool	10,575	4,598	7,595
Forres Academy replacement of hutted accommodation	37	0	37
Elgin High School	0	32	32
Childcare expansion	1,300	657	900
All public facilities	15	4	11
<b>Total Land and Buildings</b>	<b>17,908</b>	<b>8,307</b>	<b>13,965</b>
<b>Vehicles Plant and Equipment</b>			
Replacement of swimming pool equipment	50	14	14
Moray Leisure Centre	500	8	500
<b>Total Vehicles Plant and Equipment</b>	<b>550</b>	<b>22</b>	<b>514</b>
<b>Total Children and Young People's Services Committee</b>	<b>18,458</b>	<b>8,329</b>	<b>14,476</b>



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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE  
BUDGET MONITORING 2018/19 TO 30 NOVEMBER 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 30 November 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 30 November 2018.**

**3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 30 November 2018

**4. BUDGET POSITION**

- 4.1 The spend at 30 November 2018 is £66,406,000 against an overall budget of £99,495,000. The projected spend for 30 November is £66,160,000 giving a variance of £246,000 as shown in **Appendix 1**.
- 4.2 The variance in Early Learning and Childcare (ELC) Education is £2,000.
- 4.3 The main variance in primary schools and secondary schools relates to devolved school budgets underspends comprising £281,000 in primary schools and £458,000 in secondary schools.

- 4.4 Lifelong Learning, Culture and Sport has an underspend against projected expenditure of £34,000. The main variance affecting this is a £24,000 underspend for library books due to late publishing. This budget is anticipated to be spent by the end of the financial year.
- 4.5 Within the Education Central Services budget there is an overspend of £62,000. This is mainly due to a £31,000 overspend in the central supply budget, £30,000 loss of income from the music instruction service, £17,000 overspend in additional grant funding and other minor overspends of £12,000. There is an underspend of £28,000 in advertising for teaching posts.
- 4.6 The overspend in Integrated Children's Services is £557,000 which is a combination of underspends and overspends. The out of area budget is overspent by £790,000, Continuing Care is overspent by £20,000 and SDS is overspent by £13,000. This is partly due to a continuation of last year's overspend and new placements starting this year. This overspend and demand is being actively monitored and considered within a wider commissioning strategy to make best use of available resources. The overspend is reduced by £151,000 on the children with disabilities contract; Adoption placements through external providers of £20,000; Fostering home to school travel of £8,000. Area teams operational budgets of £36,000 and the balance being made up of other minor underspends of £51,000.

## **5. ESTIMATED OUTTURN**

- 5.1 The estimated outturn for 2018/19 is £100,323,000 against a budget of £99,495,000 resulting in an estimated overspend for the year of £828,000.
- 5.2 The main variance in Lifelong Learning Culture and Sport is an underspend on the capital grant to Moray Leisure Limited of £60,000
- 5.3 The main variances in Integrated Children's Services are a projected overspend on Out of Area Placements of £1,180,000 which as stated above is being actively monitored and considered within a wider commissioning strategy. The overspend is reduced by an underspend of £170,000 in the children with disabilities residential contract due to a child transitioning to adult care. The adult has continued to be accommodated in the residential unit leaving beds available and therefore contributing to the Out of Area Placements overspend. There is also a one-off refund of £184,000 from a provider for prior year underspends on a contract.
- 5.4 The variances in Schools and Curriculum Development are due to a projected overspend of £80,000 on central supply, this budget is hard to estimate as it covers maternity and sickness.

## **6. 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 30 November 2018 is £246,000 against a budget of £99,495,000. The estimated year end position is expenditure of £100,323,000 against a budget of £99,495,000 resulting in an overspend of £828,000.

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

**7. CONCLUSION**

**7.1 That Committee scrutinises and notes the budget position as at 30 November 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

### Budget Monitoring Report to 30th November 2018

## Appendix 1

Service	Revised Budget £'000	Budget to Date £'000	Actual & Commitment £'000	Variance to Date £'000	Variance %	Full Year Forecast £'000	Full Year Variance £'000
Early Learning and Childcare	4,473	2,485	2,487	(2)	-	4,470	3
Primary Education	23,451	15,553	15,271	282	2 %	23,451	-
Secondary Education	25,100	17,208	16,659	549	3 %	25,058	42
Lifelong Learning Culture and Sport	10,617	7,459	7,425	34	-	10,537	80
Education Central Services	4,175	2,136	2,198	(62)	(3)%	4,279	(104)
Integrated Children's Services	30,492	20,515	21,072	(557)	(3)%	31,214	(722)
Management	279	177	173	4	2 %	277	2
Business Support Unit	1,348	873	875	(2)	-	1,348	-
Efficiency Savings-Education	(96)			-		(96)	-
Efficiency Savings-LLCSP	(57)			-		(55)	(2)
Efficiency Savings-ICS	(287)			-		(160)	(127)
<b>Educational Services Total</b>	<b>99,495</b>	<b>66,406</b>	<b>66,160</b>	<b>246</b>	<b>-</b>	<b>100,323</b>	<b>(828)</b>






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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: PERFORMANCE REPORT (EDUCATION AND SOCIAL CARE) –  
HALF YEAR TO SEPTEMBER 2018**

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

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to outline the performance of services for the period from 1 April 2018 to 30 September 2018.
- 1.2 This report is submitted to Committee in terms of Section III D (32) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services.

**2. RECOMMENDATION**

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

- (i) **scrutinise and note performance against Education and Social Care Performance Indicators as at the end of September 2018;**
- (ii) **welcome good performance as indicated in the report; and**
- (iii) **note actions being taken to seek improvements where required.**

**3. BACKGROUND**

- 3.1 The revised performance management framework was approved at the meeting of The Moray Council on 22 May 2013 (paragraph 8 of the minute refers). As a result, performance is reported on a half yearly basis to this Committee.
- 3.2 The Policy and Resources Committee, at its meeting on 27 April 2010 (paragraph 12 of the minute refers), approved the development of a quarterly monitoring document which will provide supporting information for the Performance Management Framework. The half-yearly performance report refers to this document. The document includes performance indicators,

service plan and complaints data (including codes as referred to in section 5 of this report), and can be found at:

[http://www.moray.gov.uk/moray\\_standard/page\\_92321.html](http://www.moray.gov.uk/moray_standard/page_92321.html)

#### 4. **SUMMARY OF PERFORMANCE**

4.1 In paragraph 4.2, amber and red thresholds represent performance at 5% and 10% below target.

4.2 The table below summarises performance: –

	Service	No. of Indicators	Green Performing Well	Amber Close Monitoring	Red Action Required	Data Only / Annual PI
<b>Integrated Children's Services</b>	<b>Additional Support Needs</b>	1	0	0	0	1
	<b>Children's Wellbeing &amp; Continuing Support</b>	8	0	0	0	8
	<b>Community Justice</b>	8	1	1	0	6
	<b>Looked After Children</b>	12	2	2	2	6
<b>Lifelong Learning, Culture and Sport</b>	<b>Leisure Management</b>	1	0	0	0	1
	<b>Libraries &amp; Information services</b>	5	1	1	0	3
	<b>School Estate Management</b>	2	1	0	1	0
	<b>Sports Development</b>	2	2	0	0	0
<b>Schools and Curriculum Development</b>	<b>Childcare</b>	2	0	0	0	2
	<b>Early Learning &amp; Childcare Education</b>	3	0	0	1	2
	<b>Primary Education</b>	3	0	0	1	2
	<b>Secondary Education</b>	26	0	0	0	26
	<b>Total</b>	73	7	4	5	57
	<b>Total this quarter</b>	16	7 (44%)	4 (25%)	5 (31%)	-

4.3 Performance against Committee indicators are presented across 12 service areas, involving 16 indicators at the end of quarter 2. At the half way point of the reporting year 44% are regarded as performing well having achieved targets, 25% are within 10% of target values and 31% are more than 10% from target values.

4.4 During the first half of 2018/19 a total of 43 complaints were responded to and closed; 22 related to Integrated Children's Services (ICS) and 21 to Schools

and Curriculum Development (S&CD) and Lifelong Learning Culture and Sport (LLCS).

- 4.5 A total of 22 ICS complaints were responded to and closed within the first six months of 2018-19. Of these, 20 were dealt with at investigative stage, while 2 were resolved at frontline stage. Overall 4 complaints were fully upheld and 9 part upheld, with the remaining 9 complaints not upheld. The average time taken to respond to complaints at frontline stage was 5 working days against a target of 5 days; while investigative stage complaints took an average of 34 days against a target of 20 days. Responses to investigative complaints in quarter 2 on average took 27 days and was an improvement on the 45 days average in quarter 1 – however in total only 7 of the 20 investigate complaints were responded to within 20 days target. Five out of the 13 overdue responses to investigative complaints were granted an authorised extension.
- 4.6 A total of 21 S&CD and LLCS complaints were responded to and closed within the first six months of 2018-19. Of these, 16 were dealt with at investigative stage, while 5 were resolved at frontline stage. Overall 4 complaints were fully upheld and 3 part upheld, with the remaining 14 complaints not upheld. The average time taken to respond to complaints at frontline stage was 4 working days against a target of 5 days; while investigative stage complaints took an average of 26 days against a target of 20 days. All frontline complaints were responded to within 5 days; while only 5 of the 16 investigate complaints were responded to within 20 days. A large number of the complaints received by Education are now very complex and detailed, requiring a much longer time to investigate and respond to which is often reflected in the length of time taken to deal with some complaints. However, none of the overdue complaints were granted an authorised extension, suggesting procedures need to be reviewed to ensure either complaints are dealt with by due target dates or extensions are accordingly authorised where appropriate.
- 4.7 A summary report of the complaints can be found at:  
[http://www.moray.gov.uk/moray\\_standard/page\\_92321.html](http://www.moray.gov.uk/moray_standard/page_92321.html)

