Children and Young People's Committee

Wednesday, 21 November 2018

NOTICE IS HEREBY GIVEN that a Meeting of the **Children and Young People's Committee** is to be held at **Council Chambers**, **Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 21 November 2018** at **09:30**.

BUSINESS

Only items marked * can be considered and determined

by all members of the Committee

1 **Sederunt**

2 **Declaration of Group Decisions and Members Interests ***

3 **Resolution**

   Consider, and if so decide, adopt the following resolution:
   "That under Section 50A (4) and (5) of the Local Government (Scotland) Act 1973, as amended, the public and media representatives be excluded from the meeting for Item 3 of business on the grounds that it involves the likely disclosure of exempt information of the class described in the relevant Paragraphs of Part 1 of Schedule 7A of the Act."

4* **Minute of the Previous Meeting held on 26 September**   7 - 12

   2018

5 **Written Questions ****

6 **Question Time *****

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

19   Whole Systems Approach in Youth Justice

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

Item(s) which the Committee may wish to consider with the Press and Public excluded

20   Moray and Nairn Educational Trust Disbursement 2018-2019

- Information relating to any particular applicant for, or recipient or former recipient of, any service provided by the Authority;

Summary of Children and Young People's Services Committee functions:

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

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

GUIDANCE NOTES

* **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.

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
Clerk Email: tracey.sutherland@moray.gov.uk

THE MORAY COUNCIL

Children and Young People's Committee

<u>SEDERUNT</u>

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

Clerk Name: Tracey Sutherland
Clerk Telephone: 01343 563014
Clerk Email: tracey.sutherland@moray.gov.uk

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MORAY COUNCIL   Item 4*

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

Wednesday, 26 September 2018

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

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PRESENT

Councillor George Alexander, Councillor James Allan, Miss Leah Burt, Councillor Paula Coy (Depute Chair), Councillor Lorna Creswell, Mrs Anne Currie, Councillor Claire Feaver, Councillor Louise Laing, Councillor Aaron McLean, Councillor Shona Morrison, Mrs Susan Slater, Ms Angela Stuart, Councillor Sonya Warren (Chair)

APOLOGIES

Councillor Frank Brown, Councillor Tim Eagle, Councillor Ryan Edwards, Reverend Alastair Gray, Mr Owen Hannan, Councillor Derek Ross

IN ATTENDANCE

Also in attendance at the above meeting were the Acting Corporate Director (Education and Social Care), the Head of Schools and Curriculum Development, the Acting Head of Integrated Children's Services, the Acting Head of Lifelong Learning, Culture and Sport, the Community Learning and Development Support Officer and Tracey Sutherland, Committee Services Officer.

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1   Thanks

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The Chair thanked the Reverend Ketley and Mr Hannan for their contribution during their time on the Committee. Both are moving on and replacements will be sought shortly.

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2   Declaration of Group Decisions and Members Interests *

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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.

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3   Minutes of Previous Meeting of 27 June 2018

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

With reference to paragraph 8 of the minute of the previous minute of this meeting on

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27 June 2018, the Acting Corporate Director (Education and Social Care) updated the Committee on Northern Alliance Regional Improvement Plan. He confirmed that the Plan was submitted to the Scottish Government for review and it is also currently being reviewed by Tayside Regional Improvement Collaborative, with feedback then going back to the Scottish Government with an expected response, including the response from the Scottish Government and Education Scotland later this month or next month. He further added that an update report should be available for Committee in November.

4 Written Questions **

The Committee noted that no written questions had been submitted.

5 Notice of Motion - Cllrs Eagle and Feaver

A Notice of Motion was submitted by Councillor Eagle, seconded by Councillor Feaver in the following terms:

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

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

We therefore propose that this committee –

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

The Head of Schools and Curriculum Development echoed the importance of pupils having these skills and confirmed that all pupils in Moray's secondary schools currently receive CPR training thanks to the Keiran McKandie Legacy charity. Pupils in S5 and S6 are also receiving more advanced certificated training.

Councillor Coy indicated that she was happy to support the motion, however expressed concern at using just one organisation for the training.

In response, the Head of Schools and Curriculum Development indicated that schools are inundated with offers from various training organisations and it was important to ensure that any training taken up meets with the curriculum needs of the school.

Councillor Coy proposed an amendment to the motion to include a third proposal, namely to consider alternative providers for the training as well as the British Heart Foundation.

As there was no one otherwise minded the motion was agreed with the addition of the third proposal.

6   School Estate Strategic Plan

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the development of a strategic plan for the Council's school estate.

Following consideration the Committee agreed:

    i.   to note the contents of the report;
    ii.   to approve the assumptions and principles as detailed in paragraphs 3.7 and 3.8 of the report; and
    iii.   that a draft strategy based on the approved assumptions and principles is submitted to a future meeting of this Committee.

7   Education Scotland Inspection of Community Learning and Development 2018

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the outcome of the strategic and place-based Community Learning and Development (CLD) inspection.

Following consideration, the Committee agreed to note the content of the report and the Community Learning and Development Improvement Plan.

8   Singleton Inspections of Early Learning Childcare Centres - Published Reports for June-August 2018

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

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

9   Early Learning and Childcare Expansion - Infrastructure and Training Grants

A report by the Acting Corporate Director (Education and Social Care) updated the Committee on the grant funding for Early Learning and Childcare partner providers in preparation for the expansion of Early Learning and Childcare (ELC).

Councillor Maclean sought clarification on the particular nursery providers who had received grants.

In response the Acting Corporate Director (Education and Social Care) indicated that as this information was in respect of some private businesses the information would be confidential and he felt it was of more importance to list the grants that had been distributed in the public domain without naming the particular nurseries.

Following consideration the Committee agreed to note the contents of the report in relation to the agreement to provide infrastructure and training grant funding to

partner providers subject to agreed criteria and conditions.

10 Education Scotland Inspection of Portessie Primary School

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

Following consideration the Committee noted the contents of the report.

11 Education and Social Care Capital Budgets 2018-19

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

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

12 Education and Children and Families Revenue Budget Monitoring Report 2017-18

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

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

13 Use of Additional Support Needs Staff to cover mainstream Classes

A report by the Acting Corporate Director (Education and Social Care) informed Committee of the use of Additional Support Needs (ASN) techers to cover mainstream classes within Moray schools.

Following consideration the Committee noted the current position with regards to the use of ASN teachers to cover mainstream classes in Moray schools between August 2017 and June 2018.

14 Question Time ***

Under reference to paragraph 18 of the minute of this meeting of 27 June 2018, Councillor Coy sought an update on the report looking at the reduced uptake of music tuition and what can be done to reduce the fees and increase the numbers for reasons of equity.

In response, the Head of Schools and Curriculum Development apologised for the report not being available, this was due to other conflicting priorities and assured Councillor Coy that a report would be available for the November meeting of this Committee.

Under reference to paragraph 18 of the minute of this meeting of 27 June 2018, Councillor Alexander sought clarification on the impact of shared subject Principal

Teachers e.g. in some schools there are no longer Principal Teachers in Biology, Physics and Chemistry and these posts have now been amalgamated to one Principal Teacher of Science. He further sought clarification on the policy of making these appointments.

In response, the Head of Schools and Curriculum Development confirmed that the decisions on staffing are made by Head Teachers as part of the Devolved Schools Management budgets and often the decision was made as a result of there being no suitable applicants for the advertised jobs and not always for a monetary reason.

Mrs Slater requested the figures for the number of Principal Teacher posts which were advertised and not filled which have since gone to Joint Principal Teacher posts?

The Head of Schools and Curriculum Development replied that she would arrange for the figures to be circulated following the meeting.

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018**

SUBJECT: **PRIMARY AND SECONDARY SCHOOL FUNCTIONAL CAPACITY AND OCCUPANCY**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the Primary and Secondary School Functional Capacities and Occupancy for session 2018/19.

1.2 This report is submitted to Committee in terms of Section III D (23) (a) of the Council's Scheme of Administration relating to school capacities and available accommodation.

2. RECOMMENDATION

2.1 Committee is asked to consider and note:-

(i) **the Primary and Secondary School Functional Capacities and Occupancy for session 2018/19; and**

(ii) **a further report will be brought to Committee if physical or functional capacities change throughout the course of the session.**

3. BACKGROUND

3.1 Primary School Functional Capacities have been reported annually to this Committee. Secondary School Functional Capacities have been included for 2018/19.

3.2 The Functional Capacity of the school is the maximum number of pupils that a school can accommodate in any one year taking into account the organisational needs of the school and in particular the age distributions of the pupils.

3.3 The functional capacity for each school is calculated on census day in September each year, which in this case was 19 September 2018.

3.4 The functional capacities and percentage occupancy for session 2018/19 for primary schools are attached in **Appendix 1** (schools in alphabetical order)

and **Appendix 2** (schools according to Associated School Group). Secondary school capacities and percentage occupancy is attached in **Appendix 3.**

3.5   In Moray the maximum class size in Primaries 1, 2 and 3 for session 2018/19 has been set at 25 with the maximum class size in Primaries 4-7 set at 33. The exception is Bishopmill Primary where there is a Primary 1 class where the maximum capacity is 33 and there are 2 teachers in the class. This has arisen because of a number of military families returning from tours abroad and being accommodated in houses in the Bishopmill catchment area.

3.6   The functional capacity of St Sylvester's Primary School will be reviewed during 2018/19 due to concerns around noise levels within the open plan environment.

4.   SUMMARY OF IMPLICATIONS

(a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)
The Policy was informed by the latest draft Single Outcome Agreement and Best Value for Moray plan and specifically relates to Moray 2023 a Plan for the Future priority 3 Ambitious and Confident Young People.

(b)   Policy and Legal
There is no policy or legal implication arising directly from this report.

(c)   Financial implications
The continuing over provision of pupil spaces has ongoing resource implications for the council.

(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
There is no requirement for an equality impact or socio economic impact assessment to be carried out.

(h)   Consultations
Primary and Secondary School Head Teachers and Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Margaret Forrest, Legal Services Manager, Litigation and Licensing, Equal Opportunities Officer, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective areas of responsibilities.

