Education, Children's and Leisure Services Committee

Wednesday, 02 November 2022

NOTICE IS HEREBY GIVEN that a Meeting of the **Education, Children's and Leisure Services Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 02 November 2022** at **09:30.**

BUSINESS

14.   **Information Reports - if called in**

15.   **Question Time ***

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

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

      **Summary of Education, Children's and Leisure Services
      Committee**

      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.

      Watching the Meeting

      **Any person wishing to attend the meeting should contact
      customer services on 01343 563217 prior to the meeting as the
      number of attendees is restricted due to the recent Covid
      pandemic**

      **You can however watch the webcast of the meeting by going to :
      http://www.moray.gov.uk/moray_standard/page_43661.html**

Information Reports - Not for Discussion at this Meeting

Any member wishing to call in a noting or information report from one meeting shall give notice to Committee Services at least 48 hours before the meeting for which the report is published. The Notice shall be countersigned by one other elected member and shall explain the reason for call in including any action sought.

*   **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.

THE MORAY COUNCIL

Education, Children's and Leisure Services Committee

<u>SEDERUNT</u>

Councillor Kathleen Robertson (Chair)
Councillor Bridget Mustard (Depute Chair)

Councillor James Allan (Member)
Councillor Neil Cameron (Member)
Councillor Tracy Colyer (Member)
Councillor John Cowe (Member)
Councillor Juli Harris (Member)
Councillor Sandy Keith (Member)
Councillor Scott Lawrence (Member)
Councillor Marc Macrae (Member)
Councillor Paul McBain (Member)
Councillor Derek Ross (Member)
Councillor Sonya Warren (Member)
Councillor Ben Williams (Member)

Mrs Sheila Brumby (Non-Voting Member)
Mrs Anne Currie (Non-Voting Member)
Mr Alfie Harper (Non-Voting Member)
Reverend Tembu Rongong (Non-Voting Member)
Mrs Susan Slater (Non-Voting Member)
Ms Angela Stuart (Non-Voting Member)
Mrs Emma Tunnard (Non-Voting Member)

Clerk Name:	Tracey Sutherland
Clerk Telephone:	07971 879268
Clerk Email:	committee.services@moray.gov.uk

Minute of Meeting of the Education, Children's and Leisure Services Committee

Wednesday, 24 August 2022

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

<u>**PRESENT**</u>

Mrs Sheila Brumby, Councillor Neil Cameron, Councillor Tracy Colyer, Mrs Anne Currie, Councillor Juli Harris, Councillor Sandy Keith, Councillor Scott Lawrence, Councillor Marc Macrae, Councillor Paul McBain, Councillor Bridget Mustard, Councillor Kathleen Robertson, Councillor Derek Ross, Ms Angela Stuart, Mrs Emma Tunnard, Councillor Sonya Warren

<u>**APOLOGIES**</u>

Reverend Tembu Rongong, Mrs Susan Slater, Councillor Ben Williams

<u>**IN ATTENDANCE**</u>

Also in attendance were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Governance, Strategy and Performance, Head of Education, Head of Education Resources and Communities, Donna Borek, Interim Services Manager, Stewart McLauchlan, Quality Improvement Manager, Andy Hall, Senior Project Manager, Alfie Harper, Pupil Representative and Tracey Sutherland, Committee Services Officer.

1.   Chair

The meeting was chaired by Councillor Kathleen Robertson.

2.   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.

3.   Agenda Items

Councillor Warren expressed disappointment that the Information Reports were not listed on the agenda. She further expressed disappointment that the information reports are in regards to questions she had been asking and sought agreement that the reports be brought to a future meeting of Moray Council to allow discussion.

In response, the Head of Governance, Strategy and Performance confirmed that the Call In Procedure for Information Reports was agreed by the Council and

clarified the process is that a minimum of 2 weeks notice with 2 members signatures must be given along with the reason for the report being called in.

The Chair further added that when the email was sent notifying members that the agenda was published, it detailed that there were 3 information reports. She further advised that further consideration would be given following the meeting to how Members are notified of the information reports.

Councillor Warren sought further clarification on whether the reports could go to the next meeting of Moray Council rather than go through the Call In Procedure.

In response, the Head of Governance, Strategy and Performance re-iterated that the procedure for Information Reports had only been agreed in the last year to 18 months and felt that it was not an onerous procedure. He further reminded members that the nature of Information Reports is such that they would not normally required debate in the Chamber and would be for noting by Members only, however if Members are not content with the report, the agreed procedure is there for them to action.

The Depute Chief Executive (Education, Communities and Organisational Development) further added that the Information Reports contained the statistical information that had been sought, however if Members would like a debate on some of the implications around the cost of living crisis in relation to this particular topic then Member's would need either to submit a notice of motion around that particular issue or greater clarity would be needed on what the issues are that Members wish to debate to make sure there is a report that gives sufficient background information to allow for an informed debate.

Following further consideration the Chair proposed bringing the reports to the Special meeting of the Committee on 14 September if Councillor Warren could confirm her reasons for calling the report in as indicated by the Depute Chief Executive (Education, Communities and Organisational Development).

This was agreed by Councillor Warren.

4.   Thanks to Academic Community

The Chair acknowledged the resilience of all the academic staff and community over what has been a very challenging period.

5.   Minutes of Meeting of 8 June 2022

The minute of the meeting of the Education, Children's and Leisure Services Committee dated 8 June 2022 was submitted and approved.

6.   Written Questions **

The Committee noted that no written questions had been submitted.

7.   Children and Families Social Work Services Revenue Budget Monitoring to 30 June 2022

A report by the Chief Officer, Health and Social Care Moray informed the Committee of the budget position for Children and Families Social Work as at 30 June 2022.

Following consideration the Committee agreed to note the position at 30 June 2022.

8. Education National Improvement Framework Report and Plan

A report by the Depute Chief Executive (Education, Communities and Organisational Development) advised Committee of the annual National Improvement Framework (NIF) plan return which is submitted to the Scottish Government by the end of August.

Following consideration the Committee agreed to:

i)   note the contents of the Moray Self-Evaluation document and National Improvement Framework Plan;

ii)   recognise the work progressed in a year of significant Covid-19 disruption, staff absences and reduced capacity due to vacancies;

iii) recognise the resilience and dedication across the wider Education service to continue to provide creative learning experiences and to improve service offer where this has been possible given restrictions; and

iv) agree the annual National Improvement Framework (NIF) which includes the Executive Summary return to be submitted to the Scottish Government by 31 August 2022.

9. Scottish Attainment Challenge

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with an update on the refreshed Scottish Attainment Challenge (SAC) which is supported by funding through the Attainment Scotland Fund, the aims of which are to address the challenges of the poverty-related attainment gap. The report also provides information regarding planned spend for the coming session.

Following consideration the Committee agreed to:

i)   note the update on 2022 Scottish Government Pupil Equity Funding (PEF), and planned expenditure, based on the Education service self-evaluation gathered across the year, for Strategic Equity Funding (SEF) and Care Experienced Young People Funding (CEYPF), working with Social Work colleagues;

ii)   note the strategic guidance at Scottish Government and local Authority levels to support the implementation of the funding;

iii) note the forthcoming requirement to set stretch aims linked to key baseline data (including attainment) as required by the Scottish Attainment Challenge;

iv) note the planned use of SEF for session 2022/23;

v)   note the early plans for CEYPF; and

vi)   instruct officers to provide further updates in line with Scottish Government reporting requirements to be presented at future Committee meetings.

10.   Education Revenue Budget Monitoring to 30 June 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education as at 30 June 2022.

Following consideration the Committee agreed to note the budget position at 30 June 2022.

11.   Education Resources and Communities and Education Capital Budget Monitoring Report to 30 June 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the capital budget position for Education Resources and Communities and Education as at June 2022.

Following consideration the Committee agreed to note the capital budget position at 30 June 2022.

12.   Education Resources and Communities Revenue Budget Monitoring to 30 June 2022

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education Resources and Communities as at 30 June 2022.

Following consideration the Committee agreed to note the budget position at 30 June 2022.

13.   Learning Estate - Closure of Inveravon Primary School - Statutory Consultation

A report by the Depute Chief Executive (Education, Communities and Organisational Development) sought approval to undertake a statutory consultation on the closure of Inveravon Primary School.

Following consideration the Committee agreed to:

i)   authorise a statutory consultation with local stakeholders (Parent Councils, parents, pupils, staff and the local community) on the proposal to close Inveravon Primary School attached as Appendix 1; and

ii)   receive a further report on the outcome of the consultation in January 2023.

14.   Question Time ***

Under reference to paragraph 7 of the minute of the meeting of Education, Children's and Leisure Services Committee on 8 June 2022, Councillor Ross sought an update on the number of secondary teaching posts still vacant.

In response, the Head of Education advised that she did not have the current figures but would circulate them to the Committee following the meeting.

Under reference to paragraph 12 of the minute of the meeting of Education, Children's and Leisure Services Committee on 8 June 2022, Councillor Lawrence sought an update on the funding allocation for music instruction.

In response, the Head of Education Resources and Communities confirmed that staff are currently working on proposals for the distribution of the funds with partners and an update will be provided to Members.

Under reference to paragraph 19 of the minute of the meeting of Education, Children's and Leisure Services Committee on 8 June 2022, Councillor Warren sought an update on the revised petitions process and in particular petitions from young people. She further requested an update on the crediting earlier of Young Scot Card's for pupils receiving free school meals and whether this had now been actioned.

In response, the Head of Governance, Strategy and Performance confirmed that Committee Services have been working on revising the process and consulted other local authorities to determine how the voices of young people are captured.

He further added that no Councils have a bespoke process for petitions from young people, however confirmed that a report will be presented to the November meeting of Corporate Committee which will contain proposals for processes to consider ways of taking on board the views of young people along with the proposed new petitions process.

The Head of Education confirmed that the Catering section are looking into the cards being credited earlier and would seek to get an update, however also added that some pilot schemes are being trialled with regards to increasing the number of breakfast clubs and also the opportunity for pupils to take home any leftover meals each day.

Also under reference to paragraph 12 of the minute of the meeting of Education, Children's and Leisure Services Committee on 8 June 2022, Councillor Warren sought an update on the Early Learning and Childcare Consultation.

In response the Head of Education confirmed that the Consultants are still carrying out interviews and it is hoped that a report will be presented to Committee in November 2022.

Under reference to paragraph 12 of the minute of the meeting of Education, Children's and Leisure Services Committee on 8 June 2022, Councillor Keith sought an update on the uptake for free bus travel passes.

In response, the Head of Education Resources and Communities confirmed that the uptake had risen as at 1 August 2022 from 26% to 40.8%.

Councillor Keith welcomed the increase and hoped that the uptake would continue to increase.

Councillor Ross sought an update on progress with the Additional Support Needs Review.

In response, the Head of Education Resources and Communities confirmed that it is the intention to bring an update report to the next meeting of this Committee in November.

Councillor Warren sought clarification on what the Council is doing to address the cost of living and energy crisis.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) advised that the recently appointed Senior Policy Officer (Poverty) is working to identify the range of poverty work that is currently ongoing, the issues in Moray and any potential gaps, working with Council services and partners. It is anticipated that a report will be submitted to either Corporate Committee or Moray Council to provide an update in November.

Councillor McBain sought clarification on whether the Council had taken on any Confucius Students following the Scottish Governments decision to distance itself from the Confucius Institute.

In response, Stewart McLauchlan, Quality Improvement Manager confirmed that the Council had received the offer of a teacher which is in the process of being taken forward.

Ms Stuart left the meeting during consideration of this item.

EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE

2 NOVEMBER 2022

NOTICE OF MOTION

FIT LIFE MEMBERSHIP FOR CHILDREN FROM LOWER INCOME FAMILIES

Committee understands that one in five children in Moray lives in poverty.

Committee recognises that engagement in sports is associated that with increases in wellbeing, improvements in health, improved educational and economic prospects and higher levels of positive participation.[1]

Committee acknowledges that poorer children are less active than those from wealthier backgrounds[2].

Committee instructs officers to bring forward a report on implementing free Fit Life membership for children living in poverty in Moray.

Proposer: Councillor Juli Harris

Seconder: Councillor Scott Lawrence

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[1]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/304899/Quantifying_and_valuing_the_wellbeing_impacts_of_sport_and_culture.pdf
[2] https://www.sportengland.org/news/first-active-lives-children-and-young-people-survey-report-more-than-40-of-children-lead-active-lives

Notice of Motion

Library Penalties

Committee recognises that most library services in Scotland have now removed library penalties for overdue items.

Committee understands that the Scottish Library and Information Council (SLIC) recommends, in its Public Library Strategy 2021- 2025, that library services 'remove financial penalties for all borrowers'[1]

Committee recognises that financial penalties affect lower-income patrons disproportionally and are a barrier to universal access. Council also acknowledges that library fines are not cost effective as they discourage patrons from returning materials.[23]

Committee understands that the loss of revenue can be offset by the reduced number of unreturned library items and the elimination of administration costs of the penalties.

Committee acknowledges that the removal of library fines can help tackle the poverty agenda, increase library usage, and reduce conflict within the library environment.

Committee instructs officers to bring forward a report on the removal of library penalties for all patrons at the earliest opportunity.

Proposer: Councillor Fernandes

Seconder: Councillor Warren

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[1] https://scottishlibraries.org/media/3462/slic-public-library-strategydigital_final.pdf
[2] https://ischool.syr.edu/wp-content/uploads/2020/06/Overdue-Fines-Advantages-Disadvantages-and-How-Eliminating-Them-Can-Benefit-Public-Libraries.pdf
[3] https://www.cbc.ca/news/canada/kitchener-waterloo/ontario-libraries-overdue-fine-free-benefits-1.6562304

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: INITIAL ANALYSIS OF SECONDARY SCHOOL ATTAINMENT: SESSION 2021-2022

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

1. REASON FOR REPORT

1.1 To report to Committee on the attainment of secondary schools in Moray for session 2021/2022 further to National Insight benchmarking toolkit update in September 2022 and central attainment data analysis and review.

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

2. RECOMMENDATION

2.1 It is recommended that Committee:

(i) scrutinise and note the position in respect of attainment of the young people in Moray for session 2021/2022;

(ii) note that initial discussions with Head Teachers have taken place during August and September 2022 where Head Teachers, Head of Education and Quality Improvement Manager (Performance Management) have developed actions for improvement at school and local authority level, which have informed the key interventions identified in this report and local school plans;

(iii) review and approve the key interventions set out in the report that are now planned and/or underway in support of raising attainment and achievement for young people across all secondary schools through the iMpact Moray approaches and Stretch Aims setting; and

(iv) note that at a future meeting of this Committee, a follow-up Insight report will be presented in consideration of school leaver data including post-school destinations following data publication in February/March 2023.

3.   BACKGROUND

3.1   On 18 August 2021, it was announced by the Cabinet Secretary for Education and Skills that examinations would be held for National 5, Higher and Advanced Higher Courses for session 2021/2022. This decision was informed by the views of stakeholders including the National Qualifications Group, and by public health advice at that time in regard to Covid-19.

3.2   For learners in S5 and S6, this followed one and two years respectively of disruption faced by them in relation to their schooling and to the SQA examination system, with move to Alternative Certification Models (ACMs) which did not involve formal end of year examinations. Learners in S4, S5 and S6 had not yet participated in an examination diet or related experience (e.g. in-school preliminary examinations or 'prelims') as was in place prior to session 2019/2020.

3.3   Modifications to assessment requirements for National 5, Higher and Advanced Higher courses were announced by SQA at the start of the session to support the reduction in the volume of assessment and ensure learners continued to achieve credible qualifications, certificated in August 2022. For most courses, these modifications remained the same as those that were put in place for session 2020/2021. In Moray, work continued to build on the good practice across schools with SQA coordinators working closely with the local authority SQA lead to ensure pupils and staff were supported in delivery and assessment preparation. Learning Experiences akin to Prelims (LEAPs) were planned and delivered in January 2022 within each secondary school, to provide pupils in S4-S6 with an examination experience and support collection of key evidence in the event this was required for appeal purposes, post-August certification.

3.4   Focus on the Moray Council Accounts Commission Best Value Audit Report key messages and measures continued across schools, through critical identified actions highlighted through our Raising Attainment Strategy. This strategy sets out an approach to better understand and improve educational attainment, where focus on attainment has continued throughout the pandemic. Through the Improvement and Modernisation Programme, key support has been provided for a review of Additional Support Needs (ASN) as a further component part of the Improvement and Modernisation Programme - Transforming Education (Stream 7) additional monies and investment.

3.5   In March 2022, SQA published further additional revision support materials to support young people in studying for their final SQA examinations, with most Covid-19 mitigations lifted in April 2022 which allowed for SQA examinations to proceed. Schools continued to work with young people and staff in revising risk assessments to ensure safety for all and implemented a range of Additional Assessment Arrangements (AAA) for young people where they required these for accessing SQA examinations. Where appropriate and required, examples of AAA included extra time, separate accommodation, rest periods, use of ICT and support from a reader/scribe.

3.6   As noted nationally, many young people have reported their mental health and wellbeing has been adversely impacted as a result of the Covid-19

pandemic, where schools have continued focus on supporting and monitoring wellbeing while also aiming to raise attainment and achievement for all in a very different school experience. AAA arrangements ensured appropriate supports (for example, separate accommodation) were put in place to ensure full access to SQA examinations. Increased anti-social behaviour has also arisen in certain localities involving some young people, with increase in exclusion across some schools and lower levels of engagement. The number of young people requiring AAA arrangements increased which put pressure on schools to accommodate and staff these.

3.7   Through Universal Pupil Support, Personal and Social Education and other schools based approaches, teachers supported young people in preparation for the examination diet. A number of subject specialists offered Easter Revision sessions and schools continued with study club arrangements during the week, with practitioners offering lunchtime and after school revision support sessions.

3.8   Performance in the Senior Phase is profiled by four key national measures on Insight, the Senior Phase Benchmarking Toolkit. This provides a holistic approach to:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Increasing post-school destinations
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

3.9   The exam results are available to schools in August each year and analysis of these results for cohort groups appeared within the Insight toolkit in September; the data relating to leaver destinations is not available until December and therefore, this information does not appear in Insight until February of the following year (February 2023). The complete picture of leaver attainment and the achievement of young people in Moray is available from March onwards each year and will be reported to a future Education, Children's and Leisure Services Committee in June 2023.

3.10   Insight Benchmarking Measures – National Measures

As noted in paragraph 3.9 above, the data for the four National benchmarks will be available each year in late February, once the school leavers' data has been compiled. It is especially important to reiterate that this represents data for all school leavers from S4-6 for the school year 2021/22, as opposed to individual cohorts of learners (all pupils). The National Measures exclusively profile school performance for learners at the point of exit from secondary school education.

3.11   Insight Benchmarking Measures – Local Measures

In September each year it is possible to profile school performance within the local measures and in the breadth and depth of awards gained by learners on a cohort by cohort basis (S4, S5 and S6 pupils).   Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Tacking disadvantage by improving the attainment of lower attainers relative to higher attainers (attainment versus deprivation)
- Improving attainment for all

3.12   Virtual Comparator

Insight creates a virtual comparator based on selecting young people from across Scotland that match key characteristics of the young people in the school or local authority in question on a 1:10 basis. The performance of the school can then be assessed in relation to that of the virtual comparator group. A similar methodology is used in Insight to generate a virtual local authority pupil grouping for benchmarking local authority performance. It is important to note that features such as similar curriculum models or structures are not included in the comparison where these vary across Scottish local authorities.

3.13   Breadth and Depth

Insight allows us to profile the breadth (number) and depth (level of study) of qualifications completed by learners in each year in the senior phase. This year we are again able to profile the attainment of the S6 cohort throughout the senior phase (from S4-S6). In addition to local measures, in this report we will consider:

- S4 breadth and depth attainment at SCQF level 5
- S5 breadth and depth attainment at SCQF level 6
- S6 breadth and depth attainment at SCQF levels 6 and 7

3.14   Tariff Score Methodology

In the local measures of "*Improving Attainment for All"* and "*Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers"*, learner performance is measured by the number of tariff points they have accrued during the Senior Phase. The number of tariff points a young person accrues in their school career is currently based on their 'latest and best performance'. For example, if a learner achieves an A pass at National 5 in S4 this would accrue 84 points, but would be superseded by their performance at Higher in the same subject in S5 and again by performance at Advanced Higher in S6. The points are not aggregated for an improved performance in a given subject area.

3.15   The total tariff points for the candidate across all of their subjects is calculated as a cumulative measure of their latest and best attainment in each subject to the given point in time plus points for any standalone units which are unrelated to any other subject qualification. Measures presented in the tool are then an average of the total tariff points for the relevant candidates in the cohort.

3.16   The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects which a learner has achieved, up to a maximum of 120 SCQF credit points. The subjects which contribute to the 120 SCQF credit points in the complementary tariff measure

are those in which the learner has achieved the highest tariff points relative to the amount of learning in that subject (subject tariff points/SCQF credit points for that subject). For purposes of this paper, we will consider complementary tariff points as that gives a truer reflection of a young person's attainment regardless of local authority or school curricular model and approach.

3.17 <u>Local Measure – Improving Attainment in Literacy and Numeracy</u>

S4 based on S4 cohort – S4 Literacy and Numeracy
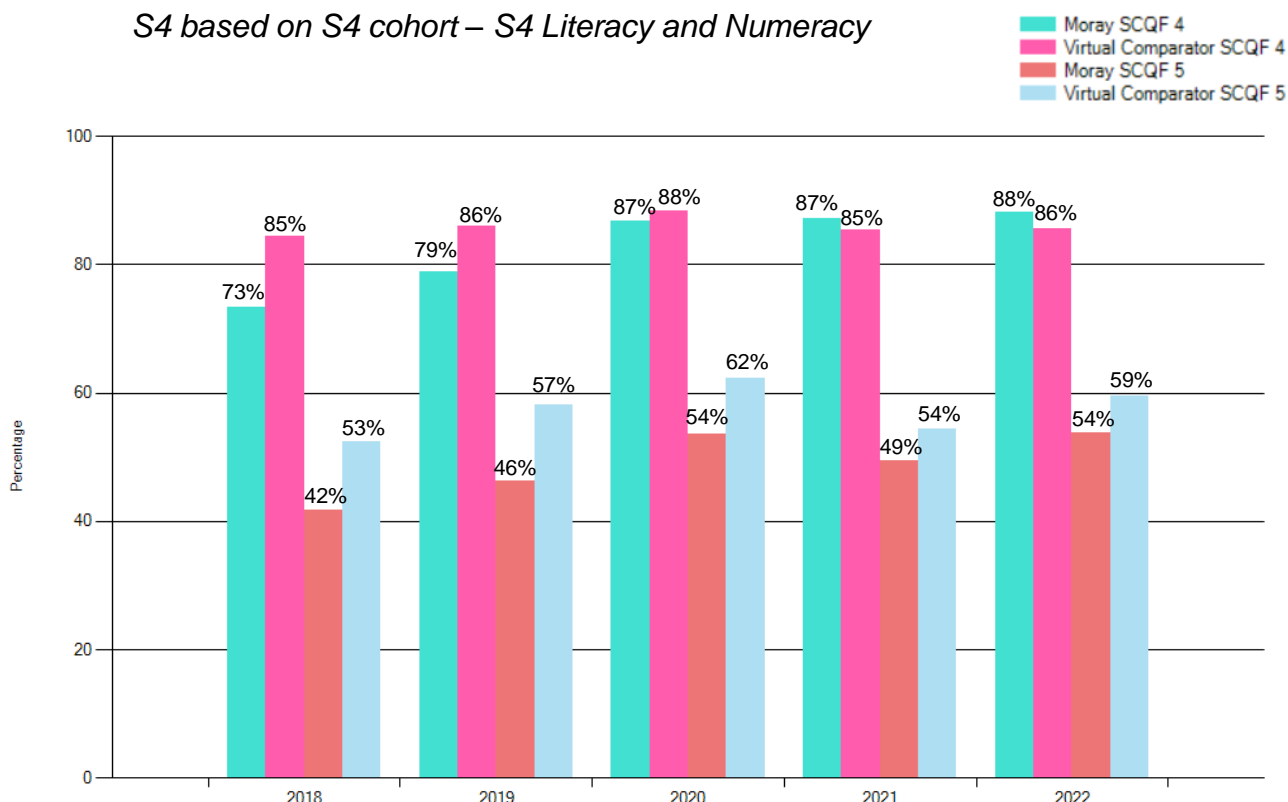
S4	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	73%	85%	-12%	42%	53%	-11%
2019	79%	86%	-7%	46%	57%	-11%
2020	87%	88%	-1%	54%	62%	-8%
2021	87%	85%	+2%	49%	54%	-5%
2022	88%	86%	+2%	54%	59%	-5%

3.18 In S4, SCQF4 level Literacy and Numeracy (combined) has increased marginally to 88% achievement with same increase of 1% in the Virtual Comparator (VC) in session 2022 to 86%. This has resulted in positive achievement above the VC in session 2022 as highlighted in green above, with improvement in trend overall. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has reduced over time, it is noted that while this is a positive trend in attainment gap narrowing against the VC, SCQF5 Literacy and Numeracy (combined) remains below the VC. Increase in SCQF Literacy and Numeracy of 5% in Moray is matched by increase of 5% in the Virtual Comparator for 2021/2022.

Further analysis is now required into S4 Literacy and S4 Numeracy individually.

S4 based on S4 cohort – S4 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	90%	92%	-2%	71%	73%	-2%
2019	91%	92%	-1%	72%	75%	-3%
2020	93%	93%	0%	74%	78%	-4%
2021	94%	92%	+2%	78%	75%	+3%
2022	92%	92%	0%	76%	76%	0%

3.19 At SCQF4 and SCQF5 level Literacy, performance in S4 is favourable overall with performance in line with the VC over past three years. At SCQF5, performance remains slightly below the VC over time, with positive trend reversal in session 2021 with performance 3% above the VC, now in line with the VC in session 2021/2022.

S4 based on S4 cohort – S4 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	78%	88%	-10%	44%	57%	-13%
2019	82%	89%	-7%	51%	61%	-10%
2020	90%	91%	-1%	59%	65%	-6%
2021	89%	87%	+2%	52%	58%	-6%
2022	91%	88%	+3%	59%	63%	-4%

3.20 At SCQF4 level Numeracy, performance in S4 has improved over the past three years in line with the VC with attainment 3% above the VC in 2022. At SCQF5 Numeracy, the attainment gap between Moray and VC has reduced over time. Where attainment has increased for both Moray and the VC in session 2022, a 4% attainment gap is noted at SCQF5 Numeracy between Moray and the VC. This is a 2% reduction compared with 2020 and 2021.

S5 based on S5 cohort – S5 Literacy and Numeracy
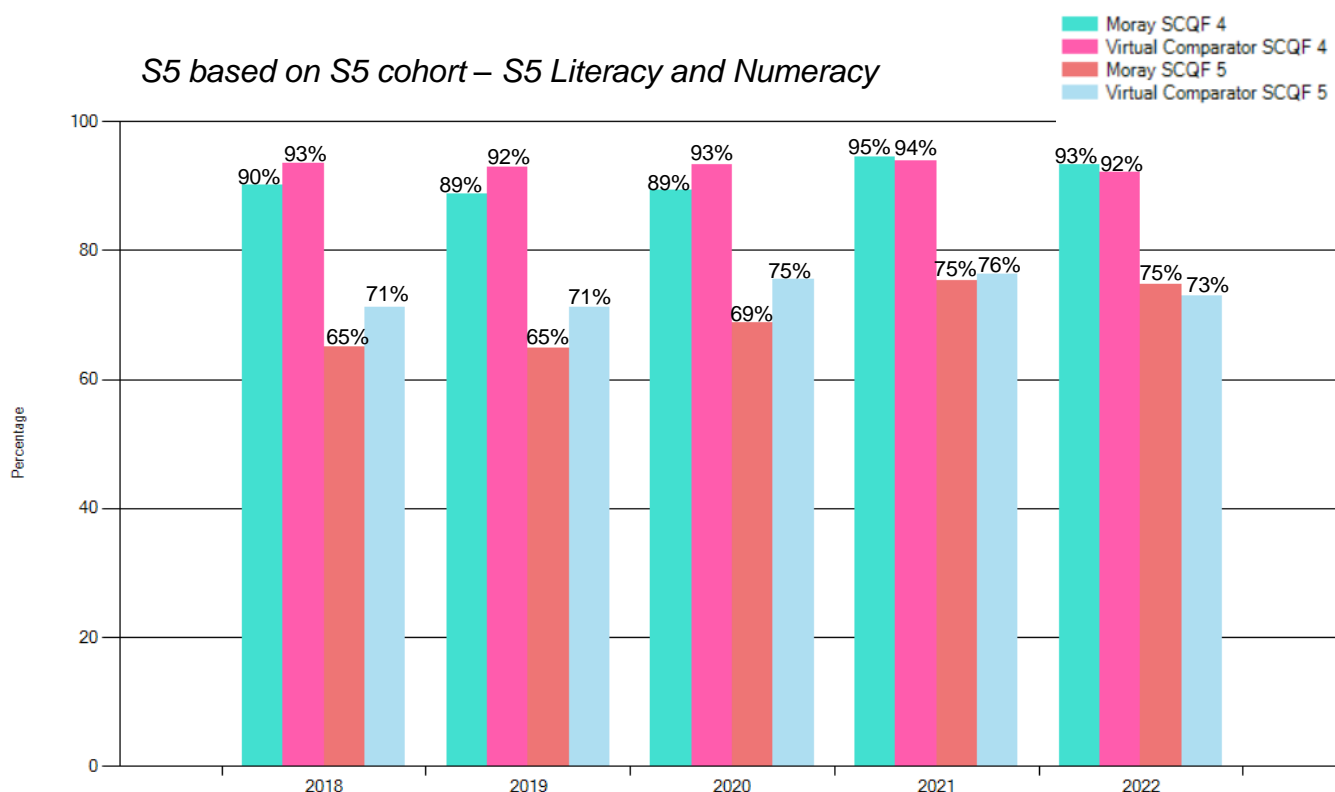
S5	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	90%	93%	-3%	65%	71%	-6%
2019	89%	92%	-3%	65%	71%	-6%
2020	89%	93%	-4%	69%	75%	-6%
2021	95%	94%	+1%	75%	76%	-1%
2022	93%	92%	+1%	75%	73%	+2%

3.21 In S5, SCQF4 level Literacy and Numeracy (combined) has fallen by 2% in line with a VC drop of 2%. However, Moray has exceeded the VC by 1% at SCQF4 Literacy and Numeracy (combined) in 2022 as highlighted in green above, similar to 2021. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has reduced over time, it is noted that in 2022 a positive gap of 2% now exists for SCQF5 Literacy and Numeracy (combined), above the VC with positive trend change noted.

S5 based on S5 cohort – S5 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	96%	97%	-1%	86%	88%	-2%
2019	96%	96%	0%	87%	87%	0%
2020	95%	96%	-1%	87%	88%	-1%
2021	97%	97%	0%	90%	90%	0%
2022	96%	96%	0%	91%	87%	+4%

3.22 At SCQF4 level Literacy in 2022, performance in S5 is in line with the VC overall common with 2021 with positive performance witnessed overall in line with VC. At SCQF5 level Literacy, performance is above the VC by 4%, with drop in the VC noted compared with 2021 with positive Moray performance noted.

S5 based on S5 cohort – S5 Numeracy

	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	91%	94%	-3%	67%	75%	-8%
2019	90%	94%	-4%	66%	73%	-7%
2020	91%	95%	-4%	69%	77%	-8%
2021	95%	95%	0%	77%	78%	-1%
2022	94%	93%	+1%	76%	75%	+1%

3.23 At SCQF4 level Numeracy, performance in S5 has improved in 2021 compared with previous years and is now 1% above the VC, with VC noted as 2% lower than 2021. At SCQF5 Numeracy, the attainment gap between Moray and VC has been notable over time. In 2022 for SCQF5 level Numeracy, closure in attainment gap is noted at SCQF5 Numeracy between Moray and the VC with positive 1% above VC noted, where the VC is 3% lower than 2021 (Moray 1% lower than 2021).

S6 based on S6 cohort – S6 Literacy and Numeracy
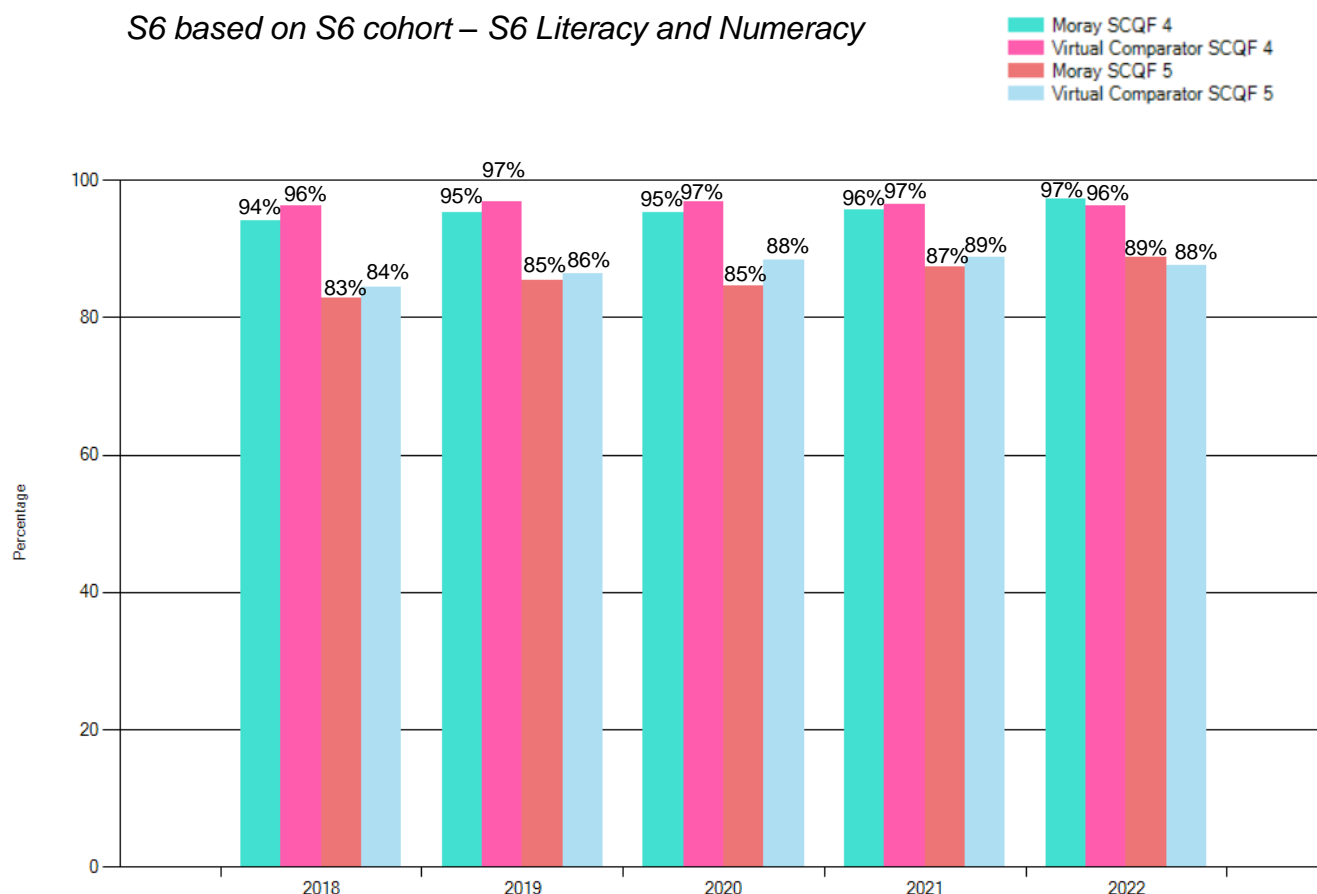
S6	SCQF4 – Literacy & Numeracy			SCQF5 – Literacy & Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	94%	96%	-2%	83%	84%	-1%
2019	95%	97%	-2%	85%	86%	-1%
2020	95%	97%	-2%	85%	88%	-3%
2021	96%	97%	-1%	87%	89%	-2%
2022	97%	96%	+1%	89%	88%	+1%

3.24 In S6, SCQF4 level Literacy and Numeracy (combined) has increased to 97% with overall stability and gradual increase in the VC over the 5 year trend period with very marginal attainment gap overall. Also noting proximity to 100% achievement. While the attainment gap between Moray and the VC for SCQF5 Literacy and Numeracy (combined) has remained marginally below and stable over time, it is noted that a positive marginal gap of 1% exists in 2022 on S6 point of exit for SCQF5 Literacy and Numeracy (combined), with Moray performing slightly above what the VC would suggest.