## **5. PERFORMANCE ANALYSIS**

### Areas of good performance

- 5.1 The number of young people attending holiday and term-time sports coaching programme sessions is up on last year and well above target. A total of 1,912 young people have attended this year compared to 1,569 last year, and against a target of 1,000. The term time and holiday sports coaching programmes continue to be highly popular, with a large percentage of participants Fit Life Members. Active Start sessions for pre-school children are exceptionally popular, while Gymnastics, Tennis, Football and Badminton continue to be popular activities on offer. However, with the merger of Active Schools and Sports Development and continued service cutbacks these levels of participation will not be sustained in future years. (EdS006.2)
- 5.2 The numbers attending coach education and training courses continues to increase year on year, with 227 attendees recorded this year compared to 200 last year. The increase in coach education figures is largely due to the need

of Sports Development to increasingly rely on the community to provide physical activity and sports opportunities across Moray - and therefore the service is keen to train these individuals to the necessary standards. Courses organised have included First Aid, Safeguarding and Protecting Children, Walk Leaders, Jog Leaders, Data Protection and Sport Specific courses such as football and badminton. Again, due to the merger of Active Schools and Sports Development and continued service cutbacks, the number of courses offered may have to be reduced. (EdS006.4)

- 5.3 The Fit Life scheme launched by the Council in January 2015 now has a membership of 3,549 as at the end of November, which represents an 8% increase in memberships when compared to the same period last year. The rise in memberships has largely been due to an increase in Family memberships, which now accounts for two thirds of all memberships. A total of 9,594 cards were active as at the end of November 2018, an increase of just over 1,000 cards that were active at the end of November 2017.
- 5.4 In the first 6 months of 2018-19 there has been a significant increase in the numbers attending sessions at Moray Libraries Learning Centres, up by two thirds to 2,074 attendees. The main reason for the surge has been due to the support offered for Universal Credit claimants. There has been a related fall in Job Club attendance as many individuals have shifted to seek Universal Credit assistance. (EdS511.11)
- 5.5 The North East of Scotland Analytical Unit for Police Scotland provide an annual update on the level of juvenile offending in Moray. After three consecutive years of increase the number of offences committed by young people (aged 8 – 17 years old) declined in 2017-18, reducing to 532 recorded offences in 2017-18 from 747 in 2016-17 (CJ09). This represents a 29% decrease in offences in 2017-18, with the volume of offences back down to the levels recorded in 2014-15 (533). The number of young individuals responsible for carrying out offences has subsequently decreased, falling from 331 (2016-17) to 271 in 2017-18 (CJ10).
- 5.6 During the first half of 2018/19 Moray Council received 465 Freedom of Information (FOI) requests (CE015). 95.5% of FOI's had been responded to within the 20 working day target, exceeding the 95% target, although down on the 98.8% achieved at this stage last year. Of the 15 breaches recorded in the second quarter of 2018-19, 7 were school related FOI's which were delayed due to school staff not being available during the school holidays.

#### Areas of performance identified for improvement

- 5.7 Attendances at Moray Council swimming pools have largely been maintained, with 128,115 admissions recorded up to the end of September 2018. Overall there has been a 3% decline in numbers compared to last year, however the attendance target for the year is anticipated to be achieved. Moray Leisure Centre (MLC) is also down on last year by around 8%, this has largely been attributed to a fall in general attendance at swim sessions. The inclusion of the MLC swimming pool as part of the Moray Council Fit Life membership scheme, which was expanded in October, should have a very positive impact on MLC swim attendances. (SCC2)

- 5.8 There has been a notable reduction in attendances at Moray Council staffed Community Centres at half year compared to previous years. A total of 110,728 users were recorded up to the end of September, down by around 13,500 at the same stage last year. The main reason for the reduction has been the transfer of facilities from the Council Leisure Services – both Cullen and Dufftown Community Centres have been leased to the local community for an initial 2 years as part of the Community Asset Transfer scheme, while Lady Cathcart Centre has been refurbished and is now run solely as a nursery facility. With the attendance for these facilities no longer included in the indicator, there has been a natural decline in overall Community Centre usage. The target for the indicator has subsequently been reviewed and lowered. (SCC1)
- 5.9 Usage of Moray Council Health and Fitness facilities has increased on last year, up by 3,000 (5%) to 57,790. Attendances at MLC Health and Wellness facilities are down on last year, falling by 17% to 32,912. There was an increase in general admissions to the MLC fitness suite, however there has been a sharp reduction in adult fitness class numbers. The inclusion of the MLC facilities in the Moray Council Fit Life membership should again see an increase in usage in the future. (SCC1)
- 5.10 The numbers using Council maintained football pitches / pavilions has significantly declined from previous years. A total of 18,708 users have been recorded for the first 6 months of 2018-19, well down on the 31,077 recorded at the same stage last year. The main reasons given for the fall in demand has been the reduction in Moray Welfare football teams; while a number of previous users have moved to community run facilities such as Simpson Park, Keith, as the quality of surface is noted to be far better than council maintained pitches. (EdS407.3)
- 5.11 During the academic year 2017/18 there were 37 Care Inspectorate inspections carried out at Early Learning and Childcare centres across Moray. In total 112 evaluations based around quality themes and statements were conducted, with 107 (96%) achieving an evaluation of satisfactory or better, with only 5 areas receiving a weak evaluation. Ten centres did receive at least one requirement notice; while a total of 77 recommendations were advised across the 37 centres. The Care Inspectorate carries out follow up visits to centres which have received a requirement notice. Of the follow up inspections carried out to date for 2017/18 inspections, 7 of the 10 requirements had been addressed with the 3 outstanding requirements still to be rectified. As such a further follow up visit from the Care Inspectorate will be required at the relevant centre(s). (EdS010.3)
- 5.12 As of the 30 September 2018 there were 226 Looked After Children (LAC) in Moray, an increase of 14 compared to September last year. When comparing LAC placement types to last year, there has been an increase in young people placed in residential facilities. At the end of September 2018, 79.2% of LAC placements were in a community setting compared to 20.8% in residential. While the majority of Moray LAC continues to be placed in a community setting, the balance of residential care remains high in Moray when compared to comparator authorities and nationally. Local Government Benchmarking Framework (LGBF) indicators showed that in 2016/17 the balance of care for Moray LAC being cared for in community based

placements stood at 82.3% - this placed Moray 31st (1st has the highest proportion) out of the 32 Scottish Local Authorities. At an average cost of £4,017.71 per child / per week in a residential placement, Moray had the ninth highest average of all Scottish Local Authorities. The increasing proportion of Moray LAC accommodated in residential placements (as at 30 September 2018) will have budget implications. (CSCF101 / 102)

- 5.13 In the first half of 2018/19, 120 new probationers with a Community Payback Order (CPO) (with a supervision requirement) were due to be seen by a supervising officer within one week. The number of new probationers with a CPO has increased by 45% when compared to last year, up from 83 to 120. 83% of probationers were seen by a supervising officer within one week, while falling short of the 100% target the service have improved on last year (77%) and dealt with a significant increase in CPOs. The main reasons for probationers not being seen within timescale were largely out with the services immediate control, including offenders not turning up for the initial meeting, offenders in custody or court papers not being made available to the service to process orders. (CJ02)

- 5.14 The table below shows the S4 literacy and numeracy results for the last three years, comparing them with our virtual comparator (VC) results.

Stage S4	2016		2017		2018	
Local Measure	M	VC	M	VC	M	VC
Level 4 Literacy and Numeracy	80.4%	84.9%	80.1%	88.1%	73.2%	83.6%
Level 5 Literacy and Numeracy	40.4%	49.8%	46.2%	56.6%	41.8%	52.5%
Individual Measure						
Level 4 Literacy	91.8%	91.8%	93.4%	93.9%	89.7%	91.8%
Level 5 Literacy	66.7%	67.2%	73.4%	73.7%	70.8%	72.6%
Level 4 Numeracy	82.6%	87.9%	81.7%	90.0%	77.5%	87.0%
Level 5 Numeracy	42.7%	55.2%	47.7%	60.6%	43.8%	56.0%

The percentage of S4 students achieving both Literacy and Numeracy at Level 4 and Level 5 has fallen in 2018 compared to previous years. The percentage achieving Level 4 is down by nearly 7% on last year, with the rate of achievement over 10% behind our virtual comparator. While the percentage achieving at Level 5 rose by 6% in 2017, there has been a decline (-4.4%) in 2018 with Moray remaining around 10% behind our virtual comparator. Both Moray and our virtual comparator S4 results have seen a drop in performance compared to last year.

When breaking S4 results down by individual measures Moray remains slightly behind our virtual comparators performance in Literacy. While the gap in achievement rates have increased at both Level 4 and 5, Moray remains within two percentage points of our virtual comparator rates. Numeracy results show Moray continuing to perform well below that of our virtual comparator. (EdS412.25 / 26)



## **6. SUMMARY OF IMPLICATIONS**

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

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

**(b) Policy and Legal**

None

**(c) Financial implications**

None

**(d) Risk Implications**

None

**(e) Staffing Implications**

None

**(f) Property**

None

**(g) Equalities**

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

**(h) Consultations**

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

## **7. CONCLUSION**

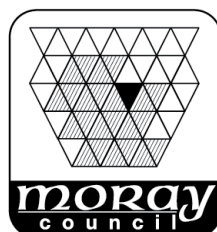
**7.1 The Committee scrutinises and notes performance against the Education and Social Care performance indicators as at the end of September 2018.**

Author of Report:

Background Papers: Performance Monitoring Statements 2018-19  
Quarters 1 & 2 – April 2018 to September 2018

Ref: [http://www.moray.gov.uk/moray\\_standard/page\\_92321.html](http://www.moray.gov.uk/moray_standard/page_92321.html)






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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND  
CHILDCARE CENTRES – PUBLISHED REPORTS NOVEMBER -  
DECEMBER 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 November to December 2018. These were:

VIP Childcare, Elgin  
Ark Childcare, Mosstowie  
East Beach, Lossiemouth  
Liberty Kids, Elgin  
Millbank Primary Nursery, Buckie  
Miltonduff Pre-school Group, Miltonduff

- 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.

### **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 **6 Singleton Inspection** reports received.

<b>Name of Early Learning and Childcare Provider</b>	<b>Date of Inspection</b>
VIP Childcare, Elgin	26.09.18
Ark Childcare, Mosstowie	31.08.18
East Beach, Lossiemouth	11.09.18
Liberty Kids, Elgin	13.09.18
Millbank Primary School Nursery, Buckie	01.10.18
Miltonduff Pre-school Group, Miltonduff	29.08.18

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))**

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

(b) **Policy and Legal**

The Care Inspectorate 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**

None arising directly from the report.