5.   CONCLUSION

5.1 **Committee is asked to consider and note the Primary and Secondary School Functional Capacities and Occupancy for Session 2018/19.**

Author of Report: Kate Elder ESO Staffing
Background Papers:
Ref:

Appendix 1

	Functional Capacity 16/17	Functional Capacity 17/18	**Functional Capacity 18/19**	School Roll 16/17	School Roll 17/18	**School Roll 18/19**	% Occ. Capacity 16/17	% Occ. Capacity 17/18	**% Occ. Capacity 18/19**
PRIMARY SCHOOL									
Aberlour	172	172	**190**	125	137	**133**	73	80	**70**
Alves	100	100	**100**	60	62	**67**	60	62	**67**
Anderson's	306	299	**299**	249	226	**250**	81	76	**84**
Applegrove	512	422	**450**	274	280	**299**	54	66	**66**
Bishopmill	427	398	**398**	377	375	**376**	88	94	**94**
Botriphnie	50	50	**50**	25	28	**23**	50	56	**46**
Burghead	158	150	**158**	124	124	**128**	78	83	**81**
Cluny	378	385	**382**	332	333	**351**	88	86	**92**
Craigellachie	75	75	**75**	57	50	**49**	76	67	**65**
Crossroads	50	50	**50**	30	24	**19**	60	48	**38**
Cullen	180	177	**172**	114	123	**115**	63	69	**67**
Dallas	50	50	**50**	24	18	**27**	48	36	**54**
Dyke	100	100	**100**	94	82	**77**	94	82	**77**
East End	266	276	**270**	215	192	**201**	81	70	**74**
Findochty	173	150	**150**	52	54	**63**	30	36	**42**
Glenlivet	42	42	**42**	15	15	**16**	36	36	**38**
Greenwards	408	382	**382**	363	352	**363**	89	92	**95**
Hopeman	273	282	**276**	168	168	**161**	62	60	**58**
Hythehill	365	365	**357**	319	310	**307**	87	85	**86**
Inveravon	50	-	**-**	14	-	**-**	28	-	**-**
Keith	406	382	**398**	313	310	**322**	77	81	**81**
Kinloss	307	299	**307**	257	262	**235**	84	88	**76**
Knockando	75	75	**75**	54	55	**49**	72	73	**65**
Lhanbryde	298	290	**290**	199	199	**192**	67	69	**66**
Linkwood	132	100	**100**	8	35	**74**	6	35	**74**
Logie	80	75	**75**	30	27	**24**	38	36	**32**
Millbank	445	375	**391**	224	236	**230**	50	63	**59**
Milne's	240	224	**225**	188	184	**195**	78	82	**87**
Mortlach	191	175	**175**	132	120	**128**	69	69	**70**
Mosstodloch	297	258	**258**	154	164	**160**	52	64	**62**
Mosstowie	75	75	**75**	66	68	**70**	88	91	**93**
New Elgin	587	549	**571**	542	530	**500**	92	96	**87**
Newmill	75	75	**75**	69	73	**72**	92	97	**96**
Pilmuir	264	241	**241**	164	194	**188**	62	80	**78**
Portessie	160	150	**150**	79	89	**103**	49	59	**68**
Portgordon	135	125	**125**	70	59	**51**	52	47	**41**
Portknockie	169	150	**150**	59	66	**64**	35	44	**43**
Rothes	158	175	**186**	99	95	**93**	63	54	**50**
Rothiemay	75	75	**75**	58	57	**61**	77	76	**81**
Seafield	473	449	**457**	319	354	**370**	67	79	**81**
St Gerardine	340	332	**332**	262	275	**288**	77	83	**87**
St Peter's	125	133	**125**	115	115	**117**	92	86	**94**
St Sylvester's	231	232	**224**	209	196	**180**	90	84	**80**
St Thomas	75	75	**75**	68	61	**63**	91	81	**84**
Tomintoul	75	75	**75**	40	38	**31**	53	51	**41**
West End	257	256	**257**	238	231	**233**	93	90	**91**
TOTALS	**9880**	**9345**	**9438**	**7047**	**7046**	**7118**	**71.33**	**75.40**	**75.42**

	Functional Capacity 16/17	Functional Capacity 17/18	**Functional Capacity 18/19**	School Roll 16/17	School Roll 17/18	**School Roll 18/19**	% Occupant Capacity 16/17	% Occupant Capacity 17/18	**% Occupant Capacity 18/19**
Buckie High School ASG									
Cluny	378	385	**382**	332	333	**351**	88	86	**92**
Cullen	180	177	**172**	114	123	**115**	63	69	**67**
Findochty	173	150	**150**	52	54	**63**	30	36	**42**
Millbank	445	375	**391**	224	236	**230**	50	63	**59**
Portessie	160	150	**150**	79	89	**103**	49	59	**69**
Portgordon	135	125	**125**	70	59	**51**	52	47	**41**
Portknockie	169	150	**150**	59	66	**64**	35	44	**43**
St Peter's	125	133	**125**	115	115	**117**	92	86	**94**
ASG Total	1765	1645	**1645**	1045	1075	**1094**	59.21	65.35	**66.50**
Elgin Academy ASG									
Bishopmill	427	398	**398**	377	375	**376**	88	94	**94**
East End	266	276	**270**	215	192	**201**	81	70	**74**
Seafield	473	449	**457**	319	354	**370**	67	79	**81**
St Sylvester's	231	232	**224**	209	196	**180**	90	84	**80**
West End	257	256	**257**	238	231	**233**	93	90	**91**
ASG Total	1654	1611	**1606**	1358	1348	**1360**	82.10	83.67	**84.68**
Elgin High School ASG									
Greenwards	408	382	**382**	363	352	**363**	89	92	**95**
Linkwood	132	100	**100**	8	35	**74**	6	35	**74**
Mosstowie	75	75	**75**	66	68	**70**	88	91	**93**
New Elgin	587	549	**571**	542	530	**500**	92	96	**88**
ASG Total	1202	1106	**1128**	979	985	**1007**	81.45	82.10	**89.27**
Forres Academy ASG									
Alves	100	100	**100**	60	62	**67**	60	62	**67**
Anderson's	306	299	**299**	249	226	**250**	81	76	**84**
Applegrove	512	422	**450**	274	280	**299**	54	66	**66**
Dallas	50	50	**50**	24	18	**27**	48	36	**54**
Dyke	100	100	**100**	94	82	**77**	94	82	**77**
Kinloss	307	299	**307**	257	262	**235**	84	88	**77**
Logie	80	75	**75**	30	27	**24**	38	36	**32**
Pilmuir	264	241	**241**	164	194	**188**	62	80	**78**
ASG Total	1719	1586	**1622**	1152	1151	**1167**	67.02	72.57	**71.95**
Keith Grammar School ASG									
Botriphnie	50	50	**50**	25	28	**23**	50	56	**46**
Crossroads	50	50	**50**	30	24	**19**	60	48	**38**
Keith	406	382	**398**	313	310	**322**	77	81	**81**
Newmill	75	75	**75**	69	73	**72**	92	97	**96**
Rothiemay	75	75	**75**	58	57	**61**	77	76	**81**
St Thomas	75	75	**75**	68	61	**63**	91	81	**84**
ASG Total	731	707	**723**	563	553	**560**	77.02	78.22	**77.46**
Lossiemouth High School ASG									
Burghead	158	150	**158**	124	124	**128**	78	83	**81**
Hopeman	273	282	**276**	168	168	**161**	62	60	**58**
Hythehill	365	365	**357**	319	310	**307**	87	85	**86**
St Gerardine	340	332	**332**	262	275	**288**	77	83	**87**
ASG Total	1136	1129	**1123**	873	877	**884**	76.85	77.68	**78.72**
Milne's High School ASG									
Lhanbryde	298	290	**290**	199	199	**192**	67	69	**66**
Milne's	240	224	**225**	188	184	**195**	78	82	**87**
Mosstodloch	297	258	**258**	154	164	**160**	52	64	**62**
ASG Total	835	772	**773**	541	547	**547**	64.79	70.85	**70.76**
Speyside High School ASG									
Aberlour	172	172	**190**	125	137	**133**	73	80	**70**
Craigellachie	75	75	**75**	57	50	**49**	76	67	**65**
Glenlivet	42	42	**42**	15	15	**16**	36	36	**38**
Inveravon	50	-	**-**	14	-	**-**	28	-	**-**
Knockando	75	75	**75**	54	55	**49**	72	73	**65**
Mortlach	191	175	**175**	132	120	**128**	69	69	**73**
Rothes	158	175	**186**	99	95	**93**	63	54	**50**
Tomintoul	75	75	**75**	40	38	**31**	53	51	**41**
ASG Total	838	789	**818**	536	510	**499**	63.96	64.64	**61.00**

Item 7*

	Functional Capacity 18/19	School Roll 18/19	% Occupant Capacity 18/19
Secondary School			
Buckie High School	944	750	79.45
Elgin Academy	1224	1025	83.74
Elgin High School	899	613	68.19
Forres Academy	1121	802	71.54
Keith Grammar School	553	379	68.54
Lossiemouth High School	694	506	72.91
Milne's High School	625	397	63.52
Speyside High School	562	424	75.44
Totals	**6622**	**4896**	**73.94**

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: STRATEGY TO IMPROVE EDUCATION AND CHILDREN'S SERVICES.

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1.   REASON FOR REPORT

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

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

2.   RECOMMENDATION

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

      (i)   scrutinise and note the contents of this report; and

      (ii)   agree the suite of papers as detailed in 3.11 and in Appendix 1 to be reported to future meetings of this Committee and Moray Council.

3.   BACKGROUND

3.1   In 2012, a major a major restructure took place to create Education and Social Care department with 4 sections, Schools and Curriculum Development, Lifelong Learning, Culture and Sport, Integrated Children's Services and Social Care.

3.2   Most of Adult Social Care has now moved to the Moray Integrated Joint Board (IJB) and so the department now consists of Schools and Curriculum Development (all schools, music instruction and a small early years team, Integrated Children's Services (including Additional Support Needs, Educational Psychology and children's social work and youth justice), Lifelong Learning, Culture and Sport (including libraries, leisure services, sport and active schools and school buildings including new build projects) and some

remaining non-integrated adult social care services.   As a result of budget savings over the years, the culture team no longer exists and museums now sit within Development Services. The Early Years expansion programme lead currently reports to the Head of Lifelong, Learning, Culture and Sport with links to Schools and Curriculum Development. The Business Support Team report directly to the Director, however supports all aspects of the department.

3.3   As teams have reduced and priorities and direction of travel have changed, the challenges and gaps have become ever more apparent with an urgent need to review and refocus the vision and needs of the service moving forward including structure and governance.

3.4   The Scottish Government has the aspiration that Scotland is the best place in Scotland to grow up with an ambitious programme for Government which highlights the following areas of focus at this time:

- Getting the best start in life
- Early learning and childcare
- Outdoor learning and play
- Scottish Attainment Challenge
- Additional support for learning
- After-school and holiday childcare
- Putting teachers, parents and communities in the driving seat
- Science, Technology, Engineering and Maths (STEM)
- Choosing and staying on the right path
- Investing in looked after children, time, money and love
- Social work workforce
- Children's rights
- Incorporating the principles of the UN Convention on the Rights of the Child
- Adverse childhood experiences

3.5   This is an ambitious plan requiring equally ambitious plans, structures and strategies to both support and implement expectations. Our current and emerging response to this lies within a number of local plans including those with our community partners.