S6 based on S6 cohort – S6 Literacy

	SCQF4 – Literacy			SCQF5 – Literacy		
	Moray	VC	Gap	Moray	VC	Gap
2018	97%	98%	-1%	95%	96%	-1%
2019	97%	98%	-1%	95%	96%	-1%
2020	97%	98%	-1%	97%	96%	-1%
2021	98%	98%	0%	96%	96%	0%
2022	99%	98%	+1%	96%	96%	0%

3.25 At SCQF4 level Literacy, performance in S6 is in line with the VC overall with positive trend witnessed across the five year trend period and close to 100% achievement. In 2022, SCQF4 level Literacy is above with the VC at 99%, noting proximity to 100% achievement. At SCQF5 level Literacy, performance remains in line with the VC over time, with positive trend overall in the past five years. Performance is in line with the VC at 96% in 2022 and 2021, noting proximity to 100% achievement also, at SCQF5.

S6 based on S6 cohort – S6 Numeracy

|	SCQF4 – Numeracy			SCQF5 – Numeracy		
	Moray	VC	Gap	Moray	VC	Gap
2018	94%	97%	-3%	84%	85%	-1%
2019	96%	97%	-1%	87%	88%	-1%
2020	95%	97%	-2%	85%	89%	-4%
2021	96%	97%	-1%	88%	90%	-1%
2022	98%	97%	+1%	90%	89%	+1%

3.26 At SCQF4 level Numeracy, performance of S6 in 2022 compared with previous years is higher and above the VC, noting proximity at 98% in 2022 to 100% level achievement by point of exit of this S6 cohort. At SCQF5 level Numeracy, the attainment gap between Moray and VC has been marginal overall, for the past 5 years. In 2022 for SCQF5 level Numeracy, performance is 1% above the VC at 90%, with positive achievement of this cohort.

3.27 Local Measure – Initial Leaver Destination: Post-school destinations

This will be reported on as both a Local and National Measure following Insight Benchmarking update in February/March each year, when leaver data becomes available. This will be reported to a future meeting of Committee, anticipated to be June 2023 based on current Committee cycle.

3.28 Local Measure - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation

The graphs show 2021/2022 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against VC and National data. This is broken down into ten deciles according to Scottish Index of Multiple Deprivation (SIMD) data. Thus, decile 1 refers to the attainment of young people with postcodes within data zones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived data zones according to SIMD. In Moray there are few data zones ranked in decile 1. While in Moray it is acknowledged that SIMD does not always indicate inequity that may arise as a result of postcode and locality (including rurality), as a National measure it provides a measure of attainment based on this indicator. It is also useful in considering wider potential external factors which may impact on attainment of Moray's young people as indicated by data zone.

Average Tariff Score of S4 learners by SIMD decile – Moray v VC
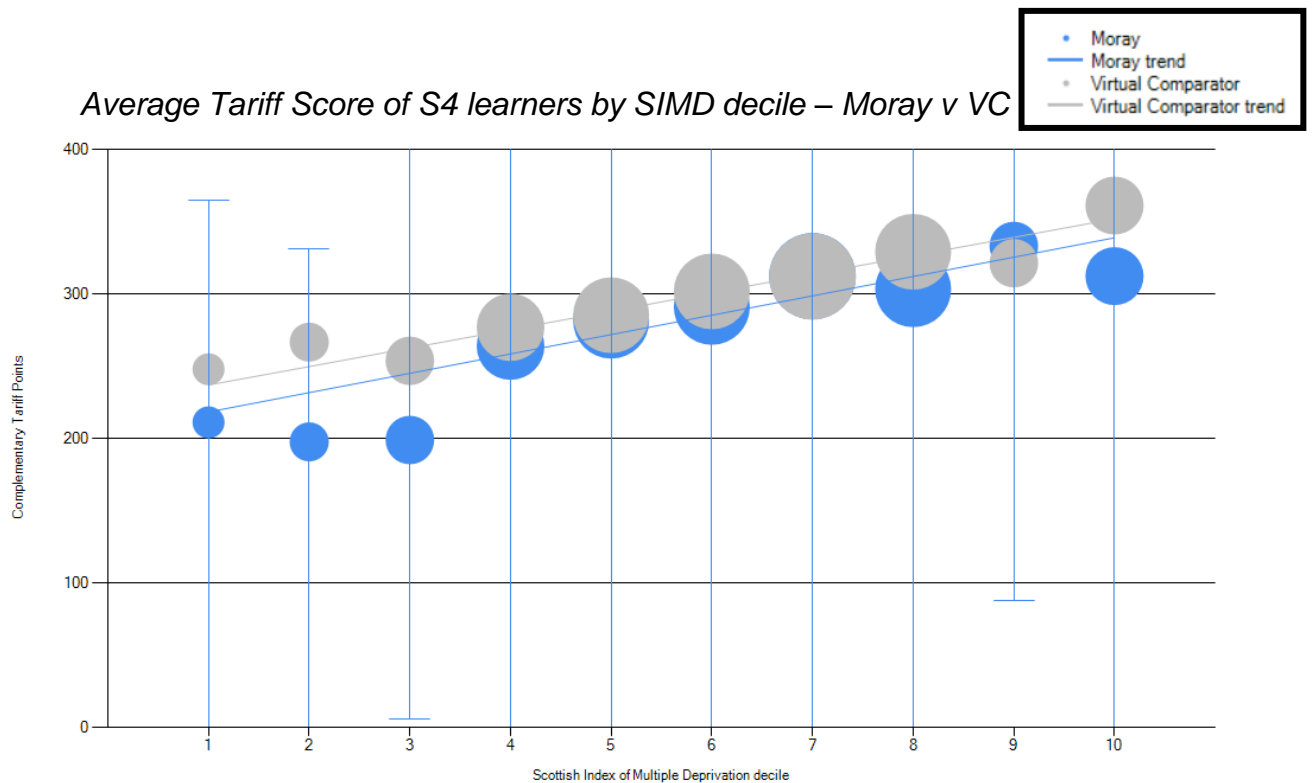
3.29 Overall, the S4 cohort in 2022 performed marginally below the VC across all SIMD deciles as indicated by the blue (Moray) and grey (VC) trend lines. Performance at SIMD 1 (10 pupils), SIMD 2 (21 pupils), SIMD 3 (41 pupils) and SIMD 10 (70 pupils) is lower than the VC overall. Learners at SIMD 4 (108 pupils), SIMD 5 (145 pupils), SIMD 6 (144 pupils) and SIMD 7 (199 pupils) is in line with, or slightly below the VC. Performance overall at SIMD 8 (172 pupils) is marginally below the VC. At SIMD 9 (42 pupils) performance is above the VC. Performance is similar to the National picture highlighted below. In line with Moray's local profile, nationally there are more learners in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size. Variance in tariff points achieved across by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs.

Average Tariff Score of S4 learners by SIMD decile – Moray v National

Average Tariff Score of S5 learners by SIMD decile – Moray v VC
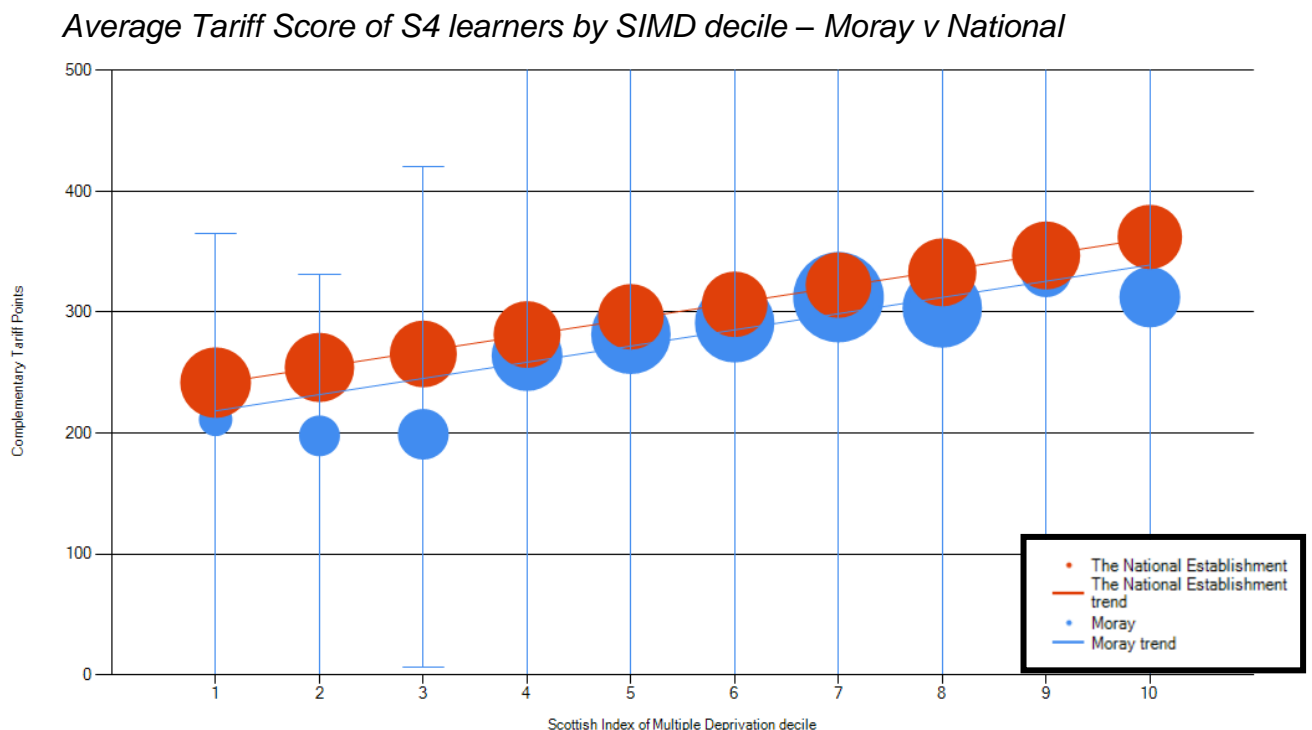
3.30 Overall, the S5 cohort in 2022 performed marginally below the VC. A gap in attainment is noted between Moray and VC as SIMD increases, more notably at upper deciles SIMD 8 (150 pupils), SIMD 9 (43 pupils) and SIMD 10 (46 pupils). Performance at SIMD 2 (16 pupils) and SIMD 3 (25 pupils) is below the VC. Pupils at lower decile SIMD 1 (12 pupils) perform above the VC. At SIMD 5 (130 pupils), SIMD 6 (122 pupils) and SIMD 7 (157 pupils), performance is in line with the VC overall where vertical lines once again illustrate variance in pupil achievements. Performance is similar as common with S4 data above to the National picture highlighted below. In line with the local profile, there are more learners nationally in lower SIMD deciles (SIMD 1-3) than in Moray as indicated by bubble size, with performance of S5 against VC above similar to performance against National comparator below. Variance in tariff points achieved across by all learners is further noted in S5 (blue vertical lines) with attainment of pupils in SIMD 8-10 of further note.

Average Tariff Score of S5 learners by SIMD decile – Moray v National
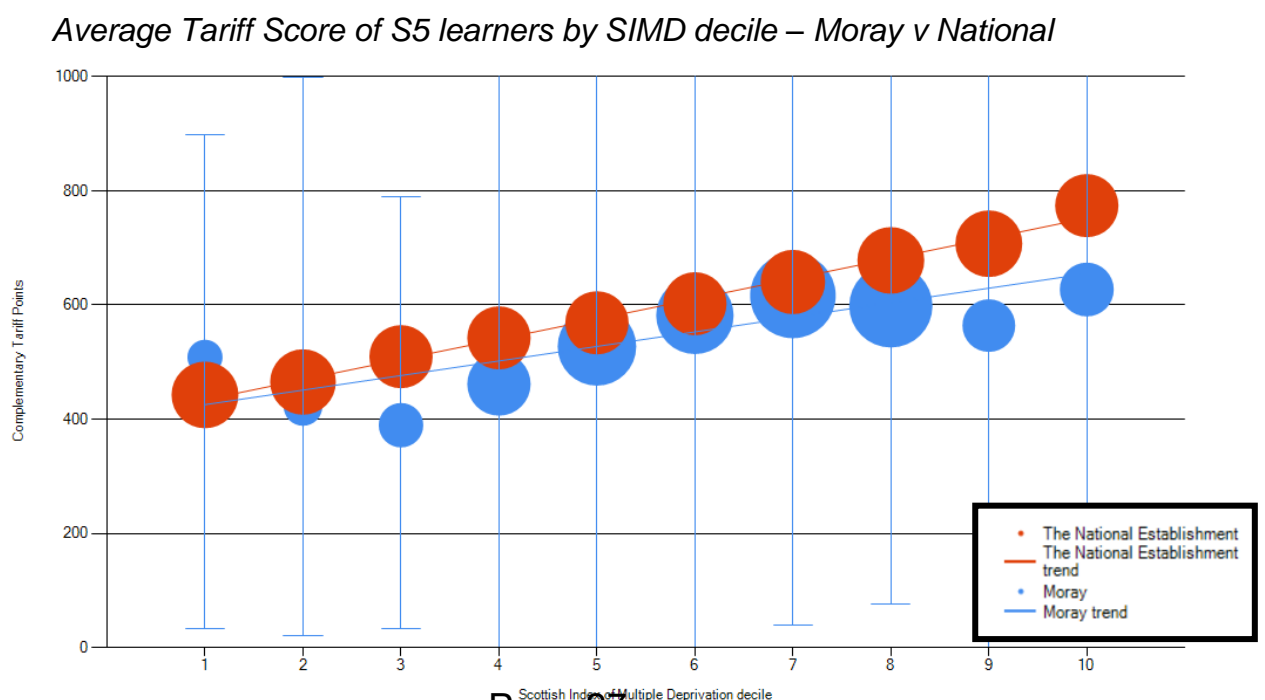
Average Tariff Score of S6 learners by SIMD decile – Moray v VC
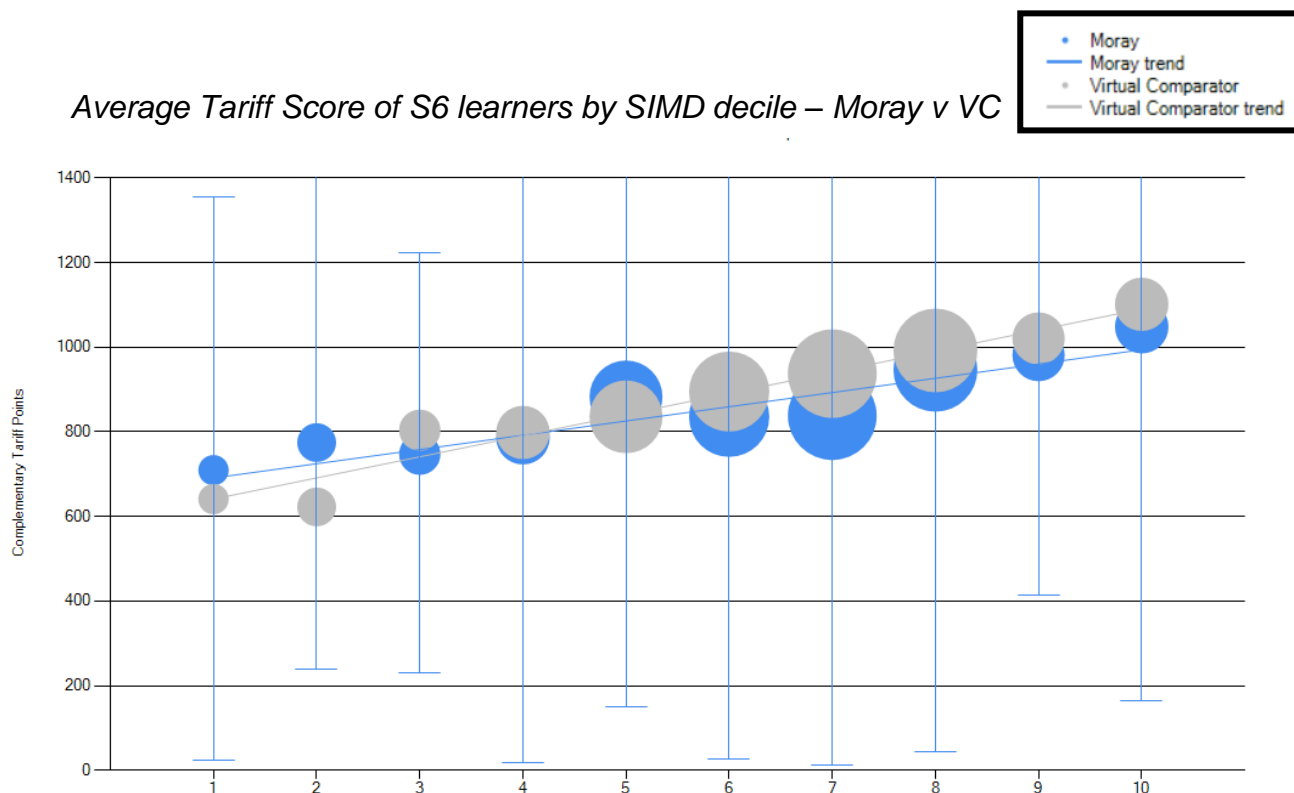
3.31   Overall, the S6 cohort in 2022 by point of exit performed in line with, or above the VC in lower SIMD deciles. A gap is noted between Moray and VC as SIMD increases. Performance at SIMD 6 (93 pupils), SIMD 7 (119 pupils) and SIMD 8 (103 pupils) is lower than the VC overall with variance in tariff score achieved in the latter SIMD in particular. A number of learners at SIMD 9 (28 pupils) and SIMD 10 (30 pupils) performed slightly below the VC. Performance overall at SIMD 1 (4 pupils), SIMD 2 (11 pupils) and SIMD 5 (73 pupils) is above the VC and in line with the VC at SIMD 4 (30 pupils). Performance against the VC is similar to the National picture highlighted below. It is noted that attainment is impacted as SIMD increased, with SIMD 1-5 in line with National comparator, similar with SIMD 9-10. SIMD 6-8 are of note with spread in achievement noted. Variance in tariff points achieved by all learners is noted by blue vertical lines within each SIMD decile as illustrated in both graphs.

Average Tariff Score of S6 learners by SIMD decile – Moray v National
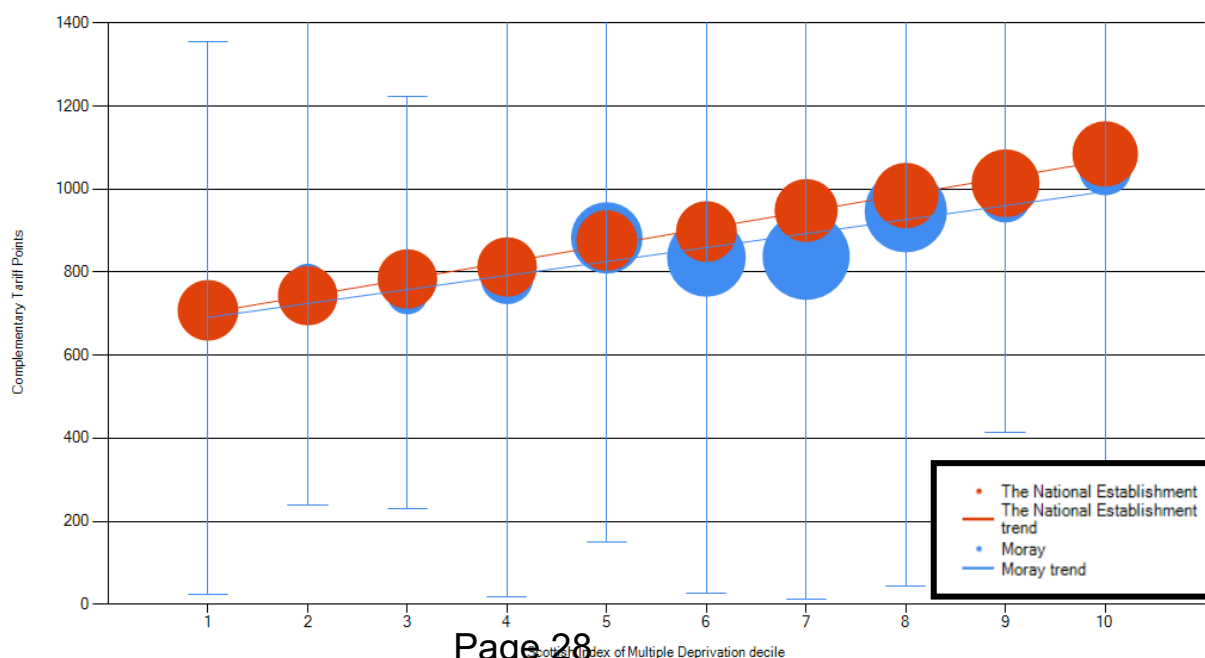
3.32 Within Moray, secondary schools continue to further analyse data sets in order to identify learners at risk of underachievement which may be for a variety of reasons including social, emotional, additional support needs or wider health reasons. SIMD data available to schools allows further focus within School Improvement Plans supported by Pupil Equity Funding (PEF) where available, to close identified attainment gaps. It is noted that particular localities are impacted depending on SIMD profile and as such work continues in supporting targeted interventions for raising attainment. This includes targeted local authority support through Scottish Attainment Challenge Strategic Equity Funding monies, previously reported to Committee.

3.33 **Local measure – Improving attainment for all (average complementary tariff points)**

This benchmarking measure considers the average complementary tariff score for the lowest 20%, middle 60% and highest 20% of attainers within the relevant cohort. The local measure (all candidates) will compare Moray with the VC and National comparators.

Improving attainment for all – S4
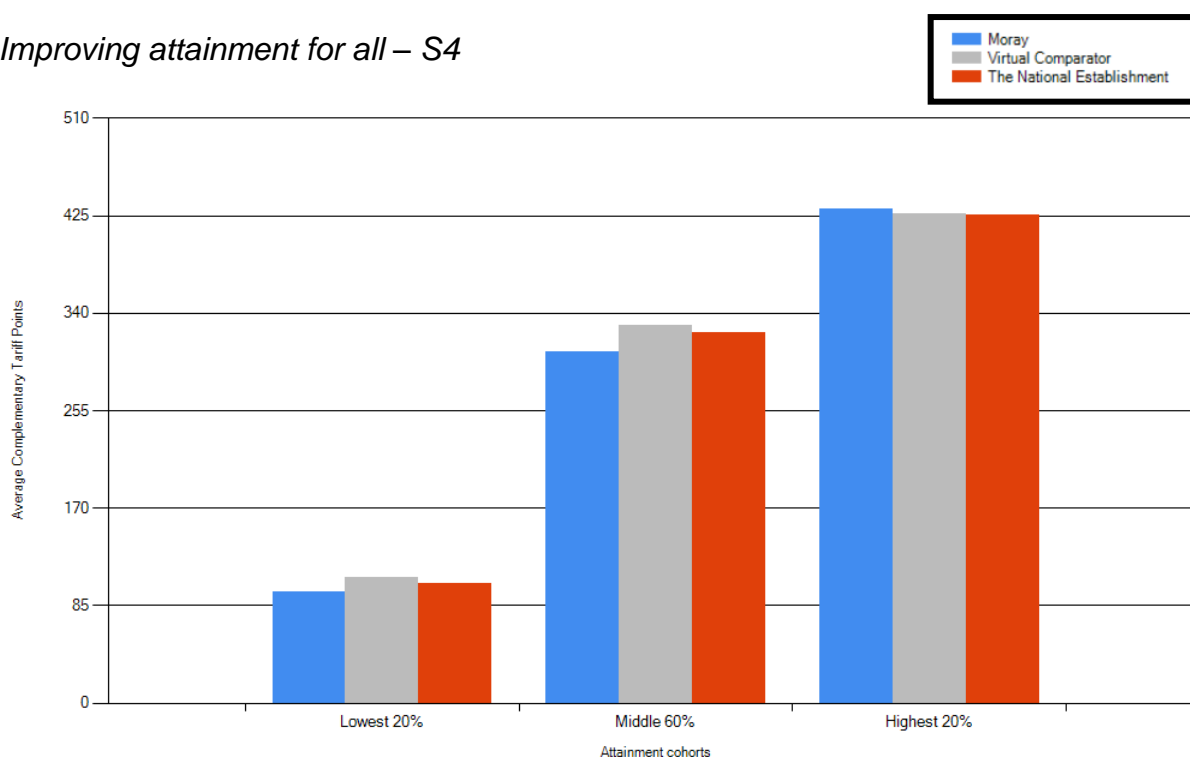
3.34 In S4, performance for the top 20% is marginally above the VC and National comparators. The lowest 20% and middle 60% of attainers in the cohort perform slightly below the VC and National comparators. The Middle 60% are slightly below both the VC and National comparators.
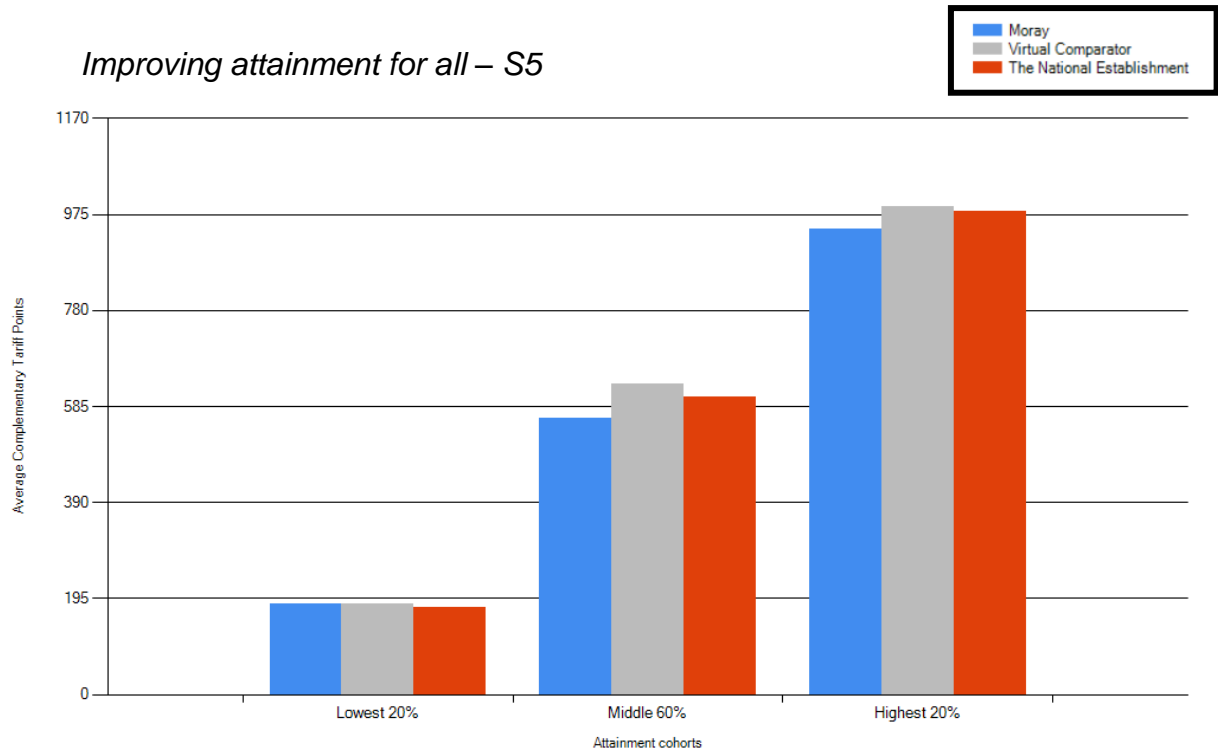
3.35   In S5, performance for the top 20% is below the VC and National comparators. The lowest 20% of attainers in the cohort perform in line with the VC and above the National comparator, slightly below the VC. The Middle 60% are below the VC and marginally below the National comparator.

Improving attainment for all – S6
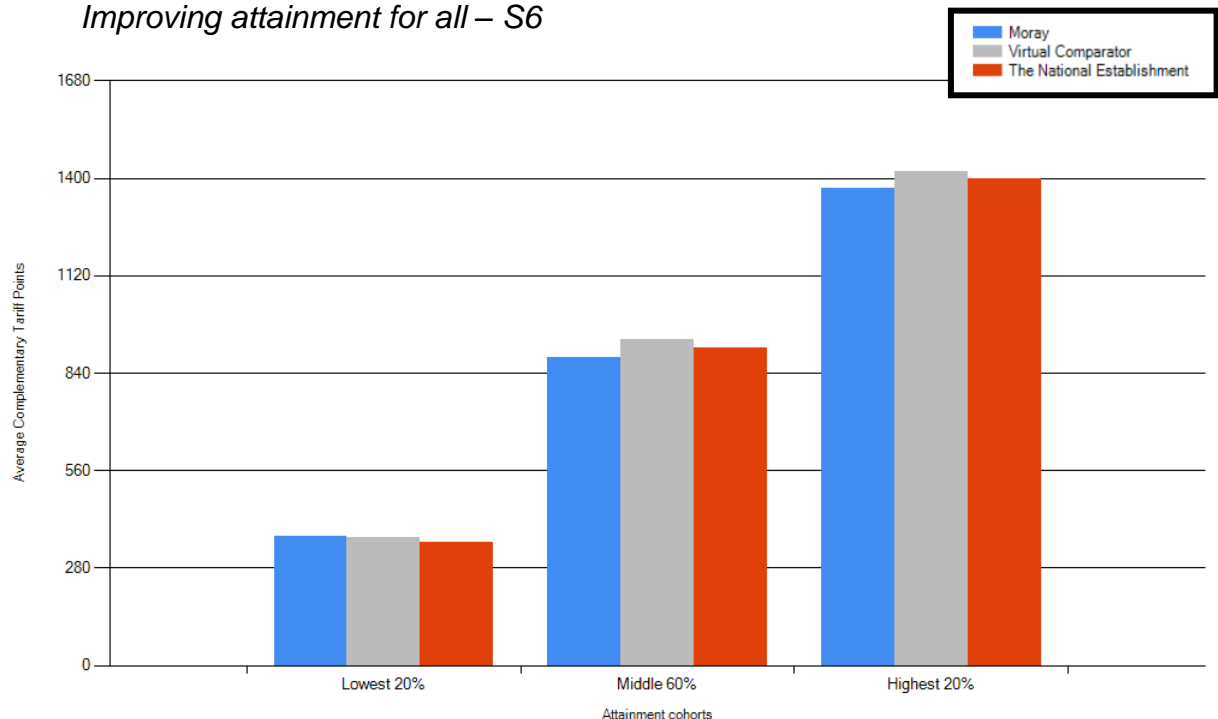
3.36   In S6, performance for the top 20% is marginally below the VC and National comparators. The lowest 20% of attainers in the cohort perform in line with the VC, slightly above the National comparator. The Middle 60% are below the VC and marginally below the National comparator.

3.37 **Breadth and Depth**

S4 Breadth and Depth attainment at SCQF Level 5

This measures how many qualifications S4 learners achieved at all SCQF level 5 qualifications; this included National 5 as well as others, including Skills for Work and National Progression Awards at level 5.

Moray – S4	2018	2019	2020	2021	2022
1 @ SCQF level 5	82.8%	83.7%	85.3%	86.6%	85.22%
3 @ SCQF level 5	63.0%	64.4%	66.9%	69.2%	65.48%
5 @ SCQF level 5	41.0%	42.7%	46.7%	48.2%	46.82%
6 @ SCQF level 5	28.2%	30.3%	33.5%	32.8%	35.28%
7 @ SCQF level 5	1.1%	0.6%	11.7%	13.2%	18.66%

3.38 In session 2022, positive increases in attainment are noted at 6 and 7 @ SCQF level 5. The 1 @ SCQF level 5 measure is comparable to session 2021 with marginal decrease of note for 5 @ SCQF level 5 (1.38%). The largest reduction (3 @ level 5) of 3.72% of an S4 cohort size of 927 young people in 2022, represents a notional decrease of 34 pupils not achieving at this measure. The trend for attainment of 6 or more qualifications at level 5 shows a positive position across five of the schools (increased from 4 in session 2020, 6 in session 2021). There is also an emergence of positive performance for 7 qualifications at SCQF level 5, increasing to 18.66% or 173 learners based on 2022 cohort size of 927 young people, compared with 122 learners in 2021. In review of wider datasets, with the exception of the 1 or more qualifications at SCQF level 5 noted above (performance above National average), performance across all measures is below both Virtual Comparator and National averages.

3.39 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S4:

Performance for *1 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but 1.52% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.

1+ @ SCQF Level 5 (S4)

Performance for *3 or more qualifications at SCQF level 5* is below the ACM years (2020 and 2021) but higher than 2019 (1.08%) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
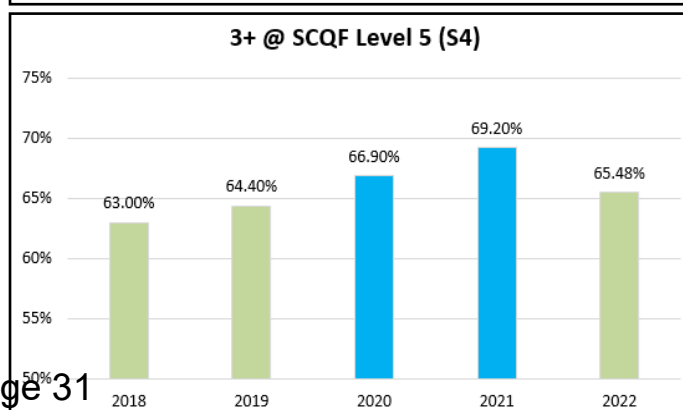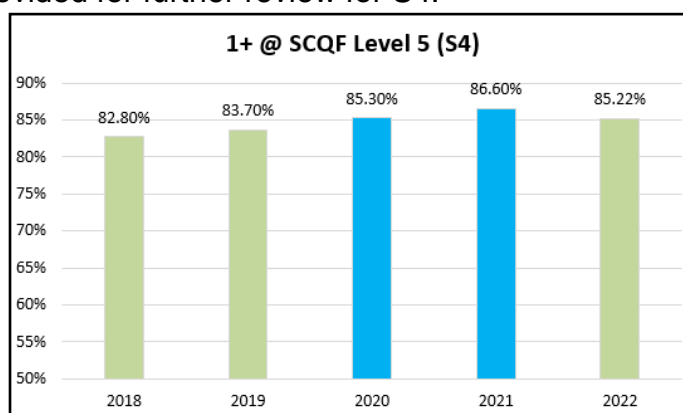
3+ @ SCQF Level 5 (S4)

Performance for *5 or more qualifications at SCQF level 5* is below 2021 but marginally above the 2020 ACM year. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.12% greater.