- (d) **Risk Implications**  
None arising from this report.
- (e) **Staffing Implications**  
None.
- (f) **Property**  
None.
- (g) **Equalities**  
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Consultations**  
Senior Management Officers in Education and Social Care, Quality Improvement Officers, Paul Connor, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Don Toonen, Equal Opportunities Officer, Grant Cruickshank, Senior HR Adviser and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## **5. CONCLUSION**

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

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

Background Papers:

Ref:



## APPENDIX 1

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

Provider	Number of Recommendations	Number of Requirements
VIP Childcare, Elgin	0	0
Ark Childcare, Mosstowie	4	0
East Beach, Lossiemouth	0	0
Liberty Kids, Elgin	1	0
Millbank Primary School Nursery, Buckie	4	0
Milntonduff Pre-school Group, Milntonduff	0	0

**Details of gradings, recommendations and requirements made to providers.****VIP Childcare, Elgin***Gradings*

Quality of Care and Support	4	Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	4	Good

(N/A – Not Assessed)

## Recommendations

- None

## Requirements

- None

**Ark Childcare, Mosstowie***Gradings*

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

(N/A – Not Assessed)

## Recommendations

- Children should be able to enjoy a rich environment that has a wealth of interesting opportunities and encourages them to be imaginative, inventive and creative. This could be achieved through:
  - a) play rooms that are well thought out and organised to promote independence and choice and enable children to display their achievements

- b) a variety of age appropriate resources/play equipment, that include natural materials are easily accessible for all children, to promote choice of play
  - c) sleep equipment promotes safe practice, infection control and the overall wellbeing of the child
  - d) re-evaluation and review of overall space and areas used, taking account of the space standards.
- With a view to further promotion of a risk benefit approach, challenging play and exploration, a more stimulating outdoor play area should be made available to all the children through the inclusion of natural resources and scrap play materials.
  - Children should be supported to achieve their potential by an effective management that promotes leadership roles and is committed to providing on-going development and training of the staff team. This could be achieved through:
    - a) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
    - b) an evaluation of training as to how it has improved outcomes for children
    - c) assigned roles/responsibilities for staff linked to their knowledge/interests
    - d) a focus on practice that is discussed and shared between all staff
  - Continuous, rigorous and effective systems of collaborative approaches to self-evaluation for improvement should be maintained, so that adjustments made lead to better outcomes that make a real difference for children.

#### Requirements

- None

### **East Beach, Lossiemouth**

#### *Gradings*

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

#### Recommendations

- None

#### Requirements

- None.

### **Liberty Kids, Elgin**

#### *Gradings*

Quality of Care and Support	4	Good
Quality of Environment	N/A	



Quality of Staffing	4	Good
Quality of Management and Leadership	N/A	

#### Recommendations

- Staff training and development should reflect individual and collective needs and be effectively monitored so its impact is measured. This will help to identify the difference it has to children and the quality of the provision.

#### Requirements

- None

### **Millbank Primary School Nursery, Buckie**

(joint Inspection with Education Scotland)

#### *Gradings*

Quality of Care and Support	3	adequate
Quality of Environment	4	good
Quality of Staffing	3	adequate
Quality of Management and Leadership	2	weak

#### Recommendations

- The personal plan for the child should provide an accurate reflection of children's needs. Information should be well organised, include known strategies and action, with a clear process of review that takes place a minimum of six monthly.
- The manager should improve the practice of child protection so that the safety and wellbeing of the child is promoted through:
  - a) a format of good quality recording that is sufficient, succinct and accurate that supports good sharing of information
  - b) establish a consistent approach that is implemented by those with child protection responsibilities.
  - c) chronologies are introduced and used as a tool to record sequence of events and patterns to help with analysis of a child's needs and decision making.
- Children should be supported to achieve their potential by an effective management that promotes leadership roles and is committed to providing on-going development and training of the staff team. This could be achieved through:
  - a) the development of a central training plan that identifies individual and group learning needs that is effectively monitored
  - b) an evaluation of training as to how it has improved outcomes for children
  - c) assigned roles/responsibilities for staff, perhaps linked to staff knowledge/interests
  - d) a focus on practice that is discussed and shared between all staff.

- The provider and manager should establish effective and robust systems of self-evaluation and improvement for the purposes of reflection and analysis to make better provision for the children's wellbeing and learning.

#### Requirements

- None

### **Miltonduff Pre-school Group, Miltonduff**

#### *Gradings*

Quality of Care and Support	4	Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	4	Good

#### Recommendations

- None

#### Requirements

- None.

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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF THE CABIN  
NURSERY, DUFFTOWN**

**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 Early Learning Centre (ELC) setting 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 an ELC setting 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 September 2018, Education Scotland inspected The Cabin, Dufftown using the Full Inspection Visit Model.

The key features of the full inspection visit model were:

- The team was composed of 2 Inspectors.
- Inspectors spent 2 days at the setting.
- There was a focus on four Quality Indicators (QIs) from the How Good Is Our Early Learning and Childcare? (HGIOELC) quality framework which were evaluated using the six-point scale, namely;

QI 1.3 Leadership of Change  
QI 2.3 Learning, Teaching and Assessment  
QI 3.1 Ensuring Wellbeing, Equality and Inclusion  
QI 3.2 Securing Children's progress

Three of these QIs feed directly into the evidence base for the National Improvement Framework.

### Gradings

QI 1.3 Leadership of Change - **satisfactory**  
QI 2.3 Learning, Teaching and Assessment - **satisfactory**  
QI 3.1 Ensuring Wellbeing, Equality and Inclusion - **good**  
QI 3.2 Securing Children's progress - **good**

A further QI was chosen by the nursery, in the case of The Cabin it was QI 2.7, Partnerships. The inspectors had a focus on safeguarding as is the case in every inspection. These were not graded.

- 3.3 The inspection findings indicated that The Cabin has the capacity to continue to improve and Education Scotland will make no more visits in connection with this inspection.
- 3.4 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/inspection-reports/moray/9901421>

## **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**

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.

**(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, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Paul Connor, Principal Accountant, Amy-Jane Donald, Nursery 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: Hazel Sly, ELC Continuous Improvement Officer

Background papers:

<https://education.gov.scot/inspection-reports/moray/9901421>



**Appendix 1****THE CABIN, DUFFTOWN  
– EDUCATION SCOTLAND VISIT, SEPTEMBER 2018****Authority commentary on the inspection report**

During the inspection the team of inspectors talked to parents/carers, children and practitioners. They met with the Nursery Manager 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 setting's work;

- Children who are happy and enthusiastic and enjoy their time at The Cabin, and who are making good progress across their learning.
- The welcoming and nurturing environment where the dedicated team have established positive relationships and a strong sense of community with children and their families.
- The motivation of practitioners and the active parent's committee to continue to develop the service.

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

- Develop self-evaluation to ensure a more robust and rigorous approach to identify what is working well and what needs to improve. This will support the improvement planning process, facilitate well-judged decisions about priorities, and enable practitioners to evaluate the impact of their work more accurately.
- Continue to develop practitioners' understanding of child development and approaches to early learning and teaching. This will ensure all children experience appropriate depth and challenge in their learning.

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

Hazel Sly, ELC Continuous Improvement Officer








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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 13 FEBRUARY 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF MILLBANK  
NURSERY, BUCKIE**

**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 Early Learning Centre (ELC) setting 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 an ELC setting 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 October 2018, Education Scotland inspected Millbank Nursery, Buckie using the Full Inspection Visit Model.

The key features of the full inspection visit model were:

- The team was composed of a Lead Assessor, Associate Assessor and Care Inspectorate representative.
- Inspectors spent four days at the setting.
- There was a focus on four Quality Indicators (QIs) from the How Good Is Our Early Learning & Childcare (HGIOELC) framework which were evaluated using the six-point scale, namely;

QI 1.3 Leadership of Change  
QI 2.3 Learning, Teaching and Assessment  
QI 3.1 Ensuring Wellbeing, Equality and Inclusion  
QI 3.2 Securing Children's progress

Three of these QIs feed directly into the evidence base for the National Improvement Framework.

### Gradings

QI 1.3 Leadership of Change - **weak**  
QI 2.3 Learning, Teaching and Assessment - **satisfactory**  
QI 3.1 Ensuring Wellbeing, Equality and Inclusion - **satisfactory**  
QI 3.2 Securing Children's progress – **satisfactory**

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 setting, in the case of Millbank Nursery it was QI 2.6 Transitions. The inspectors had a focus on safeguarding as is the case in every inspection. These were not graded.

- 3.3 The inspection findings indicated that Millbank Nursery will require further support to build capacity to improve. A return visit will be arranged with Moray Council within the next year.
- 3.4 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/inspection-reports/moray/9393939>

## **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**

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.

**(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, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Paul Connor, Principal Accountant, Amy-Jane Donald, Nursery 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: Hazel Sly, ELC Continuous Improvement Officer

Background papers:

<https://education.gov.scot/inspection-reports/moray/9393939>



**Appendix 1****MILLBANK NURSERY, BUCKIE  
– EDUCATION SCOTLAND VISIT, OCTOBER 2018****Authority commentary on the inspection report**

In October 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Milbank Nursery. During our visit, we talked to parents/carers and worked closely with the head of setting and practitioners.

The inspection team found the following strengths in the setting's work.

- Children who are happy and enthusiastic as they play and learn in the nursery setting.
- The involvement of parents and practitioners in developing the attractive outdoor area that provides a rich learning experience for children.
- Sensitive, nurturing approaches from the senior practitioner and practitioners in providing a caring environment where children are valued and respected.

The following areas for improvement were identified and discussed with the head of setting and a representative from Moray Council.

- In partnership with parents, children and practitioners, the manager should develop an ambitious vision, values and aims for the nursery that supports improvements in outcomes for children.
- Approaches to monitoring and evaluating the work of the setting should be developed and implemented.
- Develop the skills and knowledge of practitioners' to improve how they plan for children's learning, particularly in early literacy and mathematics. This should support children to make better progress in their learning.