3.6   In addition to this there are a number of key national policy drivers and legislation within Education and Children's Services which we must also take cognisance of, namely:

- Getting it right for every child (GIRFEC)
- Curriculum for Excellence (including Developing Young Workforce, 1+2, 2 hours of Physical Education etc)
- National Improvement Framework (NIF)
- Scottish Attainment Challenge
- Child Protection Improvement Guidance
- Children and Young People (Scotland) Act 2014
- Children and Young People's Improvement Collaborative
- Meeting teacher number requirements
- Fulfilling requirements of Donaldson report
- The Education (Scotland) Act 2016
- United Nations Convention on the Rights of the Child
- Standards in Scotland's Schools etc Act 2000

- Scottish Schools (Parental Involvement) Act 2006
- Education (Additional Support for Learning) Acts 2004 and 2009
- Equality Act 2010
- The Community Empowerment (Scotland) Act 2015

3.7   The following risks for the service are –

- Failing to meet statutory obligations.
- Failing to implement legislative requirements.
- Failing to monitor and respond to performance information.
- Reputational damage to the Council
- Increasing complaints resulting in management time spent investigating and responding to them.
- Poor outcomes for children and young people
- Reduced performance during external inspection
- Risk of ASN tribunal and potentially losing
- Litigation resulting from a failure to protect or meet need
- Inability to fill posts, teaching and promoted
- Failure to support and challenge schools
- Failure to reduce bureaucracy/workload
- Failure to increase attainment and achievement
- Increase in the number of poor inspection evaluations
- Failure to attract teachers, social workers and leaders to Moray as it is not seen as a positive authority to work for

3.8   The Community Planning Partnership Plan – the Local Outcome Improvement Plan (LOIP), www.yourmoray.gov.uk/downloads/file118036.pdf , provides a vision with a number of priorities including:

Building a better future for our children and young people in Moray

3.8   In order to meet the needs of children in Moray we are required not only to deliver better outcomes within the Council but also to work jointly with our partners. In 2016 the Care Inspectorate undertook an inspection of Moray's Children's Services, a partnership with NHS, Police Scotland, Children's Social Work and Education. This was not a positive report and has resulted in a major change to multi-agency children's services working and a new governance structure. There was an ambitious five year plan created and developed to meet the main points for action with a vision that Moray will be:

- a place where children and young people will thrive
- a place where they have a voice, have opportunities, learn and get around
- a place where they have a home, feel secure, healthy and nurtured

3.9   The three priorities arising from the plan, which relate directly to national expectations and meet the improvement areas from the inspection are:

Ambitious and confident children – to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages

Healthier children – children get the healthiest start in life and are supported

to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups

Safer children – to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities

3.10 All of the plans above, policy drivers and legislation give us a clear framework for improvement. It is then necessary to look at the Council and Services to see whether or not the correct vision, governance arrangements, strategies and plans support what we are trying to achieve. The main areas to consider in this context are:

- Do we have sufficient capacity and leadership to fulfil all of our ambitions? Is the service structure fit for purpose and able to deliver the ambitious priorities above, for now and in the future?
- Is there sufficient capacity to allow for adjustments in local priorities and for new national programmes, innovation and initiatives?
- Does the governance structure and performance reporting provide appropriate scrutiny for improvement?
- Are roles and responsibilities clear enough so that managers and leaders are given the correct level of autonomy whilst also empowered to lead and direct change?
- Is the school and wider estate sustainable and supporting integrated working as well as meeting the needs of our children and families?
- How effective are the quality assurance processes for the department and multi-agency working and what are our stretch aims?
- Are we utilising our school estate in a way that maximises integrated working
- Are there appropriate plans, based on evidence and self-evaluation processes which are driving improvements?
- Are there effective monitoring processes in place to ensure explicit and timely outcomes?
- How do we use opportunities to look outwards to learn and improve?

3.11 In order to answer these questions a suite of reports will be reported to this Committee and Moray Council which will provide a clear strategy for improvement whilst also delivering Education and Children's services in most efficient and effective way in order to improve outcomes for Children and Young People. An outline of this is seen in **Appendix 1** and listed below.

Review Vision, Values, Aims of Service (to be undertaken by the Acting Corporate Director(Education and Social Care)

Reports to Committee

Report	Committee	Date
Education Strategic Plan	Elsewhere on this agenda	21 November 2018
Report on Capacity to Improve	Moray Council	12 or 18 December 2018
New Governance Structure and Suite of Performance Reports	Children and Young People's Services Committee	6 February 2019
Children's Services Strategic	Children and Young	6 February 2019

Plan	People's Services Committee	
Strategy for a Sustainable School Estate	Moray Council	tbc

4.   **SUMMARY OF IMPLICATIONS**

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

   (b)   **Policy and Legal**
           None arising directly from the report

   (c)   **Financial implications**
           None arising directly from this report.

   (d)   **Risk Implications**
           None arising from this report.

   (e)   **Staffing Implications**
           None arising directly from this report.

   (f)   **Property**
           None.

   (g)   **Equalities**
           An Equality Impact Assessment is not required.

   (h)   **Consultations**
           Corporate Management Team, Senior Management in Education and Social Care, Quality Improvement Officers, Education Support Officers, the Early Years Project Manager, Paul O'Connor, Principal Accountant, the Legal Services Manager (Litigation and Licensing), the Equal Opportunities Officer, the Human Resources Manager, the Business Support Team Manager, Susan Slater, Joint Chair Local Negotiating Committee for Teachers, and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   **CONCLUSION**

5.1   **That the Committee considers the contents of the report and accepts the recommendations.**

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

Review Vision, Values, Aims of Service Led by the Director of Education and Social Care (Aim:to create a vision, values and aims to best meet the needs of Children and Families in Moray, achieved through)					
Report	**Education Strategic Plan**	**New Governance Structure and Suite of Performance Reports**	**Report on Capacity to Improve**	**Children's Services Strategic Plan**	**Strategy for a Sustainable School Estate**
Actions	Officer Action Plans	Report on Governance Structure and agreed performance reports to demonstrate on target to meet aims	Report on resource to meet current and emerging needs	Officer Action Plans	Schools for the Future Policy V2
	Progress Reports	Regular reports to Committee	Update reports as required	Progress Reports	Review Reports with options
Outcomes	Improved attainment, achievement health and well-being and sustained destinations	Improved resource and governance with increased accountability to improve outcomes for children and young people	Improved integrated ways of working with increased capacity and flexibility to lead improvement for children and young people	Early identification of need, intervention and improved outcomes for our children and young people	Sustainable school estate with high quality environment, supporting integrated working, for our children and young people to learn in

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: A VISION AND STRATEGY FOR EDUCATION IN MORAY 2018-2021 – "AMBITIOUS TO ACHIEVE EXCELLENCE TOGETHER FOR MORAY'S CHILDREN AND YOUNG PEOPLE"

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1.   REASON FOR REPORT

1.1   For Committee to consider a new three year strategy to continue to improve outcomes for children and young people.

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

3.   BACKGROUND

3.1   The Scottish Government's recently revised National Improvement Framework identifies 4 key priorities for action:

1.   Improvement in attainment, particularly literacy and numeracy
2.   Closing the attainment gap between most and least disadvantaged children and young people
3.   Improvement in children and young people's health and wellbeing
4.   Improvement in employability skills and sustained, positive school leaver destinations for all young people

3.2   The Scottish Government has the aspiration that Scotland is the best place in Scotland to Grow up with an ambitious programme for Government which highlights the following areas of focus at this time:

● Getting the best start in life
● Early learning and childcare
● Outdoor learning and play
● Scottish Attainment Challenge

- Additional support for learning
- After-school and holiday childcare
- Putting teachers, parents and communities in the driving seat
- Science, Technology, Engineering and Maths (STEM)
- Choosing and staying on the right path
- Investing in looked after children, time, money and love
- Social work workforce
- Children's rights
- Incorporating the principles of the UN Convention on the Rights of the Child
- Adverse childhood experiences

3.3   A Strategy outlining a vision for Moray over the next three years to address these 4 priorities is attached as **Appendix 1**. In identifying key outcomes the Strategy takes account not only of the National Improvement Framework but ongoing delivery of Getting It Right For Every Child (GIRFEC), Curriculum for Excellence (CfE) and Developing the Young Workforce (DYW)

3.4   In addition, cognisance has been taken of the Moray Community Planning Partnership Local Outcome Improvement Plan (LOIP), the Moray Council Corporate Plan and Moray Children's Services Plan so that themes, priorities, actions and outcomes are linked.

3.5   The priorities/outcomes for the 2018-21 Strategy to be developed over the next three years are therefore:

1.   raise attainment and achievement for all;
2.   provide the highest quality learning and teaching experience delivered by our practitioners;
3.   review and improve our Curriculum in the Broad General Education and Senior phase
4.   strengthen our processes for self-evaluation for self-improvement;
5.   meet the needs of all by supporting learners; and
6.   build practitioner and learnership capacity through Leadership at all levels

These will be reviewed and updated regularly through the duration of the Plan.

3.6   This is a highly ambitious strategy requiring equally ambitious plans and governance to both support and implement expectations. The plan covers Education and also links with Integrated Children's Services.   A separate Integrated Children's Services plan will be reported to a future Committee. The plan also includes the response to the National Improvement Framework with clear links to the drivers and priorities identified by the Scottish Government.

3.7   Lead Officers are allocated for each outcome. Action plans are being finalised for each of the outcomes. These plans will complement the ongoing delivery of GIRFEC, CfE and DYW to support the continuing achievement of improved outcomes across Moray.

3.8   It requires to be acknowledged, with the range of work to deliver these developments, there is a vast amount in the plans. With a small team this will require a prioritisation of what would have the greatest impact on the areas of

most development, with identification of risks against what is not prioritised for progress in order to focus on manageable plans. The plan will be reviewed regularly over the three years to ensure that it is still relevant and any emerging priorities are included.

3.9 Report on progress of the Strategy and evidence of impact will be developed and reported annually in a Standards and Qualities report the first of which will be reported to Committee by March 2019 in time to influence individual school improvement plans for session 2019/20.

3.10 Achievement of the Strategy will require collaborative working to continue with partners including The Scottish Government, Learning Directorate; Education Scotland, ALO, Education Scotland Attainment Adviser: The Northern Alliance: Skills Development Scotland; Moray UHI; UHI Highland; Aberdeen University; DYW Moray; NHS Grampian; CMT/SMT; Moray IJB; Police Scotland; Glasgow City Council; Association of Directors of Education; the Third Sector; the General Teaching Council Scotland; Moray LNCT and others to improve outcomes for Moray's children and young people.

3.11 Governance of the Strategy is being reviewed with a view to enabling school empowerment and distributive leadership, in particular to have school leaders and teachers leading priorities and actions over the next three years.

3.12 Engagement with parents/carers and our children and young people will continue with the aim of their voice being integral to the improvement agenda.

3.13 There are major interdependences between the Strategy and the subjects listed below in terms of the aim to achieve outcomes to best meet the needs of children and young people and, in a wider context, their families. These will be the subject of future reports as shown.

Subject	Education Strategy	Governance and Performance Reporting	Capacity	Children's Services Strategic Plan	A Sustainable School Estate
Task	Prioritisation of Action Plans	Review of governance and reporting arrangements	Identification of resources to meet current and emerging needs	Cross referencing of Education Strategy and Action Plans	Production of "Schools for the Future" Policy
Report	Progress Reports	Report to Committee	Report to Committee/ Council	Progress Reports	Report to Committee/ Council
Outcome	Improved attainment, achievement health and well-being and sustained destinations	Improved resource and governance with increased accountability to improve outcomes for	Improved integrated ways of working with increased capacity and flexibility to lead	Early identification of need, intervention and improved outcomes for our	Sustainable school estate with high quality environment, supporting integrated working, for

		children and young people	improve-ment for children and young people	children and young people	our children and young people to learn in

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
This report relates to 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 Moray Community Planning Partnership Local Outcome Improvement Plan (LOIP).

(b) **Policy and Legal**
In terms of the Standards in Scotland's Schools etc Act 2000 the authority "shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them".

(c) **Financial implications**
The continuing change this Strategy envisages means the service will require the strategic and management capacity to deliver the change required to achieve improved outcomes in addition to "business as usual"

(d) **Risk Implications**
Inability to address the significant concerns Education Scotland has in terms of outcomes for children and young people.

Lack of strategic management capacity results in the Council being unable to deliver the transformation required to deliver improved outcomes.

(e) **Staffing Implications**
Not applicable.

(f) **Property**
Not applicable.

(g) **Equalities/Socio Economic Impact**
Outcome 2 in particular is about achieving equity; ensuring every child has the same opportunities to succeed, with particular focus on closing the poverty related attainment gap.