5+ @ SCQF Level 5 (S4)

Year	Value
2018	41.00%
2019	42.70%
2020	46.70%
2021	48.20%
2022	46.82%
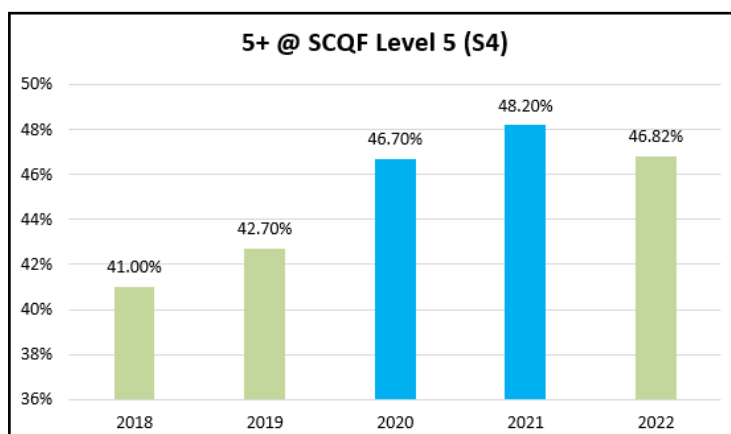
Performance for *6 or more qualifications at SCQF level 5* is above the 2020 and 2021 ACM years. In relation to 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment, performance is 4.98% greater.

6+ @ SCQF Level 5 (S4)

Year	Value
2018	28.20%
2019	30.30%
2020	33.50%
2021	32.80%
2022	35.28%

Performance for *7 or more qualifications at SCQF level 5* is highest across the 5-year data set. Within existing curriculum models, schools are offering further opportunity to study a seventh National 5 qualification, with National 5 Applications of Maths presentations supporting this positive trend.

7+ @ SCQF Level 5 (S4)

Year	Value
2018	1.06%
2019	0.57%
2020	11.74%
2021	13.20%
2022	18.66%

3.40 *S5 Breadth and Depth attainment at SCQF Level 6*

This measure demonstrates how many qualifications S5 learners achieved at SCQF level 6; this includes Highers as well as other qualifications, including Skills for Work and National Progression Awards at level 6.

This data is based upon the S5 cohort numbers who continue to S5 as a common measure for measuring performance with SQA qualifications.

Moray – S5	2018	2019	2020	2021	2022
1 @ SCQF level 6	69.83%	64.00%	70.10%	71.21%	68.43%
3 @ SCQF level 6	44.49%	42.40%	45.50%	47.60%	45.54%
5 @ SCQF level 6	20.39%	20.00%	19.20%	20.76%	18.11%

3.41 Following return to an SQA examination diet in 2022, it is noted that performance has marginally reduced for the S5 cohort in 2022 compared with the 2020 and 2021 ACM presentation years overall.

3.42 In review of wider datasets and the measures for 1 or more and 3 or more qualifications at SCQF level 6, performance is marginally below Virtual and National Comparators. At the 5 or more qualifications at SCQF level 6 measure, performance is notably below Virtual and National Comparators and of particular note.

3.42 Compared to 2019 as the last academic session where SQA examinations were present as summative assessment format, there is positive improvement noted at for 1 and 3 passes at SCQF level 6. The largest increase (1 @ level 6) of 4.43% of a cohort size of 773 young people, represents an additional 34 pupils achieving at this measure.

3.43 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S5:

Performance for *1 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) but 4.43% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
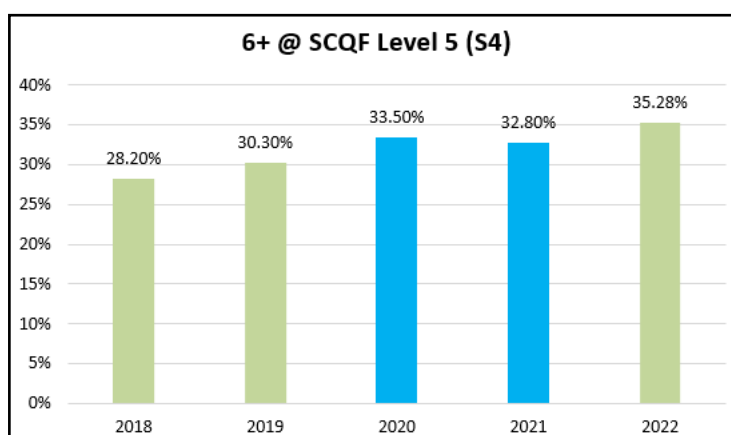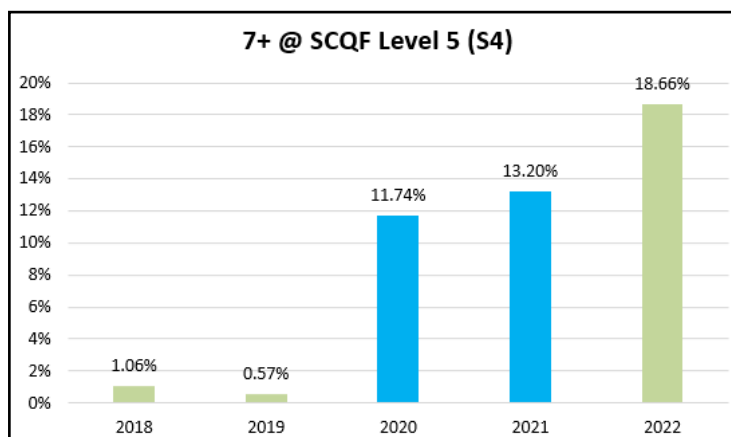

1+ @ SCQF Level 6 (S5)

2018: 69.83%, 2019: 64.00%, 2020: 70.10%, 2021: 71.21%, 2022: 68.43%
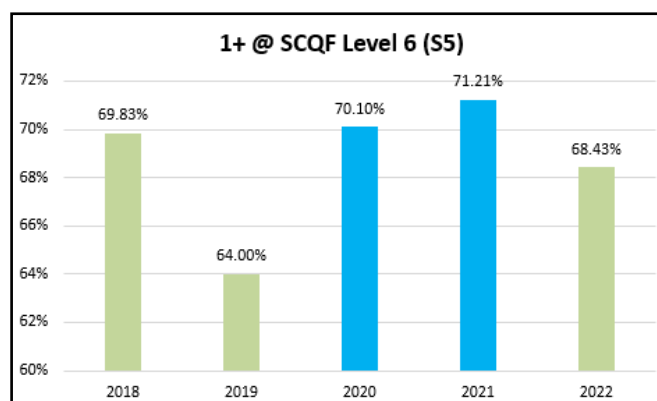
Performance for *3 or more qualifications at SCQF level 6* is below the 2021 ACM year but in line with 2020 ACM year. 2022 performance is 3.14% greater than 2019 which was the last year where a formal SQA examination diet featured as a key part of formal assessment.

3+ @ SCQF Level 6 (S5)

2018: 44.49%, 2019: 42.40%, 2020: 45.50%, 2021: 47.60%, 2022: 45.54%
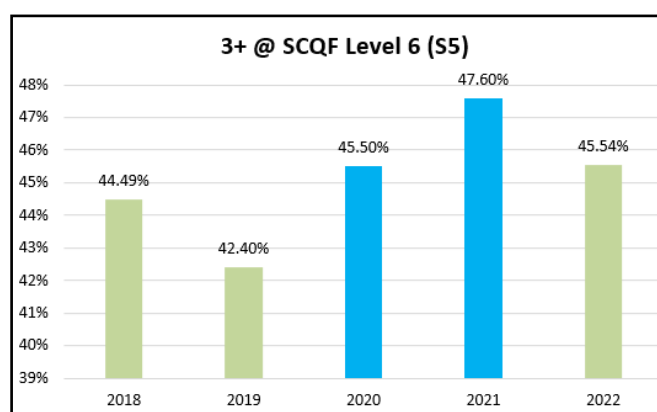
Performance for *5 or more qualifications at SCQF level 6* is below all years across the 5-year trend period. 2022 performance is 1.89% less than 2019 as noted above regarding SQA examination basis, representing 10 pupils based on S6 cohort.

5+ @ SCQF Level 6 (S5)

2018: 20.39%, 2019: 20.00%, 2020: 19.20%, 2021: 20.76%, 2022: 18.11%
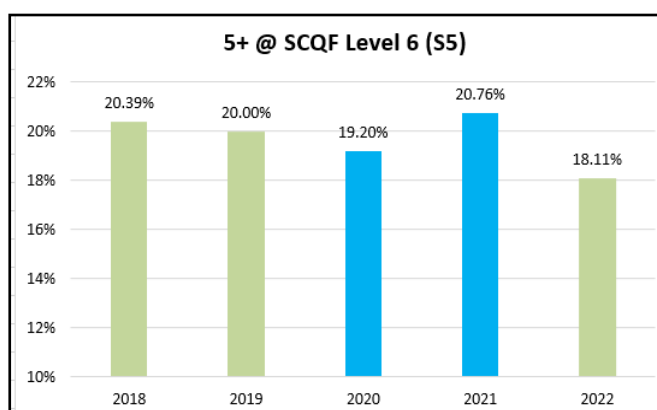
3.44 *S6 Breadth and Depth attainment at SCQF Levels 6 and 7*

This measure indicates how many qualifications S6 learners achieved at SCQF level 6 and 7; this includes Highers and Advanced Highers as well as others, including Skills for Work and National Progression Awards at level 6 and 7. This is an overview of level 6 and 7 attainment which may have been achieved prior to S6 within the Senior Phase.

This data is based upon the S6 cohort numbers who continue to S6 as a common measure for measuring performance with SQA qualifications.

	2018	**2019**	**2020**	**2021**	**2022**
3 @ SCQF level 6	76.0%	78.0%	80.0%	79.9%	76.6%
5 @ SCQF level 6	54.4%	57.1%	61.3%	59.8%	54.3%
1 @ SCQF level 7	39.7%	38.2%	42.4%	44.1%	40.4%

3.45 In review of wider datasets and the measures for 3 or more and 5 or more qualifications at SCQF level 6, performance is marginally below Virtual and National Comparators. At the 1 or more qualifications at SCQF level 7 measure, performance is marginally below Virtual and National Comparators.

3.46 In comparison with the 2020 and 2021 ACM years, performance has marginally dropped for the 3 @ SCQF level 6 and 5 @ SCQF level 6 measure for S6. The largest marginal fall in performance for 5 @ SCQF level 6 of 5.5% represents 28 learners based on S6 cohort size. In total, 204 young people achieved at least one SCQF level 7 qualification based on dataset presented.

3.47 With regard to trend over time, return to SQA examinations (2019 as previous year of SQA examination diet albeit in alternative assessment conditions in 2022), the following graphs are provided for further review for S6:

Performance for *3 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (1.4%; 7 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
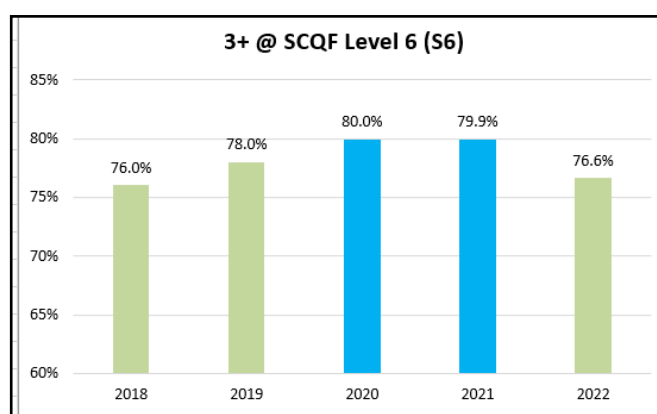
3+ @ SCQF Level 6 (S6)

Performance for *5 or more qualifications at SCQF level 6* is below the ACM years (2020 and 2021) and marginally below 2019 (2.8%; 14 learners) which was the last year where a formal SQA examination diet featured as a key part of formal summative assessment.
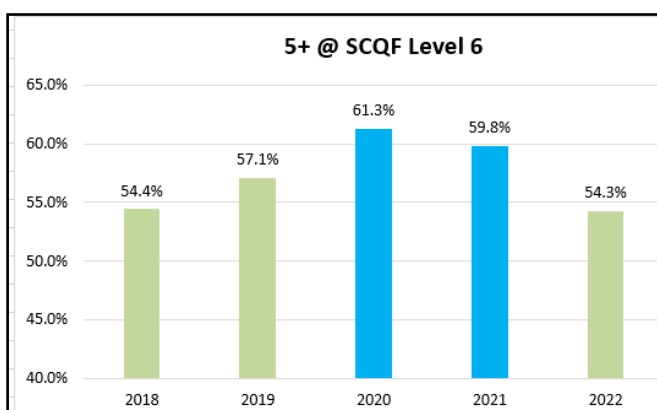
5+ @ SCQF Level 6

Performance for 1 *or more qualifications at SCQF level 7* is below the ACM years (2020 and 2021) and above 2019 performance (2.2%; 11 pupils). It is noted that study to SCQF level 7 may not be the preference for most young people, who prefer to add breadth to qualifications portfolio they hold at SCQF level 6.

1+ @ SCQF Level 7

Year	%
2018	39.7%
2019	38.2%
2020	42.4%
2021	44.1%
2022	40.4%
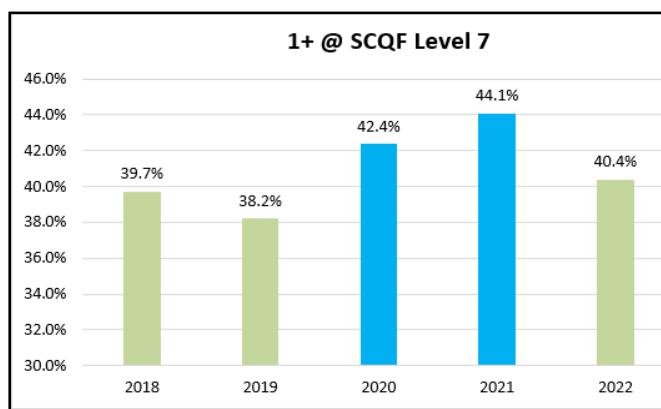
3.48 *Subject performance at National 5, Higher and Advanced Higher*

In Moray, over 90% of young people achieved an award (A-D) at S4 National 5, S5 Higher and S6 Advanced Higher levels. In S4, performance is in line with session 2018/2019 as the last comparable SQA Examination year. Strong S4 performance is noted in National 5 Art and Design, English, Music and Physical Education. National 5 Maths also continues to show positive attainment of young people.

Performance at S5 for Higher highlights positive subject performance with 92% of young people achieving an award (A-D). In particular, young people performed well in Art and Design, Business Management, English, Geography, Modern Studies and Physical Education. Performance and pass rates are once again noted as comparable to pre-pandemic levels.

In S6, young people studied a broad range of Higher and Advanced Higher subjects, with 87% achieving awards (A-D). Positive Higher performance is noted in Business Management, Modern Studies and Physical Education. At S6 Advanced Higher, performance was strong in a number of subjects including Art and Design, Chemistry, English, French, Geography, German, Mathematics, Music and Physics.

3.49 Moray College continues to provide qualifications for Senior Phase pupils at National 5 and Higher level as well as Skills for Work (SfW) courses and National Progression Awards (NPA) at levels 4 and 5. The SfW and NPA course provide a high proportion of passes and this supports continued engagement with the College post-school as well as links to apprenticeship programmes. Current provision is predominantly via 'College Wednesday'.

At National 5 and Higher level the performance is noted below for A-C passes for 2018-2022:

	2022	2021	2020	2019	2018
	A-C	A-C	A-C	A-C	A-C
H ESOL	100%	100%	100%	80%	100%
H Psych	38%	93%	74%	40%	70%
H Sociology	40%	100%	100%	50%	31%
H Human Biology	50%	82%			
N5 ESOL	75%	86%	100%	75%	100%
N5 Practical Cookery			90%		
N5 Psychology	76%	77%	86%	70%	82%
N5 Sociology		67%			

3.50 Low presentation numbers are noted, with 67 presentations certificated across courses listed above. Young people studied a further 224 ungraded and non-examination based courses (SCQF rated at level 4 as indicated below or level 5) at Moray College UHI where based on current year, 198 passes were achieved across a range of courses out of a possible 224 with pass rates across these courses noted below:

Course	Pass rate (current year)
Beauty Therapy - SCQF Level 4	96%
British Sign Language - SCQF Level 4	86%
Criminology - SCQF Level 5	100%
Developing Leadership	100%
English for Speakers of Other Languages (ESOL) - SCQF Level 4	100%
Foundation Apprenticeship in Creative and Digital Media (2YR)	71%
Foundation Apprenticeship in Engineering	100%
Foundation Apprenticeship in Social Services: Children and Young People (1 YR)	75%
Foundation Apprenticeship in Social Services: Children and Young People (2 YR)	60%
Foundation Apprenticeship in Social Services (Healthcare) 2 YR	83%
Foundation Apprenticeship in Social Services: Healthcare (2YR)	60%
NPA Administration and Office Skills	50%
NPA Bakery - SCQF Level 4	83%
NPA Construction Craft and Technician SCQF Level 4	79%
NPA Digital Media	100%
Pathways to Hospitality	40%
Practical Engineering SCQF Level 5	100%
Skills for Work Uniform Services - SCQF Level 4	100%
Skills for Work Automotive Skills - SCQF Level 4	100%
Skills for Work Childcare - SCQF Level 4	67%
Skills for Work Hairdressing - SCQF Level 4	100%

3.51 Results continue to be discussed and reviewed in partnership with Moray College link officers with next steps identified and subsequently outlined. This includes extension to existing graded (see 3.48 above) and ungraded pass/fail (see 3.49 above) course offers in order to extend Curriculum offer for young people across Moray.

4.0 Strengths identified from attainment data and analysis

4.1 *Literacy and Numeracy*
- S4 Literacy and Numeracy – performance against the VC remains positive at SCQF4 with improvement in performance at SCQF5 where attainment gap remains the same as 2021
- S4 Literacy overall is in line with the VC for both SCQF4 and SCQF 5 levels of Literacy
- S4 Numeracy at SCQF4 is positive in terms of trend against the VC and above the VC where SCQF5 Numeracy gap is narrowing in 2022 against the VC

- S5 – Literacy and Numeracy – performance against the VC remains positive at SCQF4 with trend change to positive above the VC at SCQF5
- S5 Literacy overall is in line with the VC at SCQF4 and noted positive and above the VC at SCQF5
- S5 Numeracy is above the VC at SCQF4 with trend change to positive above the VC at SCQF5
- S6 Literacy and Numeracy – performance against the VC has witnessed trend change to positive with both SCQF4 and SCQF5 above the VC in 2022
- S6 Literacy at SCQF4 is above the VC in 2022 and in line with the VC at SCQF5
- S6 Numeracy at SCQF4 and SCQF5 is above the VC with trend change to positive

4.2 *Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation*
- S4 attainment across SIMD deciles 4 to 7 is in line or marginally above the VC and National comparators
- S5 attainment at SIMD 1, 5 to 7 is in line with VC and National comparators overall
- S6 attainment at SIMD 1, 2, 4, 5 and 7 is marginally above or in line with VC and National Comparators overall

4.3 *Improving attainment for all*
- In S4, performance for the top 20% of learners within the cohort are marginally above the VC and National comparators with lowest 20% and middle 60% slight below both comparators
- In S5, the lowest 20% of attainers in the cohort preform in line with the VC and above the National comparator
- In S6, the lowest 20% of attainers in the cohort perform in line with the VC, slightly above the National comparator. The Middle 60% and highest 20% are marginally below National comparator

4.4 *Breadth and Depth*
- Positive trends in breadth and depth are noted for S4 at the 6 @ SCQF level 5 and 7 @ SCQF level 5 measures with all (1, 3, 5, 6 and 7 @ SCQF level 5) showing performance greater than 2019 (the last year where a formal SQA examination diet features as a key part of formal summative assessment)
- Breadth and depth in S5 is noted as showing performance greater than 2019
- The proportion of learners in S6 gaining 1 or more qualification at SCQF level 7 is greater than 2019

4.5 *Academic and wider partnerships*
- Pupils who study additional courses at Moray College UHI working in partnership with schools, achieve additional qualifications with particular success in non-examination ungraded courses

5.0 **Areas of future focus from attainment data and analysis**

5.1 *Literacy and Numeracy*
- Continued focus on reducing S4 SCQF level 5 Numeracy attainment gap identified with notable progress to date

5.2 *Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation*
- S4 attainment focus across SIMD deciles 1 to 3, 8 and 10 is required where attainment gap is noted between Moray, VC and National
- S5 attainment at SIMD 2 to 5 and 8 to 10 is required where attainment gap is noted between Moray, VC and National
- S6 attainment at SIMD 3 and 6 to 10 is required where attainment gap is noted between Moray, VC and National

5.3 *Improving attainment for all*
- S4 – improvement in course presentation levels and quality of passes to support strengthened achievement (lowest 20% and middle 60% of attainers)
- S5 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)
- S6 – improvement in course presentation levels and quality of passes to support strengthened achievement (middle 60% and highest 20% of attainers)

5.4 *Breadth and Depth*
- S4 breadth and depth – improvement in performance against VC and National comparators
- S5 breadth and depth – focused improvement in performance against VC and National comparators
- S6 breadth and depth – improvement in performance against VC and National comparators
- Review of curriculum offer and accreditation opportunities across Moray to ensure all young people benefit from appropriate courses and pathways in order to raise attainment and achievement for all

5.5 *Academic and wider partnerships*
- Continued partnership working with Moray College UHI to extend curricular pathways and course opportunities as part of the Senior Phase offer to young people
- Learner pathways incorporating ungraded course offers involving further academic and wider partnerships as highlighted by the Scottish Credit and Qualifications Framework (SCQF), widening progression routes and access to education and training opportunities

6.0 Actions for Improvement

In order to further build on areas of strength identified and address areas of underperformance for future focus, we have initiated an iMpact Moray approach through which we aim to improvement Moray's performance and children's triumphs through a range of targeted supports and approaches. The overarching approaches outlined below as key actions will strengthen our raising attainment approach and lead to improvement as noted within our National Improvement Framework self-evaluation and plan as reported previously to Committee.

6.1 *Literacy and Numeracy*
- Development of revised Moray Literacy and Numeracy Strategies in line with current thinking and practice will support improvements in attainment for children and young people
- Through reviewed approaches to Broad General Education (BGE) tracking and monitoring and further recruitment to Moray's Quality Assurance and Moderation Support Officer (QAMSO) group, strengthened teacher professional judgments and data review in the BGE will continue to reinforce foundations for Senior Phase attainment. Earlier identification and intervention in relation to identified attainment gaps should result supporting Senior Phase pathways and attainment
- QAMSO training is now complete with the National Improvement Framework Officer with moderation plan and activities for Moray now

planned for the session, supported by central officers and QAMSOs in support of strengthened Teacher Professional Judgements

6.2   *Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – Attainment vs Deprivation*
- Stretch Aims have been drafted for discussion at forthcoming meeting with Education Scotland Senior Regional Advisor, National Improvement Framework Officer and Attainment Advisor. These have been set in line with National Guidance and link to Broad General Education Achievement of Curriculum for Excellence levels, SCQF *all candidates* and *leavers* for key attainment measures as well as wider Health and Wellbeing measures linked to attendance, exclusions and FSM.
- Stretch Aims will be used as a focus for future improvement activities and Core Stretch Aims are included in draft format within **Appendix 1** with further work underway on finalising Core plus Stretch Aims
- Targeted use of Scottish Attainment Challenge monies including Strategic Equity Funding to support localities of greatest need to raise attainment due to poverty related and wider factors, using data as a key driver
- Further data interrogation and review at local authority level as social and economic changes continue to emerge, for closing identified gaps

6.3   *Improving attainment for all*
- Working with the Scottish Government Insight Advisor, we will continue with the Insight Strategy involving practitioners across Moray secondary schools and with different groups, supporting data interrogation and analysis for intervention and in order to close identified attainment gaps at individual pupil, group and cohort level within Moray secondary schools
- Authority-wide focus on high quality learning and teaching, continuing to revisit Our Moray Standard for Learning and Teaching and support resources across all schools as we recover from prior disruption
- Working with the SCQF Partnership, adopt the SCQF Ambassador programme across Moray's eight secondary schools to raise awareness and embrace wider qualifications and accreditation opportunities for widened opportunities for all young people
- Review data systems to ensure they remain fit for purpose and explore wider potential for data dashboarding for increased timeliness of data extraction and analysis for identifying attainment gaps
- Review Seemis Management Information System use and data collection, progressing identified improvements where now required
- Review school approaches to Tracking and Monitoring in the Senior Phase and data literacy across the system with focus on supporting young people to achieve their full potential through courses and accreditation opportunities
- Following finalisation of Stretch Aims, review the Moray Raising Attainment Strategy to adopt the iMpact Moray approach and adjust school visit programme to align to data and stretch aim review
- Implementation of a revised Secondary Improvement Model (SIM) with school partnerships (pairings) identified to support continuous improvements and school visit programme finalised to be undertaken during term 2 and term 3
- Continued work by colleagues in Education Resources and communities in developing and initiating universal and targeted interventions for pupils with additional support needs including those young people with social,

emotional or behaviour needs impacting on their engagement and participation in learning, achievement and attainment and continued review of ASN as part of Improvement and Modernisation Programme approaches

6.4 *Breadth and Depth*
- Virtual Curriculum sessions and a Curriculum Innovation Day was held with school leaders, central team, partners noted above and Education Scotland Curriculum Innovation Team to ensure the Curriculum moving forwards is current, comprehensive, offers extensive choice and supports young people in developing knowledge and skills to ensure they are on a level playing field with young people Nationally.
- Key projects and workstreams are being planned with identified partnership working moving forwards to strengthen curriculum offer, pathways and accreditation for raising attainment and achievement for all young people
- Following discussions through Impact Moray and with Secondary Head Teachers, work has been identified to progress with Subject Leaders and refocus the role and purpose of Secondary Subject Groups and review of subject breadth and depth with Middle Leader event in initial planning stages
- Review of curricular provision including range and number of qualifications on offer to support all learners using consortia approaches as well as virtual solutions in line with OECD reports and National advice
- Continued focus of SQA Coordinator and Curriculum Working Groups and project workstreams to be confirmed, ongoing to support refreshed partnership and consortia approaches

6.5 *Academic and wider partnerships*
- Partnership work continuing with key partners including DYW Moray and Skills Development Scotland to ensure the opportunities available to all young people across Moray Schools continue to reflect labour market and wider context intelligence
- Continued partnership working with Moray College UHI as part of the Curriculum Strategy to support and widen pathways, course options and accreditation routes for Moray's young people
- Other actions as identified and reported separately through the Education Service Plan linked to the Strategic Priorities for Education as previously reported to Committee through our National Improvement Framework Action Plan 2022/2023

7. **SUMMARY OF IMPLICATIONS**

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

Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for children and young people in Moray through equity of learning experience offered across Moray's schools.

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 as to how this attainment dataset will continue to be used as comparator data for the next 3-5 years and may skew future performance reporting. The data presented herein reflects year 1 of a return to SQA examinations following two years of an Alternative Certification Model (ACM), much different to the previous two years of ACM. The conditions for assessment in this year's SQA Examination diet (pandemic related) are also notably different to 2019.

There is also the consideration that more young people continue to stay on at school beyond S4 and S5 due to coronavirus pandemic and the associated uncertainty. This has been noted in some of Moray's secondary schools, requiring creativity regarding potential course options and levels of study. Likewise, concerns regarding wellbeing and Mental Health and impact on learner outcomes and attainment.

Schools further observe increase in Additional Support Needs among pupils, impacting on number of courses studied and levels of study. This has noted impact on attainment measures outlined above and is anticipated to increase based on Broad General Education cohort information. A number of young people, due to their additional support needs, access a personalised curriculum with individual targets and outcomes. This requires schools to allocate resource in a targeted way.

Uncertainty surrounds potential change as a result of the unknown direction/longer term impact of the Covid-19 pandemic, which may impact on achievements of future cohorts.

Change in use of additional funding for teachers in May 2022 resulted in cessation of funding moving forwards for Principal Teachers (Raising Attainment) across secondary schools. These posts were central to ensuring improvements to Literacy and Numeracy achievement and exploration of wider accreditation options to support learner achievement and positive outcomes. While some of the secondary schools have reprioritised funding and staffing allocation in support of these posts, most could not afford to continue these posts, with end of this funding. A risk associated with this change is potential for lower levels of attainment with reduced capacity to explore alternative course options and accreditation routes.

All of the above are likely to have an effect on SQA results and overall performance data in future years.

e) **Staffing Implications**

No staffing implications arising directly from this report other than risks associated with staff absence due to post-pandemic related factors impacting on course delivery/service continuity and as noted above.

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) **Climate Change and Biodiversity Impacts**

No climate change or biodiversity implications have been determined due to the scrutiny and performance based nature of activities reported and no findings related to such implications contained herein.

i) **Consultations**

Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, 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.

8. **CONCLUSION**

8.1 **Key attainment messages are outlined within this paper with areas of strength noted and areas for improvement identified for moving forwards. Strategic areas of work are planned or already underway in line with the iMpact Moray approach in support of maximising achievement and attainment of all young people in Moray. This has led to sharing of key attainment messages and partnership working through SCQF, Curriculum and Insight Strategy work proceeding, in addition to work in the Broad General Education part of the curriculum.**

8.2 **In discussion with Education Scotland, Stretch Aims are in draft form and will provide a basis for measurement and review, to guide improvement activities moving forwards across the service. Coupled with revised Secondary Improvement Model, key areas for improvement will remain at the forefront of intervention and support.**

8.3 **Committee is invited to scrutinise data and key messages reported and acknowledge work undertaken to date in improving learner attainment and achievement by Moray schools. Critical actions for improvement are highlighted for agreement as key components of the improvement journey moving forwards.**

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers: **Appendix 1 – Stretch Aims (Core)**

Ref: SPMAN-1315769894-344
                       SPMAN-1315769894-345

Moray Council: Education

…improving outcomes for Moray's children and young people

Using data sets up to and including 2020/2021* and unpublished data sources for 2021/2022 in order to set core and core-plus stretch aims based on available National guidance. Following ongoing data collection and analysis, stretch aims are subject to review during the session. Comparator figures shown for Quintile 2 reflect 2020/2021 published data. As a local authority, we will continue to monitor progress of Quintile 1 learners as an identified focus group within one Moray datazone. Due to low Q1 cohort size, analysis and intervention will be supported at school level.

Moray: Core Stretch Aims

| Improving Attendance | Reducing Exclusions | Raising BGE ACEL levels of achievement | Raising Senior Phase Attainment by point of exit | Supporting sustained positive post-school destinations |
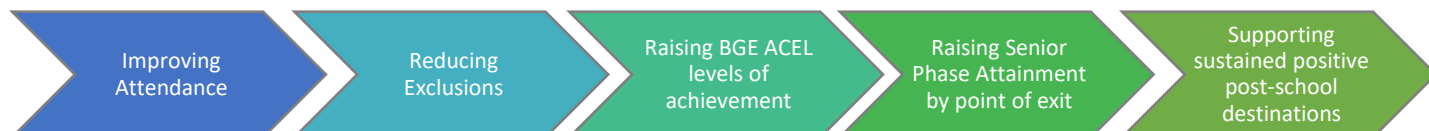
	Identifier	Descriptor	2023 Stretch Aim	Quintile 2 Improvement 2023 – Year One*	2026 Stretch Aim 4-year aspirational target setting	Improvement over time: Moray 2026
BGE ACEL	PBGEACEL1	Primary (P1, P4 ,P7 combined) Literacy	67%	52%-55%	74%	+7%
	PBGEACEL2	Primary (P1, P4, P7 combined) Numeracy	69%	56%-61%	73%	+4%
	SBGEACEL1	Secondary (S3) Literacy	75%	*Internal data set – no national collection*	90%	+15%
	SBGEACEL2	Secondary (S3) Numeracy	89%	*Internal data set – no national collection*	93%	+4%
Senior Phase	SSPLEAVER1	Secondary School Leavers: 1+ @ SCQF4	97%	96%-97%	98%	+1%
	SSPLEAVER2	Secondary School Leavers: 1+ @ SCQF5	90%	81%-83%	93%	+3%
	SSPLEAVER3	Secondary School Leavers: 1+ @ SCQF6	65%	55%-57%	71%	+6%
	SSPLEAVER4	Participation Measure: % of 16-19 year olds participating in education, employment or training	93%	87.7%-90%	95%	+2%
HWB Measures	PHWB1	Primary: Improving Attendance	95.6%	94%-95%	96.6%	+1%
	PHWB2	Primary: Reducing Exclusion (*per 1,000 pupils…*)	3→1	2→1	0	-3*
	SHWB1	Secondary: Improving Attendance	92%	88%-90%	95%	+3%
	SHWB2	Secondary: Reducing Exclusion (*per 1,000 pupils…*)	29→27	38→30	14	-15*
	SHWB3	Secondary: Improving Attendance (Free School Meals)	85%	83.6%-85%#	90%	+5%

 # overall FSM target set across Quintile 1-3

Achieving our Stretch Aims | Key actions for improvement | 2022-2026

- Revised School *Attendance* policy and procedures with clear interventions
- Revised School *Exclusion* policy and procedures with clear interventions outlined as *alternatives to exclusion* including support package as appropriate, strengthened by pan-Education service provision
- Refreshed *Education Strategic Plan* and focus, linked with *Moray's Improving Outcomes Strategy* and *framework*
- Revised approaches to *BGE ACEL Moderation* and *Senior Phase Curriculum development* focus to extend opportunities for achievement and accreditation by point of exit from secondary school for young people
- *Universal and targeted training and support* from *Moray SEBN/ASN teams* funded by Education, Children's and Leisure Services Committee to meet learning needs and close identified wellbeing and attainment gaps

Moray Council | Fair | Ambitious | Improving | Responsive

**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 2 NOVEMBER 2022**

SUBJECT: SUPPORTING ALL LEARNERS STRATEGY

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

1.   REASON FOR REPORT

1.1   To request that Committee approves the Supporting All Learners Strategy.

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

2.   RECOMMENDATION

**2.1   It is recommended that the Committee approve the Supporting All
Learners Strategy.**

3.   BACKGROUND

3.1   The Strategy was collaboratively written by a short life working group of
central officers, early years, primary and secondary staff, early years and
school management, Educational Psychology team, Moray Social Emotional
and Behavioural Needs (MSEBN) team, and is part of a wider toolkit to
provide consistent support to all learners in Moray and relevant training to
those who work with learners in different educational communities.