Hazel Sly, ELC Continuous Improvement Officer





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: EDUCATION SCOTLAND INSPECTION (CONTINUING  
ENGAGEMENT) OF HYTHEHILL PRIMARY SCHOOL AND  
NURSERY CLASS, LOSSIEMOUTH**

**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 revisit by Education Scotland and the Care Inspectorate.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

## **2. RECOMMENDATION**

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

## **3. BACKGROUND**

- 3.1 When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published 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 September 2017 and as previously reported to Children and Young People's Services Committee on 7 March 2018 (para 13 of the minute refers), a team of inspectors from Education Scotland visited Hythehill Primary School and Nursery for a full week inspection as part of their national sample for school inspection. During the visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff. Education Scotland gathered evidence to enable them to evaluate aspects of the quality of leadership and children's achievements. A report on Education Scotland and the Care Inspectorate's findings from their visit was subsequently published in late November 2017 where the Care Inspectorate

also joined in partnership with Education Scotland in inspection of the Nursery Class.

- 3.3 The Education Scotland school inspection team at that time used selected Quality Indicators (QIs) from “How good is our school? 4<sup>th</sup> edition” (HGIOS4), rated using the six-point scale. These are:

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

Full establishment inspections also include focus on QI 2.1 Safeguarding and themes from other QIs to ensure Inspectors continue to capture the evidence needed to promote improvement and provide evidence to inform national policy development. These are not assigned a rating:

QI 2.2 Curriculum (Learning Pathways theme)  
QI 2.7 Partnerships (Partnerships in evaluating the impact of parental engagement)

A further QI is also chosen by the school in full establishment inspections (not assigned a rating). Hythehill Primary School selected full QI 2.6: Transitions.

- 3.4 Hythehill Primary School also has a Nursery Class. Education Scotland inspectors also used QIs from “How good is our early learning and childcare” (HGIOELC) to evaluate performance of the Nursery. These QIs are:

1.3 Leadership of change  
2.3 Learning, teaching and assessment  
3.2 Securing children’s progress  
3.1 Ensuring wellbeing, equality and inclusion

The Care Inspectorate, involved in a shared inspection of the Nursery class with Education Scotland, publish their gradings based on the following quality themes with supporting statements. These themes are:

Quality of care and support  
Quality of environment  
Quality of staffing  
Quality of management and leadership

- 3.5 In November 2017, Hythehill Primary School and Nursery Class were rated as weak by Education Scotland across all Quality Indicators reported upon. In partnership with Education Scotland, the Care Inspectorate also reported that Hythehill Nursery Class was weak across the four quality themes per 3.4 above that they inspected upon identifying a number of requirements and recommendations. Education Scotland liaised with Moray Council thereafter regarding the school’s capacity to improve and intimated their intention to carry out a further inspection of the school in discussion with Moray Council within twelve months.



- 3.6 Following ongoing post-inspection support by local authority officers including comprehensive School Improvement Action Planning, enhanced officer engagement and partnership working with the school, Education Scotland in partnership with the Care Inspectorate returned to inspect Hythehill Primary School and Nursery Class in November 2018. The two day inspection revisit focused on areas for improvement agreed in the September 2017 inspection, published in November 2017.
- 3.7 Inspection findings from November 2018 note that the school has made progress since the original inspection. Education Scotland will ask for a report on progress within nine months of the inspection. This local authority report will inform any future decision made by Education Scotland regarding further engagement which may include another inspection visit, subject to continued progress. When such a decision is made, Education Scotland will write to parents/carers once again, detailing further improvements the school has made and outlining any further action, agreed with Moray Council, that Education Scotland intend to take.
- 3.8 The summary of the inspection report is contained in **Appendix 1**. The inspection report, additional evidence report and summary inspection findings along with original inspection report and supporting documentation may be sourced from:  
<https://education.gov.scot/inspection-reports/moray/5202124>

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

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

The Policy was informed by the priorities within the Corporate Plan with specific regard to ‘Priority 2, Ambitious and Confident Children and Young People’ and 10 Year Plan (LOIP) with specific regard to Moray Priority, to “provide a sustainable education service aiming for excellence”.

**(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.

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

An Equalities/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, Paul Connor, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Headteacher (Hythehill Primary School and Nursery) 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: Stewart McLauchlan, Quality Improvement Officer  
Background Papers:  
Ref:

# Hythehill Primary School and Nursery Class

## Education Scotland Continuing Engagement Inspection Visit (November 2018) following initial inspection (September 2017 as reported in November 2017)

### Authority commentary

#### 1 Background

Hythehill Primary School and Nursery Class was initially inspected in September 2017 (Inspection report published, November 2017) as reported previously to Children and Young People's Services Committee on 7 March 2018 (para 13 of the minute refers) by a team of inspectors from Education Scotland, joined by the Care Inspectors working in partnership with Education Scotland for inspection of the Nursery Class. During the full week visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff.

Education Scotland gathered evidence to enable them to evaluate aspects of the quality of leadership and children's achievements. The Education Scotland school inspection team at that time used selected Quality Indicators (QIs) from "How good is our school? 4<sup>th</sup> edition" (HGIOS4), rated using the six-point scale. These are:

- 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

Full establishment inspections also include focus on QI 2.1 Safeguarding and themes from other QIs to ensure Inspectors continue to capture the evidence needed to promote improvement and provide evidence to inform national policy development. These are not assigned a rating:

- QI 2.2 Curriculum (Learning Pathways theme)
- QI 2.7 Partnerships (Partnerships in evaluating the impact of parental engagement)

A further QI is also chosen by the school in full establishment inspections (not assigned a rating). Hythehill Primary School selected full QI 2.6: Transitions.

Hythehill Primary School also has a Nursery Class. Education Scotland inspectors also used QIs from "How good is our early learning and childcare" (HGIOELC) to evaluate performance of the Nursery. These QIs are:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Securing children's progress

### 3.1 Ensuring wellbeing, equality and inclusion

The Care Inspectorate, involved in a shared inspection of the Nursery class with Education Scotland, publish their gradings based on the following quality themes with supporting statements. These themes are:

- Quality of care and support
- Quality of environment
- Quality of staffing
- Quality of management and leadership

## 2 *September 2017 – Education Scotland Inspection Visit (Inspection report published November 2017)*

In September 2017 with inspection findings published in November 2017, Hythehill Primary School and Nursery Class were rated as weak across all Education Scotland QIs and Care Inspectors Themes noted above that are reported upon.

Education Scotland liaised with Moray Council thereafter regarding the school's capacity to improve and intimated their intention to carry out a further inspection of the school in discussion with Moray Council within a year of report publication (report published November 2017, return visit anticipated to be November 2018).

In September 2017, the inspection team found the following strengths in the school's work:

- Friendly, capable children who are eager to learn and ready to take more responsibility for their own learning.
- The effectiveness of teamwork in meeting the individual needs of children who face barriers to learning within 'The Base' and their specialist knowledge and application of a range of strategies which is resulting in improved outcomes for children.
- The motivation and commitment of practitioners in the nursery to deepen their knowledge to develop further the quality of provision for young children.

The following areas for improvement were agreed with the Headteacher and a representative from Moray Council:

- Senior leaders should give clearer leadership and direction to the school, including how staff improve the work of the school.
- Continue to develop a positive school community, built on a culture of mutual respect and effective teamwork.
- Develop high quality learning, teaching and assessment approaches, informed by current educational thinking, to ensure children are engaged in appropriately motivating and challenging learning experiences.
- Improve the planning, tracking and monitoring of children's work across the school and nursery to ensure that children's work helps them improve their attainment. Raise attainment across the school.

- Implement the requirements, recommendations and areas for development as identified within the Care Inspectorate findings. 7 requirements and 2 recommendations were identified by the Care Inspectorate at that time.

### 3 *Post-inspection support and change*

Senior Leaders and staff have worked together in addressing key areas for improvement, supporting positive changes and leading forwards improvements to learning and teaching, and curriculum. Hythehill Primary School Senior Leadership Team and staff have worked in partnership with the local authority, the latter providing support and challenge of school improvement agenda and activities. This has included support in preparing a comprehensive School Improvement Action Plan in order to address the key areas for improvement, targeted support for school improvement areas and rigorous School Improvement Action Planning Reporting and critique. Additional targeted support has included supplementing school approaches to self-evaluation for self-improvement, developing systems for tracking and monitoring of pupil progress and achievements, increased rigour through a comprehensive QIO learning visit programme for supporting learning and teaching, and provision of wider school support.

### 4 *November 2018 – Education Scotland Continuing Engagement Inspection Visit (joint revisit of Nursery with the Care Inspectorate)*

Education Scotland returned to inspect Hythehill Primary School and Nursery Class (Continuing Engagement) in November 2018 focusing on the five areas for improvement agreed in the September 2017 inspection. The Care Inspectorate also working in partnership with Education Scotland inspectors, in inspection revisit of the Nursery class.

Through this inspection visit, it is noted that the Headteacher and senior leadership team have worked closely with the local authority to improve the leadership and work of the school since the last inspection. Despite significant changes to staffing within the school, the Headteacher has worked hard to bring about improvement, ensuring the involvement of all staff. As a result, staff are more confident about initiating and leading change.

The school's vision and values have been refreshed, fully involving parents, children and staff. There is now a shared understanding of how these are being used across the school and nursery to inform school improvement. The strategic planning for change is clearly linked to the priorities set out as a result of the last inspection. The senior leadership team and local authority have monitored the progress towards meeting the priorities regularly. This is providing a clearer understanding of the school and nursery's strengths and areas that require further development.

Within the school, more accurate information about children's attainment is beginning to be provided following the introduction of a new tracking system. Staff confidence in using this information to inform their planning for improvement is beginning to increase.

Staff report a significant change within the culture and ethos across the school. Almost all feel valued and treated with respect. Across the school, staff feel their

views are listened to and acted upon and there is an increased sense of teamwork. There has been an increase in collaborative working across primary classes. Staff welcome these opportunities for professional dialogue and feel that this is informing their practice. There is scope for staff working across early level to work more closely together to ensure children make sustained progress in their learning.

Opportunities for pupil voice have increased. Children have welcomed the opportunity to select their own house captain and vice-captains, and choose which pupil voice group they would like to join. Children are ready and able to take increasing ownership of these opportunities and make a greater contribution to the school community and school improvement.