(h)   Consultations

Corporate Management Team; Education and Social Care Senior Management Team; Quality Improvement Officers; Education Support Officers; Opportunities for All Officer; Paul Connor, Principal Accountant; Legal Services Manager (Litigation and Licensing); Equal Opportunities Officer; Senior HR Manager; Joint Secretaries of the Local Negotiation Committee for Teachers (LNCT); Schools and Curriculum Development Strategy Group and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5.   CONCLUSION

5.1   The vision, priorities and drivers of improvement set out in the attached Strategy will underpin an improvement agenda for the three years ahead. This presents an opportunity to focus on excellence through raising attainment ensuing that every child achieves the highest standards in literacy and numeracy, set within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed;

5.2   We need education in Moray to deliver both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs; and

5.3   As resources have reduced and priorities and direction of travel have changed, the challenges and gaps have become ever more apparent with an urgent need to review and refocus the vision, strategy and governance in terms of the needs of the service going forward.

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

For Moray's Children
Education Vision and Strategy
2018-2021

Contents

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Introduction

In Moray, we have a clear vision to be Ambitious to Achieve Excellence Together for Moray's children and young people. We are ambitious to ensure that their needs are met and that they benefit from planned pathways in order that they progress to their chosen destination, whilst building the necessary skills, resilience and flexibility to be prepared for life. Nationally, strategies and policies are in place for an excellent education system in order to reach the ambition of making Scotland the best place in the world for a child to grow. Working with our partners, our priorities of having 'Ambitious and Confident, Healthier and Safer children', will be achieved by planning and working in partnership through focused effort.

Through our Moray Children's Services Plan and Education Plan we have clear priorities and actions, linked to national policy and we work hard to produce strategy and guidance to our Schools and Early Learning and Childcare Centres. Everyone has the responsibility to contribute to the delivery of our priority actions. Our guidance clearly supports our school and Early Learning and Childcare Centres where plans at all levels dovetail with our high level objectives while allowing continued flexibility for establishments to respond to their local context and community.

We want Moray to be the best place in Scotland for children and young people to grow and learn. We want our children and young people and families to remain in this area and to enjoy all the advantages that Moray has to offer. If our young people leave for any reason, we would like them to return, bringing others with them.

The Vision: For Moray's Children

Our strategy includes objectives and priorities and will be supported by a plan that sets out the specific actions we will take to deliver Moray's vision for children and young people including who will lead this forwards. We will report annually on our progress through our Standards and Quality Report.

Our aspiration is that Moray will be the best place in Scotland for our children to grow up; we are **ambitious to achieve excellence together**. This vision clarifies our desire to provide the best possible education and care for Moray's children. Moray Council's core values are: **ambitious**, **fair**, **responsive** and **improving** – during the course of this plan, work will be undertaken to develop our service values in order to improve outcomes for our children and young people.

We will:

• raise **Attainment** and **Achievement** for all,

• provide the highest quality **Learning and Teaching** delivered by our practitioners;

• review and improve our **Curriculum** in the Broad General Education and Senior Phase;

• strengthen our processes for Self-evaluation for **Self-improvement**;

• meet the needs of all by **Supporting Learners**;

• build practitioner and learner capacity through **Leadership at all Levels**.

Our themes are underpinned by working collaboratively with a range of partners. It is the responsibility of all of our stakeholders to meet our objectives and to deliver our key priorities and actions. We will achieve this through improvement planning in schools, establishments and services, ensuring our values are reflected in all we do. Our priorities have been agreed and are displayed in every classroom in Moray, where in Moray we are **ambitious to achieve excellence together**.

Policy Context

Change is a constant for Education and Social Care. The pace of change, drive to improve our service, financial and staffing context combine to place increasing demands on the delivery of education. Challenges aside, it is vital that we remain ambitious to ensure the very best outcomes for our children and young people.

The National Outcomes for Scotland include:

• our children have the **best start in life** and are ready to succeed

• young people are equipped through their education to become **successful learners**, **confident individuals**, **effective contributors** and **responsible citizens**

• we have tackled the **significant inequalities** in Scottish Society

• we have **improved the life chances for children**, young people and families at risk

These outcomes provide the direction for the work we do and are reflected in the **National Improvement Framework** (NIF) for Scottish Education and in our local strategies for delivering services in Moray.

The NIF, along with the Education (Scotland) Act 2016 seek to draw a number of these areas together at a national level and clarify the vision as delivering **Excellence through attainment** and **achieving equity**.

The NIF is supported by 4 national priorities:

• improvement in attainment, particularly in literacy and numeracy

• closing the attainment gap between the most and least disadvantaged children

• improvement in children and young people's health and wellbeing

• improvement in employability skills and sustained, positive school leaver destinations for all young people

The national vision and key priorities will support us in improving outcomes for children and young people in Moray and help us to deliver on the Local Outcomes and Improvement Plan (LOIP) with the Scottish Government.

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With our local Community Planning Partnership we will deliver our vision:

- growing, diverse and sustainable economy;

- building a better future for our children and young people in Moray;

- empowering and connecting communities;

- changing our relationship with alcohol.

The LOIP can be found here: www.yourmoray.org.uk/downloads/file118306.pdf

Locally we work in partnership with others to identify and deliver on clear shared objectives through our Moray Children's Service Plan (MCSP) 2017-2020 which is reviewed regularly. The MCSP outlines our vision that Moray will be:

- a place where children and young people thrive

- a place where they have a voice, have opportunities, learn and get around

- a place where they have a home, feel secure, healthy and nurtured

- a place where they are able to reach their full potential

Our three priorities are:

- **Ambitious and confident children –** to improve the life chances of children, especially the most vulnerable, by supporting them and their families at the earliest stages

- **Healthier children –** children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups

- **Safer children –** to protect children from the risk of harm, abuse and neglect and promote and support safer environments and communities

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Themes and Legislative Compliance

There are 4 themes which cut across and influence our priorities:

- legislative compliance

- getting it right for every child (GIRFEC)

- prevention and early intervention

- evidence based practice, including the use of appropriate data

Legislative Compliance

It is vital that all policy, guidance and practice comply with the legislations that determines how education should be delivered to meet the needs of all children and young people. The key legislation that guides our service delivery includes:

- The Education (Scotland) Act 1980

- United Nations Convention on the Rights of the Child

- Standards in Scotland's Schools etc Act 2000

- Scottish Schools (Parental Involvement) Act 2006

- Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

- Equality Act 2010

- Children and Young People (Scotland) Act 2014

- Education (Scotland) Act 2016

- The Community Empowerment (Scotland) Act 2015

Getting it right for every child (GIRFEC)

Getting it right for every child is the approach used across Scotland which is about keeping the child and family at the centre and working alongside the child and family to promote well-being and positive outcomes ensuring that all agencies work in partnership. At the heart of the GIRFEC approach are the Wellbeing Indicators. These provide a framework in which to assess a child's progress and ensure that the support offered is appropriate, proportionate and timely. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Children learn about the indicators in Early Learning and Childcare and reflect on them until they leave school with the ambition that these will become embedded through life.

Every child in Moray has a named person, a health visitor for pre-school children and a member of staff from within Schools and Curriculum Development from school age onwards. Central staff provide a named person service over holiday periods ensuring continuity of care about our children's wellbeing. If a child's progress would benefit from multi-agency working, a child's plan may be developed. We involve the child and their family in any discussions to agree any support or actions around the planning process.

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Prevention and Early Intervention

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people. It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals working in partnership to get it right for every child.

Where possible we will seek to address issues before they become difficulties through preventative approaches.

Evidence Based Practice

In order to improve we will refer to research and look outwards to learn from others. Across all of our priorities it is important that we consider what we are doing, how we are doing it and identify the difference that this is making. We will work collaboratively within our service, the Council and also with our local and Northern Alliance partners. As well as referring to evidence we will also use the wide-ranging data we have to aid, drive and measure improvement. Our actions and developments must improve outcomes for our children and young people whilst providing best value for money.

Self-evaluation, reporting to committee, reporting etc

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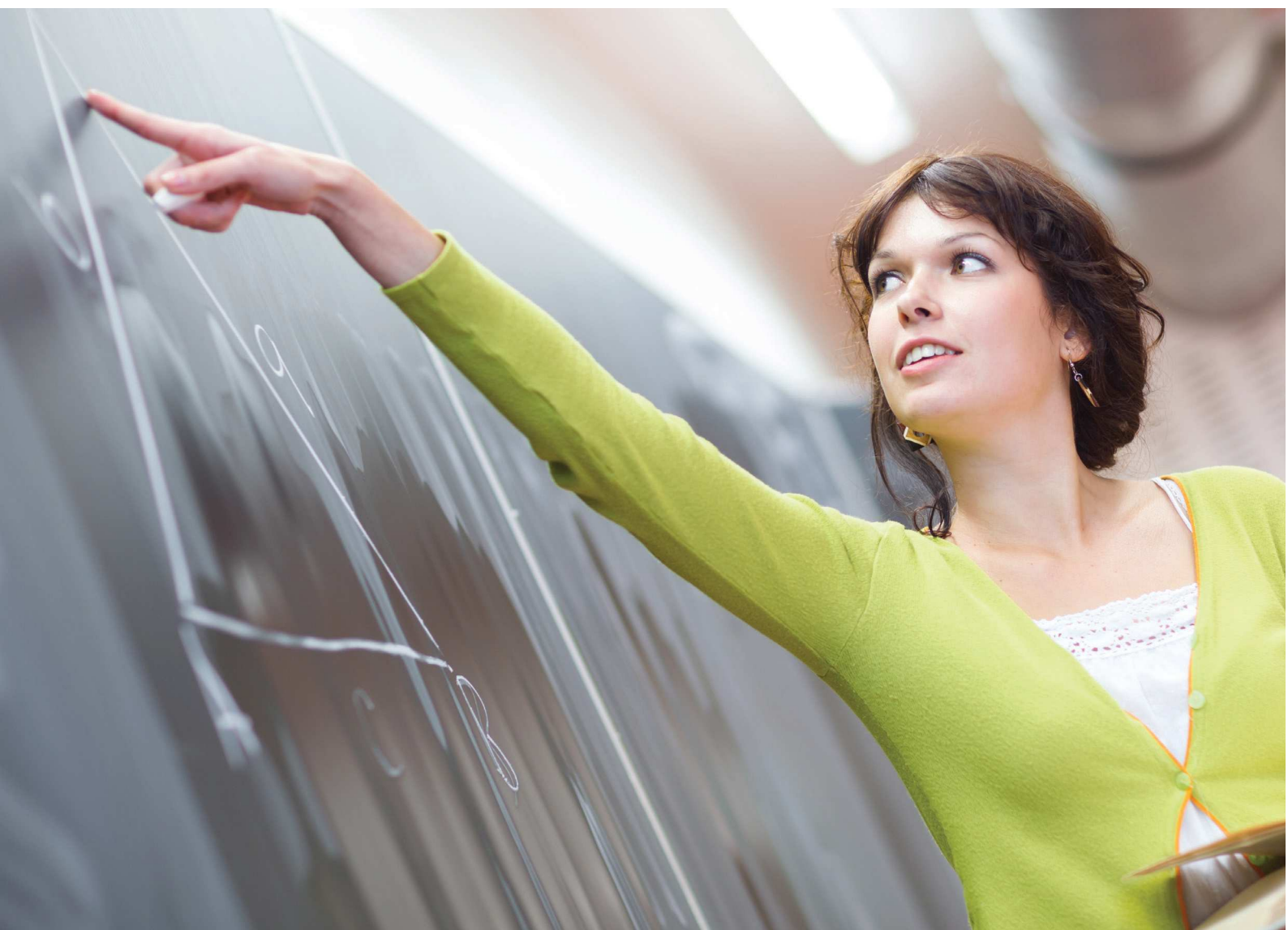
Local Context

Moray is diverse, rural area of natural beauty where many people choose to live, learn, work and enjoy life. We have a large geographical area with a relatively small population in comparison to other Scottish local authorities. It has high levels of employment, low levels of benefits claimants but low average wage. The largest employers are in the public sector including the armed forces, food processing and construction. There are a significant number of small and medium sized businesses.