3.2   The foundations of the Strategy have been developed in line with the United
Nations Convention for the Rights of the Child (UNCRC) and The Promise.
The strategy promotes systems and processes for supporting all learners,
socially, emotionally, mentally and physically, as well as continuing to promote
raising attainment and closing the poverty related gap through relevant and
targeted training and toolkits for all practitioners.

3.3   The initial development was through work with the Central Team Officers in
Education and Educational Resources. Observations of practice across Moray
through reports from Schools for Future visits, QIO visits and HMIe
inspections. These identified a need for more cohesive approaches to meet
the needs of all learners by equipping all practitioners with relevant training
and toolkits with a sharp focus on developing nurturing practices in all learning

communities. This will support Curriculum for Excellence, Senior Phase achievements, improved outcomes and increased attainment.

3.4 After significant consultation 3 areas key areas were identified:

- **Nurturing Principles for All** - We are a nurturing Council whose education communities are led and staffed by trained nurturing professionals working collaboratively with partners to support children, young people and their families.
- **Workforce Development & Resource Support -** we are investing in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people now and into the future.
- **Health and Wellbeing Systems and Processes -** we are promoting positive wellbeing by reviewing, developing and implementing guidance, integrated process and targeted, measureable practice that support learners and our staff to thrive

3.5 Training identified through the Strategy has been divided into three areas, to correlate with the Stage Intervention pathway to ensure all practitioners in our educational communities can access targeted training that aligns with the needs of the children and young people they are supporting.

3.6 It was established that there was a need for a written document to exemplify the Moray Standard that we will deliver in our learning communities, and by having the strategy we have a baseline for quality assurance and improvement, hence why the Moray's Supporting All Learners' strategy was developed.

3.7 The Strategy highlights the desire for all of Moray's children and young people to have equality of experiences. This document includes theoretical knowledge and practical suggestions aimed at all educational communities.

3.6 The Strategy is attached (**Appendix 1**).

3.7 The Supporting All Learners strategic group will coordinate support and training in settings to ensure that the principles of this strategy are delivered. The strategy will be reviewed every 2 years and the impact quality assured through the tracking and monitoring of progress against milestone goals.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
    The Supporting All Learners' Strategy is aligned to the priorities within the Corporate Plan and LOIP. In particular Our People: Provide opportunities where young people can achieve their potential to be the best they can be.

(b) **Policy and Legal**
    This report should be read in the context of the Scottish Government Getting it Right for every Child approach, The Promise, The Morgan Review, The ASN Review and Realising the Ambition.

There are no legal implications arising directly from this report.

(c) Financial implications
There are no financial implications arising directly from this report.

(d) Risk Implications
There are no risk implications arising directly from this report.

(e) Staffing Implications
There are no staffing implications arising directly from this report.

(f) Property
There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact
The plan is aimed at promoting Article 29 of the UNCRC, You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment, Article 3: All adults should always do what is best for you and Article 4: You have the right to have your rights made a reality by the government. Individual elements of the strategy will be assessed prior to implementation a monitoring system will be set up to ensure that the benefits are shared fairly.

(h) Climate Change and Biodiversity Impacts
There are no Climate Change or Biodiversity implications arising directly from this report.

(i) Consultations
Senior Officers in Education and Education Resources, School Estates Manager, Chief Financial Officer, Tracey Sutherland, Committee Services Officer, Senior Human Resources Adviser and Equal Opportunities Officer, Don Toonen.

5. <u>CONCLUSION</u>

5.1 That the Committee notes the contents of this report and approves the Strategy.

Authors of Report: Susanne Campbell and Lynne Riddoch (Quality Improvement Officers)
Background Papers:
Ref: SPMAN1315769894-348
                        SPMAN1315769894-349

Our Moray Standard – Supporting All Learners

For Moray's Children and Young People...

moray
council

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Contents

Introduction

For Moray's Children and Young People...

The purpose of **Our Moray Standard – Supporting All Learners** is to provide a practice framework that delivers on the Strategic Priorities Education 2020-2023 and which can be reviewed and adapted as we move to our next plan 2023-2026.

Our strategy sets out our expectations for Moray, identifying excellent and innovative practice as an expression of our collective responsibility for ensuring we are all truly ambitious for all Moray's children and young people. In doing so, we will be promoting their holistic **health and wellbeing and developing a culture of inclusion, equity and diversity leading to improved outcomes for all**.

There are a number of frameworks and policies in place across Scotland and Moray which direct our approach to improving the support we offer all learners in our schools and ELC settings.

Improving outcomes for all

Curriculum
- Provide progressive learner pathways from 2-18 to develop skills for learning, life and work.
- Deliver a responsive curriculum reflecting clear vision, values and aims.
- Develop and extend collaborative approaches through flexible opportunities to meet the needs of all learners.

Learning, Teaching & Assessment
- Action and embed Our Moray Standard.
- Promote personal and collegiate responsibility for improved learning and teaching through professional learning and collaboration.
- Build and sustain a culture of reflective and empowered leaders of learning at all levels in our system.

Leadership
- Develop practitioners' skills and knowledge of leadership in line with professional standards and expectations.
- Review and implement a revised framework for professional development and career pathways.
- Enable and promote empowerment and leadership across our system.

Supporting All Learners
- Develop a culture of inclusion, equity and diversity leading to improved outcomes for all.
- Promote resilience and positive mental health, strengthening emotional, physical and social wellbeing through multi-agency working.
- Listen, engage and work collaboratively within communities to reduce the impact of poverty, and create a safe and nurturing environment.

getting it right for every child in Moray

Self-evaluation for self-improvement

These include:

National Improvement Framework
https://www.gov.scot/policies/schools/
national-improvement-framework/

Regional Improvement Collaborative
https://northernalliance.scot/

Realising the Ambition
https://education.gov.scot/
media/3bjpr3wa/realisingtheambition.pdf

How Good is Our School? (4th Edition)
https://education.gov.scot/improvement/
self-evaluation/hgios4/

Corporate Plan 2024
www.moray.gov.uk/downloads/
file119976.pdf

Moray 10 Year Plan – Local Outcomes
Improvement Plan
www.moray.gov.uk/downloads/
file119323.pdf

Morays Children's Services Plan 2020-2023
www.moray.gov.uk/downloads/
file136154.pdf

- Moray Raising Attainment Strategy 2019-2024

- Our Moray Standard – Learning and Teaching

- Professional Leadership and Learning Strategy

- Morays' Parental Involvement and Engagement
Strategy

Moray ASN Strategy 2017-2027
www.moray.gov.uk/downloads/
file116628.pdf

Moray Early Year's Strategy 2016-2026
www.moray.gov.uk/downloads/
file109795.pdf

- A Play Strategy for Moray

In addition, our strategy delivers on the implementation of the United Nations Convention for the Rights of the Child (UNCRC), Getting It Right for Every Child (GIRFEC), The Morgan Review (ASN Review), and The Promise – all of which underpin **Our Moray Standard – Supporting All Learners**.

As practitioners in Moray it is essential that:

"... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners."

– Moray Raising Attainment Strategy 2019-2024

Our strategy is concerned with transformational change in the purpose, nature and delivery of support for all learners that develops a culture of inclusion, equity and diversity leading to improved outcomes for all. We acknowledge that whole system reform takes time and are committing to a 6 year roll out of this framework in order to embed improved outcomes for children, young people and families. This is a timely reform, coming in the midst of a global pandemic that has rocked established norms. It calls for a fresh education paradigm – one that recognises the deep impact of trauma, the central importance of nurture for wellbeing and the truth that getting it right for every child will enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

The Vision for Supporting All Learners in Scotland

Scotland's vision is threaded through the articles, themes and foundations noted below. It is based on a commitment to respect, overcoming barriers to learning, working in partnership, promoting empowerment and equity and celebrating achievement, **as we deliver a culture of inclusion, equity and diversity leading to improved outcomes for all**.

UNCRC Articles

Articles 2, 12, and 23	Article 5	Articles 29 and 42	Articles 3, 4 and 6	Articles 20, 29 and 31

Morgan Review Themes

Rights and Participation	Relationships between school and home	Workforce Development and Support Resources	Vision Visibility Mainstreaming Inclusion Entitlement Equality	Maintaining focus and overcoming fragmentation

The Promise – Foundations

Voice	Family	People	Care	Scaffolding

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United Nations Convention on the Rights of the Child (UNCRC)

Article 42: All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

United Nations Convention on the Rights of the Child (UNCRC)
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

The United Nations Conventions on the Rights of the Child (UNCRC) is an international agreement which protects the human rights of all children up to the age of 18. It recognises not only their basic human rights but gives them additional rights to protect them from harm as one of the most vulnerable groups in society. Our Moray values are reflected throughout the strategy. We recognise that if our children and young people are valued, respected and supported their quality of life will reflect this, and we believe all children have a right to education (UNCRC Article 28) that develops their personality, talents and abilities to the full, respect for others' rights and the environment (UNCRC Article 29). They should be supported fully to live and grow (UNCRC Article 6). If a child has a disability, they have the right to special care and education (UNCRC Article 23) and have the right not to be punished in a cruel or hurtful way (UNCRC Article 37). Our Moray Standard - Learning and Teaching clearly states, "Through developed and sustained, positive and mutually respectful relationships and consistent, high quality learning experiences, children and young people will be supported to maximise their full potential."

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC)
https://www.gov.scot/policies/girfec/

Getting it right for every child (GIRFEC) is based on the UNCRC. Getting it right for every child (GIRFEC) helps everyone work together to help children and young people. In education, we embrace the revised values and principles of GIRFEC which are at the heart of **Our Moray Standard – Supporting All Learners**:

- Placing the child and family at the centre, and promoting choice with full participation of children and families in decision making;

- Working in partnership with families to enable a right-respecting, strengths-based, inclusive approach;

- Understanding wellbeing as holistic and interconnected, with a child's developmental experiences understood within the wide context and influences of family, community and society;

- Valuing diversity and ensuring non-discrimination;

- Equitably tackling multiple and intersecting forms of inequality;

- Shifting resources and support towards providing an early offer of support to improve outcomes for children, young people and families; and,

- Joint working in a culture of co-operation and communication between practitioners and services, both locally and nationally across Scotland

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The Morgan Review

The Morgan Review
https://www.gov.scot/publications/review-additional-support-learning-implementation/documents/

The Morgan Review affirmed that Additional Support for Learning is not visible or equally valued within Scotland's Education system. Consequently, the implementation of Additional Support for Learning legislation is over-dependent on committed individuals, is fragmented and inconsistent and is not ensuring that all children and young people who need additional support are being supported to flourish and fulfil their potential. It has been identified that the challenge is in translating that intention into practice for all our children and young people who face different barriers to their learning across a range of different home and learning environments. The challenge for us all is to design systems and adopt practices that make visible and value all our children and young people who face different barriers to their learning across a range of different home and learning environments, so that they flourish.

The findings from the Morgan Review have initiated a Moray wide ASN review involving service providers from across Education, Education Resources and third sector providers (see Moray ASN Review).

https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/additional-support-needs/

The Promise

The Promise
https://thepromise.scot/

The Promise Scotland is responsible for driving the work of change demanded by the findings of the Independent Care Review. It works with all kinds of organisations to support shifts in policy, practice and culture so Scotland can **#KeepThePromise** it made to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential.

Plan 21-24 is the first of 3 plans
https://thepromise.scot/plan-21-24-pdf-spread.pdf

It sets a series of outcomes that must be fulfilled by 2024. It has been created through engagement with over 100 organisations. The Promise will facilitate and support change, wherever that change needs to happen to make sure that Scotland will #KeepThePromise. In Moray, we are wholly committed to keeping the promise.

Realising the Ambition

Realising the ambition
https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf

This is further supported through Realising the Ambition: Being Me, reflects the original principles and philosophy of Building the Ambition and complements the current policy direction of ELC and early primary education. It aspires to support practitioners in delivering what babies and young children need most and how we can most effectively deliver this in Scotland to give children the best start in life.

How Good Is Our School 4?/ How Good Is Our Early Learning Centre? 3.1 Ensuring Wellbeing, Equality and Inclusion

Ensuring Wellbeing, Equality and Inclusion focuses on the impact of educational settings and the community's approach to wellbeing which underpins all children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual within Moray. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. In Moray, we expect all staff and partners to model behaviour which promotes and supports the wellbeing of all and that is sensitive and responsive to the wellbeing of each individual child. Staff, children, and young people must know, understand and use the wellbeing indicators as an integral feature of school life:

The Vision for Supporting All Learners in Moray

United Nations Convention
for the Rights of the Child

Our Moray Standard – Supporting All Learners

ASN Strategy
The Morgan Review
The Promise
GIRFEC

Moray ASN Review

Nurturing Authority, School and Classroom

Workforce Development

Health and Wellbeing Systems and Processes

Partnership Working
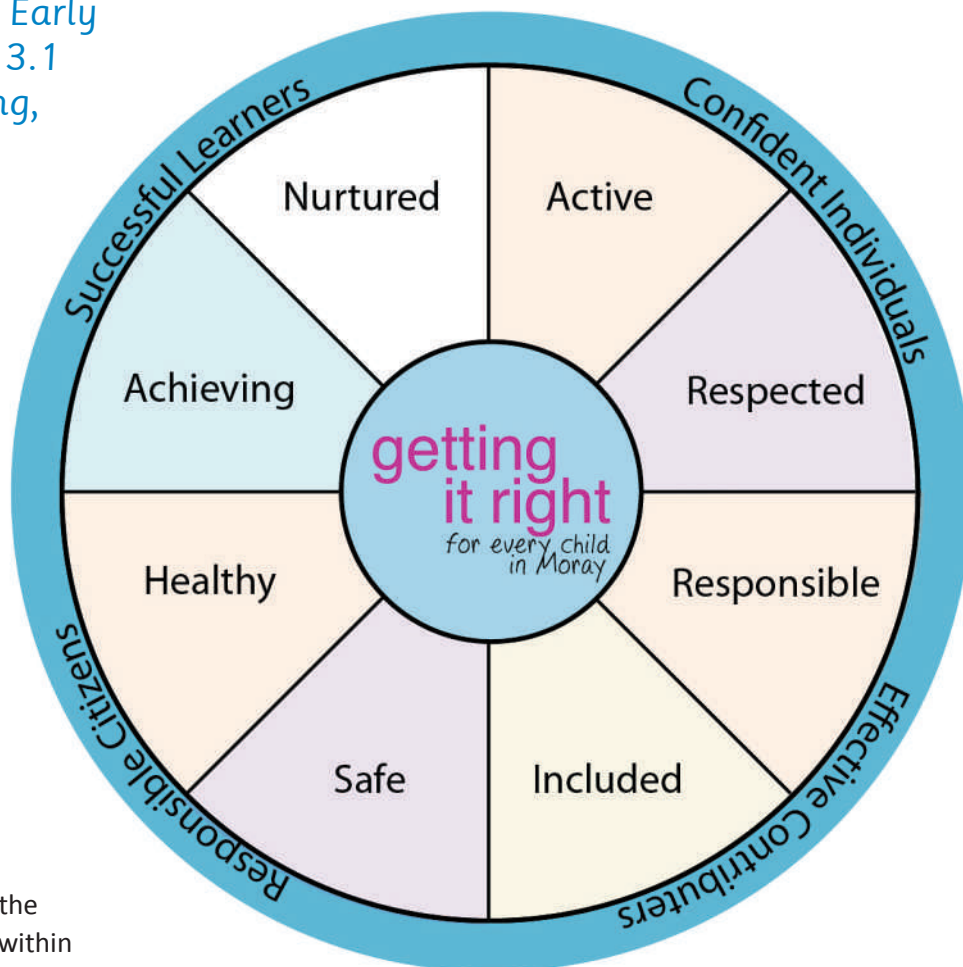
Moray Staged Intervention Pathway
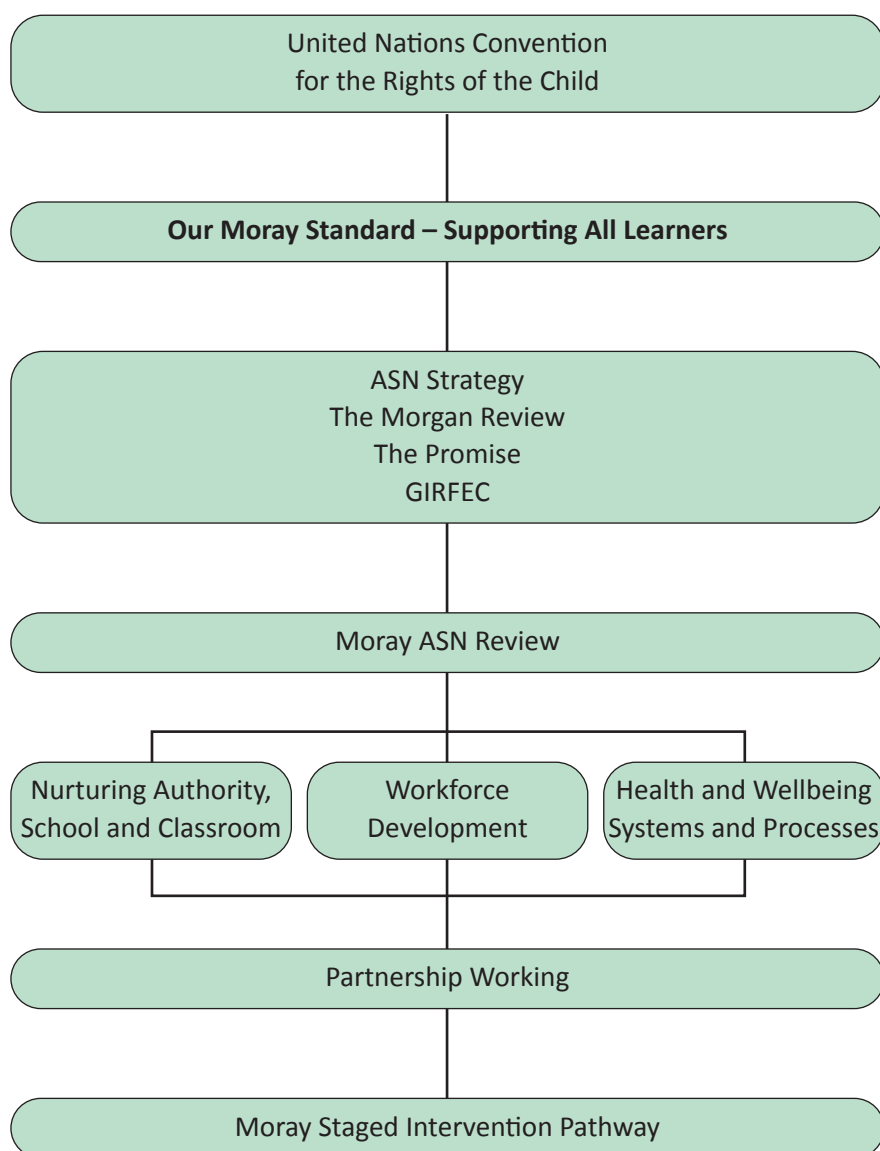
Our Moray Standard – Supporting All Learners and Infographic have been produced following pan authority discussions and consultations including Head Teacher Meetings, consultation sessions with a wide range of professionals and focus groups with children, young people, families and partner agencies. This ensures that **Our Moray Standard – Supporting All Learners** is consistently reflected in the daily work at authority level, in our education settings, in our classrooms and embraced by everyone working and learning in our Education communities. At the heart of the strategy is the intention to develop a culture of inclusion, equity and diversity leading to improved outcomes for all, as expressed in our vision:

"Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families &partners

Moray ASN Strategy and Review

There is acknowledgement that **Our Moray Standard – Supporting All Learners** must align closely with:

Moray ASN Strategy 2017-2027
**www.moray.gov.uk/downloads/
file116628.pdf**

The Equality Act 2010
**www.legislation.gov.uk/ukpga/2010/15/
contents**

Education (Additional Support for Learning)
(Scotland) Act 2004
**https://www.legislation.gov.uk/
asp/2004/4/pdfs/asp_20040004_en.pdf**

It states that a child or young person has additional support needs where, for whatever reason, 'the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.' There are many and varied reasons why a child or young person may need additional support and how these factors affect people with ASN, and their families, can vary enormously.

The Education (ASN) (Scotland) Act 2004 places duties on local authorities to identify, meet and review the needs of children and young people. It gives children and young people, parents and carers a number of rights including the right to ask for additional support needs to be identified and planned for; to receive advice and information about their child's additional support needs; be part of discussions about the support they or their child will receive; and access dispute resolution procedures to resolve concerns.

In light of this legislation, in June 2017 The Moray Additional Support Needs (ASN) strategy (2017-2027) was launched. Its aim is: 'To ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures.' The strategy identifies eight outcomes through which Moray will achieve the best results for children and young people (3-18) with ASN. The current Moray ASN review, informed by the findings of the Additional Support for Learning Review and integrated with the Supporting All Learners strategy,

is the vehicle through which this transformational change is being delivered, so ensuring legislative compliance and high quality outcomes for children and young people with additional support needs.

The Moray Staged Intervention Pathway

Central to the delivery of this vision and a key driver for **Our Moray Standard – Supporting All Learners** is Moray's Staged Intervention Pathway. It makes visible the professional responsibilities of practitioners and support staff and highlights Moray's commitment to effective Child's Planning and partnership working in the delivery of universal, universal with support and targeted support for ALL our CYP's wellbeing and learning.

Partnership Working

We recognise that Education cannot fulfil this vision without strong partnerships with a range of public sector, third sector and community organisations working together to achieve the best for Moray's children and young people. Tapping into the strengths and assets of the wider community is essential. The Locality Networks, Multi-agency Support Hub, Wellbeing Partnership, the Child Protection Co-ordinating Group, Corporate Parenting Strategy Group and the GIRFEC Leadership Group will be key in supporting the delivery of **Our Moray Standard – Supporting All Learners** Strategy.

Morays Children's Services Plan 2020-2023
**www.moray.gov.uk/downloads/
file136154.pdf**

Morays Children's Services Plan 2020-2023 produced collaboratively with children and young people, clearly outlines the collective responsibility of all partners to improve outcomes for children and young people. The successful delivery of the four key priorities within this plan; improving the wellbeing of children, young people and families, keeping children safe and free from harm, improving outcomes for our care experienced and looked after children and mitigating the impact of poverty on children young people and families supports the transformational change **Our Moray Standard – Supporting All Learners** Strategy seeks to achieve.

The GIRFEC Leadership Group and the multi-agency groups reporting to them share data, intelligence,

Universal Services

The majority of children and young people make their journey from birth to adulthood supported by their family and universal services (services available to everyone eg school, GP etc.)

All children and young people from birth to 18 years (or later if still in school) have a Named Person (NP) who will be the first point of contact for a child/young person and their family if they have any concerns. They are there as a support to make sure the child/young person's wellbeing needs are met.

getting
it right
for every child in Moray

Pathway

Midwife tells parents-to-be about the NP Service

Health Visitor is usually the NP from birth to starting primary school

Head Teacher or Depute HT is usually the NP in primary school

Guidance Teacher is usually the NP in Secondary School

Opportunities For All Officer is usually the NP from leaving school until 18th birthday
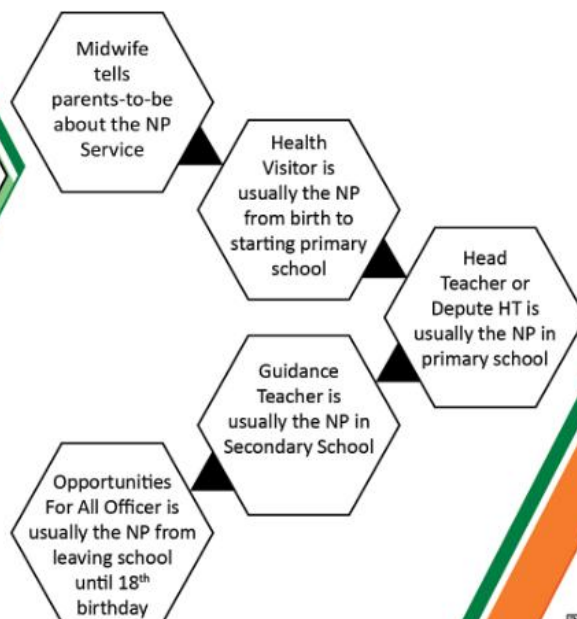
There are times, the Named Person role is taken on by someone else but the child/young person and their family must always be informed who this is. For example: the Family Nurse Practitioner, or a Principal Teacher.

Universal S

Occasionally children and yo wellbeing need which cann universal services but ca support within universa as part of an Individua guidance from a spe

5 GIRFEC questio

☐ What is getting i

☐ Do I have all the in

☐ What can I do now to

☐ What can my agency d

☐ What additional help, if a

Observing & Recording
events / observations / other information

Gather

Nurtured Active
Achieving Respected
getting it right
Healthy Responsible
Safe Included

Well-being
Concerns

Child Protection procedures can ⟨ be

Appropriate and proportionate interventions, based on app
always in discussion with Child/Young

Services
with Support

...oung people may have a
...not be fully met by the family or
...n be met through additional
...al services eg a Classroom Assistant
...al Education Plan; advice and
...cialist service.

- Wellbeing need identified
- NP (or agreed other) discuss identified need with child/young person and family
- NP uses 5 GIRFEC Questions and National Practice Model to consider issues
- Additional support requested from other sources
- Single agency plan and chronology developed

...ons
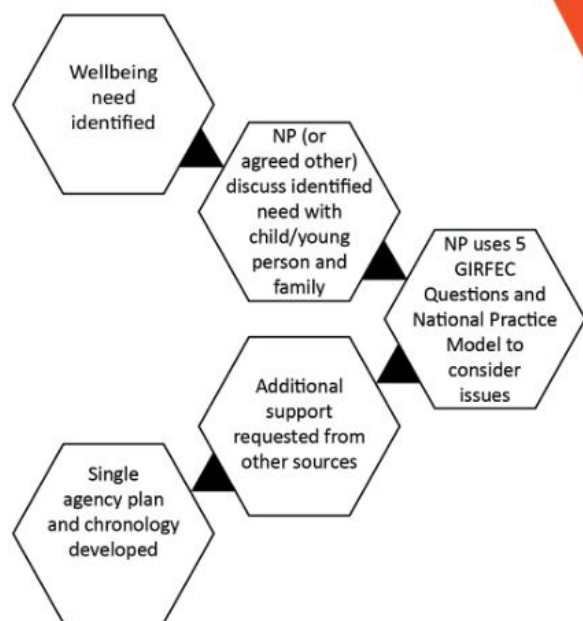
...n the way of this child or young person's wellbeing?

...formation I need to help this child or young person?

...help this child or young person?

...o to help this child or young person?

...any, may be needed from others?

...ing Information
& Analysis

Planning Action
& Review

Nurtured Active
Achieving Respected
Healthy Responsible
Safe Included

getting it right

My wider world

Resilience

Protective environment

Vulnerability

...ce matrix used when
...r more complex situations

...ssessment
...te, proportional, timely

Well-being
Desired Outcomes

Targeted
Intervention

For a small number of children and
young people, a more co-ordinated
approach will be required to deliver a
Targeted Intervention which will be
recorded in a Child's Plan and be
co-ordinated by a Lead Professional.
This will always be started by the
Named Person who will have
discussed the needs with the
child/young person and their family,
along with any professionals who may
be able to assist.

- Wellbeing need identified
- NP (or agreed other) discusses identified need with child/young person and family
- NP and others use 5 GIRFEC Questions and National Practice Model to consider issues
- Co-ordinated approach required to deliver Targeted Intervention
- Lead Professional identified
- Child's Plan and multi-agency chronology developed

Statutory/Compulsory interventions can
be initiated at any point but are likely to
be part of a Targeted Intervention. The
Reporter to the Children's Panel will
require a copy of the Child's Plan as part
of the referral and may also ask for
additional information.

Additional advice/
guidance/ support is
available at any time
within your locality.

For further
information
contact your
Locality
Wellbeing
Officer

...initiated at any point

...ropriate and proportionate information sharing

...g Person and their Family

Moray Community Planning Partnership

findings from self-evaluation activities and most importantly what children, young people and frontline practitioners are telling them needs to improve. Pooling the collective resources of public sector agencies and maximising the valuable contribution communities can make, helps to ensure children and young people get the help they need, at the right time and delivered in a way that works for them.

Our Moray Standard – Supporting All Learners recognises that key partners in the delivery of this strategy are parents. The national parental engagement strategy aims to empower leadership at all levels of our learning communities ensuring parents are active and involved in the school community. Parents will feel empowered to support learning and to engage in cross generational family learning.

Taking direction from the national action plan for Parental Involvement and Engagement entitled "Learning Together", the Moray Parental Engagement Strategy aims to provide a framework for learning communities to develop their own school policies and approaches based around developing a shared understanding of legislative requirements, effective practice and by providing a self-evaluation tool to support self-improvement.

Our Moray Standard – Supporting All Learners Identified Priorities

By focussing on three key areas the Moray Standard – Supporting All Learners will prioritise and plan to support the pupil wellbeing and learning needs identified in Moray.

The three key priority areas identified are:

- **Nurturing Principles for All:** We are a nurturing Council whose education communities are led and staffed by trained nurturing professionals working collaboratively with partners to support children, young people and their families.

- **Workforce Development & Resource Support:** we are investing in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people.

- **Health and Wellbeing Systems and Processes:** we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and our staff to thrive

Our strategic commitment to these 3 key areas will be matched to Moray's Staged Intervention model and translated into a plan which contains high quality **aims and objectives** designed to empower all staff, children and young people to achieve and attain. Details of the delivery priorities are noted below.

Priority 1 – Moray's Nurturing Principles for All

Aim: We are a nurturing Council whose education communities are led and staffed by trained nurturing professionals working collaboratively with partners to support children, young people and their families.

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

At the heart of Nurture is a focus on wellbeing and relationships and a drive to empower the growth and development of children and young people. Nurturing Practice embodies **Our Moray Standard – Supporting All Learners** by establishing the right conditions to understand behaviour, wellbeing, quality learning and teaching, wider achievement and raising attainment – this is the foundation on which the Moray Standard – Learning and Teaching connects with **Our Moray Standard – Supporting All Learners**.

Exploring the possibilities

Building the knowledge structure

Establishing the conditions
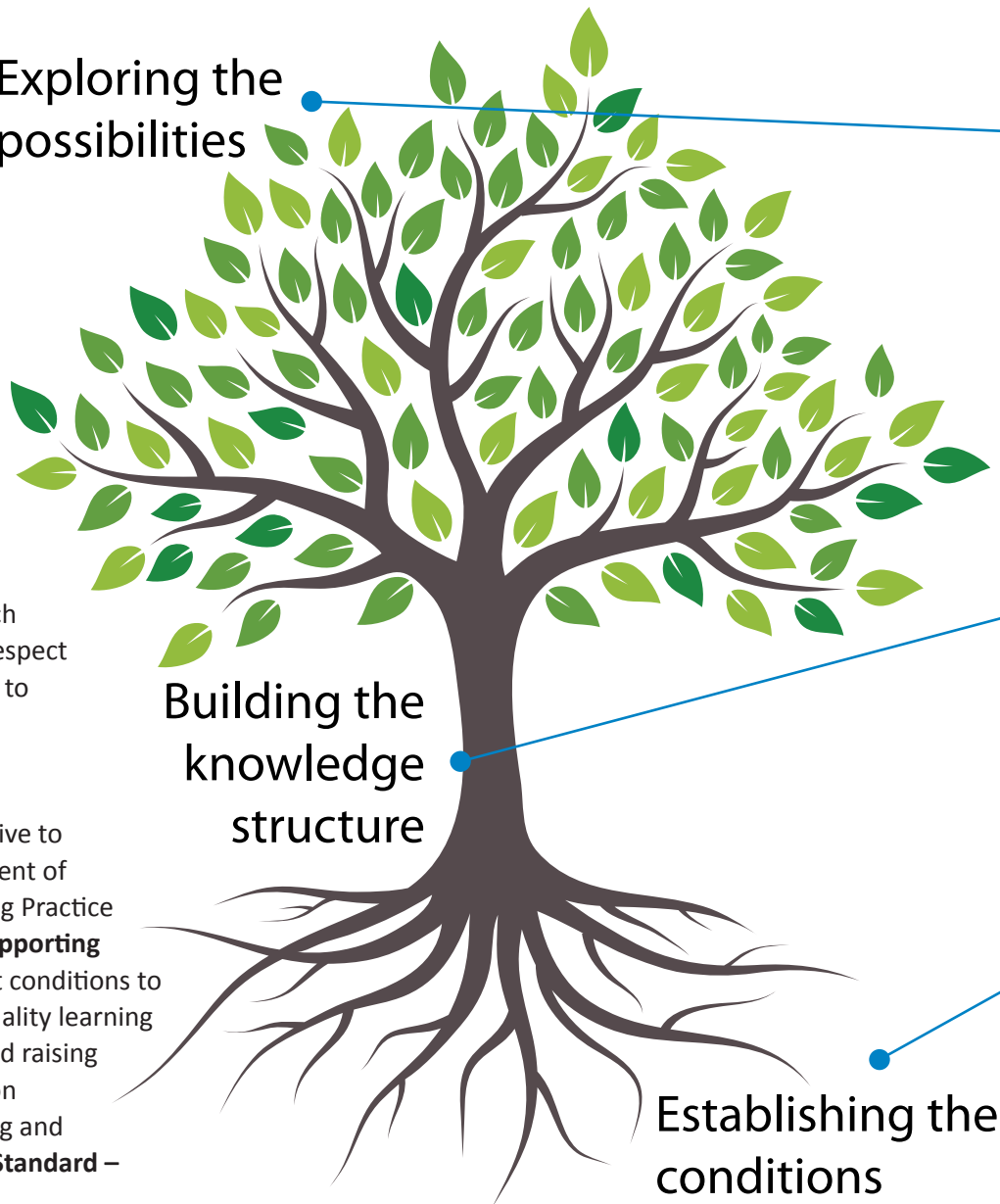
Establishing the possibilities

- Providing opportunities for hands-on, authentic learning experiences

- Using online tools and other resources to empower students as independent learners

- Giving speech activities a high profile and celebrating excellence

Building the knowledge structure

- Using effective instruction methods

- Using effective formative assessment and feedback methods

- Teaching for memory

Exploring the conditions

- Fostering the attitudes and habits needed as a basis for students to achieve excellence

- Understanding behaviour as communication of need and establishing effective behaviour routines

- Designing a curriculum to meet the needs of all learners

– Adapted from The Learning Rainforest, Tom Sherrington, 2017

Moray's Nurturing Principles for All informs, defines and delivers inclusive practice. We recognise that these overarching principles within the Supporting All Learners Strategy will encompass and build on the work already undertaken and developed within various educational settings e.g. Building Relationships programme (BRP), Nurture Network UK Training, Wellbeing Classroom, Adverse Childhood Experiences (ACES) research and Trauma Informed Practice. **Moray's Nurturing Principles for All** is the golden thread that will support in the delivery of the Supporting all Learners vision of:

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

The Moray Standard – Nurture Principles

The Moray Standard – Nurture Principles wheel:

Outer ring (Education Strategic Priorities): Curriculum, Collaboration and equity enhanced change, Learning teaching and Assessment, Outcome based, Supporting all learners, Leadership, Future focused

Inner segments (Moray's Nurture Principles for All):
- Learning is understood developmentally
- The learning community provides a safe place
- Nurture is essential for wellbeing and learning
- Language is a vital means of communication
- All behaviour is communication
- Transitions offer opportunities and challenges

- Providing professional learning materials and training to promote a consistent and deeper understanding of what we mean by nurturing approaches, support critical enquiry and facilitate professional learning around the Nurture Principles, Nurture Groups, the areas of attachment, brain development, stress and trauma, ACEs child development

- Building capacity in key staff in schools and ELC settings to deliver professional learning in this area.