With clear leadership from the Headteacher, staff have been encouraged to reflect more on the quality of their practice in teaching and assessment. The Headteacher has created more opportunities for teachers to talk together about learning and teaching. Overall, teachers recognise and value the time for this professional dialogue. As a result, this is beginning to bring about improvements and more consistency in elements of practice.

Within the nursery, practitioners have reviewed the daily routine to provide more time and space for children to move freely between indoors and outdoors. As a result of this, children are independent and confident to make decisions about their play. Significant improvements to the learning environment are resulting in children having access to a wider range of natural materials and everyday objects. This is improving children's early literacy and numeracy, problem-solving skills and imaginary play.

With valuable support from the local authority, the Headteacher has supported staff to begin to develop a more systematic approach to assessing children's progress. Staff have implemented a new system to track children's progress in learning. Working in partnership with colleagues from other schools, teachers are gaining confidence in making more accurate judgements of children's attainment.

The school has correctly identified that children's attainment in numeracy and mathematics needs to improve significantly. Staff have made a positive start to improving approaches to mental mathematics. Children at all stages of the school now benefit from a daily programme of active activities and games to reinforce and improve their mental agility.

The requirements and recommendations from the Care Inspectorate findings have been met.

## **5**      *Next steps*

Education Scotland have noted that Hythehill Primary School and Nursery has made progress since the original inspection. Education Scotland will ask for a report on progress within nine months of the inspection. This local authority report will inform any future decision made by Education Scotland regarding further engagement which may include another inspection visit, subject to continued progress. When such a decision is made, Education Scotland will write to parents/carers once again, detailing further improvements the school has made and outlining any further action, agreed with Moray Council, that Education Scotland intend to take.

In order to further support the school, a revised School Improvement Action Plan has been prepared in partnership with the local authority following Continuing Engagement visit in November 2018. A separate Nursery Improvement Action Plan linked to the School Improvement Action Plan has also been created for increased clarity and focus.

Working in partnership with local authority central Education Officers, the school continue to maintain focus at pace on this improvement agenda. Staff at Hythehill Primary School and Nursery continue to be fully committed to actions identified by Education Scotland, working collegiately together in order to support school improvement for all.

In August 2019, a local authority report will be prepared and submitted to Education Scotland, detailing further progress made on improvement actions identified for review and action by Education Scotland as appropriate. This will include reporting on progress on areas identified in the inspection report including: raising attainment, learning and teaching, differentiation of learning activities, learner self-reflection and target setting, continued nursery improvements and learner progression in learning.

*Stewart McLauchlan, Quality Improvement Officer*







**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: INSPECTION OF MORAY SUPPORTED LODGINGS PROJECT**

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

## **1. REASON FOR REPORT**

- 1.1 To invite the Committee to scrutinise and note the inspection of Moray's Supported Lodgings Project by the Care Inspectorate which was completed on 1 October 2018.
- 1.2 This report is submitted to Committee in terms of Section III D (2) of the Council's Scheme of Administration relating to exercising functions of the Council as Social Work Authority within the terms of relevant legislation relating to young people leaving care.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinise and note the content of the inspection report into the Moray Supported Lodgings Service.**

## **3. BACKGROUND**

- 3.1 Moray Supported Lodgings Service provides an Adult Placement Service to young adults in the Moray area who have been Looked After Children. The service has been registered with the Care Commission since September 2007 and transferred registration to the Care Inspectorate on 1 April 2011.
- 3.2 Moray Supported Lodgings Service was last inspected in September 2017. Given areas for improvement within placement services as a whole, of which the Supported Lodgings Project is part, the Care Inspectorate requested an update report on the evaluation of the impact of the change management plan on service users and staff. That update report was considered by Committee on 27 June 2018 (Paragraph 16 of the minute refers).
- 3.3 A brief summary of the current inspection report is provided at **APPENDIX 1** to this report. The full inspection report is available on the Care Inspectorate website via the link <http://www.careinspectorate.com>.
- 3.4 In the Moray Supported Lodgings Project the roles are identified as follows: -

- Adult Placement Carers are known as 'Supported Lodgings Providers', these are the service users supported by the Adult Placement Service which is Moray Supported Lodgings Project. The Supported Lodgings Providers are recruited and approved, following detailed assessment processes, by the Moray Supported Lodgings Project. They provide support and care in their own homes to young people who have been looked after children. Supported Lodgings Providers are self-employed.
- Adults in placement are the young people receiving the support from the Supported Lodging Providers.
- The Adult Placement Worker is known as the 'Supported Lodgings Link Worker'.

3.5 The aims and objectives of the service are to help young people currently aged 16 - 21 move from a care setting into a supportive environment to help them prepare to live independently in the community.

3.6 Inspectors reported on the following quality indicators and the evaluation for the Moray Project is as follows: -

- |  |              |            |
|--|--------------|------------|
| • Quality of Care and Support          | Grade 5      | Very Good* |
| • Quality of Staffing                  | Not assessed |            |
| • Quality of Management and Leadership | Grade 5      | Very Good  |

\*Inspectors report on these quality indicators using a six point scale on which very good reflects there are major strengths.

3.7 There were no requirements or recommendations identified within the report.

3.8 The areas for improvement focus on continuing to: -

- Monitor annual reviews to ensure these are being carried out within timescales.
- Monitor that providers receive information prior to placements being made.
- Consider all information about placements before they start to ensure risks identified are supported and managed.
- Look at how employment and further education opportunities are developed.

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

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

This report relates to the following within the Corporate Plan 2018-2023:

Where life is better for everyone.

Provide a sustainable education service aiming for excellence.

The vision being that our children have better educational and social outcomes and so are better prepared for life.

Improved outcomes for those most in need of support.

Our most vulnerable young people and families are safe and nurtured.

Public and staff have confidence in all services we provide for children.

And within the Moray – 10 year Plan – LOIP.

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

The outcomes being that children and young people thrive; have a voice; learn; can get about; have a home; feel secure, healthy, nurtured to be supported to reach their full potential.

**(b) Policy and Legal**

The Council has responsibilities to children in need and at risk through The Looked After Children (Scotland) Regulations 2009; the Adoption and Children (Scotland) Act 2007 and the Children and Young People's (Scotland) Act 2014.

**(c) Financial implications**

There are no financial implications associated with this report.

**(d) Risk Implications**

There are no risk implications associated with this report.

**(e) Staffing Implications**

There are no direct staffing implications associated with this report.

**(f) Property**

There are no direct property implications associated with this report.

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

There are no direct equalities issues associated with this report.

**(h) Consultations**

Senior Officers within Education and Social Care, Senior Human Resources Adviser, Paul Connor, Principal Accountant, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Carole Carthew, Team Manager, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

**5. CONCLUSION**

**5.1 Consistent with previous inspections of this service, this inspection report advises that the Moray Supported Lodgings Project continues to provide a very good service to the Supported Lodgings Providers and to the young people in placement who benefit from this support.**

Author of Report: Jennifer Gordon, Corporate Parenting and Commissioning Manager

Background Papers:  
Ref:



**APPENDIX 1****Moray Supported Lodging Service**

The previous inspection concluded on 20 September 2017 there were no requirements or recommendations. An update report was required by the Care Inspectorate. Committee considered this on 27 June 2018 (para 16 refers). The following is a summary of the inspection that concluded on 1 October 2018.

**What the service does well**

- The service continues to provide very good support to providers.
- Providers continue to access training and have access to the training programme offered to foster carers.
- Safe caring forms a central part of the assessment process and understanding of how to keep young people safe was discussed and reviewed at providers' supervision sessions.
- Assessments of providers were well considered.
- Providers were subject to all relevant safety checks to ensure they were fit people to work with a vulnerable client group.
- Since the last inspection there had been some challenges faced by the service due to staff sickness. However, the team were still able to provide the necessary practical and emotional support to carers and young people.
- Staff received regular support and supervision from their line manager. The staff team remained committed to providing the best service they could.

**What the service could do better**

- The service needs to continue to monitor the annual reviews to ensure these are being carried out within the timescales.
- Providers told us that the information they receive prior to placements had improved. However, the service needs to continue to monitor this.
- Transfer meetings should continue to consider all aspects of information about placements before they start.
- Transfer meetings should consider relevant information needed to support the young person and all risks identified and how this will be managed.
- Multi agency working groups should continue to look at how employment and further education opportunities are developed.

**Conclusion**

Inspectors found this to continue to be a very good service.

**Requirements**

Number of requirements: - 0

**Recommendations**

Number of recommendations: - 0

**Complaints**

Number of complaints: 0

## **Evaluations**

### **Evaluations at October 2018**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Not assessed

Quality of Management and Leadership 5 – Very Good

### **Evaluations at September 2017**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership Not assessed

### **Evaluations at October 2016**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership 5 – Very Good

### **Evaluations at October 2015**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership 5 – Very Good

### **Evaluations at October 2014**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership 5 – Very Good

### **Evaluations at March 2014**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership 5 – Very Good

**Evaluations at February 2013**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership 5 – Very Good

**Evaluations at January 2011**

Quality of Care and Support 5 – Very Good

Quality of Staffing Not assessed

Quality of Management and Leadership Not assessed

**Evaluations at January 2010**

Quality of Care and Support 5 – Very Good

Quality of Staffing 5 – Very Good

Quality of Management and Leadership Not assessed

**Evaluations at March 2009**

Quality of Care and Support 5 – Very Good

Quality of Staffing 4 – Good

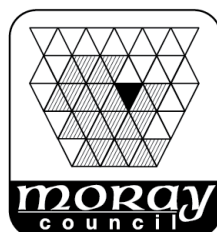
Quality of Management and Leadership 4 – Good

**Authority Commentary**

As in previous Inspections this report evidences continued very good work, reflects knowledge and commitment of all involved in the delivery of this service and it offers suggestions for service development. This continues to be a very good service.








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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
13 FEBRUARY 2019**

**SUBJECT: CAREER INFORMATION, ADVICE AND GUIDANCE EXTERNAL  
REVIEW**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Committee of the content of the recent external review by Education Scotland with regard to Career Information, Advice and Guidance Services. The report was published on 9 November 2018.
- 1.2 This report is submitted to Committee in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority.