Within the Council, the department of Education and Social Care has 3 sections:

- Schools and Curriculum Development

- Integrated Children's Services

- Lifelong Learning, Culture and Sport

Although this is an Education Plan, the priorities permeate and link through the other sections as well as the corporate priorities.

Learning takes place in a range of settings through a variety of approaches, including:

- Early Learning and Childcare

- Primary and Secondary Schools

- Locality Management Groups

- Partnerships

The size of schools vary significantly across the authority with primary school rolls ranging from around 15 to 531 and secondary school rolls ranging from less than 400 to more than 1000. The needs of almost all pupils are met within mainstream classes or in enhanced provisions situated within mainstream school. A very small number of children are educated in establishments outwith Moray.

We are part of the Northern Alliance working closely with 7 other local authorities:

- Aberdeen City

- Aberdeenshire

- Argyll and Bute

- Eilean Siar (Western Isles)

- Highland

- Moray

- Orkney Islands

- Shetland Islands

The Northern Alliance builds on the strengths of shared service development, creates professional networks and aims to deliver continuous professional development.

Education Strategy Service Overview

A range of plans influence the content and direction of our strategic plan as well as the National Priorities set by the Scottish Government.

Our Community Partnership Plan

Local Outcome Improvement Plan (LOIP)

- Priority 1: Growing a diverse and sustainable economy

- Priority 2: Building a better future for our children and young people

Our Partnership Children's Services Plan

Moray Children's Services Plan

- Priority 1: Ambitious and confident children

- Priority 2: Healthier children

- Priority 3: Safer Children

Our Regional Collaborative Plan

Northern Alliance Plan

- Priority 1: Improvement in attainment, particularly literacy and numeracy

- Priority 2: Closing the outcome gap between the most and least disadvantaged children

- Priority 3: Improvement in children and young people's health and wellbeing

- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Our Local Authority Plan

Moray Council Corporate Plan 2026

- Priority 3: Provide a sustainable education service aiming for Excellence

Moray Children 11
Inclusion Vision and Strategy

Moray Education Priorities

These priorities have been identified on reviewing the outgoing plan and taking into consideration national guidance and expectations as well as local evidence.

Raise Attainment and Achievement for all

- To develop collaborative approaches to improve attainment and achievement at all stages, 3-18

- To identify gaps in attainment and achievement within establishments, creating and implementing strategies to ensure equity for all learners

- To engage families in developing opportunities to ensure positive relationships, improved behaviour and better learning

- To create opportunities which empower children and young people to actively engage and participate

Provide the highest quality Learning and Teaching delivered by our practitioners

- To review and embed the learning and teaching strategy in order to ensure high quality learning experiences for all

- To further strengthen planning of learning, teaching and assessment, including moderation, to support robust and reliable teacher professional judgement

- To secure improved outcomes for all learners, through effective tracking and monitoring approaches, supported by rigorous data analysis by all

Review and improve our Curriculum in the Broad General Education and Senior Phase

- To support the development of curriculum rationale based on clear vision, values and aims

- To ensure a responsive curriculum is in place to meet the needs of all learners, reflecting CfE design principles

- To provide progressive learner pathways from 3-18, to develop skills for learning, life and work

Strengthen our processes for Self-evaluation for Self-improvement

- To develop our support for self-evaluation for self-improvement, at all levels

- To create a culture of self-reflection in all establishments, leading to improvement

- To promote collaborative approaches to validate self-evaluation, reviewing and further developing quality improvement engagement with establishments

Meet the needs of all by Supporting Learners

- To promote approaches to wellbeing which underpins children and young people's ability to maximise their successes, progressions and achievements

- To develop a culture of inclusion, equality, and diversity leading to improved outcomes for all children

- To establish robust quality assurance procedures and processes to support the wellbeing of children and young people

- To embed the collective 'Responsibility of All' across establishments

- To improve employability skills and sustained positive destinations for all young people

Build practitioner and learner capacity through Leadership at all Levels

- To build and sustain a culture of leadership at all levels

- To promote personal and collegiate responsibility through collaboration and sharing learning to foster a coherent approach to professional development and leadership

- To support and nurture Moray's Education workforce and provide sustained support for professional development

- To encourage and enable leadership of learning by developing understanding of how research and theory inform and underpin practice

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Action Plans

An annual action plan will give work plans for officers and working groups and will be reviewed and reported on annually.

Strategies and Guidance

Everything we do and produce to guide our schools and establishments is linked to National and Local Policy. All strategies and guidance documents interlink providing a streamlined framework for schools. A small central team work with colleagues in schools through working groups and collaborative working to produce and review Strategy and Guidance documents which we will build on:

- 1+2 Strategy and Guidance

- Admissions Policy

- ASN Handbook – range of policies and procedures

- Assessing Progress and Moderation in the BGE – Guidelines and Procedures

- Broad General Education – Curriculum Rationale Guidance

- Broad General Education – Curriculum Strategy Overview

- Broad General Education – Data Analysis – Assessment, Tracking and Monitoring

- Broad General Education – Guidance for Tracking and Monitoring

- Broad General Education – Guidance on Planning in the BGE

- Broad General Education – Practitioner Self-Reflection – Assessment, Tracking and Monitoring

- Broad General Education –Summary Guidance for Practitioners for Tracking and Monitoring

- Child's Planning Guidance – under review

- Leadership and Management Strategy

- Moray Leadership Framework

- Strategic Plan for Professional Learning in Moray

- Moray ASN Strategy 2017/27

- Moray BGE Tracking and Monitoring Strategy

- Moray Included, Engaged, Involved

- Moray Learning and Teaching Strategy/Cycle

- Moray Moderation Strategy

- Moray Skills Pathway – our Strategy for Developing the Young Workforce

- Moray STEM Strategy

- Parental Engagement Strategy/Family Learning – under review

- School Improvement Planning and Pupil Equity Fund Guidance

- Schools for the Future policy – to be reviewed

- Transitions Policy

The support materials listed above are available on Moray GLOW. New support materials will be added over time.

We will continue to review and publish new guidance in line with our priorities and actions during the period 2018-2021.

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Our Offer to Establishments

We will provide support and challenge to our schools and establishments regularly with a framework of visits and reviews shared with leaders and managers annually. We will continue to provide opportunities for colleagues to work with us by developing and growing our Peer Reviewers. Establishments will benefit from support pre and post inspection. Acting and newly appointed senior leaders will be offered a mentor. An annual calendar of meetings and professional development workshops will be shared including the Moray Parent Forum dates.

Risks

We recognise that as with all strategic plans, there are risks associated in delivery which includes:

- operational issues which impact on actions failing to progress

- ongoing budgetary constraints

- failure to meet national priorities

- loss of key staff or reduction in capacity

- external scrutiny increases expectations

Establishments should focus on a manageable number of improvement priorities expressed as outcomes for learners.

For Moray's Children Strategy and Governance Group

Aims to:

- review national and local priorities, plans and guidance

- set and review priorities and actions, monitoring progress against agreed benchmarks

- ensure best value for Education and Social Care resource whilst ensuring improved outcomes for children and young people

- scrutinise progress against milestones

- agree and direct interventions where required

- develop a communication strategy to ensure participation of all stakeholders

Representation will be agreed annually and the group will meet up to four times per year. A Children and Young People's Participation Group, a Practitioner Group and Moray Parent Forum will provide a learner and parent perspective.

Reporting on Outcomes

Progress reports will go to Education and Social Care Senior Management Team and the Children and Young People's Services Committee. An annual Standards and Quality Report will also evidence improvement and impact on our children and young people as per the requirements of the National Improvement Framework.

Moray Council
High Street, Elgin, IV30 1BX

www.moray.gov.uk

#TeamMoray
#TeachMoray

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018**

SUBJECT: **RAISING ASPIRATIONS IN SCIENCE EDUCATION (RAiSE) PROGRESS REPORT - NATIONAL AND LOCAL 2018**

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

1. REASON FOR REPORT

1.1 To inform the Committee of the progress the Raising Aspirations in Science Education (RAiSE) National Initiative and the local progress made against the RAiSE Objectives from March 2018 to present.

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

2. RECOMMENDATION

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

3. BACKGROUND

3.1 In 2016, The Wood Foundation launched its Raising Aspirations in Science Education (RAiSE) programme in partnership with the Scottish Government. The programme is designed to secure improvements in primary science, by developing the confidence and competence of teachers to ensure all learners experience highly engaging and motivating learning opportunities. This will equip learners with skills for life, learning and work to enable them to access a wide range of careers including those within the Science, Technology, Engineering and Maths (STEM) sectors. A key aspect of this programme is access to a dedicated Primary Science Development Officer (PSDO) for the Local Authority which is mostly funded externally (one third Scottish Government, on third Wood Foundation and one third Moray Council).

3.2 Paragraph 9 of the Minutes of the Meeting of the Children and Young People's Committee 14 September 2016 refers to the approval of a partly funded post of PSDO within Schools and Curriculum Development.

3.3 Paragraph 8 of the Minutes of the Meeting of the Children and Young People's Committee 7 March 2018 refers to the progress made against RAiSE

Objectives from commencement of PSDO post in January 2017 to March 2018.

3.4 The RAiSE programme is being independently evaluated by The Robert Owen Centre for Education Change (ROC) at University of Glasgow. The full Interim Evaluation Report dated April 2018. The report is available to view at: https://www.thewoodfoundation.org.uk/wp-content/uploads/2018/05/RAiSE-Interim-Report-ROC-29April18.pdf and is summarised in an External Evaluation Report published in Spring 2018 **(Appendix 1)** which describes the purpose of the RAiSE programme and the need for RAiSE within the education system, the role of the PSDO within each Local Authority and how RAiSE supports the wider school curriculum.

3.5 The National RAiSE Priority Themes are: Leadership at all levels, Quality of Learning and Teaching, Career-long professional learning, Collegiate planning, networking and support, Effective Partnership working, 3-18 progression in learning/Assessing progress and achievement, Skills for Learning, Life, and Work and Parental Engagement.

3.6 Highlights of progress in Moray within these themes since the RAiSE Progress Report of March 2018:

- *Leadership at all levels:* Scottish Schools Educational Resource Centre (SSERC) Primary Cluster Programme extended to create a network of Primary Science Mentors across Moray. Cohort 1 training completed in June 2018; programme evaluated and made ready for Cohort 2. Cohort 2 training started in September 2018 creating a total of 30 mentors across Moray to support STEM within their schools and Associated School Groups (ASGs).
- *Quality of Learning and Teaching:* Support to schools includes; Career Long Professional Learning (CLPL) to support STEM learning and teaching, supporting STEM self-evaluation within schools using national Benchmarking tool; supporting developments of Science progressions and teaching resources. Completion of the Moray/Highland contribution to a National Science Guide to be published by Education Scotland.
- *CLPL:* Primary Science Mentors offered extensive training in primary science and leadership in the classroom, a further 5 sessions for Early Learning and Childcare (ELC) Centres booked from Aberdeen Science Centre to start in January 2019, Primary teachers continue to be supported with a programme of sessions both in practical STEM and Improving Gender Balance in STEM.
- *Collegiate planning, networking and support:* Supporting professional learning networks in Lossiemouth, Buckie, Forres, Milnes and Speyside ASGs with Primary teachers and Secondary Science Teachers.
- *Effective Partnership working:* Moray STEM Strategy group with Skills Development Scotland (SDS), Developing Young Workforce (DYW) Moray, Moray College UHI, RAF Lossiemouth, Community Learning and Development (CLD), Education Support Officer (ESO) Skills and Moray Council Learning Technologists held their first STEM Showcase in June 2018 to highlight good practice from across Moray, help schools make links with local STEM partners and to launch the Moray STEM Position Statement **(Appendix 2)** as the start of our work together.
- *3-18 Progression in learning/assessing progress and achievement*: Supporting schools in the use of the National Curriculum for Excellence

(CfE) Science Experiences and Outcomes and Benchmarks to support Assessment and Moderation processes. STEM Champions Award pilot started in the Elgin High ASG with all P5-7 pupils: The STEM Champions Award will recognise and celebrate learner's achievements and contribution to STEM learning in their school. It provides a framework for developing their skills for Learning, life and work and within this, embeds the Career Education Standards (CES).