- Providing a model which supports both the implementation of a nurturing approach and offers a framework to support self-evaluation and improvement. Baseline Readiness Questionnaires and MC HNIOS Health Checks

Priority 1 will focus on promoting and embedding across education a clear and consistent knowledge and understanding of these principles and their application in everyday practice across Moray education settings. This will bring a greater understanding of the reasons underlying children and young people's difficulties with learning, behaviour and relationships and contribute to the achievement of positive outcomes for children and young people.

To ensure consistency of the implementation of nurturing practice at local authority, community, school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 1 is responsible for:

- Developing a shared understanding of nurturing practice among with children, young people, ELC and school staff, partners, and Local Authority staff.

- Using evidence based research and examples of effective practice to develop an understanding of a nurturing approach and how it can be applied in different contexts.

- Supporting schools in measuring the impact of a nurturing approach on children and young people

- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support a consistent way of working across the partnership

- Providing opportunities for collaboration with partners to promote and embed nurturing approaches to support outcomes identified in the Children's Services Plan and the work of the Child Protection Committee

Priority 2 – Staged Intervention Workforce Development and Support Resources

Aim: we are investing in staff training and resources to ensure Moray staff teams are confident, skilled and equipped to meet the needs of Moray's children and young people.

Article 3: All adults should always do what is best for you

The aims of the Staged Intervention Workforce Development and Support Resources priority is to provide engagement with high quality Professional Leadership and Learning (PLL) opportunities and signpost to resources. It will closely align with Our Moray Standard – Professional Leadership and Learning. This will establish consistent thinking and practice across Moray's educational establishments and provide staff with knowledge, skills and strategies to better support all learners to achieve and attain.

The Staged Intervention Workforce Development and Support Resources workstream will generate a hub and bespoke training programme. This will provide all education staff with core training in supporting all learners whilst allowing personalisation and choice within a range of themed training programmes and resources. The diagram below captures the training included but not exclusive to each stage.

Universal

Universal describes the baseline knowledge and skills required by everyone who works with children and young people in Moray's Education settings.

Training in these supports, procedures and strategies is provided annually to leaders at all levels within our learning communities – teaching/support staff and central staff. Ensuring consistent knowledge and understanding of inclusive practice helps education staff to ensure children and young people are safe, supported and included as well as being engaged in learning.

> **Universal training**
> Nurturing approaches
> Child Protection / GIRFEC
> UNCRC / The Promise
> Staged intervention / Child's Plan

Universal with support

Universal with Support targets school development needs and builds skills and confidence in all workers who have direct or substantial contact with children and young people. This additional level of training may also be identified through School Improvement Planning, Pupil Equity Funding and Professional Review and Development/EDPR actions.

> **Universal with support training**
> Building relationships
> Restorative practice
> Zones of regulation
> Respectme
> Solution Oriented
> Emotion Coaching
> Mentoring Violence Prevention
> Mental Health First Aid
> Seasons for Growth

Targeted

Targeted support is matched to school, department and individual staff development. These interventions specifically aim to support identified staff who have more regular and intense contact with children and young people with additional support needs, as well as those who direct, coordinate and manage departments and/or schools/ELC settings. They also offer themed training on a range of specialist topics.

Targeted training
Behavioural Support Strategies
Attendance
Referral processes
Equalities / diversity
SEEMiS
Admissions
Wellbeing supports
Inclusion
Exclusion
Poverty

To ensure consistency of the implementation of aspects of the workforce development at local authority, community, whole school and classroom level, the **Our Moray Standard – Supporting All Learners** Priority 2 is responsible for:

- Identifying training requirements across all staff groups within a school or ELC setting

- Identifying how training should be provided

- Providing an annual training calendar

- Auditing resource requirements to support the delivery of training across Moray and requesting support from the ASN Review

- Consultation and engagement with relevant stakeholders and training providers

- Develop a culture of Collaboration and sharing learning in schools, between schools and beyond schools across Moray Education and with all our partners nationally and across Moray

Priority 3 – Health and Wellbeing Systems, Processes and Practice

Aim: we are promoting positive wellbeing by reviewing, developing and implementing guidance, processes and practice that support learners and staff to thrive

Article 4: You have the right to have your rights made a reality by the government.

To ensure health and wellbeing remains the driver for supporting all learners in Moray, the Health and Wellbeing Systems, Processes and Practice Priority will audit and refresh policy and practice. This will be done through a focus on the key areas noted below.

Promote Staff Wellbeing

Promoting staff wellbeing is a core component of Moray's approach to supporting all learners and must be given the importance and priority required at local authority and school level. In order to achieve this, professional learning must focus on how they can support their own and their colleague's wellbeing so they can better support our children and young people with their wellbeing and learning. This will be done in partnership with Priority 2 through ongoing staff development and support in Moray will involve mentoring, coaching, wellbeing check-ins, debriefing and management support and the creation of a Framework to Support Staff Wellbeing will facilitate this. Staff views and experience will be captured to inform our approaches and next steps.

Track and Monitor Health and Wellbeing

Identification of individual pupil wellbeing needs is a key aspect of the GIRFEC approach. In Moray, we maintain that the most effective way of monitoring how we are identifying and meeting the needs of individual children and young people is by having consistent nurturing relationships with them, and being attuned to them. To strengthen this early intervention and preventative approach we will

implement a coherent method of assessing health and wellbeing and evaluating progress. It will be built on robust self-evaluation approaches and informed by a broad range of data and evidence that supports schools/ELC settings in addressing children and young people's needs at whole school, class, individual and within the family setting.

Ensure Effective Transitions

Nurture principles tell us that transitions are important in the lives of children and young people and should be seen as a time of challenge and opportunity. Therefore to best support all learners in Moray we need to ensure that transitions are as consistent, effective and successful for all children and young people. This will be achieved through child centered planning and supported by robust transition systems, processes and practice. For some children and young people this will involve additional Child's Planning meetings to meet the requirements of the ASN legislation. Transitions should be considered as a process rather than an event

During childhood, children make a number of transitions that reflect significant life events

In addition, children and young people will encounter a range of other transitions:

- A move between schools

- A move of house

- The separation of their parents

- An alteration to their family circumstances

- ELC horizontal and vertical transitions

- Bereavement

Certain groups of children e.g. ASN, Looked After/ Care Experienced, Armed Forces, Gypsy Travelers to name a few require extra help to make transitions successfully. As a local authority we are required to plan for transitions early if a child or young person:

- has a co-ordinated support plan

- attend an enhanced provision

- has additional support needs arising from a disability – as defined in the Disability Discrimination Act 1995

- is at risk of not making a successful transition for any other reason.

Disability Discrimination Act 1995
www.legislation.gov.uk/ukpga/1995/50/ section/1

In Moray, we want to develop a supportive and empowering transition culture so that transition for our children and young people is equitable across the authority and shaped to each child's individual needs.

Review and Revise Key Policies and Guidance

Supporting All Learners Priority 3 will have to work very closely with the Review of Additional Support Needs (ASN) to review key support policies to identify policy and process gaps, and create new policy documentation as required. This will ensure our practice is child centred, innovative and in line with current legislation so better enabling us to meet the needs for all our children and young people.

Our Moray Standard – Supporting All Learners Priority 3 is responsible for:

- Ensuring leaders at all levels have an understanding of the factors that affect staff health and wellbeing including organisational, job-related and individualised factors

- Developing a Local Authority Framework for supporting staff health and wellbeing to assist in providing clear pathways for staff requiring support

- Providing clear policy and guidance around staff health and wellbeing

- Identifying examples of quality practice around transition to develop an understanding of transition and how it can be applied in different contexts

- Developing guidance to support all transitions to ensure consistency in practice across all schools in Moray

- Supporting the implementation of the transition guidance with schools by developing a framework to support quality assurance and self-evaluation of transition practice

- Providing professional learning materials and training which promotes a consistent understanding of what we mean by effective and successful transitions

- Identifying all existing policies that require review

- Identifying policy and process gaps where new policy documentation is required

- Implementing a consistent approach to assessing health and wellbeing and evaluating progress

- Ensuring SEEMiS is used consistently across all schools

- Ensuring NAMS is used consistently across all ELC settings

- Quality assurance processes in place for child planning in schools to ensure the efficacy of the process

Together we will support and enable all our learners in their journey to be the best they can be"

– Co-constructed by educators, children, young people, families and partners

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REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: ACTIVE SCHOOLS AND COMMUNITY SPORT UPDATE

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

1. REASON FOR REPORT

1.1 To inform the Committee of the progress made by the Active Schools and Community Sport team in Moray during the last academic year and to seek approval for the extension of this Service for a further four years.

1.2 This report is submitted to Committee in terms of Section III (D) (13) of the Council's Scheme of Administration relating to exercise the Council's statutory functions to provide facilities and support activities related to the development of recreation, sport, culture and social activities.

2. RECOMMENDATION

2.1 It is recommended that the Committee:-

(i) scrutinise and note the progress of Active Schools and Community Sport during the 2021-22 academic year; and

(ii) approve the extension of the Active Schools and Community Sport Hub programmes from existing budget for a further four year period from 1 April 2023 in partnership with sportscotland at a total cost of £979,077 for the four year period (year 1 £224,154, year 2 £237,626, year 3 £251,502 and year 4 £265,795) to secure an investment of £1,185,928 from sportscotland over the same period.

3. BACKGROUND

3.1 At the meeting of Education, Children's and Leisure Services Committee on 24 November 2021, the Committee approved the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2022 in partnership with sportscotland at a cost of £177,000 (para 15 of the minute refers).

3.2   The current partnership agreement with sportscotland, which includes investment for the Active Schools and Community Sport Hub programmes ends on 31 March 2023. Although a partnership agreement for a 4 year period from 2019 – 2023 was available between sportscotland and Moray Council, the decision was taken by Moray Council to establish an annual agreement over this 4 year period due to the Council's annual budget setting position.

3.3   Sportscotland is committed to continuing to work in partnership with Moray Council and has agreed to an in-principle commitment to future investment in Active Schools and Community Sport hubs for a four year period from 1 April 2023 – 31 March 2027. This would see an investment into Moray, of a minimum of £1,185,928 over the 4 year period, which would support the continued employment of the Principal Active Schools and Community Sport Officer, all the Active Schools Co-ordinators and the Community Sports Hub Officer within Moray Council.

3.4   This agreement in principle is subject to the Council committing their financial contribution towards these programmes, which for 2023/24 equates to approximately 43% of the annual investment required. Any reduction in the Council's investment would result in a reduction of the sportscotland contribution which would result in a reduction of staffing within the team. Sportscotland and Moray Council have closely aligned priorities including continued recovery from the pandemic, ensuring inclusion for all and supporting the most vulnerable in communities.

3.5   All 32 local authorities in Scotland currently have partnership agreements in place with sportscotland. Moray is one of only two areas that have been approving the financial agreement on an annual basis, with all other areas confirming the financial investment in alignment with their 2019-2023 partnership agreements. A longer term partnership agreement is beneficial for retaining existing team members, strengthening the position when recruiting new members of staff and reducing the workload required developing annual partnership agreements.

3.6   Despite 2021/22 being a challenging year due to continuing Covid-19 restrictions, the Active Schools and Community Sport team have continued to deliver an excellent service to our local community – both in terms of supporting young people to be active and also supporting volunteers and community clubs to develop. A summary of the team achievements across the 2021/22 academic year is contained in **Appendix I** of this report.

3.7   One element of the report describes the impact of the summer holiday programme delivered in 2022. The priority of the Active Schools team as per the sportscotland criteria is to develop activity during the school term time with planning being the focus for holiday periods. Therefore none of the data reporting to sportscotland includes holiday activities. However after the cessation of the Sports Development team due to budget savings in 2018, the Active Schools team have taken on an additional responsibility to co-ordinate holiday programmes across the area.

3.8   The current Active Schools and Community Sport Team comprises of 1 full time equivalent (FTE) Principal Active Schools and Community Sport Officer, 7.8 FTE Active Schools Co-ordinators, 1 FTE Community Sport Hub Officer and a pool of 20 sport coaches and assistants on zero hour contracts. Our sports coaches and assistants are on zero hour contracts due to the fact they are utilised on a flexible basis by the Active School Co-ordinators to meet Service needs. The sports coaching staff are often used in areas where the Active School Co-ordinators are unable to recruit volunteers or community sports club coaches (because all their sessions have to be free). This flexible approach and contract is preferable to the current coaching team as they have the flexibility to arrange work round their lifestyle.

3.9   The Active Schools and Community Sport team contribute to the implementation of the Moray Council Sport and Leisure Business Plan as well as sportscotland's Corporate Plan and also the Scottish Government's Active Scotland outcomes. The programmes also contribute towards priorities in the Local Outcome Improvement, Corporate Plan and the Children and Young People Services Plan.

3.10   Sportscotland have received additional funding from the Scottish Government in line with their Programme for Government and this funding will be utilised to upscale Active Schools and Community Sport Hub programmes with a focus on inclusion. This funding is in addition to core funding with project plans currently being developed in Moray which will focus on children and young people living in poverty and individuals with additional support needs.

4.   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
        In relation to the LOIP, this report supports three of the four main priority areas which are:
        - Building a better future for our children and young people
        - Empowering and connecting communities
        - Improving the wellbeing of our population

        In relation to the Corporate Plan, this report contributes to three of the four main priority areas which are:
        - Providing opportunities for people to be the best they can be throughout their lives with a strong and sustained focus on those individuals and groups in our society who experience the most disadvantage and discrimination
        - Empower and support communities to build capacity
        - Creating a sustainable council that provides valued services to our communities

(b) Policy and Legal

Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to contribute towards to the aspiration of an active Scotland where everyone benefits from sport, identified in sportscotland's corporate plan 'Sport For Life'. The corporate plan also emphasises the importance of ensuring that inclusion underpins everything we do. The report links to the Scottish Government's Active Scotland Outcomes Framework, which aims to improve our active infrastructure – people and places.

(c) Financial implications

To retain the existing Active Schools and Community Sports team, the Council would be required to commit £979,077 across the four year period which would secure the current level of sportscotland funding. This figure reflects the current budget for this service area and includes an estimated 3% pay award annually. The budget caution below is given because this was not a permanent commitment for the council to fund the service and so a funding decision is required. Should the council not continue with the current level of funding for the service, this would represent reduced revenue commitment but would require a reduction in service beyond the value of the council funding as the sportscotland funding would also be lost.

Sportscotland have contributed £296,482 towards Active Schools this financial year and have agreed in principle to continue this annual investment for the next four years. If the council were to reduce or remove its contribution sportscotland would also review their level of funding commitment and may withdraw from the arrangement.

If Moray Council determined that they were not to commit funding towards the Active Schools and Community Sports team then Moray Council would be unable to apply for the additional government funding mentioned in 3.10 of this report.

Corporate Management Team Additional Expenditure Warning When the Council approved the budget for 2022/23 on 22 February 2022 (paragraph 3 of the Minute refers) it balanced only by using reserves and one-off financial flexibilities. The indicative 3 year budget showed a likely requirement to continue to make savings in the order of £20 million in the next two years. All financial decisions must be made in this context and only essential additional expenditure should be agreed in the course of the year. In making this determination the committee should consider whether the financial risk to the Council of incurring additional expenditure outweighs the risk to the Council of not incurring that expenditure, as set out in the risk section below and whether a decision on funding could reasonably be deferred until the budget for future years is approved.

(d) Risk Implications

If the Council does not contribute financially to the programme then the risks would include sportscotland withdrawing all their financial contribution to the service, which would result in the cessation of the Active Schools and Community Sport Hub programmes in Moray. The provision provided by the Sport & Leisure Facilities (swimming pools, fitness rooms etc.) would then be the only sport and physical activity provision offered by the Council.

If the Council does not contribute 100% of the financial figure identified in this report then sportscotland will review and reduce their contribution. This would result in all staff within the Active Schools team reducing to part time hours which would have employment implications. It would also result in the team having to cease any organisation of holiday activity programmes and there would be a reduced volume of activity in each of their individual schools across their ASG area.

Sportscotland also provide additional support locally through investment in facilities and direct to community sport clubs. Without an Active Schools and Community Sports Hub Service in place the continuation of these services would reduce. The reason for this is that there would be minimal Local Authority resource to support these investments.

Removal of the Active Schools programme would also have a negative impact on the Fit Life Scheme memberships, and income to the Council. A number of families subscribing to Fit Life participate in the holiday and term time programmes that are co-ordinated by the Active Schools team. The reduction in opportunities available through Fit Life would lead to a decrease in memberships purchased.

Local volunteer community sport clubs and physical activity groups in Moray would also be negatively impacted. There would no longer be a Moray Council team to support the development and long term sustainability of these community clubs, reducing the potential for high quality opportunities for our community.

If the Council commits to a 4 year funding arrangement, there is a risk that the annual cost becomes unaffordable in future years given the predicted budget position facing the council. However, this is similar to other services where there may be a need for future review to make savings. A four year commitment to the annual cost of the service as outlined in the report would not prevent the council from reviewing the position in light of future circumstances if required. However, this would impact upon the sportscotland funding at that time.

(e) Staffing Implications

If the Council do not contribute financially to the Active Schools and Community Sports Hub programmes then this would result in the loss of 1 FTE Principal Active Schools and Community Sport Officer post, all 7.8FTE Active Schools Co-ordinators posts, the 1 FTE Community Sport Hub Officer post and all Sport Coaches and Assistants.

Cessation of these programmes would also result in redundancy costs due to a large percentage of the staff within this team being permanent members of staff.

Any workforce implications would be managed through the Council's Transform process which includes looking for suitable alternative redeployment opportunities.

(f)   Property
There are no property implications arising directly from this report.

(g)   Equalities/Socio Economic Impact
A number of Active Schools and Community Sport Hub projects target protected characteristic groups such as the disabled, individuals with poor mental health and also families residing in socially deprived areas to ensure they receive opportunities to be physically active. The ceasing of these programmes would result in reduced opportunities for these protected groups, negatively impacting the ability to reduce health inequalities locally.

(h)   Climate Change and Biodiversity Impacts
This proposal would help contribute to the climate emergency as the Active Schools and Community Sport Team are in the process of launching a 'Sports Kit For All' project, encouraging the recycling of sports clothing and equipment to be re-distributed to disadvantaged families. The Council Climate Change team have been involved in the project discussions and this initiative will contribute towards action 13 of the Climate Change Strategy.

(i)   Consultations
In preparing this report, consultations have been undertaken with the Sport & Culture Service Manager, Head of Education Resources and Communities, Chief Financial Officer, Principal Climate Change Strategy Officer, Tracey Sutherland, Committee Services Officer and sportscotland whose comments have been incorporated in the report.

5.   **CONCLUSION**

5.1   Committee is asked to note the progress made in regards to the Active Schools and Community Sports Hub programmes and to agree to commit £979,077 (year 1 £224,154, year 2 £237,626, year 3 £251,502 and year 4 £265,795) to secure funding of £1.85m from sportscotland and extend the programmes in partnership with sportscotland for a further four year period from 1 April 2023 from existing budget.

Author of Report:	Roy McPherson, Principal Active Schools and Community Sport Officer
Background Papers:	
Ref:	SPMAN-9425411-71 / SPMAN-9425411-72

Active Schools and Community Sport Team Update 2021/22

Active Schools

At the beginning of the 2021/22 academic year Covid-19 restrictions were still in place across schools, which continued to make organising activities and developing connections difficult. As the restrictions relaxed in early 2022, the Active Schools team were able to return to more familiar ways of working that accelerated progress. The main priorities across the year were to build up the extra-curricular programme, re-introduce festivals, and provide targeted support.

Sportscotland, who are the key funding partner with Moray Council for the initiative, relaxed the importance of targets and statistics over the pandemic period however the infographic below demonstrates that despite the ongoing issues, the Moray Active Schools team were able to make a positive impact across the 21/22 academic year:

Active Schools Moray
Report 2021-22

Number of visits
62,831

Number of sessions
3,227

Number of participants
3,218

Number of deliverers
335

Percentage of school roll
26%

Percentage of whom are voluntary
91%

2021-22 data reflects the return to activity following the COVID-19 pandemic. As extra-curricular sport and physical activity return there is a recognition that recovery has been challenging and is at different stages across the country.

Statistics were also reported on the involvement of young people with protected characteristics across Moray schools. Of the total 3,218 participants, 1,801 had access to free school meals, with 74 being from a SIMD 1 or 2 area. There were also 1,119 pupils involved categorised as having an additional support need, with 104 assessed as disabled. Lastly, 120 young people that participated were recognised as being from an ethnic minority family.

The remit of the Active Schools team is to deliver programmes during the school term time. However since the cessation of the Sports Development team in 2018, the Active Schools team have taken on the additional workload of co-ordinating local holiday programmes. After accessing an allocation of the Moray Council Scottish Government funding the team successfully delivered an extensive summer programme involving:

- 472 hours of free sessions
- 1,554 participants
- 214 participants from families with targeted characteristics

Participation – Universal initiatives

The statistics included above demonstrates the reach of the programme and this was achieved through extra-curricular activity levels, sports club links, developing volunteers, re-establishing festivals whilst also developing targeted programmes. Some of the key universal events and games programmes that were delivered included:

- Primary Schools Cross Country Event, 600 participants & 1500 spectators

- Primary Schools Football Games programme delivered bi-weekly in partnership with the SFA, 400 participants across 60 teams

- 5 Primary School Cricket Festivals delivered in partnership with Moray Cricket Association

- Secondary Schools Badminton Festival

- Forres ASG Rugby Festival and Keith ASG Hockey Festival

Equality, Inclusion & Diversity – Targeted initiatives

The Active Schools and Community Sport initiative contributes toward priorities in the Local Outcome Improvement Plan, Corporate Plan and the Children & Young People services plan. One key action allocated to the team via the Moray Council 'Education, Resources & Communities' service plan is to 'embed the Changing Lives approach across relevant sport & culture work streams'. The Changing Lives initiative encourages sport & physical activity to be used as an intentional tool to create positive social change for targeted groups, achieving both increased participation and wider social outcomes as a result. Two of the team completed the Changing Lives champions training in 2022 and workshops were delivered to the Active Schools Co-ordinators to upskill them on the tools such as the 'Theory of Change' planning template. It has provided the team with a more focussed approach on tackling inequalities locally, using sport and physical activity as a catalyst. The team have had a third member accepted onto the champions programme for 2022/23. Examples of targeted projects that had a positive impact across 21/22 included:

- Nurture group project in Buckie ASG, using sport to engage pupils with low confidence, improving social connections, attitude to school and increasing extra-curricular activity.
- Embodied dance project in Forres delivered with external partners, supporting pupils with additional support needs to express their emotions.
- Swimming skills sessions with external provider in Lossiemouth for young people with additional support needs, supporting improved access to opportunities, enabling everyone to lead the life they choose and reducing isolation.

#SPORTFORALL

"I liked playing cricket with David, it was very fun and made me happier coming to school. It made me want to try out other sports"
Pupil, Millbank Primary, Buckie

"I liked trying golf for the first time, it helped me make more friends in my class. It made me want to try out new after-school clubs"
Pupil, Millbank Primary, Buckie

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#SPORTFORALL

"The Nurture Group sessions have had an extremely positive impact. They have helped develop their social skills such as listening, sharing and turn-taking and boosted their self-esteem.

It has also had a beneficial effect on their behaviour and attitude in the classroom. They have become more confident and been able to build relationships and gain trust. Their listening and concentration skills have improved so they are more focused on tasks and enjoy being part of the class.

Within the school and the community, their behavioural, social and emotional skills have improved and they enjoy participating in lunch time football games with classmates. They talk fondly of the Active School after school clubs that they attend too."

Teacher, Millbank Primary, Buckie

A survey was sent to the targeted families that participated in the summer programme. Some of the quotes from the responses are listed below:

- 'My son made a friend which is nice as he struggles at school.'
- 'Really supportive approach by the tennis partners to ensuring that small adjustments allowed participation and inclusivity of children with additional needs. Was very much appreciated.'
- 'Helped my son grow confidence with sports and socialising with new children'
- 'My child has now found a new activity she enjoys and has joined the club'
- 'My son has been asking to go out and play with his basketball/football since doing the sessions which is great in comparison to only ever asking to watch TV/play video games.'
- 'My daughter has a few health issues and she loves going for the fun and games and meeting new friends'

People

The Active Schools team worked with 335 deliverers across the academic year, with 91% of these volunteers. Although the Covid-19 restrictions made organising and delivering courses challenging, 205 coaches attended courses organised by the Active Schools and Community Sport team across the year. The Young Leaders programme was one element of work that has progressed over the pandemic period with 131 young people helping to make up the workforce. The team successfully sourced £20,000 of funding over the latter part of 2021/22 to support the young leader's programme, which has been utilised to fund hoodies and training courses, such as First Aid and Child Protection.

Profile

The team continued to build up their online presence across various social media platforms. The Active Schools & Sport in Moray Facebook page has amassed 6,400 followers providing an effective means of communication for families, individuals and external partners. The Facebook page has recently been used an example of best practice by Moray Council communications staff when delivering workshops for internal teams.

Collaboration and Impact

Twenty-eight community sport clubs linked with local schools via the Active Schools team, with every school in Moray achieving at least 1 club link and some recording up to 9. Links were created via taster sessions, regular extra-curricular activity and club representatives supporting festivals.

Community Sport Hubs

The Community Sports Hub Officer (CSHO) for Moray continued to support clubs and physical activity groups to re-develop across 2021-22 after the covid-19 pandemic. Three Community Sport Hubs continued to be active across the year including 'Cooper Park Community Sport Hub', 'Forres Community Sport Hub', and 'Lossiemouth Community Development Trust CSH'. Each of these hubs are led by the CSHO and voluntary committees, with 38 clubs in total connected to the three hubs. Some of the key projects led by the hubs are detailed below.

Active Recovery Moray is a partnership between Moray Community Sport Hubs, Police Scotland, Arrows Drug and Alcohol support, and Elgin Sports Community Trust. The initiative was set up to provide regular, free-to-access sporting opportunities for individuals affected by mental health and addiction problems in Moray. The CSHO organised a 'How to have a Mental Health conversation' workshop, led by SAMH, to upskill the project workforce before the launch. The benefits of sport and exercise are widely documented in relation to mental health and addiction issues, but the initiative also provides a platform to develop social inclusion, access to services, enhanced life skills and opportunities. By the summer 2022, fifteen participants were regularly taking part in sessions and reporting a positive impact on their wellbeing. The project will continue to develop across the 2022/23 year, with plans to create a mental health accreditation scheme for clubs, offer additional sports and apply for funding being progressed.

A partnership between the Forres Community Sport Hub, Forres Community Council and Forres Academy progressed plans to create an **outdoor Gym** for the area, based on community need. The project leads successfully sourced the £72,000 funding target at the end of 2021/22 with plans for the facility to be ready to use by the community by the end of 2022.

A **'Junior Park Run'** project was initiated in partnership with the Cooper Park CSH using £4,000 of activation funding. This involved recruiting a workforce to deliver the events in Elgin and formally affiliating with Parkrun U.K. to ensure best practise guidelines are adhered to at events. As the

2021/22 academic year came to a close the project workforce were in the process of finalising paperwork to ensure the initiative could be launched in the upcoming year.

Two separate **Mountain Biking** projects were also progressed via the Community Sport Hubs across the academic year. A working group was established from the Forres Community Sport Hub project to support young people create new trails in the Cluny Hill area of the town. As a further progression from this, a 'Moray Mountain Bike Trail Building' group was also established in partnership with the Forestry Commission, with the aim of fostering positive relationships between local trail building enthusiasts and the relevant authorities. Twenty-two representatives from the mountain biking community attended a meeting in April demonstrating the local interest, with a Facebook page created to support the development of the project.

Further support to the community was provided through co-ordinating a certified **'Disability Inclusion'** course, delivered via Scottish Disability Sport, which was attended by 20 representatives of the local sporting network. The Community Sport Hub Officer also led on a funding application which successfully secured £4,000 of **Money for Moray** funding to support the development of young leaders in the area.

Looking forward for the 2022/23 year, discussions have taken place about launching a Community Sport Hub for the Speyside area with a community map being created to guide the work. The Community Sport Hub Officer has also connected in with the Moray Council Community Support Unit regarding working in partnership to create a 'Health & Wellbeing' working group in the New Elgin area, with a view to developing facilities and opportunities in the area.

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: EARLY LEARNING AND CHILDCARE – SUSTAINABLE RATE UPDATE

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

1.   REASON FOR REPORT

1.1   To inform the Committee of the process followed to set the current Early Learning and Childcare (ELC) sustainable rate for funded hours and the reason for maintaining the rate at current levels.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:

i)   consider and note the process followed to set the current ELC sustainable rate for funded hours

ii)   agree to maintain the sustainable rate at current levels for the remainder of the financial year

3.   BACKGROUND

3.1   In Moray, there are currently 39 partner provider nursery settings and 37 partner childminders that offer funded Early Learning and Childcare to children and families. These services are essential in supporting the Council to deliver 1140 hours of funded childcare to 3-5 year olds and eligible 2s which is a statutory legislative requirement for all local authorities as mandated by Scottish Government.

3.2   Partner provider settings are in a 3 year contract with the Council and provide a high quality service which is reviewed and supported through the contract monitoring processes. The contract is open to new providers to join twice yearly becoming active in February and August throughout the 3 year period.

3.3   As part of this contractual agreement with private provider settings, the Council pays a sustainable rate per child, per hour and acknowledges that inflationary and Real Living Wage (RLW) increases will be reviewed on an annual basis in line with [Funding Follows the Child and the National Standard for Early Learning and Childcare Providers: Guidance for Setting Sustainable Rates from August 2020](#).

3.4   This guidance issued by Scottish Government outlines that the sustainable rate should be set to ensure financial sustainability for settings offering funded ELC hours and should allow Real Living Wage (RLW) to be paid while offering opportunities for settings to reinvest.

3.5   Prior to 2021 the Council's funded hourly rate was £5.31 for 3-5 year olds and £6 for 2 year olds.

3.6   Using data obtained following a local IPSOS Mori data collection exercise carried out in 2019/2020, in partnership with Aberdeenshire, a new sustainable rate of £6.30 for 3-5 year olds and £7.57 for 2 year olds was established which has been paid since August 2021. This process is outlined in **Appendix 1**.

3.7   Establishing this rate involved working with a select group of partner provider nursery managers and Council colleagues in Finance and Early Years through a Financial Sustainable Workstream group to ensure a clear and transparent approach was maintained.

3.8   It was agreed at Education, Communities and Organisational Development Committee on 31 March 2021 (para 14 of the minute refers) to approve the sustainable rate of £6.30 for 3-5 year olds and £7.57 for 2 year olds.

3.9   The rate included an uplift of 8% to allow reinvestment in settings and was set to ensure services could pay the Real Living Wage (RLW) which is a pre requisite of meeting the [National Standard](#).

3.10 Moray remains one of the highest rates amongst all local authorities, currently ranked as third highest in Scotland.

3.11 Nationally other local authorities did not review their sustainable rate, as requested by Scottish Government, which led to further work being done by the Improvement Service to gather more localised data through IPSOS Mori.

3.12 Moray was included in this IPSOS Mori data collection process in March 2022 with updated statistics provided by Improvement Service in May 2022.

3.13 Currently the ELC budget is undergoing a review by an external consultant. As part of this review, the sustainable rate and the process for setting this rate are being considered including review of the most recent data collection exercise and recent uplift of the Real Living Wage. A further update on this consultation work is being prepared for a future report to this committee planned for the special meeting on 14 December 2022. However, the recommendations in this report are consistent with the information received to date from the external consultant which recommends maintaining the current sustainable rate for the remainder of the financial year.

3.14 Upon completion of the external review, it is expected that the consultant's final report will hold further relevant recommendations regarding the sustainable rate for subsequent financial years.

3.15 It is recommended that any changes to the rate for 2022/2023 be put on hold until this process is finalised to ensure relevant advice from the external consultant is taken into consideration.

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal
There are no policy or implications arising directly from this report.

(c) Financial implications
From 1 August 2021 the commissioning rate increased to:
2 year olds: £7.57 per hour
3&4 year olds: £6.30 per hour

The commissioning rate takes account of the full costs of providing funded ELC. Providers entering into contract with Moray Council must accept the offered rate.

The actual spend for funded ELC places in the 2021-22 financial year totalled £7,077,115. The current contract spend during the 2022-23 financial year is estimated at £7.6 million excluding January 2023 intake figures. As children become eligible for funded ELC at different times throughout the year (dependent on their birth dates), the yearly estimates may fluctuate.

Due to the way this service is funded and our statutory requirements, it is extremely challenging to identify options from which savings can be made; however, every effort is being made to identify solutions to ensure that a sustainable Early Learning and Childcare provision is maintained for Moray and the proposed approach to the hourly rate for providers will contribute to this.

Guidance from Scottish Government stipulates that the rates should be sustainable for local authorities in terms of the budgets available while also incorporating the following elements:
- The rate will support delivery of a high quality ELC experience for all children;

- It will be a rate that reflects the cost of delivery, including the delivery of national policy objectives;
- The rate will allow for investment in the setting – staff, resources and physical environment; and,
- It will enable payment of the Real Living Wage for those childcare workers delivering the funded entitlement.

(d) Risk Implications

There are two inherent risks when considering the sustainable hourly rate:

- If the rate is set too low, there is a risk that providers would not be able to remain financially viable.
- If the rate is set too high, there is a risk that this would not be sustainable for the Council to maintain.

The process for setting the hourly rate aims to allow both factors to be balanced; however, it is important to note that there is a risk to the reputation of the Council as an accredited Real Living Wage (RLW) employer if the sustainable rate is set too low for providers to continue paying the RLW.

It is anticipated that the external consultant review will provide more insight into this process moving forward taking into account the recent uplift in the Real Living Wage from £9.90 to £10.90.

(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

There is no requirement for an equality impact or socio economic impact assessment to be carried out as a result of this report.

(h) Climate Change and Biodiversity Impacts

There are no climate change or biodiversity implications arising directly from this report.

(i) Consultations

Depute Chief Executive, Head of Education (Chief Education Officer), Chief Financial Officer, Early Years Service Manager, Nicky Gosling, Accountant and Tracey Sutherland, Committee Services Officer have been consulted.

Preliminary consultation has also taken place with partner provider nursery managers on the Financial Workstream Group who shared initial thoughts regarding the potential implications of the sustainable rate remaining unchanged following the recent uplift in the Real Living Wage. Providers expressed concern that some services, in particular smaller settings, may be forced to close as additional costs associated with funded hours could not be passed on to families. Providers also noted

that ensuring they are able to maintain the Real Living Wage for all staff is important in order to recruit a high quality workforce which in turn impacts on the quality of service they are able to deliver.