## **2. RECOMMENDATION**

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

## **3. BACKGROUND**

- 3.1 The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) and its partners. All 8 Secondary schools have a partnership agreement in place with SDS, the SDS team work in collaboration with Officers from the Schools and Curriculum team to provide strategic and operational support.
- 3.2 The review team awarded grades for each of the 5 key themes:

Key theme:

- Customer progression and achievement of relevant high quality outcomes  
Satisfactory
- Meeting the needs of stakeholders: Good
- Delivery of key services: Very Good

- Management of service delivery: Very Good
- Strategic Leadership: Very Good

3.3 The report highlighted areas for development and in particular the need for all secondary schools to implement the MyWoW Ambassador programme. The team found that most teaching staff did not access or make use of the wide range of online MyWOW resources to support subject delivery at that time. As a result of this, the Learning Technologists within Education and Social Care have embarked on a planned and systematic approach to facilitate training of secondary school staff in order to raise the awareness and usage of MyWOW across all of our schools. As a result of this, our data demonstrates that the number of MyWoW registrations has recently increased as our teaching staff become more aware of this valuable online resource and are using this in their ongoing practice in schools.

3.4 The report stated that all secondary schools in Moray are at an early stage of implementation and embedding the Career Education Standards (CES) into the Curriculum. As a result of this feedback, a partnership event for all primary and secondary head teachers has already taken place and this has been followed up to all our primary and secondary teachers during the most recent in-service training days. This provided a baseline understanding of CES to all practitioners and this will be further supported by inputs in the May inservice as well as ongoing school and ASG initiatives.

3.5 There was also one example of Excellent practice identified during the review. This was the use of targeted, seasonal Activity Agreement programmes to support vulnerable young people to progress to positive destinations. The programmes are co-ordinated by the Moray Council Activity Agreement team and in partnership with SDS, Moray Council Engagement team (Youth Work) and a range of other key partners.

- Engagement with the Activity Agreement Group programmes supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.
- Feedback from young people who have engaged with the programme is very positive. Some of the young people involved describe their experience in the following short film clip:  
<https://vimeo.com/261092692>.

3.5 A full copy of the report is attached in **Appendix 1** or by can be accessed electronically by using this link:

<https://education.gov.scot/assets/contactorganisationinspectionreports/morayciag091118.pdf>

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

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

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

**(b) Policy and Legal**

None

**(c) Financial implications**

None arising directly from the report.

**(d) Risk Implications**

None arising from this report.

**(e) Staffing Implications**

None.

**(f) Property**

None.

**(g) Equalities**

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

**(h) Consultations**

Senior Management Officers in Education and Social Care, Quality Improvement Officers, Margaret Forrest, Legal Services Manager (Litigation and Licensing), Don Toonen, Equal Opportunities Officer, 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: Amy Cruickshank, Opportunities for All Officer, Schools and Curriculum team

Background Papers:

Ref:



# Career Information, Advice and Guidance services delivered by Skills Development Scotland in Moray

A report by HM Inspectors

9 November 2018

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# 1. Introduction

## The external review

The external review by Education Scotland took place between 10 and 14 September 2018. The review focused on Career Information, Advice and Guidance (CIAG) services delivered by Skills Development Scotland (SDS) in Moray.

We examined activities that impact on the quality of customer experience. We evaluated these against the three key principles of outcomes and impact, service delivery and leadership and quality culture, using the 13 reference quality indicators outlined in external quality arrangements for the review of CIAG services delivered by SDS, published in May 2015.

Further details can be found at:

<https://education.gov.scot/what-we-do/inspection-and-review/about-inspections-and-reviews/Careers%20service%20reviews>.

The external review team talked with customers, staff at all levels in the organisation, external agencies and other users of the service.

## 2. The service area and its context

In carrying out the external review of services delivered in Moray, Education Scotland took the following area context fully into account.

Moray is the eighth largest council area in Scotland. The city of Elgin is central to a network of smaller market towns including Forres in the west, Keith and Buckie in the east, and the coastal villages of Findhorn, Lossiemouth and Burghead to the north.

The area has a population of around 96,000, and is predominantly rural. None of the areas considered to be within the 15% most deprived in Scotland are within its boundaries. However, Moray ranks highly for 'access deprivation' based on journey time to key services for its residents. In 2016, just over a third of Moray's population was in the bottom 20% 'access deprived' areas in Scotland. This presents challenges in terms of social isolation and the ability to offer services to key population groups.

Moray has a low-wage economy and is reliant on a small number of industries. The fluctuating occupancy rates of the military bases at Kinloss and Lossiemouth, also influence population levels and are significant contributors to employment and the local economy. The area has some of the strongest food and drink export businesses in Scotland, including some of the world's leading brands of whiskies. A number of premium international food brands are located in the Moray.

The Moray Economic Partnership (MEP) supports the local economy and provides leadership and strategic direction for the economic strand of the Community Planning Partnership (CPP). The economic partnership members are The Moray Council, Highlands and Islands Enterprise, Moray College University of the Highlands and Islands (UHI), SDS, Moray Chamber of Commerce, NHS Grampian, Highlands and Islands Transportation Partnership, Moray Strategic Business Forum, Cairngorms National Park Authority and Third Sector Interface Moray. The partners have jointly devised a programme of activities focused on skills and training, culture and tourism, development, transportation, inward investment and business growth.

There are eight secondary schools in Moray. Moray is an inclusive authority with no special schools. Children and young people with additional barriers to learning participate in mainstream education where possible. All schools have a partnership agreement in place with SDS outlining service delivery in schools, which is based on a needs matrix approach. From August 2018, all eight schools will implement a common timetable with the school day finishing at lunchtime on Fridays.

SDS Moray has a partnership agreement in place with Moray College UHI to deliver services to Elgin based learners.



### 3. Outcomes of external review

#### Judgement of grades

##### Section A: Grades

The review team awarded grades for each of the six key themes based on the following criteria:

<b>excellent:</b>	<b>outstanding and sector leading</b>
<b>very good:</b>	<b>major strengths</b>
<b>good:</b>	<b>important strengths with some areas for improvement</b>
<b>satisfactory:</b>	<b>strengths just outweigh weaknesses</b>
<b>weak:</b>	<b>important weaknesses</b>
<b>unsatisfactory:</b>	<b>major weaknesses</b>

Key theme	Grade
Customer progression and achievement of relevant high quality outcomes	satisfactory
Meeting the needs of stakeholders	good
Delivery of key services	very good
Management of service delivery	very good
Strategic leadership	very good

There is also one example of excellent practice which is described later in this report.

## Section B: Customer progression and achievement

### Areas of positive practice

- Over the last two years, the SDS Moray area team have made significant progress in improving the majority of performance measures.
- The 2018 Participation Measure has increased in the last year and Moray is now amongst the most improved local authorities in Scotland.
- The percentage of targeted S4-S6 pupils receiving coaching guidance with two or more Career Management Skills (CMS) assessments showing improved CMS, has increased significantly over the last three years and is now above the minimum expectation.
- The proportion of P7-S1 pupils receiving a group engagement has improved significantly over the last two years from 35% to 97%, and is now above the national performance figure.
- The percentage of S2-S3 pupils making subject choice with a one-to-one engagement has increased significantly from 25% in 2016-17, to 90% in 2017-18.
- Overall, the percentage of secondary school pupils in Moray with a My World of Work (MyWoW) registration is above the national performance figure.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work is 62%. This is above the minimum expectation of 50%.
- The percentage of Next Steps customers supported by SDS, progressing to learning, training or work, sustaining for six months is 61%, above national performance level of 58%.

### Areas for development

- The Participation Measure in Moray is below the national average and has been for the previous two years.
- The proportion of school leavers who enter a positive destination has fluctuated over the past three years and is currently below the national performance level.
- In 2017-18, the Moray area team did not meet the minimum expectation in five school Performance Measures.
- The percentage of Next Steps customers who have received a CMS assessment/Career Development Plan showing improved CMS, is significantly below the minimum expectation and the national performance figure.
- In five of the eight secondary schools in Moray, the number of pupils with a MyWoW registration is below the national average.
- The majority of the most recent Your Views survey indicators are below the SDS national average.

## Section C: Meeting the needs of stakeholders

### Areas of positive practice

- Careers staff deliver a range of appropriate services from the SDS Centre in Elgin. The office is bright, welcoming and easily accessible to customers.
- Staff help those customers who live in remote or very rural locations, to overcome transport barriers by delivering CIAG services from partner premises in Buckie and Forres.
- In all schools in Moray, careers staff are highly accessible and deliver a flexible service. All young people value the support they receive to make decisions about pathways and future career choices.

- SDS staff offer a highly flexible service and accommodate requests for services promptly. For example, SDS staff provide extended services in community-based locations to engage with pupils who are not currently attending school.
- Careers staff contribute positively to career long professional learning inset days for teaching staff which helps to raise awareness of CMS and the Career Education Standard (CES). In most schools, guidance teachers use CMS well to reinforce learning and discuss careers options.
- The Moray team works effectively with a range of partners to plan approaches to meet the needs of all customer groups. For example, they are collaborating well with national colleagues in developing arrangements to support customers to plan for opportunities when leaving the armed forces.
- The SDS Moray Equalities Champion supports colleagues within the area team to tailor and adapt services appropriately to meet the needs of specific groups of customers. For example, recent work to raise awareness of the needs of those experiencing mental health problems is ensuring appropriate and sensitive delivery of services.
- School and college staff value the input from careers staff in supporting students with additional barriers to learning to make career decisions, develop CMS and broaden their understanding of different routes into further learning and work.
- Careers staff are supporting almost all post-school customers to set clear career goals and are working towards achieving them.
- Careers staff work closely with school colleagues during Pathway Planning meetings. Relevant data is used effectively to target resources and identify the most appropriate pathway for young people.
- All partners express very high levels of satisfaction with the services they receive from SDS.
- Careers staff support care-experienced customers well to achieve and sustain positive destinations. They engage with a range of partners across the area through the Family Firm Policy to promote opportunities and help care-experienced customers develop their CMS.
- SDS respond positively and promptly to meet the needs of stakeholders. For example, employers and customers facing redundancy are supported well through SDS delivery of Partnership Action for Continuing Employment services.
- All headteachers speak very positively and enthusiastically about the services provided to their pupils by SDS careers staff.