- *Skills for Life, Learning and work*: Continue to work with ESO Skills, SDS and DYW Moray to dovetail RAiSE work with Moray Skills Pathway by embedding CES and Career Management Skills (CMS) into developments.

- *Parental Engagement:* Family Learning; STEM Bags Pilot has been running in Portessie, Findochty and St Gerardine Primary Schools since May 2018 and is being evaluated in October/November 2018 using a series of Focus Groups with pupils, parents and teachers.

3.7 The funding for this post ceases in December 2018. The current postholder leaves the Council for a similar post with Education Scotland. There are no plans to appoint a replacement with no external funding.

4. **SUMMARY OF IMPLICATIONS**

(a) **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
The RAiSE objectives will contribute to the Moray Council Corporate Plan Priority 3: Provide a sustainable education service aiming for Excellence and LOIP Priority 1 Growing a diverse and sustainable economy and Priority 2: Building a better future for our children and young people.

(b) **Policy and Legal**
There are no Policy and Legal implications.

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

(d) **Risk Implications**
With the post ceasing there is a risk that the great work and impact so far will not be sustained in the future.

(e) **Staffing Implications**
There are no Staffing implications.

(f) **Property**
There are no Property implications.

(g) **Equalities/Socio Economic Impact**
An Equality Impact Assessment is not required as this report is to inform Committee on progress of RAiSE nationally and within the Authority. The objectives will contribute to the Moray Council's Equality Outcomes of reducing the gender pay gap.

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

5.   CONCLUSION

5.1   That Committee scrutinises and notes the contents of this report
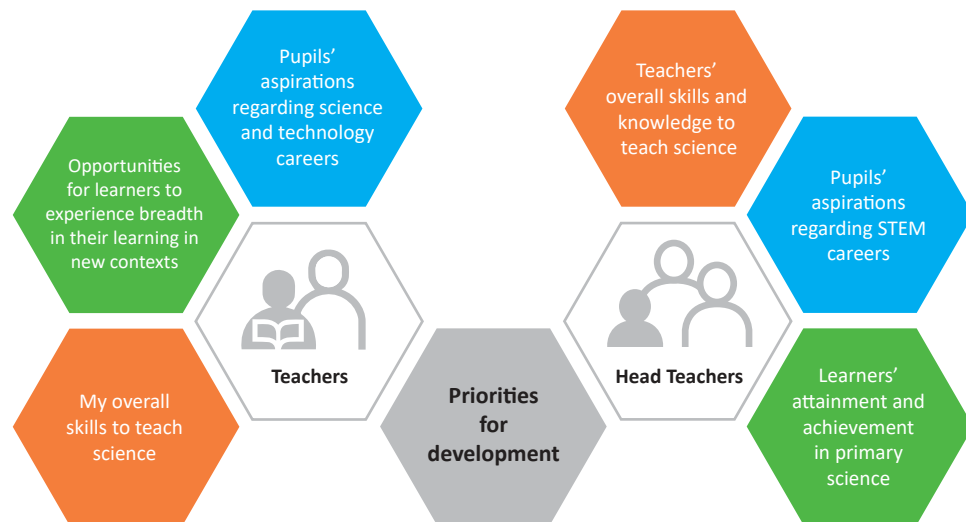

Author of Report: Janey Irving, Primary Science Development Officer
Background Papers:
Ref:

The need for RAiSE in the education system

Those about to embark on the programme in the Tranche 2 authorities were questioned on their views regarding science education and their priorities for participating in the RAiSE programme.

Teachers

- Pupils' aspirations regarding science and technology careers
- Opportunities for learners to experience breadth in their learning in new contexts
- My overall skills to teach science

Priorities for development

Head Teachers

- Teachers' overall skills and knowledge to teach science
- Pupils' aspirations regarding STEM careers
- Learners' attainment and achievement in primary science

Pupils say:

Science is the third most popular subject in primary school

Favourite activities:
- Experiments
- Group working
- Visiting science centre
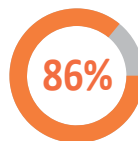
86%
P5-7 pupils who believe it is important to learn science in school

88%
Pupils who enjoy science

However, only 37% say they know someone who works in science and only 29% say they could see themselves working as a scientist. This shows a real need to develop the understanding of the applications of STEM at a school-level.

RAiSE
Raising Aspirations in Science Education

Raising Aspirations in Science Education (RAiSE)
External evaluation interim report Spring 2018

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The Wood Foundation

smarter scotland
SCOTTISH GOVERNMENT

Education Scotland
Foghlam Alba

The RAiSE programme is designed to secure improvements in primary science by developing the confidence and skills of teachers to ensure all learners experience highly engaging and motivating learning opportunities.

The objectives of RAiSE clearly articulate with a number of actions identified in the STEM Education and Training Strategy for Scotland.

The first tranche of participating local authorities – Moray, West Dunbartonshire, City of Edinburgh and Highland – embarked on the programme in 2016. The second tranche – Glasgow, Dumfries & Galloway, Angus and Fife – joined in 2017.

The three-year pilot, led by Education Scotland, is funded by The Wood Foundation (TWF), Scottish Government and participating local authorities. TWF commissioned this evaluation from the Robert Owen Centre for Educational Change to assess the model, implementation and overall impact of the RAiSE pilot on participating learning communities.

The report indicates RAiSE is adopting an effective CLPL model which reflects recognised best practice approaches to effecting system change and fostering educational change which in turn increases pupil attainment.

"Talking to the schools gave me lots of ideas of areas to focus on in terms of the delivery of CLPL, cluster models and how we will upskill teachers."
Glasgow PSDO

"NIF drives our work. The three key areas of this are raising attainment, DYW and the GIRFEC agenda. We're also trying to address these through the RAiSE programme."
Angus local authority colleague

Participating local authorities

Highland
Moray
Angus
Fife
West Dunbartonshire
Glasgow
Edinburgh
Dumfries & Galloway

The role of the Primary Science Development Officer (PSDO)

Each local authority has a PSDO responsible to lead the programme in their region, supported by the National Education Officer, seconded to Education Scotland by TWF.

The report finds that the highly-skilled and motivated PSDOs are working effectively to promote the RAiSE objectives, with the National Education Officer playing a critical role ensuring the coherence of the programme at cluster, regional and national levels.

Locally, PSDOs have identified and fostered networks of leaders of science learning alongside partner organisations. The responsive and adaptive nature of RAiSE means a variety of approaches have evolved, tailored to suit individual local authority priorities and school objectives.

The use of technology and social media has enabled knowledge sharing, transfer and networking across learning communities often working as part of integrated teams within their local authority.

"It's all about creating a self-sustaining network."
Edinburgh PSDO

PSDOs and colleagues are working to ensure that RAiSE developments are sustainable and embedded in school and local authority plans for the long term.

RAiSE's support of the wider curriculum

The report highlights the complementary principles of RAiSE to broader national education frameworks being deployed within local authorities.

PSDOs' work to map and present local STEM activity and development has been praised in terms of providing focus and clarity. They have also clearly highlighted where STEM can be incorporated within existing and future project themes.

Head teachers and teachers both reported that promotion of STEM is challenging as it is often not seen to hold parity of esteem with other subjects such as literacy and numeracy. This, along with teacher confidence, is cited as their priorities to address directly through RAiSE.

"Research shows STEM can raise attainment in literacy and numeracy."
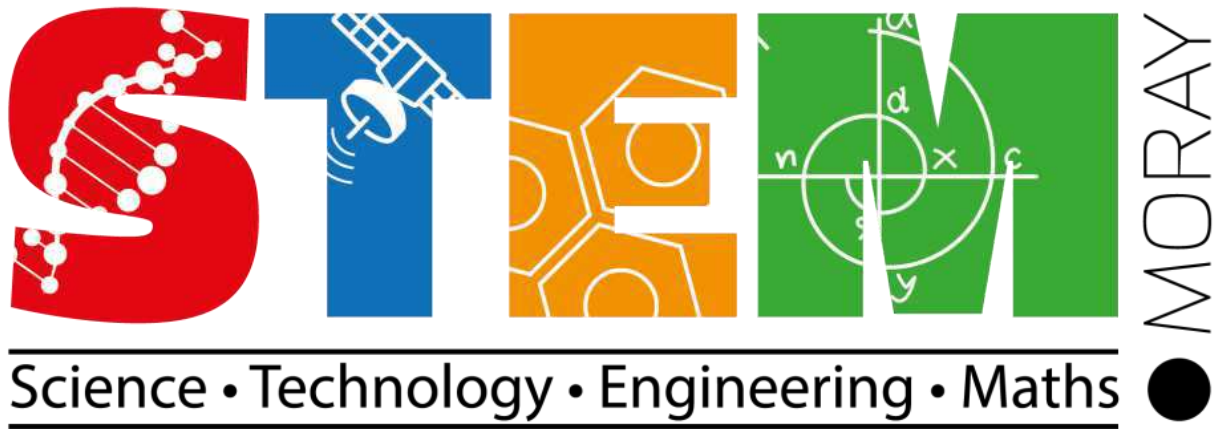*Highland local authority colleague*

PSDOs have effectively demonstrated to teachers where RAiSE is supporting on the delivery of Developing the Young Workforce (DYW) and National Improvement Framework (NIF) priorities.

"Mapping RAiSE to the outcomes of NIF shows it is not an add-on but a way to achieve those priorities."
Edinburgh local authority colleague

In response to the publication of the National STEM Education & Training Strategy, the Moray STEM Strategy Group is launching their partnership work with:

STEM Moray Position Statement 2018 - 2021

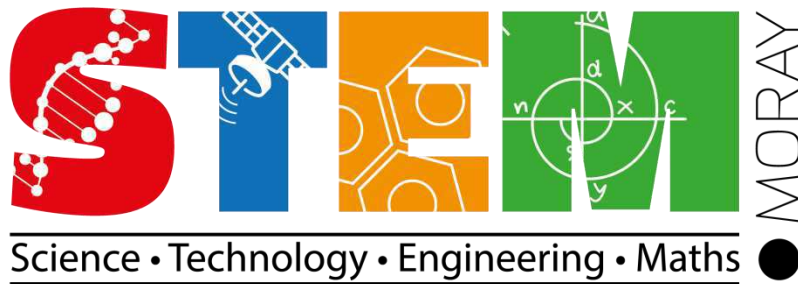# STEM Moray Position Statement 2018 - 2021

Our vision

By creating a common language around STEM education in line with the Moray Skills Pathway and Family Learning Strategy; we are ensuring our young people, parents, practitioners and partners work collaboratively to support the development of STEM based skills, knowledge and opportunities. In turn increasing the skills for life, learning and work of all our young people and supporting Moray's economic development.

What is STEM?