5. CONCLUSION

5.1 **Committee is asked to note the process followed to set the sustainable rate for funded ELC hours.**

5.2 **Committee is asked to agree to maintain the sustainable rate at current levels for the remainder of the financial year, which forms part of the work to reduce the costs of providing this service in order to support the requirement to ensure that a sustainable, affordable service is in place for Moray.**

Author of Report: Jennie Ordonez, Early Years Project Officer
Background Papers: SPMAN-1315769894-39 / SPMAN-1315769894-346
Ref: SPMAN-1315769894-338 / SPMAN-1315769894-339

Moray Council - Sustainable Hourly Rate Setting

Worked Example - rate set in Feb 2021 to take effect from August 2021

This worked example is provided in two parts. The first part is the straight reading of the data.

The second part results from an issue that developed around use of a maximum data point. The reliability of the maximum data point was questioned and the potential for some measurement error was recognised. A modified method was therefore used to accommodate the measurement error. This modified method was a short-term measure (at the time) and agreed with partners that it would be subject to gathering improved future data for future rate setting exercises.

PART 1

1. Establish Scottish Living Wage

Year	Scottish Living Wage	Increment	Salary Full Time Practitioner	Comments
FY11/12	£7.20			
FY12/13	£7.45	3.5%		
FY13/14	£7.65	2.7%		
FY14/15	£7.85	2.6%		
FY15/16	£8.25	5.1%	£17,160	
FY16/17	£8.45	2.4%	£17,576	
FY17/18	£8.75	3.6%	£18,200	
FY18/19	£9.00	2.9%	£18,720	
FY19/20	£9.30	3.3%	£19,344	
FY20/21	£9.50	2.2%	£19,760	
FY21/22 (est)	£9.80	3.1%	£20,379	estimate Nov '21
https://www.livingwage.org.uk/what-real-living-wage				

- PVI dominant operating model 40 hrs pw.
- Aug '21 to Oct 21 SLW = £19,760
- SLW uplifts in November '21
- Nov '21 to July '22 SLW = £20,379 (estimated)

2. Use Salary Data Table (from Ipsos Mori)

Decile	Full-time manager	Full-time early years supervisor	Full-time early years practitioner	Trainee
Minimum	£14,720	£14,097	£12,600	£2,839
25th	£19,872	£16,380	£14,942	£5,943
50th (median)	£23,700	£18,483	£16,016	£9,000
75th	£27,750	£21,893	£18,564	£11,278
Maximum	£47,000	£31,000	£24,000	£18,336
Sample size	26	18	23	14

- Establish that SLW (£20,379) sits between 75th and Maximum Decile.

3. Use Total Cost to Provide Table (from Ipsos Mori)

Total costs per hour of ELC provided to 0-5s - quartiles by area			
Quartile	All	Aberdeenshire	Moray
Minimum	£1.70	£1.72	£1.70
25th	£3.07	£3.33	£2.76
50th (median)	£4.11	£4.33	£3.29
75th	£4.77	£5.00	£4.31
Maximum	£10.35	£10.24	£10.35
Sample size	59	31	28
data gathered in January/March 2020 for use in late 20 early 21. One year assumed inflation			

- Establish that PVI total **Cost to Provide** sits between £4.77 and £10.35 (i.e. between 75th and Maximum Decile).

4. Use a 'straight line' increment to gain the detail between 75th and Maximum Decile

Percentile				
75th	£18,564		£4.77	
76th		£18,781		£5.00
77th		£18,999		£5.22
78th		£19,216		£5.44
79th		£19,434		£5.67
80th		£19,651		£5.89
81st		£19,869		£6.11
82nd		£20,086		£6.33
83rd		£20,304		£6.56
84th		£20,521		£6.78
85th		£20,738		£7.00
86th		£20,956		£7.23
87th		£21,173		£7.45
88th		£21,391		£7.67
89th		£21,608		£7.89
90th		£21,826		£8.12
91st		£22,043		£8.34
92nd		£22,260		£8.56
93rd		£22,478		£8.79
94th		£22,695		£9.01
95th		£22,913		£9.23
96th		£23,130		£9.46
97th		£23,348		£9.68
98th		£23,565		£9.90
99th		£23,783		£10.12
100th	£24,000	£24,000	£10.35	£10.35

- Ipsos Mori were consulted about use of straight-line increments to map from 75th decile to maximum decile and agreed

- Cost to Provide (excluding margin) as at August 2021 would be between £5.89 & £6.11 and £6.00 assumed
- Cost to Provide (excluding margin) as at November 2021 would be between £6.56 & £6.78 and £6.63 assumed.

6. Establish Sustainable Rate

- FY 20/21 a £6.00 cost to provide plus margin for investment @ 8% = £6.48
- FY 21/22 a £6.63 cost to provide plus margin for investment @ 8% = £7.16

PART 2

Use of the Maximum percentile was questioned and jointly discussed with partners.

- Ipsos Mori were consulted on 25th Nov 2020 as follows:
    o **Question**: How safe /reliable are the maximum data points... might they be wildly out or are they as safe as any other?
    o **Answer**: They are unlikely to be wildly out, but I'd urge a little bit of caution. Quite a bit of data cleaning had to be undertaken. For example, all costs in one nursery were out by a factor of 1,000 – "5" recorded rather than "5,000", and annual salaries reported as monthly (£20,000 per month for example). So likely to be reasonable but best recognise potential for measurement error.

Following this feedback, an alternate method was proposed and agreed with partners as a short-term measure. The alternate method is based in the same method as above but provided a sense check against the influence of the maximum data point. Essentially the method used a previous year's (2019/20) Cost to Provide then applied inflation.

The disadvantage of this alternative method is that it ignores the (real life) cost data provided by those settings who were actually paying living wage at the rate that is now required.

Using the same method as above as the starting point this gives a cost to provide of £5.60 for 2019/20 (i.e. between 78th and 79th decile). SLW increase by 2.2% in 2020/21 giving a rate of £5.72. This was further inflated by an assumption of 2% to give a rate of £5.83 from August '21 (to accommodate SLW uplift in Nov '21 – the actual SLW inflation was 4%). With an 8% allowance for reinvestment this provided a rate of £6.30.

REPORT TO: **EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022**

SUBJECT: **EARLY LEARNING AND CHILDCARE – MAJOR AND MINOR INFRASTRUCTURE WORKS UPDATE**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the consequences of programme delays on the operation, costs and staffing of the Early Learning and Childcare (ELC) settings with planned major and minor infrastructure works.

1.2 To inform the Committee of plans for ELC major and minor infrastructure works in 2022 and 2023.

1.3 To inform the Committee of capital spend budget plans approved by Council on 29 June 2022 which include completion of infrastructure works for identified local authority nursery settings.

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

2. RECOMMENDATION

2.1 **It is recommended that Committee:**

(i) **Notes and scrutinises the consequences of potential programme delays for planned major and minor infrastructure works at designated nursery settings;**

(ii) **Notes the plans for outstanding major and minor ELC infrastructure works in 2022 and 2023; and**

(iii) **Notes the capital spend budget plans approved by Council on 29 June 2022 for completion of infrastructure works at identified local authority nursery settings.**

3.   BACKGROUND

3.1   At the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Warren noted the information report on Early Learning and Childcare – Major and Minor Infrastructure Works Update and asked that it be brought to the next meeting of the Committee to consider the effect of planned improvement works on performance.

3.2   Since August 2018, Moray Council's Early Learning and Childcare (ELC) team has been preparing for the expansion of funded ELC hours to increase from 600 to 1140. This expansion was originally scheduled to be completed by August 2020; however, due to the pandemic this was delayed by the Scottish Government until August 2021.

3.3   As part of the expansion programme, four new build nurseries have been constructed throughout various Associated School Group (ASG) areas in Moray including:
- Strathisla Children's Centre - Keith ASG
- Pilmuir Primary School Nursery - Forres ASG
- Cullen Primary School Nursery – Buckie ASG
- Linkwood Primary School Nursery - Elgin High ASG

3.4   In addition to new build facilities, six major refurbishments and three minor refurbishments of existing spaces were carried out including works at:
- Lady Cathcart Centre – Buckie ASG
- Burghead Primary School Nursery – Lossiemouth ASG
- Lhanbryde Primary School Nursery – Milnes ASG
- Mortlach Primary School Nursery – Speyside ASG
- Mosstodloch ELC Centre at Mosstodloch Primary School – Milnes ASG
- New Elgin Primary School Nursery – Elgin High ASG
- St Thomas Primary School Nursery – Keith ASG
- Hythehill Primary School Nursery – Lossiemouth ASG
- Kinloss Primary School Nursery – Forres ASG

3.5   One major refurbishment project remains outstanding at Aberlour Primary School which includes setting up one outdoor nursery space and siting one temporary bespoke nursery unit to serve as decant spaces during the refurbishment process. Following completion of works, both Aberlour Primary School Nursery (local authority operated) and Aberlour & Craigellachie Pre-School Nursery (partner provider operated) will return to the facilities in line with current operating arrangements.

3.6   Additionally, five minor refurbishment projects remain outstanding at Kinloss Primary School Nursery (Forres ASG), Findochty Primary School Nursery (Buckie ASG), Portgordon Primary School Nursery (Buckie ASG), St Peters Primary School Nursery (Buckie ASG) and Rothes Primary School Nursery (Speyside ASG).

3.7   The minor works at Kinloss Primary School Nursery were planned in 3 phases to allow works to be carried out during school holiday periods. Phase 1 and 2 are now complete and included upgrades to the toilets, kitchen and playroom

areas. Phase 3 remains outstanding and will include re-location of one primary school classroom door outwith the nursery area and the installation of a fob security system on nursery doors.

3.8   Delays were encountered in these remaining projects as a result of COVID-19 and ELC budget pressures.

3.9   Identified works were based on meeting National Standards and Care Inspectorate requirements and are essential in order to ensure facilities remain operational and thereby meet the capacity for current and future demand of funded ELC places within respective ASG areas. Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare to all 3-4 year olds and eligible 2 year olds as mandated by the Scottish Government.

3.10   A summary of recent Care Inspectorate inspection results can be found in the corresponding information report: Singleton Inspections of Early Learning and Childcare Centres – Published Reports March 2022 to June 2022. This report includes 2 settings which are part of the planned works, Portgordon Primary School Nursery and Aberlour & Craigellachie Pre-School Nursery. These settings both received lowered grades in areas which will be addressed as part of the works programme.

3.11   3 minute briefs and project mandates were completed for the above noted outstanding projects and submitted to the ELC Programme Board, Asset Management Working Group and Corporate Management Team (CMT) for consideration. Following these submissions, it was recommended that a request to complete infrastructure works for identified local authority nursery settings be included in the capital spend budget plans for review by Moray Council on 29 June 2022.

3.12   It was agreed at Moray Council on 29 June 2022 (para 22 of the minute refers) to include in capital budget plans:
- £900,000 – Aberlour Primary School project for the 2 associated nurseries
- £20,000 – Kinloss Primary School Nursery project
- £92,000 – Findochty Primary School Nursery project
- £110,000 – Portgordon Primary School Nursery project
- £137,000 – St Peters Primary School Nursery project
- £131,000 – Rothes Primary School Nursery project.

3.13   Above figures were provided by the Quantity Surveying (QS) team and are subject to fluctuation depending on the timeline for works to be completed which may impact on overall budget due to inflationary costs of building materials. The QS team has provided updated figures for the minor works which are noted in the Financial Implications section of this paper. The updated costs for the major project at Aberlour are still pending. Any further changes to original costings will be submitted at the meeting of Moray Council on 7 December 2022 for review of the capital plan.

3.14 A proposed timeline for the completion of the above noted projects is as follows:

Nursery	Planned works	Proposed timeline
Kinloss Primary School Nursery	Fob system to be installed on nursery doors connected to primary school; door leading into primary school classroom to be relocated outwith nursery area	Design team have advised Easter 2023 holidays
Findochty Primary School Nursery	Kitchen refurb/existing nursery toilets to be re-configured to include private nappy changing space (if possible replacement of flooring to be included)	Design team have advised Easter or summer 2023 holidays
Portgordon Primary School Nursery	Fob system to be installed on nursery exit doors; kitchen refurb/existing nursery toilets re-configured to include private nappy changing space	Fob works can be put through help desk as soon as possible once confirmed by Building Standards and carried out after hours if required; Design team have advised kitchen/toilet works Easter 2023
Rothes Primary School Nursery	Kitchen refurb/re-configure disabled toilet area to include nappy changing space	Design team have advised summer 2023 holidays
St Peters Primary School Nursery	Kitchen refurb/addition of nursery & staff toilets including private nappy changing space (if possible replacement of flooring to be included)	Design team have advised summer 2023 holidays
Aberlour Primary School Nursery / Aberlour and Craigellachie Pre-School Nursery at	Siting of 1 temporary unit at Aberlour PS/decanting of partner nursery in temporary unit/decanting of local authority nursery to	-Design team have advised drainage works during Easter holidays 2023 with siting of temporary unit and

Nursery	Planned works	Proposed timeline
Aberlour Primary School	outdoor space/major refurbishment of existing premises with both nurseries returning following completion of works	refurbishment works to follow - Outdoor nursery decant to be in place following Easter holidays 2023 - -Works estimated to be completed by October 2023

3.15 The proposed timeline is dependent on availability of DLO and external contractors. Head teachers and nursery managers will be kept informed of proposed works and timelines in order to ensure transparency at each stage and allow processes to be finalised through open discussion.

3.16 Advice from the Climate Change (CC) team notes that outdoor nursery provision produces considerably less carbon emissions. The CC team recommend adding a checkpoint review of the temporary outdoor provision utilised during the decant period to determine if there would be an opportunity to continue provision in this way for the local authority operated nursery setting.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

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

Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare hours to all 3-4 year olds and eligible 2 year old children.

(c) **Financial implications**
The estimated costs to complete outstanding major and minor infrastructure projects were expected to be approximately as follows:
- £900,000 – Aberlour Primary School for Aberlour Primary School Nursery/Aberlour & Craigellachie Pre-School Nursery
- £20,000 – Kinloss Primary School Nursery

- £92,000 – Findochty Primary School Nursery
- £110,000 – Portgordon Primary School Nursery
- £137,000 – St Peters Primary School Nursery
- £131,000 – Rothes Primary School Nursery

However, revised costs were provided by the Quantity Surveyor team for the minor projects on 02.09.22 as follows:
- £14,100 – Kinloss Primary School Nursery
- £66,800 – Findochty Primary School Nursery
- £41,500 – Portgordon Primary School Nursery
- £120,800 – St Peters Primary School Nursery
- £47,700 – Rothes Primary School Nursery

Updated costs are still pending for the major project at Aberlour. These estimated costs are subject to change depending on inflationary costs of building materials and overall timeline of work completion; however, a 10% contingency has been included within the estimates to allow for potential uplifts. Any update to above noted figures will be provided to full Council 7 December 2022 for consideration.

Investment of capital budget is required in order to meet National Standards and Care Inspectorate requirements to ensure continued operation of identified nursery settings in order to meet current and future demand for capacity of funded early learning and childcare spaces in respective ASG areas.

The timeline for works to be completed will be over 2022 and 2023 financial years. If slippage in proposed timeline occurs, works may extend until 2024 financial year. Where possible, works will be carried out as soon as possible in order to prevent further uplift in costs related to inflation and building material cost increases.

(d) Risk Implications
There is a risk that general inflation and the rise in building material costs will have an impact on the overall budget estimated for the outstanding projects to be completed. This would result in the need for additional capital funding to be requested in order to ensure identified works could be completed.

There is also a risk that the proposed timeline for the works will require to be altered further depending on the availability of internal and external contractors. Furthermore, there is a risk for disruption of service for settings in the event scheduled works take longer to complete than expected. This risk can be mitigated by developing a contingency plan to run services in an outdoor location on a short-term basis to allow any slight delays to be addressed.

There is a risk that Care Inspectorate grades will be negatively affected if inspections take place before remaining works can be completed. This has been evidenced at Aberlour Primary School Nursery, Aberlour & Craigellachie Pre-School Nursery and Portgordon Nursery where grades from recent inspections have been lowered from previous results. On-

going communication with Care Inspectorate will be maintained throughout each project's timeline in an effort to assure Care Inspectorate plans are in place for National Standards to be met in identified settings.

(e) Staffing Implications
The proposed works require staff input from the Early Years team, Finance, Property (including QS and Design teams) and Estates. However there are no direct staffing implications.

(f) Property
The proposed works would have impact on six primary school nursery locations in Speyside ASG, Buckie ASG and Forres ASG areas.

(g) Equalities/Socio Economic Impact

There are no implications arising directly from this report, however equalities impacts and considerations have been taken into account in previous ELC reports

(h) Climate Change and Biodiversity Impacts
This proposal has the potential to increase the Council's carbon emissions due to the building refurbishments and siting of temporary accommodation units. However, the option of refurbishment of the existing nurseries means that the carbon emissions are considerably less than that of any new build.

A positive implication is that substantial carbon savings and wider climate behavioural influence are possible via the provision of outdoor nursery facilities. It is therefore very important that a review point is included in plans to enable permanent continuation of this service if successful.

To address the negative implications, advice on further carbon reduction measures will be sought if required from the Council's Climate Change Team.

(i) Consultations
Depute Chief Executive, Head of Education (Chief Education Officer), Property Asset Manager, Chief Financial Officer, Asset Manager (Commercial Buildings), Principal Climate Change Strategy Officer, George Gunn, Climate Change Strategy Officer, Early Years' Service Manager, and Tracey Sutherland, Committee Services Officer have been consulted.

5. CONCLUSION

5.1 Committee is asked to note and scrutinise the consequences of potential programme delays for planned major and minor infrastructure works at designated nursery settings.

5.2 Committee is asked to note the plans for Early Learning and Childcare major and minor infrastructure works in 2022 and 2023.

5.3 **Committee is asked to note the investment of capital budget to complete outstanding ELC major and minor infrastructure works in identified nursery settings.**

5.4 **Committee is asked to note that any changes to original costing estimates will be submitted at the Moray Council meeting 7 December 2022 for review of the capital plan.**

Author of Report: Jennie Ordonez, Early Years Project Officer
Background Papers: SPMAN-1293228629-707 / SPMAN-1315769894-315 /
                       SPMAN-1315769894-329
Ref: SPMAN-1315769894-336

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
             COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: EARLY LEARNING AND CHILDCARE – CAPACITY AND
             DEMAND FOR FUNDED CHILDCARE PLACES UPDATE

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

1.   REASON FOR REPORT

1.1   To inform the Committee of how the demand is being met to provide Early Learning and Childcare (ELC) funded places in Moray

1.2   To inform the Committee of the registration process for funded ELC places, the current demand for ELC places within Moray including projected population by each Associated School Group (ASG) area and the capacity for funded ELC places within Moray.

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

2.   RECOMMENDATION

2.1   It is recommended that Committee:-

   (i)   scrutinise and note how demand is met to provide ELC funded places in Moray; and

   (ii) note the registration process for funded ELC places, the current demand for ELC places within each ASG area and the capacity for funded ELC places within Moray.

3.   BACKGROUND

3.1   At the meeting of Education, Children's and Leisure Services Committee on 24 August 2022, Councillor Warren noted the information report on Early Learning and Childcare – Capacity and Demand for Funded Childcare Places and asked that it be brought to the next meeting of the Committee to consider the impact of placements on travel costs for families.

3.2   Local authorities in Scotland have a statutory legislative duty to provide 1140 hours of funded early learning and childcare to all 3-4 year olds and eligible 2 year old children.

3.3   This is delivered by a combination of local authority nurseries, independent (private and third sector) ELC partner provider nurseries and partner provider childminders. Moray currently has 24 local authority nurseries, 39 partner provider nurseries and 37 partner provider childminders.

3.4   Attendance at early learning and childcare is not statutory, and it is for parents to decide whether they want their child to participate.

3.5   Children's eligibility for funded childcare is determined by date of birth as per the below chart:

Session 2022/2023

A child whose date of birth is between:	Will be eligible for a funded place from:	Type of place:
16 August 2017 and 28 February 2018	16 August 2022	Deferred Entry
1 March 2018 and 28 February 2019	16 August 2022	Pre-school
1 March 2019 and 31 August 2019	16 August 2022	Ante pre-school
1 September 2019 and 31 December 2019	9 January 2023	Ante pre-school
1 January 2020 and 29 February 2020	17 April 2023	Ante pre-school

3.6   Eligibility for 2 year old funded childcare is dependent on criteria relating to parents/carers receiving qualifying benefits such as income support, income-based job seekers allowance etc. This also includes children that are looked after, under a kinship care order or under a guardianship order. Once the child becomes eligible and takes up their place, they stay entitled to a place even if their parent's circumstances change (for example, if they no longer receive one of the qualifying benefits); however, parents must re-apply for their child's place as a 3 year old.

3.7   Registration for a 2 year old placement requires parents/carers to complete a registration form available to download from Moray Council's website or by contacting the ELC administration team to receive a hard copy of the form by post. Eligibility is then confirmed by the ELC administration team. It is the responsibility of the parent to contact the provider they wish to use once their eligibility has been confirmed.

3.8   Parents of 3-4 year old children are able to register during a two week period via an online application process in January for the following academic year that begins in August. For those families unable to utilise online registration, they are able to contact the ELC administration team by email or phone to receive a hard copy of the registration form or alternatively, they can request a hard copy from their nursery of choice.

3.9 Parents may choose to defer entry to primary school and elect to have their child attend nursery for one additional year if their child's 5th birthday falls between start of term in August and the end of February of the following year.

3.10 Parents of funded 3 and 4 year olds are asked to select up to three ELC provider settings in order of preference with the option to have their funded entitlement split between 2 providers. Where possible parents are awarded a place at their first choice, but as there are a limited number of places in each setting this is not always achievable. This is particularly the case for those children that do not start their funded place until January or April due to their date of birth.

3.11 Funded childcare places are allocated with priority given as follows:

- Child with existing attendance in the nursery
- Child resident in secondary catchment area and sibling in the nursery
- Child resident in secondary catchment
- Child with Co-ordinated Support Plan (CSP), and/or assessment by the Education Authority
- Child outwith secondary catchment area and sibling in the nursery
- Child outwith the secondary catchment area

Priority within any of the six categories above, where it is necessary to be determined, will be given to older children first and then to those resident closest to the setting (distance being calculated by the straight line method).

3.12 All registration records for nursery children are maintained on the operating system known as the Nursery Application Management System (NAMS) which allows projected figures to be extracted in advance of each scheduled intake period in August, January and April.

3.13 The current forecasted figures extracted from NAMS indicate that demand for ELC funded places for August 2022 will be accommodated within each ASG area. Further details are noted within **Appendix 1**.

3.14 The NAMS figures for August 2022 do not include uplifts for January and April intakes of children in the 2-3 age group that will turn 3 and become eligible for funded childcare throughout the year. As a comparison, in August 2021 the projected nursery enrolment was 1,314 children between ages 3-5 which then increased to 1,848 children by April 2022. This takes account of families accessing any level of funded hours.

3.15 Nursery age population figures based on CHI data from 2021, project that the population for this age group will continue to be similar each subsequent year from 2022-2024. This indicates that we will be able to continue meeting the demand for ELC funded places in the immediate future. Additional information is broken down within **Appendix 1** by each ASG area.

3.16 It is important to note that the projected population figures only provide the potential number of children that are eligible for funded early learning and childcare and do not reflect how many parents/carers will choose to take up their entitlement of 1140 hours or any part thereof.

4. **SUMMARY OF IMPLICATIONS**

    (a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
    The report links to the priority of working towards a financially stable Council that provides valued services to our Communities and providing a sustainable education service aiming for excellence as referred to in the Moray Council Corporate Plan.

    The report links to 'Building a better future for our children and young people in Moray' from the LOIP.

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

    Local authorities have a statutory legislative requirement to provide 1140 hours of funded early learning and childcare hours to all 3-4 year olds and eligible 2 year old children.

    (c) **Financial implications**
    As providing 1140 hours of funded early learning and childcare is a statutory legislative requirement, there will ongoing financial implications for Moray Council in regards to ensuring all eligible children and families have access to this service.

    There are no further 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 staff implications arising directly from this report.

    (f) **Property**
    There are no property implications arising directly from this report.

    (g) **Equalities/Socio Economic Impact**
    There is no requirement for an equality impact or socio economic impact assessment to be carried out.

(h) Climate Change and Biodiversity Impacts
There are no climate change or biodiversity impacts arising directly from this report.

(i) Consultations
Depute Chief Executive, Head of Education (Chief Education Officer), Early Years Service Manager, Susan Walker, Business Support Administrator and Tracey Sutherland, Committee Services Officer have been consulted.

5. <u>CONCLUSION</u>

5.1 Committee is asked to note and scrutinise how demand is met to provide ELC funded places in Moray.

5.2 Committee is asked to note the registration process for funded early learning and childcare hours.

5.3 Committee is asked to note the current demand for ELC places within Moray and projected population by each ASG area.

5.4 Committee is asked to note the capacity for funded ELC places within Moray.

Author of Report: Jennie Ordonez, Early Years Project Officer
Background Papers: N/A
Ref: SPMAN-1315769894-335/SPMAN-1315769894-333

Provider Name	Associated School Group (ASG)	Partner Provider/Local Authority	Current Registration August 22 *	Care Inspectorate (CI) Registered Capacity **	Registered to offer funded 2 year olds places	Service Model ***	Notes				Appendix 1
Cullen Primary School Nursery	Buckie	Local Authority	19	56	Yes	46 week and 50 week					
Findochty Primary School Nursery	Buckie	Local Authority	15	20	No	Term time					
Lady Cathcart Nursery	Buckie	Local Authority	38	50	Yes	46 week and 50 week					
Millbank Nursery	Buckie	Local Authority	31	40	No	Term time					
Portessie Playgroup	Buckie	Partner Provider	17	26	Yes	Term time					
Portgordon Primary School Nursery	Buckie	Local Authority	6	20	No	Term time					
Portknockie Nursery	Buckie	Partner Provider	13	20	Yes	Term time					
Rainbow Days	Buckie	Partner Provider	28	34	Yes	Term time					
St. Peter's RC Primary School Nursery	Buckie	Local Authority	40	40	No	Term time					
		Total Buckie ASG	207	306							
Bishopmill Pre-school Centre	Elgin Academy	Partner Provider	33	40	Yes	Term time					
Curious Minds Education Centre	Elgin Academy	Partner Provider	43	40	Yes	Term time					
Earthtime Elgin Forest School Nursery	Elgin Academy	Partner Provider	12	16	No	46 week					
East End School Nursery	Elgin Academy	Local Authority	11	20	No	Term time					
Liberty Kids	Elgin Academy	Partner Provider	36	95	Yes	Term time					
Rainbow Castle Childcare	Elgin Academy	Partner Provider	27	85	Yes	Term time					
Seafield Primary School Nursery	Elgin Academy	Local Authority	44	40	No	46 week and 50 week					
St. Sylvester's Nursery	Elgin Academy	Partner Provider	14	44	Yes	Term time					
Stramash Outdoor Nursery, Elgin	Elgin Academy	Partner Provider	45	42	Yes	Term time and 50 week					
The College Nursery	Elgin Academy	Partner Provider	26	60	Yes	Term time					
V.I.P. Childcare - Moray	Elgin Academy	Partner Provider	36	67	Yes	Term time and 50 week					
		Total Elgin Academy ASG	327	549							
Ark Childcare Ltd	Elgin High	Partner Provider	33	90	Yes	Term time and 50 week					
Jack and Jill Nursery School	Elgin High	Partner Provider	27	60	Yes	Term time					
Linkwood Nursery	Elgin High	Local Authority	46	56	No	46 week and 50 week					
Magic Roundabout Childcare Centre	Elgin High	Partner Provider	30	40	No	Term time					
Magic Roundabout Childcare Centre	Elgin High	Partner Provider	60	86	Yes	46 week					
Miltonduff Pre-school Group	Elgin High	Partner Provider	13	26	Yes	Term time					
New Elgin Primary School Nursery	Elgin High	Local Authority	23	24	No	Term time					
		Total Elgin High ASG	232	382							
Drumduan School	Forres	Partner Provider	16	38	No	Term time					
Dyke Pre-school Centre	Forres	Partner Provider	15	20	Yes	Term time					
Hop, Skip & Jump Nursery	Forres	Partner Provider	20	34	Yes	Term time					
Kinloss Primary School Nursery	Forres	Local Authority	15	15	No	Term time					
Noah's Ark Day Care	Forres	Partner Provider	30	42	Yes	Term time	does not operate at full capacity due to functional capacity issues				
Pilmuir Primary School Nursery	Forres	Local Authority	35	60	Yes	46 week and 50 week					
Rainbow Childcare and Education Ltd	Forres	Partner Provider	44	34	Yes	46 week					
Spring Kinloss	Forres	Partner Provider	30	100	Yes	Term time and 46 week					
		Total Forres ASG	205	343							
Flexible Childcare Services Keith	Keith	Partner Provider	39	63	Yes	Term time, 46 and 50 week					
Keith Play Centre Nursery & Rising 3's	Keith	Partner Provider	16	35	Yes	Term time and 46 week					
Keith Primary School Nursery	Keith	Local Authority	22	30	No	Term time					
Newmill Nursery and Little Stars	Keith	Partner Provider	14	15	Yes	Term time					
Rothiemay Playgroup	Keith	Partner Provider	8	12	No	Term time					
St. Thomas Primary School Nursery	Keith	Local Authority	12	20	No	Term time					
		Total Keith ASG	111	175							

Item 12.*

Provider Name	Associated School Group (ASG)	Partner Provider/Local Authority	Current Registration August 22 *	Care Inspectorate (CI) Registered Capacity **	Registered to offer funded 2 year olds places	Service Model ***	Notes					
Burghead Primary School Nursery	Lossiemouth	Local Authority	19	20	No	Term time						
Earthtime's Forest School Nursery	Lossiemouth	Partner Provider	28	50	Yes	Term time						
East Beach Nursery	Lossiemouth	Partner Provider	31	44	Yes	Term time and 50 week						
Hopeman Primary School Nursery	Lossiemouth	Local Authority	14	20	No	Term time						
Hythehill Primary School Nursery	Lossiemouth	Local Authority	20	20	No	Term time						
Ladybird Development Group	Lossiemouth	Partner Provider	10	15	Yes	Term time						
Little Learners	Lossiemouth	Partner Provider	2	34	Yes	50 week						
RAF Lossiemouth Childcare Centre	Lossiemouth	Partner Provider	48	131	Yes	Term time and 50 week						
St. Gerardine Primary School Nursery	Lossiemouth	Local Authority	26	40	No	Term time	does not operate at full capacity due to functional capacity issues					
		Total Lossiemouth ASG	198	374								
Fochabers Nursery and Out of School	Milnes	Partner Provider	32	50	Yes	Term time						
Garmouth & Kingston Pre-School Group	Milnes	Partner Provider	6	40	Yes	Term time						
Lhanbryde Primary School Nursery	Milnes	Local Authority	21	48	Yes	46 week and 50 week						
Milne's Primary School Nursery	Milnes	Local Authority	12	24	No	Term time						
Mosstodloch Early Learning & Childcare	Milnes	Partner Provider	26	32	No	Term time						
		Total Milnes ASG	97	194								
Aberlour and Craigellachie Pre School	Speyside	Partner Provider	19	24	Yes	Term time						
Aberlour Primary Nursery School	Speyside	Local Authority	12	20	No	Term time						
Busy Bee's Childcare	Speyside	Partner Provider	9	16	Yes	50 week						
Knockando Playgroup	Speyside	Partner Provider	13	14	No	Term time						
Mortlach Primary School Nursery	Speyside	Local Authority	8	15	No	Term time						
Rothes Primary School Nursery	Speyside	Local Authority	16	17	No	Term time						
The Cabin	Speyside	Partner Provider	11	24	Yes	Term time						
Tomintoul Primary School Nursery	Speyside	Local Authority	6	20	No	Term time						
		Total Speyside ASG	94	150								
		Total Moray	1471	2473								
In addition to current registration of 1455 children, there are an additional 36 children receiving funded hours from August 2022 with childminders throughout Moray.												
*Please note current registration figures do not include January and April intake children.												
** Capacity figures do not take into account non-funded places for children at partner provider settings as these are not held in the NAMS system which records funded childcare places only. Some partner provider nurseries are registered with Care Inspectorate to provide service to children from varying ages ranging from birth through 14 years of age; therefore, a registered capacity does not indicate all places will be for funded 3-4 year olds and eligible 2 year olds.												
*** Settings which operate on a 46 week or 50 week model are able to provide up to 2 sessions per day so registered capacity has potential to double number of children served.												

Nursery Population Forecasts 2022- Based on CHI data from 2021

ASG	CHI Data				
	1-2	2-3	3-4	4-5	Total 3-5s
Buckie High	128	145	110	136	246
Elgin Academy	148	150	142	151	293
Elgin High	149	143	137	133	270
Forres Academy	132	139	148	122	270
Keith Grammar	66	62	69	80	149
Lossiemouth High	99	103	109	116	225
Milne's High	63	66	71	73	144
Speyside High	53	67	62	69	131
Total	838	875	848	880	1728

Nursery Population Forecasts 2023- Based on CHI data from 2021

ASG	CHI Data			
	2-3	3-4	4-5	Total 3-5s
Buckie High	128	145	110	255
Elgin Academy	148	150	142	292
Elgin High	149	143	137	280
Forres Academy	132	139	148	287
Keith Grammar	66	62	69	131
Lossiemouth High	99	103	109	212
Milne's High	63	66	71	137
Speyside High	53	67	62	129
Total	838	875	848	1723

Nursery Population Forecasts 2024- Based on CHI data from 2021

ASG	CHI Data		
	3-4	4-5	Total 3-5s
Buckie High	128	145	273
Elgin Academy	148	150	298
Elgin High	149	143	292
Forres Academy	132	139	271
Keith Grammar	66	62	128
Lossiemouth High	99	103	202
Milne's High	63	66	129
Speyside High	53	67	120
Total	838	875	1713

REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE 2 NOVEMBER 2022

SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND
CHILDCARE CENTRES – PUBLISHED REPORTS MARCH 2022
TO JUNE 2022

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

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 Care Inspectorate which were
published between March 2022 and June 2022. These were;

Linkwood Nursery, Elgin
Portgordon Nursery, Portgordon
Rainbow Days Nursery, Buckie
Aberlour and Craigellachie Pre School, Aberlour
Mosstodloch Nursery, Mosstodloch
Pilmuir Nursery, Forres

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 the Committee consider and note the findings
and their effects on performance**

3. BACKGROUND

3.1 At the meeting of Education, Children's and Leisure Services Committee on
24 August 2022, Councillor Warren noted the information report on Early
Learning and Childcare – Singleton Inspection of ELC Centres and asked that
it be brought to the next meeting of the Committee to consider the findings
and their effect on performance.

3.2 The Care Inspectorate carries out inspections of care services, including day care of children's services. Providers are inspected against a Framework of Quality Themes and Statements and the National Standard.

3.3 The Care Inspectorate resumed face to face ELC scrutiny in Autumn 2021 after COVID-19 restrictions impacted on their work.