### **Areas for development**

- Almost all secondary schools in Moray have yet to implement the MyWoW Ambassador programme.
- All secondary schools in Moray are at an early stage of implementation of the CES.

## **Section D: Delivery of key services**

### **Areas of positive practice**

- Careers staff are highly regarded by school staff and pupils and work well with school colleagues to promote services within schools in Moray.
- Pathway Planning meetings are supported well by SDS staff to support transition planning, particularly for those customers at risk of not entering a positive destination on leaving school.
- Post-school customers value the comprehensive nature of the support provided by SDS staff to improve their confidence and wellbeing.

- SDS staff take good account of rurality and travel restrictions when scheduling engagements with customers. Staff make good use of SDS funds to reimburse customer travel costs.
- School-based career staff work well to deliver comprehensive one-to-one sessions for all third year pupils in Moray secondary schools.
- The strong links between school and SDS staff in the development and the promotion of the Moray Skills Pathway, are effective in supporting further employment and training opportunities for pupils in Moray.
- All customers who use the SDS centre in Elgin express high levels of satisfaction with the services they receive.
- The use of skills profiling for all third year pupils in secondary schools, has increased their awareness of the importance of developing and using their CMS as they progress through school to plan for their future opportunities.
- There are strong relationships between careers staff and school guidance teams which ensure timely and effective referrals for pupils, in accordance with their individual needs.
- Staff establish positive and purposeful relationships during one-to-one interviews with school pupils and Next Steps customers.
- SDS managers are supporting college staff to use data more effectively to identify the needs of customer groups and respond appropriately. Improved data sharing regarding learners who are likely to or have withdrawn from their college course, supports careers staff to intervene timeously and supports learners to enter an alternative destination.
- SDS staff have strong relationships with Home-School liaison workers. This helps them to re-engage young people in education or training and reduces the number of young people whose destination is unknown.
- All careers staff are knowledgeable and able to communicate effectively with partners and customers. They deliver activities to suit their customers' personal arrangements sensitively and effectively.
- School Partnership Agreements (SPA) are used well by SDS staff and school managers to plan and deliver services across schools in Moray.
- The delivery of services by careers staff helps pupils to explain confidently, the importance of developing their CMS, to understand the vocabulary of the CMS framework, and relate it to examples where they have developed relevant skills.
- Careers staff take care to tailor approaches and resources to help customers of all ages to engage in group sessions to develop their CMS. The pace and content of group work sessions is engaging and includes a strong emphasis on active learning.
- The delivery of one-to-one engagements and group work activities by careers staff is consistently strong and is effective across all customer settings.
- Careers staff use the coaching approach very well in all one-to-one engagements. Staff build positive relationships with customers and support them well to build confidence and resilience and develop CMS.
- The area team contribute to both the planning and delivery of opportunities for targeted S4 pupils. For example, the Meaningful May programme includes a range of appropriate activities to assist young people in further developing their CMS and their knowledge of the world of work.
- All staff contribute to Business Excellence Self-Assessment. The Continuous Improvement Action Plan is developed to take forward the actions arising from the self-assessment. Team Leaders monitor and review the progress of actions.
- Careers staff engage very well in team time, reflective practice sessions and observation framework activities, to discuss practice, share ideas, address challenges and plan service delivery.

- The area team use their work plan and continuous improvement plans well to drive improvements in service delivery.

### **Areas for development**

- Although careers staff gather a range of informal feedback, the use of formal customer evaluation is not yet embedded fully across the Moray team.
- Most teaching staff in secondary school do not access or make use of, the wide range of online MyWoW resources to support subject delivery.
- Overall, teaching staff in secondary schools do not yet take sufficient account of local Labour Market Intelligence (LMI) when planning for subject delivery.
- In some schools, poor bandwidth is restricting access to and use of information and communications technology resources for careers staff.

## **Section E: Management of service delivery**

### **Areas of positive practice**

- SDS managers have developed strong links with a range of partners across Moray. They work well with key agencies such as The Moray Council, Moray College UHI, and the Moray Developing the Young Workforce (DYW) Board, to plan and deliver services to meet local need.
- Partners value highly the contribution made by SDS staff to the joint planning and targeting of services, which focus on making the most appropriate use of available resources and reducing duplication across partners.
- SDS managers have had a key influence in the development of the Moray Skills Pathway. They have ensured that the framework contains a strong emphasis on both CMS and CES delivery to support the aims of DYW.
- SDS staff work well with partners to plan and deliver a range of events which promote the routes and pathways into employment and further learning opportunities.
- Schools careers staff work effectively with Home-School link workers and specialist teachers to engage young people currently not attending school. They ensure that young people are supported well to develop their skills, including CMS, and help them achieve a positive destination.
- SDS staff have worked well with local schools to raise awareness of the importance of accurate data capture within management information systems (MIS). Schools are now more aware of the importance of the Data Hub in planning for positive destinations.
- The area management team regularly monitor the progress towards achievement of SPA delivery targets. Through ongoing meetings held with secondary school staff, progress is kept under review throughout the year.
- Moray College staff speak enthusiastically about the role SDS play in supporting vulnerable learners to engage in transition planning discussions prior to moving on from college programmes. This supports the college's role as a Corporate Parent and enables many learners to progress onto positive destinations.
- The strength of professional trust, and the quality of relationships, amongst both strategic and operational partners in Moray, is well established. This is demonstrated well through clear understanding and confident use of data to secure service improvement.
- Staff ensure that customers are aware of SDS General Data Protection Regulation Privacy Policy and how their data will be securely handled. This helps them to confidently discuss sensitive issues with careers staff.
- The information provided by SDS staff, through the provision of relevant LMI at Moray College, is helping to shape and inform future curriculum pathways to better meet the needs of local industry.

## **Area for development**

- Some secondary schools do not ensure that data is kept sufficiently up to date within MIS systems. This impacts on the accuracy of planning for progression to positive destinations for customers.

## **Section F: Strategic leadership**

### **Areas of positive practice**

- SDS service delivery across Moray is aligned closely to the SDS 2020 vision for improving skills throughout Scotland.
- The Head of Region is a member of the CPP and ensures that SDS plays a central role in supporting the development of the multi-agency MEP.
- The SDS Area Manager is very accessible and well regarded by stakeholders, and plays a key role in strategic partnerships in Moray.
- SDS managers play a key role in ensuring that both CMS and CES are embedded within the Moray Skills Pathway. This is providing clear strategic direction to all partners for the delivery of DYW priorities.
- The area team is very committed to continuous improvement. Regular reflection on performance and progress towards delivery of the area workplan is supported by clear targets and actions for improvement. Progress towards achievement of targets is reviewed regularly with staff.
- SDS managers ensure that all staff are involved in the planning and design of services. Staff have welcomed the opportunity to become more involved and have shown enthusiasm and commitment in developing creative approaches to delivery of the service offer.
- The new approach to the SPA is being used well by SDS managers and is improving strategic relationships with school leaders and supporting the implementation of DYW priorities.
- All SDS staff are highly motivated and enthusiastic about the services they offer. SDS managers provide clear direction and clarity of purpose regarding roles and responsibilities and how these contribute to the performance of the area team.
- Team-working among staff is very strong. Staff members support each other well to deliver services effectively and contribute to the achievement of area targets. They feel empowered and trusted to develop approaches that meet the needs of customers.
- Managers have taken good account of the needs of staff during a period of uncertainty and change. They have implemented change management processes sensitively to help refocus and energise the team. This is leading to improved outcomes.
- Recent changes to the management structure in Moray have strengthened and improved leadership capacity and focus. SDS managers provide clear direction to staff and engage them in decision-making and planning discussions. Communication across the area team is strong and staff engage very well with each other and the management team.
- Staff feel trusted and respected. They are empowered to make decisions and adopt creative approaches to service delivery. The team is responding very well to strengthened team-working and demonstrates ownership and commitment to the achievement of targets and improvements to services.
- The Business Excellence Approach is used well by staff to reflect on team performance and identify actions for improvement.
- The area team engage regularly with colleagues from SDS across the North Region to share practice and learn from each other.



- SDS managers have a clear vision about what still needs to be done to further improve performance. Priorities for improvement are communicated well and understood by all staff.

### **Areas for development**

- Although the area team have made significant progress towards improving performance, a number of targets for service delivery have not been met.
- The limited number of qualified careers advisers within SDS Moray is impacting negatively on the team's ability to assess and measure how Next Steps customers are developing their CMS.
- Overall, secondary schools are overly reliant on SDS careers staff to support the embedding of both CMS and CES within the curriculum.

## **Section G: Capacity for improvement**

Over the last two years, the SDS Moray area team have made significant progress in improving the majority of performance measures. The 2018 Participation Measure has increased in the last year and Moray is now amongst the most improved local authorities in Scotland. However, the Participation Measure in Moray remains below the national average and the proportion of school leavers who enter a positive destination has fluctuated over the past three years and is below the national performance level. In 2017-18, the Moray area team did not meet the minimum expectation in five school Performance Measures. In five of the eight secondary schools in Moray the number of pupils with MyWoW registrations is below the national average.

Careers staff deliver a range of appropriate services from the SDS Centre in Elgin. The office is bright, welcoming and easily accessible to customers. Staff help customers who live in remote or very rural locations to overcome transport barriers by delivering CIAG services from partner premises in Buckie and Forres. SDS staff offer a highly flexible service and accommodate requests for services promptly. The SDS Moray 'Equalities Champion' supports colleagues within the area team to tailor and adapt services appropriately to meet the needs of specific groups of customers. All headteachers speak very positively and enthusiastically about the services provided to their pupils by SDS careers staff. However, almost all secondary schools in Moray have not yet implemented the MyWoW Ambassador programme and are at an early stage of implementation of the CES.

The strong links between school and SDS staff, for the development and promotion of Moray Skills Pathway, are effective in supporting new developments and opportunities for pupils in Moray. The use of skills profiling for all third year secondary school pupils has increased their awareness of the importance of developing and using their CMS as they progress through school and plan for their progress to employment or further education and training. All customers who use the SDS centre indicate high levels of satisfaction with the services they receive. Careers staff take care to tailor approaches and resources to help customers of all ages to engage in group sessions and develop their CMS. The pace and content of group work sessions is engaging and includes a strong emphasis on active learning.