STEM stands for Science Technology Engineering and Mathematics. We include numeracy and digital skills within our definition of STEM. However, STEM is not just the collation of discrete curricular areas; it is integral to all aspects of the curriculum. STEM represents a key driver for the development of the skills and knowledge across subjects, skills that are at the heart of the development of Scotland's Young Workforce and of Moray's future economy and prosperity.

What are we trying to achieve?

Our aim is to bring together partners from across Moray to implement the national STEM Education & Training Strategy within our local context.

How will we do this?

There are a number of local and national policy drivers that support the development of a STEM strategy for Moray as part of Curriculum for Excellence. These include; Developing the Young Workforce, the Digital Learning and Teaching Strategy, Family Learning Strategy and the National STEM Education & Training Strategy for Scotland.

Following National Implementation Guidelines the development of a Moray STEM strategy and associated action plan will focus on four key priorities linking to the National Aims:

National STEM Strategy Key Aims:	Moray Key Priorities:
To build the capacity of the education and training system to deliver *excellent* STEM learning so that employers have access to the workforce they need	**Staff development**: continue to support staff to build confidence and understanding in STEM through high quality career long professional learning and opportunities to develop Professional Learning Networks.
To close *equity* gaps in participation and attainment in STEM so that everyone has the opportunity to fulfil their potential and contribute to Scotland's economic prosperity	**Equity in Learner experience**: ensure that all learners have an entitlement to high quality STEM experiences throughout their education from 3-24 in line with the four interactions in each sector through the Moray Skills Pathway.
To *inspire* children, young people and adults to study STEM and to continue their studies to obtain more specialist skills	**Family Learning:** support Associated School Groups (ASGs) in their development of family learning approaches that develop parental confidence to support their child's STEM learning.
To *connect* the STEM education and training offer with labour market need – both now and in the future – to support improved productivity and inclusive economic growth	**Partnerships**: develop and strengthen our work with partners including colleges, universities, business and public sector through the Moray Skills Pathway.

Why study STEM?

Studying STEM subjects and developing the associated skills offers considerable opportunities for our young people to access opportunities for further study and rewarding careers through developing Career Management Skills. It is important to recognise that the development of skills associated with STEM (creativity, employability, self-management, teamwork, communication, thinking, interpersonal and leadership) opens doors to employment that may not be initially recognised as associated with STEM. The message that STEM keeps options open is one that needs to be reiterated to our young people, their families and our community.

Moray's economic context

The eight key sectors for Moray's economy, as defined by Moray Skills Pathway these are Early Education & Childcare, Health & Social Care, Engineering, Construction, Food &Drink/Tourism, Information Technology/Creative Industries, Business/Professional services and Land Based. STEM and its associated skills are integral to these sectors.

The commitment of the partnerships within the Moray Skills Pathway is four interactions in each of the eight sectors throughout a young person's broad general education (BGE). Providing clear pathways for young people to follow their career aspirations and promoting the development of STEM skills in our young people will allow them to be well equipped for these growth areas in their future.
Labour market intelligence from Skills Development Scotland highlights that the business base in Moray is aligned with STEM – through the Regional Skills Assessment Moray.

Moray's Local Outcome Improvement Plan aims to Grow a diverse and sustainable economy and Build a better future for our children & young people in Moray.

Supporting STEM in Moray

Context:
Developments in the field of STEM offer considerable opportunities within a challenging context for effective implementation of a strategy:
- *Scale*: our strategy must support the development of STEM skills and knowledge for all children and young people, 3-24, regardless of which one of our establishments they attend, ensuring equity of access
- *Breadth*: STEM covers a significant part of the curriculum while supporting responsibilities for all - literacy, numeracy, health & wellbeing and digital literacy
- *Confidence*: research evidence shows that there is a lack of confidence in teaching STEM skills and knowledge in many staff in primary schools and ELCs nationally
- *Education Staff numbers*: there remain particular challenges nationally in ensuring that there are sufficient numbers of appropriately qualified STEM practitioners in the secondary and HE sectors
- *Perceptions of careers in STEM*: The Aspires report highlights that ingrained perceptions about STEM careers remain; such as that they are predominantly for male, white and middle class people and for the "brainiest" students. It also highlights a lack of awareness in young people and families of the range of STEM careers and pathways, and importantly, the transferability of STEM qualifications

Partners in the Moray STEM Strategy Group:
Local Authority:
Education Services directly support schools and practitioners to develop their approaches to delivering STEM education.

Moray is one of ten local authorities who are piloting RAiSE (Raising Aspirations in Science Education) programme in partnership with the Wood Foundation, Education Scotland and the Scottish Government.
Moray appointed a PSDO through the RAiSE partnership - Moray Strategic Plan for RAiSE.

The Moray Skills Pathway is a partnership between Moray Council, Moray College UHI, DYW Moray (employers) and SDS, the aim being a collegiate provision towards developing the Skills agenda using a collaborative approach to the recommendations as stated in DYW Youth Employment Strategy and BtC4. The delivery of co-designed and co-deliver curriculum allows the real STEM context to be added to curriculum deliver in a local and national context.

The Moray Digital Learning Team is dedicated to supporting the use of technology within schools across Moray. They are here to provide advice, training and support in the use of technology enabling you to decide how best to use technology to improve the outcomes for all learners in Moray. This covers all types of technologies that are currently used in the classroom but also technologies that schools may use in the future.
They offer a wide range of professional development opportunities for teachers and students, details of which can be found via Gateway CPD Manager or via their twitter page @DigiLearnMoray

Following training on STEM and STEM Ambassadors, the CLD practitioners will support the sectors with whom they work including; ELC, parents and families, and community learning and development to engage with STEM through the STEM Ambassador programme.

Moray College:
Moray College UHI has a curriculum that provides a high-quality, responsive STEM offering in both further and higher education and promotes the STEM Strategy themes of excellence, equity, inspiration and connection. College learners are supported to develop their STEM skills and grow their STEM literacy, which enables them to develop specialist STEM skills to gain employment in the growing STEM sectors. More generally, the college aims to improve the development of digital skills across all subject areas for both learners and teaching staff, in order to respond effectively and quickly to the evolving digital skills requirements across all employment sectors. Moray College UHI also has the responsibility for leading the BSc Computing and BSC Interactive Media degrees offered across the partnership of the University of the Highlands and Islands.

For the past 23 years, Moray College UHI has very successfully run an annual Science Festival week of activities for all Moray primary and secondary schools culminating in a Family Day of activities.

This year, this activity was replaced by a STEM Celebration week, where pupils from primary and secondary schools participated in STEM competition regional finals, as well have the opportunity to participate in STEM activities delivered by college staff, college learners and partner organisations.

Moray College UHI provides a STEM Ambassador programme for all interested college learners and staff. The STEM Ambassadors support the delivery of activities, which inspire young people to consider STEM career pathways. As part of this programme, Moray College UHI has become the only Scottish BLOODHOUND hub, working in partnership with the RAF and Rolls Royce.

Skills Development Scotland:
STEM is an integral part of Scotland's current and future economy. STEM-related sectors of have been growing faster than Scotland's economy as a whole and this trend is set to continue. To fully realise this potential we must support the development of a skilled and adaptable workforce equipped to take advantage of the growing number and evolving range of STEM jobs. This requires a systematic and co-ordinated approach based on strong partnerships across the public and private sectors, with a focus on promoting greater diversity in STEM, improving attainment and strengthening pathways into STEM occupations.

Currently, SDS supports STEM learning and careers in a range of ways and contexts and is working with partners to ensure that:
- children, young people and adults are encouraged to develop an on-going interest in STEM
- the education system has the right number and balance of teachers and other practitioners with STEM expertise and that they provide high quality learning and teaching
- the education and training system is equipping people with the skills that employers need and can respond changes in labour market demand
- gender imbalances and other inequities relating to race, disability, deprivation and geography are addressed and do not undermine inclusive economic growth
- more coherent, joined-up action within and across different sectors in the STEM education and training system
- there are clear STEM education and training pathways from the early years into employment.

DYW Moray:
The Scottish Government's STEM Education and Training Strategy clearly shows the principles of Developing the Young Workforce (DYW) embedded throughout. DYW Moray is supporting improvements across early year's settings, primary and secondary schools with a focus on science, technology, engineering and mathematics (STEM) through the implementation of the Moray Skills Pathway. DYW Moray works with all sectors to ensure that young people have the skills, knowledge and capability required to adapt and thrive in the fast-paced changing world and economy. We will also continue to provide a link between education and employers to ensure the accuracy and relevance of the STEM learning in schools within the context of the workplace.

RAF:

RAF Lossiemouth, as part of the wider RAF STEM Strategy, is committed to engaging and inspiring young people to consider a career in engineering and technical pathways and in doing so help address the national skills shortage. From cyber specialists to aerospace, aviation, electronics, medical and mechanical disciplines, the Royal Air Force employs a diversity of STEM based roles both locally and further afield creating an ideal opportunity to showcase how important STEM skills are to the workplace. By combining direct outreach work in Secondary schools linked to the curriculum with specialist project work and the annual Primary school focussed "STEM in the Workplace" event, RAF Lossiemouth adopts a partnership approach and welcomes the development of this Moray wide policy statement

Case Studies of STEM Partnership work:

- Little Lighthouse Project - http://www.yecscotland.co.uk/primary_school_resources.html
- Video/Media Projects - Buckie High School pupils produced a film to explain planning issues their peers will experience in the coming years. The video is available online at: https://www.youtube.com/watch?v=FzOr00-xymM
- Primary & Secondary Engineer http://www.moray.gov.uk/newsroom/news.html#/pressreleases/pupils-engineer-success-at-celebration-event-2480913
- SCDI Young Engineers & Science Clubs
- Bloodhound project – STEM Ambassadors from Moray College UHI (Bloodhound Hub)
- CLPL sessions – Early Years, Primary Science Mentors, Improving Gender Balance
- App Design – Lhanbryde PS, Speyside HS
- Moray Skills Pathway – Activity Overview Guides examples:
  - ➢ Biomass Plant Visit: https://docs.wixstatic.com/ugd/8146dd_d0671d9100c7474a91c5f140a15da4a1.pdf
  - ➢ Energy Workshop: https://docs.wixstatic.com/ugd/8146dd_ca13e04d7e8a4a75bff378da4b13591f.pdf
  - ➢ Visit to Industry: https://docs.wixstatic.com/ugd/8146dd_ea5796f4d5584a74a02843b1ee19c6d4.pdf
- DYW Moray videos:
  - ➢ https://www.youtube.com/watch?v=tVtmjGMz6bU – Early Learning and Childcare
  - ➢ https://www.youtube.com/watch?v=txfUIjYhay0 – Creative Industries and IT
  - ➢ https://www.youtube.com/watch?v=U8ruawNL-mo – Business and Professional Services
  - ➢ https://www.youtube.com/watch?v=Wjc3ce3KzSI – Engineering
  - ➢ https://www.youtube.com/watch?v=mX77i4dvNdM – Land Based
  - ➢ https://www.youtube.com/watch?v=KvdIsrynuhc – Food, Drink and Tourism

Web links:

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[Moray Skills Pathway - https://education.gov.scot/improvement/practice-exemplars/dyw45-moray-skills-pathways](https://education.gov.scot/improvement/practice-exemplars/dyw45-moray-skills-pathways)

[Regional Skills Assessment Moray - https://www.skillsdevelopmentscotland.co.uk/media/44079/moray-la.pdf](https://www.skillsdevelopmentscotland.co.uk/media/44079/moray-la.pdf)

[Local Outcome Improvement Plan - http://www.moray.gov.uk/downloads/file119323.pdf](http://www.moray.gov.uk/downloads/file119323.pdf)

P4

[Wood Foundation - https://www.thewoodfoundation.org.uk/developing-young-people-in-scotland/raise/](https://www.thewoodfoundation.org.uk/developing-young-people-in-scotland/raise/)

[Moray Strategic Plan for RAiSE - https://blogs.glowscotland.org.uk/my/morayscience/](https://blogs.glowscotland.org.uk/my/morayscience/)

Administrative Information

Published: November 2018 (Version 2.0)

History of Changes

Version	Description of Change	Date
2.0	Added Summary of Web links to final page	7/11/18

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: ACTIVE SCHOOLS AND SPORTS DEVELOPMENT UPDATE

BY: ACTING CORPORATE DIRECTOR (EDUCATION & SOCIAL CARE)

1.   REASON FOR REPORT

1.1   The purpose of this report is to ask the Committee to note the progress of Active Schools and Sports Development in Moray during the last academic year and to approve the extension of this Service for a further year in partnership with sportscotland.