3.4 The six services noted are the last to have scrutiny under the old quality framework and subsequently have reports finalised and published.

3.5 Until end of June 2022, Care Inspectorate Officers graded services and published 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

3.6 Following publication, inspection reports are available through ELC centres and online at www.careinspectorate.com.

3.7 The education authority will give guidance and support, as appropriate, to both school nursery settings 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.

3.8 During this reporting period there were 6 Singleton Inspection reports received.

Name of Early Learning and Childcare Provider	Date of Inspection
Linkwood Nursery, Elgin	18 March 2022
Portgordon Nursery, Portgordon	30 March 2022
Rainbow Days, Buckie	26 April 2022
Aberlour and Craigellachie Pre School, Aberlour	5 May 2022
Mosstodloch Nursery, Mosstodloch	23 May 2022
Pilmuir Nursery, Forres	8 June 2022

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

3.10 Linkwood, Mosstodloch and Pilmuir received grades 4 or above which means they are meeting the National Standard.

3.11 These services continue to work in partnership with Moray Council and have access to the Early Years Teaching Team alongside their respective Continuous Improvement Officer.

3.12 Portgordon, Rainbow Days and Aberlour and Craigellachie Pre-School all dropped below grade 4 in one area of their inspection. Recommendations are summarised in **Appendix 1**.

3.13 The table below highlights the area where the grade has dropped and the planned improvement work to support ELC settings;

ELC setting	Quality Framework area	Plans for improvement/support
Portgordon Nursery	Quality of Management and Leadership	Recruitment of new nursery manager. Ongoing support from Continuous Improvement Officer (East) Minor works planned for 2023 will enhance open ended play opportunities.
Rainbow Days	Quality of Management and Leadership	Safer recruitment practices developed.
Aberlour & Craigellachie Pre-school	Quality of Environment	Support from Continuous Improvement Officer (East) with environment audit. Capital works planned for 2023 which will enhance environment.

3.14 Each of the services is in the East of Moray and will receive continued support from Teaching and Learning Teachers as well as the support noted above. Portgordon Nursery has a new nursery manager that will start on 5th September therefore meeting one of the outstanding requirements.

3.15 The current gradings of these three services will not impact on their partnership agreement with Moray Council to deliver funded Early Learning and Childcare hours.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
This report relates the priority 'Provide a sustainable education service aiming for excellence' from the Corporate Plan and to 'Building a better future for our children and young people in Moray' from the LOIP.

(b) Policy and Legal

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

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

(c) Financial implications

None arising directly from the report.

(d) Risk Implications

None arising directly from the report.

(e) Staffing Implications

None arising directly from the report.

(f) Property

None arising directly from the report.

(g) Equalities/Socio Economic Impact

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

(h) Climate Change and Biodiversity Impacts

None arising directly from the report.

(i) Consultations

Head of Education (Chief Education Officer), Continuous Improvement Officer (West), Continuous Improvement Officer (East), Early Years Project Officer and Principal Teacher Early Years Education Service 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: Hazel Sly, Early Years' Service Manager
Background Papers:

https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=309996
https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=309979
https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=310259
https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=310617

Ref: SPMAN-1315769894-337/SPMAN-1315769894-334

Summary of numbers of recommendations and requirements made to providers.

Provider	Number of Recommendations	Number of Requirements
Linkwood Nursery, Elgin	0	0
Portgordon Nursery, Portgordon	2	0
Rainbow Days, Buckie	2	0
Aberlour & Craigellachie Pre School, Aberlour	1	0
Mosstodloch Nursery, Mosstodloch	0	0
Pilmuir Nursery, Forres	0	0

Details of gradings, recommendations and requirements made to providers.

Linkwood Nursery, Elgin
Unannounced

Gradings

Quality of Care and Support	5
Quality of Environment	5
Quality of Staffing	5
Quality of Management and Leadership	5

(N/A – Not Assessed)

Recommendations
- None

Requirements
- None

Portgordon Nursery, Portgordon
Unannounced

Gradings

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

(N/A – Not Assessed)

Recommendations
- To further support children's engagement and interest in activities the provider, manager and staff should review the organisation of resources and extend open ended play materials both inside and outside.
- To support the journey of improvement, the provider and manager should establish a clear vision for the service and a robust continuous process of self-evaluation.

Requirements

- None

Rainbow Days, Buckie
Unannounced

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

 (N/A – Not Assessed)

Recommendations
- To support robust recruitment procedures, the provider should ensure that two references are always sought prior to appointing new staff.
- To support the journey of improvement, the provider and manager should establish a clear and shared vision for the service. The manager's role should be clearly defined and be awarded sufficient time so that a robust continuous process of self-evaluation and quality assurance can be established.

Requirements
- None

Aberlour & Craigellachie Pre-school, Aberlour
Unannounced

Gradings

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

(N/A = not assessed)

Recommendations
- To further support children's engagement and interests in activities, the manager and staff should declutter and review the organisation of furnishings and play materials within the playroom.

Requirements
- None

Mosstodloch Nursery, Mosstodloch
Unannounced

Gradings

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

(N/A = not assessed)

Recommendations
- None

Requirements
- None

<u>Pilmuir Nursery, Forres</u>
Unannounced

Gradings

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

(N/A = not assessed)

Recommendations
- None

Requirements
- None

REPORT TO: EDUCATION CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 2 NOVEMBER 2022

SUBJECT: INFORMATION REPORT: NORTHERN ALLIANCE PROGRESS AND IMPACT REPORT 2021-22 AND PHASE 4 REGIONAL IMPROVEMENT PLAN

BY: DEPUTE CHIEF EXECUTIVE, EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT

1. REASON FOR REPORT

1.1 To inform the Committee of the latest progress and impact report for the Northern Alliance along with the Phase 4 Regional Improvement Plan for the Northern Alliance Regional Improvement Collaborative.

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

2. BACKGROUND

2.1 Regional Improvement Collaboratives (RICs) were established by the Scottish Government in 2018 to bring local authorities and Education Scotland together with the aim of improving collaboration in education between schools and Councils as well as adding value to the work of local authorities.

2.2 The Northern Alliance is a Regional Improvement Collaborative (RIC) between eight local authorities, across the north and west of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chance of our children and young people through collaboration.

Regional Improvement Plan Phase 3: Progress and Impact

2.3 Now at the end of the Phase 3 of the Regional Improvement Plan, the Northern Alliance local authorities remain committed to improving outcomes and closing the attainment gap across our wide and varied communities through working together and adding value to local authority activity.

2.4   The Northern Alliance continues to strive to achieve Workstream priorities which remain aligned to the National Improvement Framework (NIF) Priorities and have been developed collaboratively with local authority practitioners and national partners.

2.5   The Northern Alliance Progress and Impact Report 2021-22 can be found at Appendix 1 to this report and it sets out the work which has been achieved over the final year of the Phase 3 Northern Alliance Plan.

2.6   Throughout the pandemic and specifically over the past year, colleagues across the RIC have continued to work hard to develop meaningful and active collaboration which can truly make a difference to practitioners in their day-to-day work and which ultimately supports us all in improving outcomes for children and young people. Much of this has been achieved through our improvement strategy, which is known as the CCITI model (Connect, Collaborate, Innovation and Ideas, Try Out and Test and Improvement). Two schools in Moray were involved in this to support them in their improvement journeys (St Gerardine Primary, Lossiemouth and Speyside High School, Aberlour) with a Quality Improvement Officer working with them and one of the RIC leads.

2.7   Throughout the Phase 3 Plan, the RIC has also focused on increasing its reach and impact, mainly through the ongoing promotion of digital engagement and this has resulted in over 1,667 collaborative engagements involving over 18,000 professionals from across the eight local authorities and Education Scotland. In addition, the RIC has 57 active Microsoft Teams operating with almost 3,000 memberships and the Northern Alliance newsletter has in excess of 4,500 subscribers. Given our geography as a RIC, communication remains of significant importance and they will continue to do all they can to improve the reach to support as many practitioners and schools as they can to add value to the support already provided at a local authority level. The engagement supports a 'bottom up' empowerment approach to engage with practitioners and leaders at all levels.

Regional Improvement Plan Phase 4

2.8   Session 2022-23 marked the final year of the current regional improvement planning cycle and since January 2022, the RIC has undertaken its most significant engagement exercise to date with schools across the Northern Alliance as it has developed the Phase 4 Plan and priorities. This involved undertaking 22 live engagement sessions, involving 460 practitioners, resulting in over 1400 contributions which were used in shaping the Phase 4 Plan. Moray were involved in this across the Education department.

2.9   The RIC remain committed to the vision of developing a culture of collaboration, sharing of expertise and creating local networks to improve the educational and life changes of our children and young people. The Phase 4 Plan (2022 – 2025) has been developed in line with Michael Fullan's Right Drivers for Whole System Success;

- Wellbeing and Learning (Feeling well and learning well)
- Social Intelligence (How we work and learn together)

- Equality Investments (How we break down barriers to wellbeing and learning)
- Systemness (Working together to improve our system)

2.10 This work aligns with the current Education Strategic Plan 2020-23 as follows:

- Wellbeing and Learning (Learning and Teaching and Curriculum)
- Social Intelligence (Self-evaluation for Self-improvement)
- Equality Investments (Supporting all learners)
- Systemness (Leadership)

2.11 Full detail of all planned improvement activity for each workstream priority can be found in the Regional Improvement Plan: Phase 4 in **Appendix 2**.

2.12 The tenure of the current Regional Improvement Lead comes to an end in December 2022 (Director of Education and Children's Services, Aberdeenshire Council) and will hand over to the Executive Director of Education, Leisure and House in Orkney Islands Council who will take over until December 2023.

3. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)**
(LOIP)) Reflective of priorities within the Corporate Plan with particular regard to (3) provide a sustainable education service aiming for excellence and (4) day to day service delivery in line with council values of ambitious, improving and responsive. With regards to the 10 Year Plan (Local Outcomes Improvement Plan LOIP), (2) building a better future for our children and young people in Moray through equity of learning experience offered across our schools.

(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 with agreement from the Scottish Government that funding will continue until March 2023. A guarantee of continued funding would provide stability for the collaborative in moving forward with the regional improvement plan as we strive towards realising the vision for our children and young people across the Northern Alliance. Discussions are currently ongoing between Scottish Government, Association of Directors of Education Scotland (ADES) and Education Scotland around the future direction of RICs further to the publication of a Scottish Government commissioned review into the RICs which was published in late October 2021.

(d) **Risk Implications**
There are no risks arising directly from the report however there may be risks in lack of engagement with the RICs from individual practitioners, Early Learning and Childcare settings and schools which will result in missed opportunities to collaborate with colleagues across the Alliance.

(e) Staffing Implications

There is one workstream lead who is seconded from a Moray school and this post is currently being backfilled.

(f) Property

There are none arising from this report.

(g) Equalities/Socio Economic Impact

There are none arising from this report.

(h) Climate Change and Biodiversity Impacts

The majority of collaboration is carried out virtually which has a positive impact on the climate with no need for travel etc.

(i) Consultations

Senior officers in Education, Head of Education Resources and Communities, Equal Opportunities Officer, Human Resources Senior Advisor, Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

4. CONCLUSION

4.1 Committee are provided with this report for information so that there is a greater understanding of work to date and planned across the Northern Alliance.

Author of Report:	Vivienne Cross, Head of Education (Chief Education Officer)
Background Papers:	Regional Improvement Collaboratives (RICs) Interim Review
Ref:	SPMAN-1315769894-341 / SPMAN-1315769894-342/ SPMAN-1315769894-343

PROGRESS & IMPACT REPORT

2021-22

CONTENTS

FOREWORD

As the current Regional Improvement Lead, I am pleased to share an overview of progress and activity for 2021-2022 as we strive towards collaborative improvement. Networks across our local authorities continue to grow with increasing numbers of people engaging with activity. This year also marks the end of our current plan and therefore an opportunity to reflect on the last 3 years as we move into the next phase of regional improvement and collaboration.

Phase 3 has been a significant period of development for the Northern Alliance, and it is encouraging that we continue to see increased engagement across our eight local authorities despite the ongoing challenges faced in our Scottish education system, in our own local contexts and across the world.

The Covid-19 pandemic provided the catalyst for refocusing on our vision and aim as a collaborative and from there we responded by adding value to school/ setting and local authority activity where needed. As we emerge from the pandemic, we have been considering the significant challenges and opportunities our 21st century learners will face as citizens of the future. To make sure we get it right for all of our learners, we have been engaging with Michael Fullan's Right Drivers for Whole System Success. You can read about how we have been using the drivers to shape our current and future activity later in this report, which reflects the real value of collaboration; working together to share practice, solve problems and try out new and innovative ways of working.

Despite the challenges we have all faced in the past two years, we look forward to extending and deepening our collaborative activity in the next phase of our plan. Thank you to everyone who has played their part in shaping the Northern Alliance so far.

Laurence Findlay, Regional Improvement Lead
July 2022

Driving Improvement from within the Northern Alliance

Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people.

Our vision sets out how we as a collaborative of 8 local authorities should work together to improve outcomes for all our learners. The tricky bit is how we do work together. Michael Fullan, a worldwide expert in Whole System Change in Education, in his book 'Coherence', states, *'Collaborating is not just about creating a place where people feel good but rather cultivating the expertise of everyone to be focused on a collective purpose.'*

In other words, collaboration is no use unless it leads to impact. But we do know that in order to achieve impact, the most powerful way is through meaningful collaboration – hence the purpose of our RICs.

Over the course of the Phase 3 plan, we have worked together to gain clarity around what it means to meaningfully collaborate. This has resulted in the development of the Northern Alliance Collaboration Framework, which was developed and then tested within our networks.

The Framework helps us to understand what effective collaboration looks and feels like, with four core principles and ten indicators, taking you from *'latent collaboration'* to *'active collaboration'*. Our Collaboration Framework has helped us to get better at working with people across the Northern Alliance and it is now supporting colleagues in schools and settings to do the same.

As we have gained a deeper understanding of collaboration, our activity within the RIC has evolved. In the early days of Phase 3, most of our activity was focused on professional learning offers which tended to be more about 'learning from an expert' as opposed to learning with and from one another.

CONNECT TO COLLABORATE

We need to know that our collaborative activity within the Northern Alliance is having a positive impact on our learners. In order to do that, we developed an **improvement strategy called CCITI,** and we promote its use at school/setting and even local authority level. **CCITI** provides the road map for our journey towards improvement through the 5 points of *Connect, Collaborate, Innovation and Ideas, Try Out and Test,* and *Improvement.*

Our professional learning offer is now less focused on 'one off' sessions and is more about learning over time, which builds relationships and enables practice to be shared. This year, our data tells us that only 25% of our collaborative activity was focused on professional learning, with the remaining 75% of our collaborative activity focused on working together to share learning, solve problems and shape future activity. **Over the life of the phase 3 plan, there has been a total of 1,667 collaborative engagements with approximately 18,275 professionals engaged in total.** In addition to working across our 8 local authorities, we also work closely with the Education Scotland Northern Team, as well as national Education Scotland members.

Learning and practice are also shared with colleagues from the other Regional Improvement Collaboratives (RICs), and we are beginning to collaborate on projects together. National partners such as the Data for Children's Collaborative (with UNICEF) have worked with us to explore how we can more effectively use data to identify children affected by poverty in the Northern Alliance.

We have also engaged in several research projects over the phase 3 plan and have worked in partnership with our universities to support us with this activity. Most recently, the University of Aberdeen carried out research into shared headships across the Northern Alliance and we look forward to the report being published in the early autumn.

One of the real challenges which we are working to overcome is around how we share opportunities for working and learning together.

Moving to an online world as a result of Covid, we began to use Microsoft Teams to facilitate meeting and learning together. It was a real joy to be able to continue to connect and collaborate virtually and our networks have really taken off as we have become more confident and capable.

At present, **we have 57 active Northern Alliance Teams, with 2,901 memberships.** Not only does Microsoft Teams enable us to connect and collaborate, but **we can also share resources and signpost to national polices and practice.** Since September 2020, a total number of **1,984 resources** have been shared via our Teams. However, the use of Teams has not been without its challenges. Colleagues within some of our local authorities struggle to connect to Teams – mainly because of their familiarity with using Glow or because of security restrictions within their corporate Teams. However, perseverance usually wins the day and over time we are seeing fewer issues. Moving forward, we plan to work even more closely with local authority digital leads to further improve online collaboration.

Feedback tells us that people are sometimes not aware of opportunities for collaborating. Our newsletter format has evolved over time and now people can subscribe and receive regular updates via email. At last count, we had **4,575 subscribers**.

We use SharePoint to share resources developed within our workstreams. Over the Phase 3 plan, we have gained a total of **73,062 site visits, with over 7,000 unique views.** Social media has also been helpful in raising awareness of RIC activity and we currently have **5,472 @NAllianceScot Twitter followers,** and we also have accounts for our Early Years, 1+2 Languages, Closing the Gap and Secondary Curriculum workstreams – with a grand total of **8,961 followers**. You can read some of our Twitter feedback here.

Each day throughout December, we also shared examples of our learning and collaborative activity via 'Snow and Tell' - an online celebration of learning. Snow and Tell 2021 received **1,600 views throughout December and into January 2022.** This is a great way for us to share learning and raise awareness of our RIC activity.

Over the past year, we have also been testing the water with a Facebook page. Early signs are that this will be a welcome addition to our social media communication toolbox! However, there is more to be done in this area and as we move into phase 4, we have plans to further improve our reach across all 8 local authorities.

INNOVATION AND IDEAS

Another key action within our vision is to create networks so that people can learn with and from one another. Central to our workstreams are our networks of practitioners who come together to **problem solve, share practice and learning** – both at operational and strategic level. You can read about the wide range of exciting improvement activity taking place within our workstreams later in this report.

TRY OUT AND TEST

At workstream level, we work together to monitor progress towards our priorities over time and we use a monthly progress tracker to help us understand where there are barriers and where there are opportunities to learn from one another. We use an improvement methodology called the '**Model for Improvement**' to help us develop shared aims, meaningful measures and data processes to capture progress over time. As of April 2022, only 3 of the 45 measures listed were not 'on track' or 'achieved' and this was mainly as a result of waiting for case studies to be completed by busy practitioners.

IMPROVEMENT

The CCITI strategy provides us with a structure to capture improvement within the RIC. We capture both qualitative and quantitative data at each point to help us understand whether the changes we are making are leading to improvement. As our networks test and try out innovative approaches and ideas, their improvement activity is captured via case studies, so that their practice and learning can be shared across the system. Over the past two years, we have captured many case studies which share learning in a range of different contexts – from Early Years to CLD and from play based pedagogy to retrieval practice. Our case studies are shared via the **Northern Alliance 'Our Journey' website**, which was established in 2021 to evidence improvement activity across the Northern Alliance.

It is remarkable that such progress has been made by practitioners in busy schools and settings at a time when colleagues have been navigating the challenges brought about by Covid, as well as working within an education system which is experiencing significant change. However, colleagues have also stated that they have found the opportunity to come together and share their experiences not only improves their practice, but also helps them to feel more energised and increases motivation. As we move forward, we need to do more of this – reduce silo working and work more closely together so that we can share what works well and tackle some of the problems we share together. That way, we have the best chance to improve outcomes for all our learners – together.

"Children are the Priority
Change is the Reality
Collaboration is the Strategy."
Judith B - Washington State Superintendent.

The Right Drivers for Whole System Success

We have been engaging with Michael Fullan's _Right Drivers for Whole System Success_ to shape how we move forward as a Regional Improvement Collaborative:

- Wellbeing and Learning – _learning well and feeling well_
- Social Intelligence – _how we work and learn together_
- Equality Investments – _breaking down barriers to learning and wellbeing_
- Systemness (super driver) – _connecting across and blurring our boundaries - building a shared responsibility for improving outcomes._

Michael Fullan shared _'The Right Drivers for Whole System Success'_ with the world in February 2021, just as we all began to realise that there was no 'normal' or 'getting back to normal'. Things were changing and we needed to make sure that they were changing for the better. The Drivers don't state anything new or different to what we already know, however they bring a sense of clarity around what we need to focus on for our learners and for one another as we move forward within the 21st century.

As a team we listened to the podcasts, we engaged in the webinars, and we talked about how the Drivers could support us in our work as a RIC. We are now using the Drivers to improve how we **connect with our networks, develop our practice, and learn with and from each other.** This is helping to deepen our understanding of the Drivers and more importantly, begin to shape what they may look like in our schools and settings. You can read about how our workstreams, and their networks have engaged with the Drivers within the workstream overviews.

Michael Fullan has been very supportive of the Northern Alliance, providing us with feedback on how we are engaging with the Drivers. In our December newsletter, Michael Fullan shared his latest reflections on the Right Drivers:

> _"I realize it now that the drivers are best seen as a 'treasure map', not a blueprint. No system change worth its salt has ever come about via a blueprint. All system change combines planned and unplanned happenings – planned ideas which fail and succeed (hopefully retaining much of the latter); unplanned events and ideas being sorted to retain the most useful ones. "_

There is no blueprint for success or for moving forward and we cannot copy what works well in one context and expect it to lead to success within our own. What we can do is use a treasure map, with key landmarks and pitfalls to negotiate, and important milestones to achieve - learning with and from one another along the way.

Evaluating Phase 3 - Workstream Summaries

CURRICULUM

Early Years

Throughout the course of the phase 3 plan, the Early Years Workstream has **built strong and supportive collaborative networks** making connections across the workforce including partner providers and childminders. Agile ways of working have arisen from the pandemic and the use of technology has supported the development of networks across the RIC, allowing practitioners to connect, learn and improve together. These networks now sit within the overarching *Early Years Connect to Collaborate* team in Glow, which acts as a "base camp" for workstream activity. The Team established in 2021, was created in response to the practitioner ask to connect with others during the challenge of Covid lockdown.

The Early Years Workstream connects with partners locally, regionally and nationally to ensure there is a focus on developing a consistent and high-quality Early Level offer across the RIC. At Strategic Lead Level the Workstream supports and facilitate sharing of practice, information and peer networking while connecting and feeding back to increase agency and a culture of leadership at all levels.

Click here to read the Early Years Workstream 2021-22 Progress & Impact Report

1+2 Language Development

The 1+2 Languages Development Workstream has gone from a strategic group meeting infrequently into a **true collaboration of language leaders and practitioners** across authorities and of partners with ongoing CLPL opportunities and resource development. From initial developments of the 1+2 site on the Northern Alliance Glow SharePoint to the family learning site developed in response to the pandemic, and **increased shared CLPL programme and Teacher Hub**, the Workstream continues to mature as a network and respond to practitioner need and feedback.

Collaboration has grown from **sharing approaches and expertise** within our Northern Alliance authorities to involvement in wider projects, including the development of a University Mentor Scheme with SCILT and further collaboration on resource creation with other local authorities including Angus and West Lothian.

Looking into Phase 4, the Workstream will continue to **collaborate to support consistency and sustainability** in 1+2 implementation across the Northern Alliance focusing on areas such as teacher confidence in language and pedagogy as identified in the national 1+2 Languages survey.

Click here to read the 1+2 Language Development Workstream 2-21-22 Progress & Impact Report

Numeracy and Maths

Over the course of the Phase 3 plan, the workstream has worked across primary and secondary sectors to **share effective approaches to learning and teaching** in numeracy and maths. Before COVID-19, the workstream hosted it's first maths conference. Subsequently as we moved into lockdown, our online capacities to facilitate these conferences and extend our reach grew in size. This led to greater networking and sharing of expertise from across the region and country.

Small scale tests of change also had to adapt to the changing context. Our fractions development project with primary practitioners in Shetland was adapted. This project aimed to **develop the key pedagogical practices** which promote understanding in fractions. Why? Because a strong knowledge of fractions in primary school is a strong predictor of secondary maths attainment. Translating the lessons of the small scale test of change, we opened up opportunities for development across the region - inviting primary teachers to develop their pedagogical practice in regards to fractions. Through robust evaluation methodologies, we can report that there has been a **statistically significant increase in fractions attainment.**

The key learning from these activities as well as the Phase 3 plan are proving beneficial to **informing wider practice and developments** through the National Response to Improving Mathematics in Scotland, with the workstream sharing experiences and learning within the national partnership board - highlighting what is working well and where the system required additional support.

Click here to read the Numeracy & Maths Workstream 2021-22 Progress & Impact Report

Primary and Secondary Curriculum (2020-2022)

The Primary and Secondary Curriculum Workstreams have made significant steps in bringing practitioners together through networks to share practice and learning, as well as a wide-ranging professional learning offer.

The **Northern Alliance COVID-19 Transitions Framework** was developed in response to the global pandemic, based on principles from Prof. Aline-Wendy Dunlop. The framework **supported children, parents and education staff** in the transition to school or ELC during the significantly challenging period. Cohorts of practitioners have also engaged in Transitions CLPL providing opportunity to collaborate and share tools to use in their own contexts in t.

The development of the **Secondary Subject Support Groups** (SSGs) has seen increased engagement with secondary practitioners in RIC activity. Established to provide **opportunities to connect, share ideas, experiences and learn together**, the SSGs have achieved 916 memberships across 26 groups (and still rising) - each one shaped by the needs of the specific group. SSG CLPL events have been hosted on areas such as BGE tracking and monitoring, and development work on moderation has also featured. The groups are also self-sustaining with members taking lead roles in management and facilitation.

Click here to read the Curriculum Workstream 2021-22 Progress & Impact Report

Raising Attainment and Closing the Poverty Related Attainment Gap

Activities developed by the workstream focussed initially on raising awareness and understanding around the relationship between child poverty and educational attainment. Given the challenges posed by COVID-19 for families and learners, a series of collaborative professional learning sessions were developed around the theme of equity. *Promoting Equity Week* saw 598 people sign up to online sessions resulting in increased awareness, knowledge and understanding, as reported by practitioners.

These wide ranging engagements built the foundations for further areas of improvement over the phase 3 plan in **collaboration with partners locally, regionally and nationally**. This has included joint activity with Education Scotland and working with schools to further develop approaches to quality improvement. There has been a focus on trying out new and innovative ways of working, creating meaningful measures and looking at our data over time in order to improve outcomes for all learners.

Click here to read the Raising Attainment & Closing the Gap 2021-22 Workstream Progress & Impact

Equalities

Over the course of the phase 3 plan, the Equalities workstream has focused on increasing **practitioner engagement and sharing practice,** as evidenced through the *Include-Me! professional learning series*. Resources and webinar recordings from the live event were made available for asynchronous use and learning, resulting in increased accessibility to these professional learning resources. This **store of information** also hosts another key development facilitated by this workstream - the Northern Alliance *Include-Me* policy and guidance, **led by young people, for young people**. This is an effective tool in supporting schools and services to develop an inclusive culture.

Click here to read the Equalities Workstream 2021-22 Progress & Impact

Community Learning and Development

The CLD Workstream has continued to develop over Phase 3, building on the foundations of the pre-existing CLD North Alliance network. Feedback from Workstream members has highlighted a reduction in professional isolation, **enhanced peer support and joint working and sharing of resources.** Development of baseline information and new sector driven key performance indicators has given the network the opportunity share practice and learning, as well as fine tune activity in line with policy and strategy at both regional and national level.

In collaboration with the North Sea Commission, young people from across the Northern Alliance came together with young people from regions around the North Sea basin. This **forum for collaborative action** amongst young people provided the basis for **collective action towards developing Youth Participation Structures**.

Click here to read the CLD Workstream 2021-22 Progress & Impact Report

Sustaining Education in our Communities

Learning Estates

The Learning Estates strand of the Sustaining Education in our Communities Workstream has evolved through the Phase 3 plan. An initial audit highlighted the variation across local authorities in relation to processes and understanding of key elements within learning estate provision. Workstream activity has been focused on building a shared understanding of how we can make best use of our learning estate to enhance learning and teaching.

The greatest success of the workstream has been the **collaborative approach and capacity building** across and within authorities that have engaged. Authorities have developed **sustainable processes and knowledge** including strengthening relationships across services within the authority to develop a holistic approach to improving the learning estate. This collaborative activity has also resulted in the development of Northern Alliance Learning Estate toolkits

Click here to read the Sustaining Education in our Communities Workstream 2021-22 Progress & Impact Report

e-Learning

Progress with the Phase 3 plan has been rapid in terms of delivering quality services at a time of crisis. The introduction of the Digital DHT Team in 2020 set the foundations for an increased focus on addressing the digital barriers faced by our learners across the Northern Alliance. The covid-19 pandemic had a direct impact on the original vision for the team, swiftly catapulting activity to delivering quality services at a time of crisis as part of e-Sgoil and the wider National e-Learning Offer. However, this activity resulted in a significant increase in the number of learners and practitioners engaging with digital technology to enhance learning and teaching. In addition, this workstream worked alongside teachers to develop skills in digital pedagogy.

Our approaches to e-learning have developed at pace as a result of the pandemic, and this learning now needs to be captured through the development of a digital learning strategy in partnership with stakeholders across the Northern Alliance which will meets the needs of our 21st Century learners moving forward.

Click here to read the e-Learning Workstream 2021-22 Progress & Impact Report

Leadership

The Leadership Workstream has seen a number of successes over the course of Phase 3 focusing on developing and building leadership capacity at all levels, increasing opportunities for colleagues to access and participate in collaborative leadership learning, and building a culture of self-improving schools/settings across the Northern Alliance.

Professional learning opportunities offered over the 3-year plan have seen hundreds of practitioners over numerous sessions and cohorts participate and complete courses in aspects of coaching as well as other sessions including facilitation skills; using logic models to implement change; and leading learning and renewal in our schools and organisations.
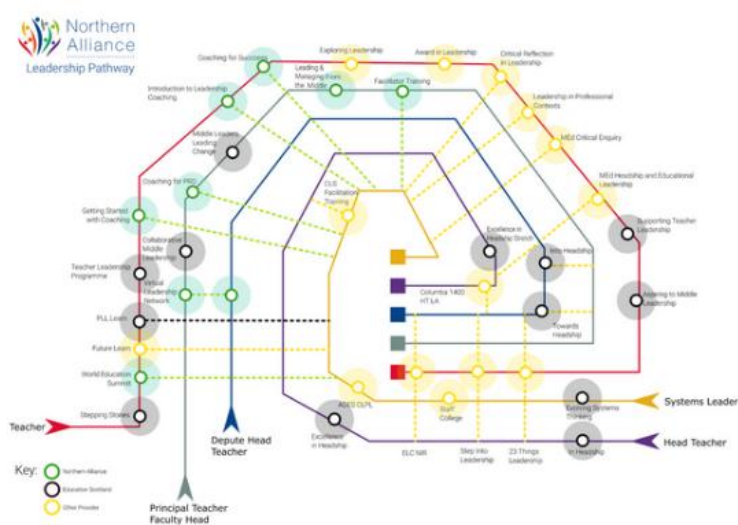
A **Northern Alliance Leadership Development Pathway** was designed to support teachers and practitioners at all stages of their career access the right professional learning, at the right time, to develop as a leader in a range of contexts. This sits alongside local authority leadership frameworks to identify regional and national opportunities that exist that may compliment school/setting/authority based leadership development activities and opportunities. Access the Leadership Pathway here.

In the final year of the plan, the **Northern Alliance School Improvement Project: Driving Improvement from Within**, has provided the focus of activity. Using Michael Fullan's Four Right Drivers for Whole System Success, Improvement Partners and schools from across the Northern Alliance have explored the drivers in their context and identified key priorities to work on and plan for improvement.

Click here to find out more about the project.

Working Together to Drive Forward Improvement - Additional Activity

The final year of the phase 3 Regional Improvement Plan has been another significant year of development and collaborative activity across the Northern Alliance. See below highlighted activity and links to full Workstream Progress and Impact reports for 2021-22.

TAKING THE NORTHERN ALLIANCE TO THE WORLD STAGE

An important development within our professional learning offer has been the introduction of free access to the World Education Summit for Northern Alliance practitioners over the past two sessions. This includes a 4-day event hosted online with world leading educationalists and researchers, providing high quality professional learning workshops, keynotes and Q&A sessions. Practitioners can access recordings of the live sessions via Summit Central, alongside professional learning resources until March 2023. A Northern Alliance guide has been created signposting key sessions linked to the phase 4 plan and Michael Fullan's Right Drivers.

In March 2022, the work of the Northern Alliance was presented as part of this year's Osiris World Education Summit. Quality Improvement Manager, Kathleen Johnston, presented alongside Michael Fullan on *'Digging Deeper into the Right Drivers for Whole System Success'* and reflections were shared on engaging with the Right Drivers. This session was a fantastic opportunity for us to share our learning and for our story to be heard by educators across the world.

Colleagues from e-Sgoil also presented at the event sharing how they have been *'Removing Barriers for all Learners.'* The team explained how the work of e-Sgoil has evolved since its inception, focussing on improving access to learning for young people in rural areas, to now specialising in overcoming hurdles with young people whose mental or physical health has made in-school learning difficult. The session provided an opportunity for attendees to hear the rich learning shared and consider how this could be applied in other contexts, reflecting on how barriers impact on learning and if the curricular offer in an area or setting is driven by the learner or the institution.

Recordings of all the WES 2022 sessions are available to view from Summit Central for registered Northern Alliance practitioners.

DATA FOR IMPROVEMENT

Building on our collaboration with the **Data for Children Collaborative (with UNICEF)** and partners, we have been drawing on the variety of Phase One outputs and exploring next steps for Phase Two. In early December 2021, we connected with the **South East Improvement Collaborative** and we have realised a shared ambition for developing innovative approaches towards data for improvement.

Ultimately, we want to make sure that schools and services have access to the right data, presented at the right level, in the right way in order to better equip them to apply the most appropriate interventions to get it right for every child. Working alongside each other, the Northern Alliance, South East Improvement Collaborative, Education Scotland and the Data for Children Collaborative (with UNICEF), will aim to develop better uses of data and build capability in our schools and settings in order to effectively use data to improve outcomes for children and young people.

A joint steering group has developed four workstreams to help operationalise and develop the key components for success and these workstreams will draw on the key outputs from Phase One, such as the map of wider data sets and the blueprints of a potential data tool.

YOUTH ADVISORY GROUP

Established in session 21-22, the **Youth Advisory Group (YAG)** brings together young people, including MSYPs, from existing groups from all eight Local Authorities. Members of the YAG range in age from 11 to 26 and they are all keen to play an active role in how the Northern Alliance continues to develop. We are currently exploring opportunities to increase involvement and engagement with workstream activity.

The YAG is supported by **Voices in Action**, a group of Youth Participation Leads who meet regularly to champion youth voice across the Local Authorities. The group have been establishing a baseline picture of youth participation across the Northern Alliance and identifying mechanisms for youth voice.

TOWARDS A FUTURE VISION FOR SCOTTISH EDUCATION: A COLLABORATIVE CONVERSATION

In May 2022, the Northern Alliance participated in a mini conference hosted by University of Aberdeen with keynote from Prof. Ken Muir. Shaped around the themes **Interdependence**, **Inclusion** and **Improvement**, members of the Northern Alliance seconded team shared learning with practitioners and colleagues at the Northern Alliance Learning Hub, both virtually and in-person.

Kirsty Campbell (Argyll and Bute) explored the **importance of agency, learning networks and belongingness**, highlighting the development of the Secondary Subject Support Groups. This included direct testimony from practitioners who are members of these groups.