The Head of Region is a member of the CPP and ensures that SDS plays a central role in supporting the development of the multi-agency MEP. The SDS Area Manager is very accessible and well respected amongst strategic partners in Moray. The area team is very committed to continuous improvement. Regular reflection on performance and progress towards delivery of the area workplan is supported by clear targets and actions for improvement. Progress towards achievement of targets is reviewed regularly with staff and team-working is

very strong. Staff support each other well to deliver services and contribute to the achievement of area targets. They feel empowered and trusted to develop approaches that meet the needs of customers. Recent changes to the management structure in Moray have strengthened and improved leadership capacity and focus. Managers provide clear direction to staff and engage them well in decision-making and planning discussions. Communication across the area team is strong and staff engage very well with each other and the management team on what is required to further improve performance. Priorities for improvement are communicated well and are understood by all staff.

#### **Section H: Main points for action**

- The SDS area team should ensure that all targets for service delivery are met.
- SDS managers should ensure that the area team has sufficient capacity to deliver the full range of career guidance services within the post-school service offer.
- The local authority should work with SDS to ensure that all secondary school pupils are registered with MyWoW and utilise online resources effectively.
- The local authority and staff in schools, should work with SDS to ensure that both CMS and CES are embedded within the secondary school curriculum.



## 4. Examples of excellence

There is one example of Excellent practice identified during the review. This is outlined below.

### The use of targeted, seasonal activity agreement programmes to support vulnerable young people to progress to a positive destination

Activity agreements are individualised programmes, designed to allow young people, who are at risk of not entering a positive destination on leaving school, to develop their skills and confidence. Through engagement in a variety of activities, young people are supported to prepare for employment, training, education or volunteering. The majority of young people who are referred to an activity agreement experience barriers to progression, such as lacking in confidence, having low self-esteem, or experiencing social anxiety. Due to the nature and complexity of these support needs, many are initially difficult to access or have problems sustaining engagement.

In Moray, the activity agreement programme is delivered on an individual basis. Staff from SDS and partners identified that this approach proved difficult to sustain during peak times, particularly for referral of school leavers in May or December. In response to the unmet need of this targeted group of post-school customers, SDS careers staff and Activity Agreement co-ordinators, led the development of an innovative new approach. The revised programmes, based on seasonal provision, is planned to coincide with peak demand, such as with summer and winter school leavers.

A more coordinated and systematic approach, builds on and utilises, the resources and skills of a range of partners. These include SDS careers staff, The Moray Council community learning and development team, and a range of employability providers, to broaden the number of activities available to customers. The introduction of a group-based approach supports young people well to develop both as individuals, and as part of a team, to gain new skills and build confidence. This approach also allows careers staff and other support agencies, to keep in touch more easily with traditionally hard-to-reach customers. Regular access to a range of key staff is supporting young people well to discuss and review their progress and plan for their next steps. In turn, careers staff and other agencies can intervene quickly if required, to provide additional, individualised support.

Engagement with the new programme supported 24 young people to access tailored CIAG services, develop their CMS, and build and improve their self-confidence. The programme is successfully supporting these vulnerable young people to enter a positive destination, with 80% of those who started the programme progressing to either further education, training or employment.

Feedback from young people who have engaged with the new programme is very positive. Some of the young people involved describe their experience in the following short film clip: <https://vimeo.com/261092692>.

## 5. What happens next?

Following publication of this report, SDS and partners are expected to produce an action plan to address the main points for action and/or areas for development in the report and other quality assurance and enhancement activities.

A follow up visit will be carried out involving SDS and partners 18 months after the initial review to determine if satisfactory progress has been made towards the main points for action.

Gill Ritchie  
HM Inspector

## 6. Further information

The review and judgements relate to the service area as a whole. For further information about Education Scotland, the external review methodologies, or other information about reviews, see <https://education.gov.scot/>.

For further information about SDS, see <http://www.skillsdevelopmentscotland.co.uk/>.

# Appendix 1

## Glossary of terms

CIAG	Careers Information, Advice and Guidance
CMS	Career Management Skills
CPP	Community Planning Partnership
DYW	Developing the Young Workforce
LMI	Labour Market Information
MEP	Moray Economic Partnership
MIS	Management Information System
MyWoW	My World of Work
SDS	Skills Development Scotland
SPA	School Partnership Agreement
UHI	University of the Highlands and Islands
CES	Career Education Standard

## Appendix 2

### The external review process

HM Inspectors undertake an independent review of the quality of provision of CIAG delivered by SDS on behalf of the Scottish Government under a service level agreement between the Scottish Government and Education Scotland. External review teams include HM Inspectors and associate assessors.

During external reviews, members of the review teams observe group activities, one-to-one coaching sessions and hold discussions with customers, staff and stakeholders. They consider information on the quality of career information, advice and guidance. They meet with recipients of the service and obtain feedback from groups, partners and staff who work for SDS.

The purpose of this report is to convey the main outcomes arising from the external review, to acknowledge service's strengths and to provide a clear agenda for future action to improve and enhance quality.

This external review results in judgements of **grades** that express the external review team's overall evaluation of outcome and impact, service delivery and leadership and quality culture and a judgement on capacity to improve based on the evidence from all key areas, in particular outcomes, impact and leadership.

The report also uses the following terms to describe numbers and proportions:	
All	100%
almost all	over 91%-99%
most	75-90%
majority	50-74%
minority/less than half	15-49%
few	up to 15%

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# Appendix 3

## Policy context

SDS all-age CIAG services aim to support young people and adults to make a positive transition into continued education, training or the world of work. SDS achieves this by supporting customers in their development of CMS which lay the foundations for success in their future careers.

The services provided by SDS in schools are driven by the ambitions of Curriculum for Excellence. Accordingly there are significant interdependencies between the roles and responsibilities of schools and wider partners, the design and delivery of school curriculum and the services provided by SDS. Planning for successful service delivery through SPAs requires effective collaboration between SDS and its partners.

In March 2011, the Scottish Government published a framework for the redesign and improvement of CIAG services. As the largest provider of CIAG services in Scotland, SDS has a lead role in implementing this change. This change has been implemented through an integrated service involving face to face meetings, communication through contact centre and an online CMS environment, MyWoW.

In December 2014, the Scottish Government published Developing the Young Workforce – Scotland's Youth Employment Strategy. The recommendations of this strategy set out further changes to CIAG services, specifically in relation to the collaborative design and implementation of the CES (3-18) with SDS, Scottish Government and Education Scotland. These changes have resulted in earlier intervention with school pupils through SDS CIAG services and focused support around key transition points for pupils. The CES builds on advice and guidance in Curriculum for Excellence and in particular, Building the Curriculum 4: skills for learning, skills for life and skills for work.

Underpinning service delivery is the commitment of SDS to work with partners in schools, local authorities and Education Scotland to build capacity to deliver the ambitions of Curriculum for Excellence - Building the Curriculum 4, in particular development of CMS. This partnership approach supports schools to deliver this component of Curriculum for Excellence, whilst creating a learning context for young people that is compatible with and builds upon the service delivery commitments of SDS. As a result, much of the work of SDS requires effective collaboration with a range of partners at national and local levels.

Currently, this service is delivered on-site in Scotland's 364 secondary schools. Services include a blend of one-to-one careers coaching support, facilitated group sessions, drop-in sessions, and supported access to MyWoW. The level of intensity of support is determined by an assessment of pupil needs made in discussion with schools. The greatest proportion of careers coach support is provided to those young people who have been identified as requiring an enhanced level of support to promote progress towards securing and sustaining a place in education, training or work. This means those individuals would receive a 'medium' or 'maximum' service offer.

SDS has a key role to play in the delivery of the Scottish Government's Opportunities for all initiative, under which all 16-19 year olds will receive an offer of a place in learning or training. SDS work in this area has been reinforced with the passage of legislation allowing SDS and key

partners, including local authorities, schools and Further Education Institutions to share data on all the young people they work with. The [Post 16 Education \(Scotland\) Act 2013](#) and the statutory guidance mandate SDS and key partners to share data in order to support young people in their post school transitions.

## Appendix 4 Background information

### Terminologies used in this report

The term 'service area' is used to describe the geographical area referred to in this report. SDS uses a variety of approaches to deliver CIAG services. This is often referred to as a blended service. SDS promotes a Universal Offer to support all secondary school pupils. In addition, a Targeted Service Offer is aimed at young people who have the greatest need and who require enhanced support to progress them towards entering or sustaining a positive destination. SDS offers access to a range of services for post-school customers. The different offers are shown below.

**SDS School Universal Service Offer** consists of:

- access to MyWoW web service
- group-work sessions on:
  - transition support at P7-S1 transition
  - subject choices and CMS in S2-S3
  - senior phase group sessions
- drop-in clinics for career management and employability
- opportunity for any pupil to request a face to face session

**SDS School Targeted Service Offer** consists of:

- targeted one-to-one support in S3 for those with the greatest need (and optional group activity where appropriate)
- structured programme of one-to-one career guidance throughout the senior phase
- senior phase supported transition to a dedicated post-school team member for those who require ongoing support towards positive participation

**SDS Post-school Targeted Service Offer (Next Steps)** consists of:

- open access to public centres (47 locations throughout Scotland)
- access to MyWoW web service 24 hours a day, 7 days a week
- structured programme of one-to-one careers guidance
- employability support and group activity
- partnership approach including structured referral arrangements with DPW/JCP
- telephone access to SDS contact centre

**SDS All age Service Offer (universal)** consists of:

- access to MyWoW web service 24 hours a day, 7 days a week
- access to one-to-one career guidance
- telephone access to SDS contact centre
- partnership action for continuing employment
- integrated Employment System joint work activities with JCP
- open access to public centres (47 locations throughout Scotland)

Further information on SDS's services to individuals and employers can be found at [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk). MyWoW web service can be accessed at [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

## Staff roles

SDS uses a number of titles to describe the roles of the staff. These include Careers Adviser, Work Coach, Trainee Careers Adviser and Personal Adviser. Throughout this report, the term careers staff is used to refer to all staff involved in delivering CIAG services.



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