Jo Kirby (Moray Council) highlighted the importance of inclusion, specifically the shared and interconnected issues that need to be tackled in order to **break down barriers to equity and deepen connections to wellbeing and learning**.

In the final presentation Audrey Buchanan (Moray Council) and Tom Webster (Aberdeenshire Council) shared collaborative enquiry work which was conducted during the COVID-19 pandemic.

With a focus around research based pedagogy through the lens of digital technology, they highlighted how they have been working together to improve pedagogy and practice through the **Northern Alliance Innovative Approaches to Curriculum group**.

Shaping the Phase 4 Plan

Towards the end of 2021, we began engaging with practitioners and colleagues across the Northern Alliance to increase awareness of Fullan's Four Right Drivers for Whole System Success and to begin to think about how these Drivers could be used to shape and structure the next Regional Improvement Plan.

Through a special edition newsletter and featured days in our December 'Snow and Tell' activity, we began to develop a shared understanding of what the Right Drivers look like in the Northern Alliance context.

Between January - March 2021, live engagement sessions were hosted in each of the Northern Alliance local authorities with Head Teacher groups and central teams, workstream networks, Education Scotland Northern Team colleagues, and groups of children and young people. The sessions provided an opportunity for practitioners and professionals to reflect on the Right Drivers in their own context asking the question 'What Matters to You?' against each Driver and emerging themes.

To support the sessions, emerging themes and reflective questions were provided under each of the Drivers; Wellbeing and Learning; Social Intelligence; Equality Investments; and Systemness; with jamboards being used to gather feedback. Across the live sessions, **1,459 contributions, thoughts and ideas were shared by over 460 stakeholders.**
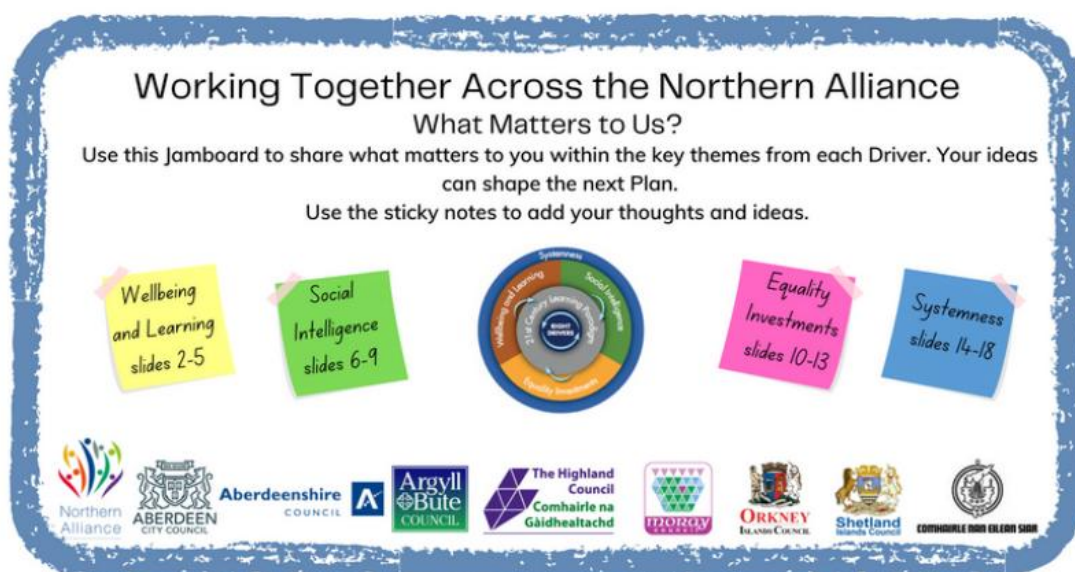
An asynchronous version of the engagement was also developed using an **interactive Thinglink** to take the reader on a journey to find out about each Driver and then provide feedback via an online questionnaire.

A thorough thematic analysis of the data gathered from the engagement process has been carried out in collaboration with the Education Scotland Northern Team to identify clear themes for each driver which reflect what matters to colleagues within schools, settings and teams across the Northern Alliance.

We also engaged with senior officers to organise local authority priorities under each of the Drivers as well as relevant national priorities. As a result, golden threads have helped us to develop core priorities for our phase 4 plan which we can all connect to, and which will help us move forward together – as described by Michael Fullan:

> *'I define systemness as the degree to which more and more people at each of the three levels (local, middle, and top) become aware of and interact with people within in and across their levels in relation to common goals of improving learning and well-being.'*

Read the next Regional Improvement Phase 4 Plan published in Autumn 2022 for details of how we plan to use the drivers to take forward the next phase of improvement activity across our RIC.

NORTHERN ALLIANCE
REGIONAL IMPROVEMENT PLAN
PHASE 4

1

Contents

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Northern Alliance Regional Improvement Collaborative

Our Context

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland**:** Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of all our learners.

As a group of eight local authorities, the Northern Alliance remains committed to improving outcomes through collaboration, closing the gap which exists across our wide and varied communities and crucially, championing a learner centred approach in order to deepen wellbeing and learning.

The Northern Alliance continues to strive towards achieving our vision of *developing a culture of collaboration, sharing expertise and creating local and regional networks to improve the educational life chances of our children and young people*.

Networks across the eight Local Authorities continue to grow with increasing numbers of practitioners engaging with improvement activity and opportunities to connect and collaborate.
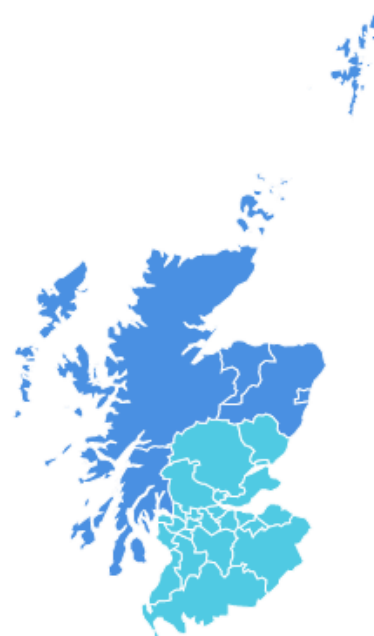
Our Strategy for Improvement

A Framework for Improvement

As we embark upon our Phase 4 improvement journey, we are building on learning which we have gained during previous phases of improvement. During Phase 3, we developed a strategy for improvement through collaboration which is designed to build coherence across local, regional and national policy and practice. We make use of the four components within Michael Fullan's Coherence Framework[1] to support us; Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability:

Our Vision *Focusing Direction*	**Collaboration Framework** *Cultivating Collaborative Cultures*	**CCITI Model** *Deepening Learning*	**Improvement Culture** *Securing Accountatbility*
• *Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people*	• Developed as a form of self-evaluation, this framework, based on research and expertise, helps us collaborate meaningfully from latent to deep collaboration	• The Northern Alliance Improvement Framework developed to support how we achieve our vision: • Connect • Collaborate • Ideas & Innovation • Try Out & Test • Improvement	• Our positive improvement culture is supported by a robust data management and governance system. • 'Our Journey' website designed to capture progress over time using our CCITI model. This includes both quantitative and qualitative data, featuring 20 case studies

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[1] *Coherence, The Right Drivers in Action for Schools, Districts, and Systems* - M. Fullan and J. Quinn

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Focusing Direction starts with our vision – this ensures we remain focused on our core purpose as a Regional Improvement Collaborative, which is ultimately to improve outcomes for all our learners through collaboration. Our improvement plan has been developed to capture what matters to our schools, settings and teams, as well as making clear the golden threads which run through local, regional and national priorities.

Cultivating Collaborative Cultures requires us to have a shared understanding of what it means to meaningfully collaborate - and how it leads to impact. This means that we will work on developing a collaborative culture, as well as systems and processes to support meaningful collaboration. Our Northern Alliance Collaboration Framework helps us understand what effective collaboration looks and feels like, taking us from 'latent collaboration' to 'deep collaboration'. As our journey of collaborating meaningfully with colleagues and practitioners across the Northern Alliance continues to grow, one-off sessions and opportunities to engage are fewer, with an increased focus on collaborative and practitioner enquiry.

Deepening Learning is based on building a sense of connectedness across the Northern Alliance which helps us to share what is working well within and across our settings and teams, as well as working together to deepen our knowledge and understanding of pedagogy and breaking down the barriers to wellbeing and learning, which ultimately will lead to improved outcomes for all our learners. The five steps of the Northern Alliance CCITI Model provide the road map for our journey towards improvement. This strategy also includes the use of an improvement methodology which helps us understand whether the changes we are making do lead to improvement.

Securing Accountability - We are working together to develop a culture which creates psychologically safe places to collaborate, try, test and learn. We know that it is only through trying and sometimes failing that we will achieve improvement. We have strong data processes which help us monitor our progress over time and we welcome the opportunity to share our progress and learning both internally as part of our own team developments, but also with local and national partners. The Northern Alliance 'Our Journey' website uses our CCITI model to share our progress and learning through both quantitative and qualitative data, with a range of case studies evidencing impact at class, school, local authority and regional level.

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The Right Drivers for Whole System Success

The repercussions and ripples of the pandemic continue to impact on our schools and settings across Scotland – and will continue to do so for some time to come. It was clear as we prepared for a new phase for improvement across our RIC that we needed to look more closely at wellbeing and how it impacts on learning, as well as how we can more effectively break down barriers to wellbeing and learning.

In February 2021, Michael Fullan, an expert in Whole System Change in Education, introduced the world to the Right Drivers for Whole System Success, and these connected with us at a significant time of change in Scottish education. Over the course of session 2021/22, we have been deepening our knowledge of the Right Drivers for Whole System Success and began to explore what our 'treasure', or key areas for improvement were emerging within each of the Drivers.
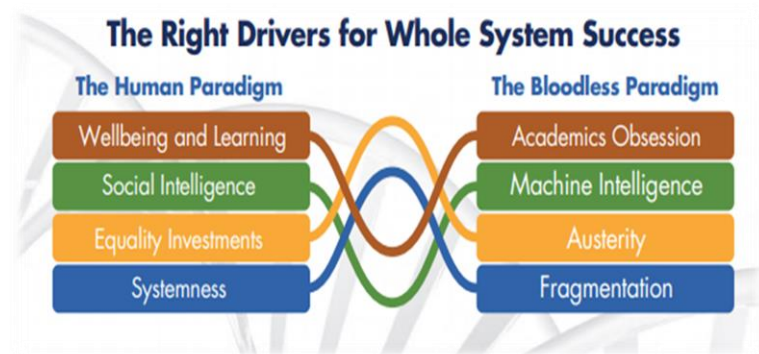
'Christakis analyses what he labels as 'the immediate pandemic period', 'the intermediate pandemic period' and 'the post-pandemic period' – a time span covering 2020 to 2024. In practical terms, humans will grapple with chaos, survival, innovative breakthroughs, destructive elements, and more. The best stance we can take is to know that almost everything will be different. In short, this prolonged ambiguity creates a tangible opportunity to make positive change happen.'[2]

Shaping the Plan around the Right Drivers

As stated above, this is a period of significant change for our practitioners, learners and their families. As we began to develop our phase 4 plan, it was more important than ever to ensure we focused on priorities that mattered to our teams and learners, as well as create coherence with local and national policy – focusing direction for everyone. As a Regional Improvement Collaborative, we committed to shaping our phase 4 plan around the Right Drivers. Feedback from our networks informed us that the Right Drivers helped teams to focus on what was important at a time of turmoil and change- as several practitioners stated, 'They just make sense'.

The 'Right Drivers'
- Wellbeing and learning
- Social Intelligence
- Equality Investments
- Systemness

National Policy
- GIRFEC
- National Improvement Framework
- Developing the Young Workforce
- Realising the Ambition

What Matters to You?
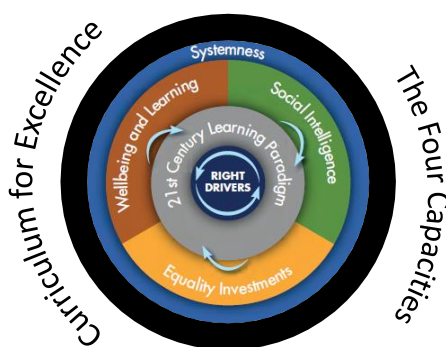
Our Vision:

Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational life chances of our children and young people

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[2] The Right Drivers for Whole System Success, M.Fullan

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Engaging with Stakeholders – 'What Matters to You?'

In order to meaningfully engage with all our stakeholders, we took the drivers on the road across the Northern Alliance and asked colleagues, practitioners, children and young people 'what matters to you?' in connections with themes from the Right Drivers. We engaged with over 450 people and generated over 1400 pieces of feedback, which then went on to create the themes we want to take forward within our phase 4 plan.

In partnership with our regional colleagues from Education Scotland, we carried out a collaborative thematic analysis of the data, which involved data famliarisation, generating codes, searching for themes and naming and defining themes[3].

Using the themes which represent what matters to our stakeholders, the next step involved working alongside our Local Authority Directors and Chief Education Officers to identify the 'golden threads' that weave through Local Authority and national priorities. These threads provided the basis to enable us to focus direction and identify our new Phase 4 improvement priorities, which are shared in the diagram below.

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[3] Braun and Clarke, 2008.

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Our Phase 4 Priorities

Feeling well and learning well:

1. Get better at making learning more meaningful - deepening connections and motivation to learn
2. Get it right for *every* learner through our pedagogy and culture - breaking down barriers*
3. Get better at reaching shared expectations within learning, teaching, assessment and moderation
4. Improve how we teach and learn through working together on research and improvement projects

How we work and learn together:

1. Build a shared understanding of how we can meaningfully collaborate
2. Increase opportunities for us to collaborate both at local level and across the Northern Alliance
3. Work together with our local authority and national partners to make a joined-up offer for professional learning

How we break down barriers to wellbeing and learning:

1. Get better at working with our learners and their families so that together we can break down their barriers to wellbeing and learning
2. Make sure we are making best use of our data, measures and money to help us improve outcomes for every learner
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*

Working together to improve our system:

1. Build collective responsibility and engagement in improving our Northern Alliance system – with and for everyone!
2. Build a shared understanding of what makes a good leader – wherever we are in our learning journey
3. Get better at working together as a team to improve we learn and how we learn

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Driver Workstream Overviews

Wellbeing and Learning

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
WELLBEING AND LEARNING						
Learning goals are clear to everyone and drive instruction (DL)	**1. Deepening connections to wellbeing and learning through curriculum design**	Outcomes for learners are improved through a relevant and meaningful curriculum that promotes wellbeing and learning. Learners feel well and are more involved in their learning, developing skills to be good at learning and good at life.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream will demonstrate improved wellbeing and learning outcomes* through a relevant and meaningful curriculum by Feb 2025.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improved wellbeing and learning outcomes* connected to the design of the curriculum. *Engagement, Attendance Confidence, Wellbeing QI 2.2	**Curriculum and Assessment** **School and ELC Improvement**	Improvements in engagement, attendance, confidence and wellbeing of children and young people An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families.
A set of effective pedagogical practices is known and used by all educators (DL)	**2. Putting the learner at the centre – how we meet individual needs (in collaboration with Equality Investments Workstream)**	Mental and emotional wellbeing, children's rights and learner voice are central to all we do. Learning environments put learners at the centre. Learners feel safe, included, valued and heard.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate an improvement in their wellbeing* by Feb 2025.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improvements in wellbeing*. *Feeling safe, included, valued and heard. QI 3.1	**Curriculum and Assessment**	Embedded engagement and participation of children and young people, families and communities in the learner journey
Robust processes (collaborative inquiry and examining student work)	**3. Collaborating to achieve shared expectations within learning, teaching, assessment and moderation at class, school/setting,**	Collaboration at regional and local level is the platform where we come together to explore and share practice. There is a consistent and shared understanding of high-quality	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved wellbeing and learning* outcomes as a	**School and ELC Improvement**	High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy

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Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
are used regularly to improve practice (DL)	team, local authority and regional level	learning, teaching, assessment and moderation practices. We feel confident, connected and there is greater consistency in expectations and standards. This will lead to improved outcomes for learners.	moderation of Learning, Teaching and Assessment by Feb 2025.	result of moderation of learning, teaching and assessment. *Attainment and achievement – national measures	**Curriculum and Assessment**	Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.
			95% of practitioners engaging with the Wellbeing and Learning Workstream report increased confidence in their professional judgements by Feb 2025.	Percentage of practitioners engaging with the Wellbeing and Learning Workstream who report increased confidence in their professional judgements		
A growth mindset underlies the culture (CCC)	4. **Increasing opportunities for collaborative professional enquiry to explore existing and new pedagogies and practices**	We are more engaged in professional enquiry to improve pedagogical practice and model a strong commitment to lifelong learning. This culture supports learners and practitioners to be 'better at learning, better at life.'	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of experiencing effective pedagogies and practices by Feb 2025.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improved outcomes* as a result of experiencing effective pedagogies and practices. *Engagement, Attendance Confidence, Wellbeing QI 1.1	**Teacher and Practitioner Professionalism**	Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
			95% of practitioners engaging with the Wellbeing and Learning Workstream who report a strong commitment to lifelong learning through collaborative professional enquiry by Feb 2025.	Percentage of practitioners engaging with the wellbeing and learning workstream reporting a strong commitment to lifelong learning through collaborative professional enquiry.	**Teacher and Practitioner Professionalism**	

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Social Intelligence

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
SOCIAL INTELLIGENCE						
Shared purpose drives action (FD)	1. **Working together to build a shared understanding of meaningful collaboration at school/setting, team, local authority and regional level.**	There is system wide awareness of and engagement with the Northern Alliance Vision: Members of our RIC can cohesively communicate and apply collaborative practice, theory and policy to improve learner outcomes	By Feb 2025, 95% of practitioners engaging with Social Intelligence Workstream will have a shared understanding of meaningful collaboration*, aligned with the Northern Alliance Collaboration Framework.	Percentage of system wide colleagues reporting a "good" or "very good" understanding of Collaborative practice*, theory and policy through self-evaluation analysis linked to Northern Alliance Collaboration Framework. *NA Collaboration Framework	**School and ELC Leadership** **Teacher and Practitioner Professionalism**	Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
A small number of goals tied to student learning drive decisions (FD)	2. **Increasing opportunities for meaningful collaboration which leads to impact at school/setting, team, local authority and regional level**	Collaborative activity is always focused on improving outcomes for learners. Increased numbers of practitioners are collaborating across the Northern Alliance to bring about improvement.	By Feb 2025, 90% of schools participating in "Active Collaboration" projects will report improved wellbeing and learning experiences* for learners.	Percentage of schools evidencing improved outcomes* through engagement in 'Active Collaboration' projects *Attainment and achievement as reported by practitioners	**School and ELC Improvement** **Parent / Carer Involvement and Engagement**	High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy
Structures and processes support intentional collaborative work (CCC)	3. **Working together at local, regional and national level to make a cohesive and accessible professional learning offer for and with practitioners across the Northern Alliance which impacts on outcomes for learners**	. Practitioners from across the Northern Alliance can access a cohesive and accessible professional learning offer in collaboration with our 8 Local Authorities and national partners	By Feb 2025, an online professional learning community platform will be created and developed in collaboration with our 8 Local Authorities and national partners By Feb 2025, 80% of practitioners engaging in the professional learning community platform will share practice, learning and impact* with other members of the platform	Completion of collaborative online professional learning community platform Percentage of platform members, evidencing and sharing impactful learning and practice *Practice resulting in improved wellbeing and learning outcomes for learners	**School and ELC Improvement** **Teacher and Practitioner Professionalism**	Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap

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Equality Investments

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
EQUALITY INVESTMENTS						
Change knowledge is used to move the school forward (FD) **External accountability is used transparently to benchmark progress (SA)** **Capacity building is used to continuously improve results (SA)**	**1. Working together to build confidence and capacity in the use of data to improve outcomes for our learners across the Northern Alliance**	Increased competence and confidence in using data for improvement system wide – evidenced in SAC2 and improved outcomes for learners. Teams make more effective use of data to improve outcomes from within our own settings. As a result of professional learning and sharing practice, confidence and competence in data for improvement increases and leads to improved outcomes for learners	By Feb 2025, 95% of practitioners engaging with the Equality Investments workstream report improved outcomes for learners as a result of increased confidence and capacity in their use of data for improvement	Percentage of practitioners reporting improved outcomes* for their learners *Attainment and achievement as reported by practitioners*	**School and ELC Improvement** **Teacher and Practitioner Professionalism**	An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap Professional learning focussed on equity is embedded and practitioners use these skills and knowledge to improve outcomes for children and young people
Structures and processes support intentional collaborative work (CCC)	**2. Working together to ensure our learners have a strong voice in how we break down barriers to wellbeing and learning at class, school /setting, team, local authority, regional and national level**	Schools and settings work in genuine partnership with children, young people and parents, as well as wider partners. Each partner's voice is heard, respected and is used to inform next steps. There is stronger collaboration in order to break down barriers to wellbeing and learning	By Feb 2025, 90% of participants* engaging in improvement activity within the EI workstream will report their experience of participation as good or better. *Parents, carers, children and young people, adult learners*	Percentage of participants engaged with the EI workstream who report their experience of participation* as good or better. *As defined through Seven Golden Rules for Learner Participation 3-18*	**Parent/ Carer Involvement & Engagement** **Curriculum and Assessment** **Placing the human rights and needs of every child and young person at the centre of education**	Embedded engagement and participation of children and young people, families and communities in the learner journey. An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises

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Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
						broader achievement for all children and young people and their families
Structures and processes support intentional collaborative work (CCC)	**3. Putting the learner at the centre – how we meet individual needs (in collaboration with Wellbeing and Learning Workstream)**	All practitioners are clear about learners' rights in relation to policy – e.g., UNCRC, The Promise, Morgan Review. Policy and practice work together to break down barriers to wellbeing and learning and meet individual needs	By Feb 2025 95% of establishments engaging across the Equality Investments workstream will demonstrate clear evidence* of putting learners at the centre with a particular focus on Policy and Practice *Where evidence is demonstrated through case studies*	Numbers of case studies evidencing impact* on learners through shaping policy and practice around the needs of the learner *Shared actions within learner plans have been achieved	**Parent/ Carer Involvement and Engagement** **Curriculum and Assessment**	Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

Systemness

Coherence Component	NA Priority	NA Context – What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver/s	SAC Regional Medium-Term Outcomes
SYSTEMNESS						
A clear strategy for achieving the goals is known by all (FD)	1.All stakeholders within our system are motivated and supported to engage in a culture of continuous learning and improvement activities within and across our schools/ settings and teams	Engagement with the Right Drivers for Whole System Success across the RIC – leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	By Feb 2025 95% of participants in the Systemness Workstream will report increased agency and engagement in improvement activity within and across schools/settings and teams.	Percentage of stakeholders reporting increased agency in improvement activity Number of case studies evidencing impact* of collaborative improvement activity *Outcomes within team / school /setting plans have been achieved	School and ELC Improvement Teacher and Practitioner Professionalism Parent/carer involvement and engagement	Embedded engagement and participation of children and young people, families and communities in the learner journey.
Leaders model learning themselves and shape a culture of learning (CCC) Underperformance is an opportunity for growth, not blame (SA)	2.Build a shared understanding of the key principles of effective leadership at all levels – class, school/setting, team, local authority, regional and national level	There is a shared understanding of effective leadership of improvement across the RIC. Leaders at all levels promote a culture of learning and improvement and as a result, there is deeper engagement in improvement activity within and across teams	By Feb 2025, 95% participants within the Systemness Workstream will report deeper engagement of stakeholders* in school/setting/ team improvement plans, leading to improved outcomes for learners *Staff, learners, parents/carers, community members	Percentage of participants reporting deeper engagement* in school/setting/ team improvement plans Number of case studies with practitioners applying agreed principles of leadership and reporting improved outcomes**. *7 Golden Rules of Participation **QI 1.3	School and ELC Leadership School and ELC Improvement Parent/carer involvement and engagement	Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
Collective capacity building is fostered above	3.Practitioners and learners at all levels work together to develop efficacy and a culture to drive and influence system wide improvement from within	Evidence of increased collective efficacy within teams across the RIC, resulting in shared high expectations for and with learners and improved	By Feb 2025 95% of practitioners engaging with the Systemness Workstream will report increased collective	Percentage of practitioners reporting increased collective efficacy, leading to improved outcomes for learners	School and ELC Improvement	Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to

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Coherence Component	NA Priority	NA Context – What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver/s	SAC Regional Medium-Term Outcomes
individual development (CCC)	and across our schools/ settings and teams across the Northern Alliance	outcomes. Collective responsibility for improvement is growing	efficacy* in their schools/ settings / teams, leading to improved outcomes for learners	Number of case studies sharing increased collective efficacy* and reporting improved outcomes**. *As outlined within the 'Enabling Conditions for Collective Efficacy', Jenni Donohoo, Peter DeWitt **Attainment and achievement as reported by practitioners	School and ELC Leadership Curriculum and Assessment Teacher and Practitioner Professionalism	closing the poverty-related attainment gap

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Connecting with National Policy and Drivers

The Phase 4 Plan has been shaped over time by practitioners in schools, settings and teams across the Northern Alliance, as well as learners and their families. It is also influenced by local and national priorities and closely aligns with the National Improvement Framework[4] and the Scottish Attainment challenge[5].

At the core of our plan, we will work to respect, protect, and fulfill the rights of every child and young person across all regional improvement activity as detailed in the UN Convention on the Rights of the Child[6].
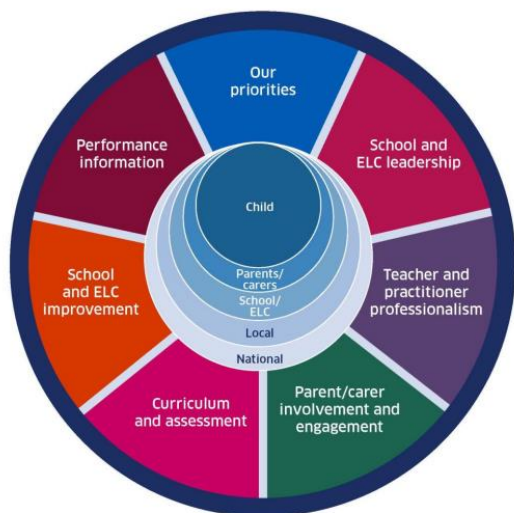
We believe our phase 4 priorities will strengthen our approaches to collaboration across the Northern Alliance and ultimately improve how we work together to improve outcomes for every learner in the Northern Alliance. Learner rights permeate all drivers and priorities at a local, regional and national level - strong connections which will help to focus direction and build a sense of coherence for everyone moving forward.

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[4] Achieving Excellence and Equity, 2022 National Improvement Framework and Improvement Plan
[5] The Scottish Attainment Challenge Logic Model – Regional/Local Level
[6] A summary of the UN Convention on the Rights of the Child

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Evaluating our Progress

Our Data Processes

Data processes developed during Phase 3 will continue to help us to understand how we are realising the ambition of our vision. Using a range of different measures and tools – from quantitative measures including numbers of practitioners engaging in activity to qualitative data capturing stakeholders' experiences of collaborating and resulting impact on learners. Our case studies and improvement projects capture context specific learning which can be shared far and wide to build shared understanding and support improvement in a range of different contexts across our Northern Alliance system.

As a central team, we have a robust system to help us monitor and capture improvement activity. The Model for Improvement helps us to create aims and measures which reflect our own unique contexts. It also helps us to take a shared approach to improvement. Each month, we monitor progress towards the aims set out in our improvement plan. We are curious about our progress and if there are any problems or delays, we work together to try out and test shared theories of action.

We are transparent about our data and we share our improvement progress here – Our Journey.

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A Targeted and Universal Approach

Our aspirations are for achieving whole system success through using the Right Drivers. We do not just want to achieve improvement within our own workstreams, but we also want to see that improvement permeate into the wider system.

That is why we will be using targeted measures to monitor improvement at workstream level – evaluating improvement in outcomes with the settings we work with directly. But also, universal measures to understand whether the changes we are making are leading to improvement in the wider system. Some of our national measures can help us do that. But we will also be constructing measures which allow us to monitor collaboration and improvement in a bespoke way and to help us understand the extent to which our system is cultivating that collaborative culture we envision as a Regional Improvement Collaborative.

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Governance

In order to bring our plan to life, we have a strong Northern Alliance system of people to take our priorities forward.

Convention of Convenors
Local Authority Policy Leads who discuss, scrutinise and advise on the strategy of the Northern Alliance to meet objectives

Regional Improvement Lead
Oversees the strategic direction of the Regional Improvement Collaborative and communicates progress at a national level. The Lead meets with the Quality Improvement Manager and Project Officer weekly.

Project Management and Improvement

Support and challenge of progress within the Regional Improvement Plan, data analysis, budget monitoring and communication with stakeholders

Regional Improvement Advisory Forum
Membership includes Head Teachers, Education Psychology service, Higher Education, Unions and the Scottish Government providing support and challenge of the progress, priorities and reporting performance

Convention of Convenors

Regional Improvement Advisory Forum

Youth Advisory Group

Regional Improvement Forum

Wellbeing and Learning

Workstream Leads with a focus on Early Years, Primary, Secondary and Digital – linking with Digital DHT and Education Scotland

Social Intelligence

Workstream Lead linking with a Digital DHT and Education Scotland

Regional Improvement Forum
Directors and Chief Education Officers from the eight Local Authorities working alongside Education Scotland SRA, supporting developments of the regional improvement plan, scrutinising performance to drive improvement.

Equality Investments

Workstream Lead linking with CLD and Equalities and a Digital DHT and Education Scotland

Youth Advisory Group
Capturing youth voice and strengthening youth participation in Northern Alliance developments. Members include MSYPs for each of our local authorities.

Systemness

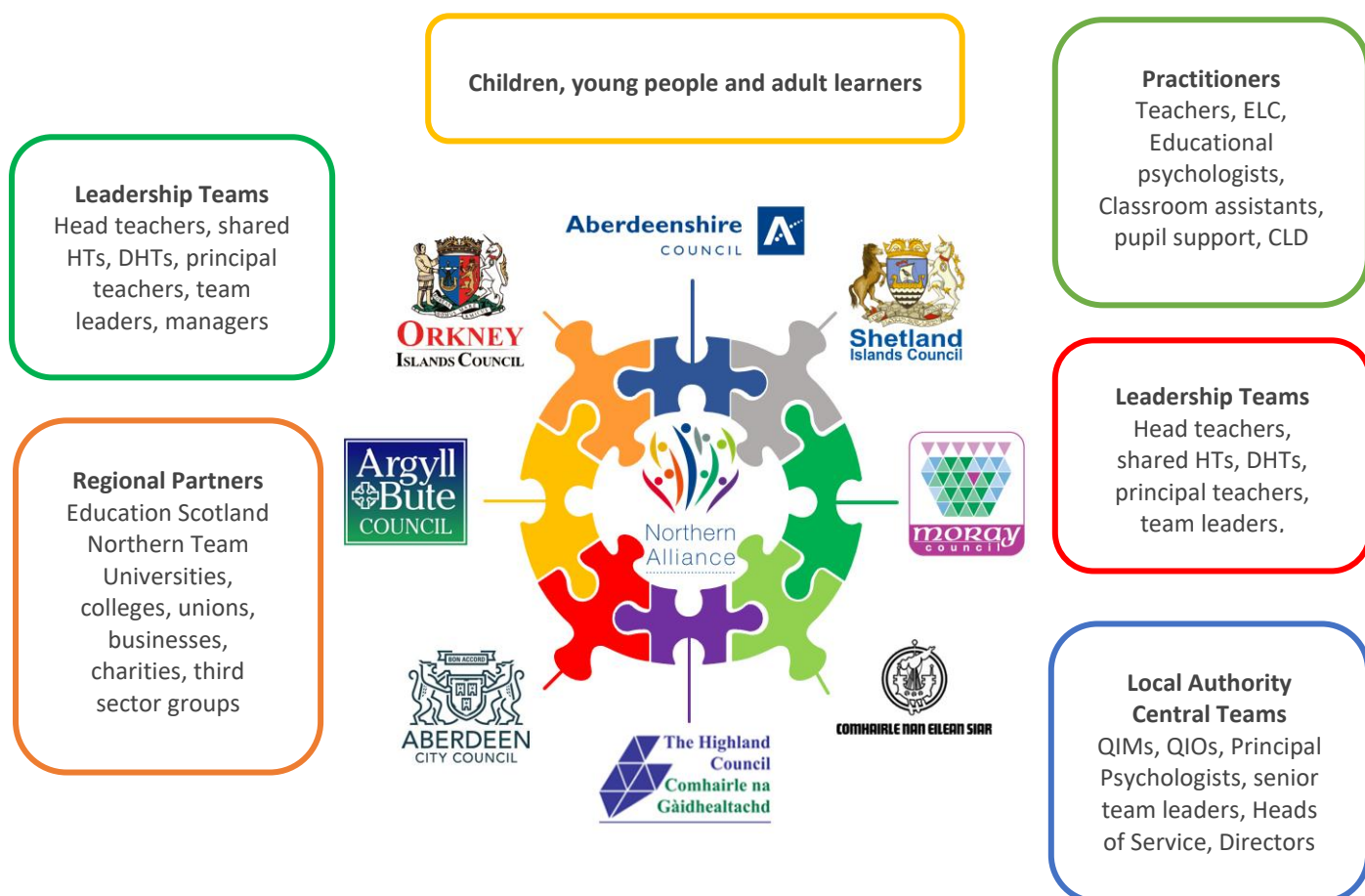Workstream Lead linking with a Digital DHT and Education Scotland

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Our Northern Alliance System

The above diagram shares our five workstreams, as well as advisory and governance groups which challenge and support workstream teams. Our workstreams work alongside practitioners, learners, families and partners to realise the ambitions set out within our phase 4 plan. People and processes can only come together effectively when they have a shared vision and commitment to work towards. The Right Drivers for Whole System Success work alongside our Northern Alliance vision to help us focus our direction and move forward together. Within the Right Drivers for Whole System Success, Michael Fullan describes Systemness as -

"When students, teachers, and others at the local and middle levels are helped to think differently about their systems leading to pathways of action that foster greater clarity, collaboration, and ownership of improvement."

Our young people face yet unknown challenges and opportunities as a result of climate change and advancing technologies. Our practitioners are grappling with the repercussions of a global pandemic, as well as the uncertainties which currently exist within our education system. Never has there been such a need for us to take collective responsibility for building clarity and bringing about improvement together. Learner rights are at the heart of this Northern Alliance phase 4 plan – as are the rights of all members of our system to have their voices heard and to be active in shaping our direction. This plan is not a plea for engagement or indeed an invitation to engage, but a call to action for everyone to take collective responsibility in bringing about whole system success.

Children, young people and adult learners

Leadership Teams
Head teachers, shared HTs, DHTs, principal teachers, team leaders, managers

Practitioners
Teachers, ELC, Educational psychologists, Classroom assistants, pupil support, CLD

Regional Partners
Education Scotland Northern Team Universities, colleges, unions, businesses, charities, third sector groups

Leadership Teams
Head teachers, shared HTs, DHTs, principal teachers, team leaders.

Local Authority Central Teams
QIMs, QIOs, Principal Psychologists, senior team leaders, Heads of Service, Directors

"A deliberate attempt to realize the system you are in; and the system you should want."
Michael Fullan

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