1.2   This report is submitted to Committee in terms of Section III (D) (15) of the Council's Scheme of Administration relating to the Council's statutory powers to support activities related to the development of recreation, sport, culture and heritage.

2.   RECOMMENDATION

2.1   It is recommended that Committee:-

   (i)   scrutinises and notes the progress of Active Schools and Sports Development in Moray during the 2017-18 academic year; and

   (ii)   approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2019 in partnership with sportscotland at a cost of £130,000, with the potential of continuing this partnership on an annual basis up to 31 March 2023.

3.   BACKGROUND

3.1   At the Children and Young People's Services Committee on 22 June 2016, the Committee agreed the Physical Activity, Sport & Health Strategy 2016-2023 (para 7 of the minute refers).

3.2   Both Active Schools and Sports Development contribute to the implementation of this strategy as well as sportscotland's National Corporate Plan. Moray Council have signed an investment agreement with sportscotland to work in partnership until 31 March 2019, to deliver shared national and local outcomes. sportscotland are keen to establish another

investment agreement with Moray Council from 1 April 2019 on an annual basis with the potential for this agreement to continue for a 4yr period up to 31 March 2023.

3.3 The current Active Schools (A.S) and Sports Development (S.D) team comprises of 1 FTE A.S and S.D Manager, 9.3 FTE A.S Co-ordinators, 0.8 FTE Community Sports Hub Officer, 0.8 FTE Macmillan Move More Development Officer and a pool of 29 Sports Coaches and Assistants on zero hour contracts.

3.4 A copy of the Active Schools Annual Report for 2017/18 is contained in **Appendix 1** of this report. A summary of the main highlights are as follows;

- 92,994 'visits' from pupils to Active Schools programme across the academic year (excluding School Sport Competition programme)
- 4,207 distinct participants within the programme which equates to 35% of the total school roll (excluding School Sport Competition programme)
- Of the 4,207 distinct participants, 1,133 could access free school meals, 24 resided in an SIMD decile 2 area, 406 had an additional support need and 613 had a recorded disability (excluding School Sport Competition programme)
- 454 volunteers delivered Active Schools sessions/events Moray wide
- 78 sports clubs in Moray have links with Primary and Secondary Schools

3.5 The Macmillan Move More programme in Moray is now into its final year of funding. This programme is funded by Macmillan and aims to encourage people affected by cancer to participate in physical activity. Extensive research has shown that being active both during and after treatment is both safe and highly beneficial. Over the past year, the main developments of this programme include the following;

- 49 people affected by cancer have been referred to the service over the past year. Nine 12 week blocks of circuit classes were delivered throughout the year in Elgin and Buckie which is more than double the intended target of blocks.
- A regular Gentle Movement class is delivered weekly at The Oaks delivered by trained volunteers and a partnership has been developed with REAP (Rural Environmental Action Project) in relation to therapeutic gardening at Maryhill Medical Practice.
- Approximately 12 volunteers have received a variety of training to help support the Moray Move More programme, with one of the local Health Walks in Elgin now being classified as a Macmillan Friendly Health Walk.
- Raising the profile of this programme is still a priority in Moray as over 2,000 people have been diagnosed with cancer within the past year (does not include those diagnosed more than a year ago). The people that have attended the programme have highlighted how beneficial it has been to them physically, socially and mentally.

3.6 There are now 6 Community Sports Hubs operating across Moray in Forres, Hopeman, Lossiemouth, Elgin, Buckie and Keith. This programme is funded by sportscotland and aims to bring together sports clubs and key local partners who want to develop and grow the sports offered in the community. Over the past year, the main developments of this programme have included;

- Monthly Hub meetings take place that are attended by 8 clubs on average.
- A variety of training and education courses have been organised through the Hubs and all of these costs have been covered through the Hub budget supporting all our sports volunteers.
- A Grampian Sports Hub event took place in Huntly for sports clubs/hubs to share best practice across the region.
- The Hubs are managing the Go Live Get Active funding for Moray which will support the development of new clubs and volunteers in Goalball, Disability Sport, Jog Scotland and Mountain Biking.
- A Sport in Moray website (www.sportinmoray.co.uk) is used extensively by Clubs/Hubs to promote their clubs and events.

3.7   sportscotland have been part funding the Active Schools (including the School Sport Competition) and Community Sports Hub programmes since their inception. A breakdown of the Moray Council and sportscotland contributions to these programmes over recent years is contained in **Appendix 2**.

3.8   The sportscotland Board have agreed to in principle investment to support the employment of Active School Managers and Co-ordinators (except for the School Sport Competition Co-ordinator) and Community Sports Hub Officers for the period 2019-2023 and to a new four year partnership with Local Authorities. sportscotland have already intimated that the School Sport Competition Co-ordinator post will not be funded within the next four year partnership as there have been varying degrees of success of this post across Scotland. Although a partnership agreement for a 4 year period has been intimated the financial agreement between sportscotland and Moray Council would only be established on an annual basis.

3.9   This agreement in principle is subject to Moray Council sustaining their financial contribution towards these programmes. Any reduction in Moray Council contribution would result in a reduction of sportscotland contribution which would result in a reduction in staffing within the Active Schools and Sports Development team. sportscotland's Board are set to meet in December to confirm the exact financial commitment to Local Authorities. If these figures differ from previous contributions then a further Committee report will be tabled to this Committee in early 2019.

4   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
In relation to the LOIP, this supports the healthier children focus within the Moray priority to build a better future for our children and young people in Moray. It also supports the development of stronger, more resilient, supportive, influential and inclusive communities within the Moray priority for empowering and connecting communities.

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

(b) Policy and Legal

Improving the health and wellbeing of the Moray community through sport, leisure and recreation is not only an integral part of the local vision, but it is also a national priority. In particular, the report aims to fulfil the aspirations of everyone having the opportunity to get involved and participate in sport and stay involved throughout their life, as identified as a key objective in sportscotland's Corporate Plan 2015-19 'Raising the Bar'. The report also links to the Scottish Government's Active Scotland Outcomes Framework where the vision is of a Scotland where more people are more active, more often.

(c) Financial implications

To retain the existing Active Schools (except for the School Sport Competition post) and Community Sports Hub staff/service Moray Council would require to contribute £130,000 annually. Sportscotland have contributed £246,720 towards Active Schools annually and have agreed in principle to support these programmes in the future.

Over and above this in 2017/18 sportscotland contributed £24,430 towards the Community Sports Hubs programme and have agreed in principle to support this programme in the future. Moray Council have contributed in-kind costs towards the Community Sports Hub programme annually through line management, computer and phone provision, office space etc.

This report is consistent with the Service savings and service budgets submitted as part of the departmental savings.

(d) Risk Implications

If Moray Council does not contribute financially to this service then the risks would include sportscotland withdrawing all their financial contribution to the service which would result in no Active Schools or Sports Development service operating in Moray. The only post that would remain if this were the case would be the Macmillan Move More Development Officer as this is externally funded by Macmillan. The only Sport and Leisure provision then delivered by the Council would be through the provision of Sports Facilities (swimming pools, fitness rooms etc.).

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

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

sportscotland cannot confirm their level of financial contribution for these programmes to Moray until December, however, they have agreed in principle to continue their support. If their financial contribution differs from previous years then a further report will be tabled at Children and Young People's Committee in early 2019.

(e) Staffing Implications

If Moray Council do not contribute financially to this service then the staffing implications would result in the loss of the 1 FTE Active Schools and Sports Development Managers post, all 9.3FTE Active Schools Co-ordinators posts and the 0.8 FTE Community Sports Hub Officer post and all 29 Sports Coaches and Assistants (zero hour contracts).

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

In preparing this report, consultation has been undertaken with the Educational Resources Manager, Ian McGregor (Partnership Manager for sportscotland), Legal Services Manager (Litigation and Licensing), Paul Connor (Principal Accountant), Rhonda Geddes-Stewart, HR adviser, and Tracey Sutherland (Committee Services Officer) whose comments have been incorporated into the report.

5. CONCLUSION

5.1 That the Committee notes and scrutinises the progress of Active Schools and Sports Development in Moray during the 2017-18 academic year and approves the extension of the Active Schools and Community Sports Hub programmes from existing budget for a further one year period from 1 April 2019 in partnership with sportscotland at a cost of £130,000 with the potential of continuing this partnership on an annual basis up to 31 March 2023.

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

Annual Report 2017/18

Introduction and Background   **Page 2-3**

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Introduction and Background

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

Active Schools Co-ordinator	Area
Hein Mijzen	Buckie (Primaries and Secondary)
Kirsty Main-Ellen	Elgin High Primaries
Dimitris Chrysanthakopoulos	Elgin High and Elgin Academy
Roy McPherson	Elgin Academy Primaries
Jen Dawson	Elgin Academy Primaries
Paul Rogan	Forres (Primaries and Secondary)
Rosalyn Carruthers	Forres (Primaries)
Lisa Bathgate	Lossiemouth (Primaries and Secondary)
Lorna Young	Milnes (Primaries and Secondary)
Carol Stuart	Speyside (Primaries and Secondary)
Amanda Walker	Keith (Primaries and Secondary)
Tim Walters	School Sport Competition (Moray wide)

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

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

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

BUILDING A WORLD CLASS SPORTING SYSTEM FOR EVERYONE IN SCOTLAND
ACTIVE SCHOOLS PRIORITIES

PEOPLE

- Grow and develop a network of people to deliver opportunities within schools ensuring they have the confidence, skills and knowledge to deliver quality sporting opportunities.

- Recruit, retain and develop volunteers to deliver opportunities in schools.

- Provide support and leadership opportunities in a range of roles including: deliverers/ coaches, event competition organisers, technical officials, decision makers and ambassadors.

PROFILE

- Share and promote opportunities to participate, lead and volunteer in sport.

- Raise awareness and understanding of Active Schools and impact amongst key stakeholders and the wider community.

PARTICIPATION

- Increase the number and diversity of children and young people participating in Active Schools activities.

- Provide more and higher quality opportunities to participate in sport in schools (before school, during lunchtime and after school).

- Engage with children and young people who may experience barriers to participation to support their inclusion in activity.

- Support and develop effective pathways between schools and clubs to improve the transition of children and young people from schools to clubs.

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

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

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

Over the 2017/18 academic year, 3 Active School Co-ordinator posts have been vacant for a period of time which has impacted on certain targets being achieved. The Active Schools Manager and Sports Development Officer posts were also merged in April 2018 therefore there has been a transition period for the new Manager.

As indicated above only 1 of the 5 targets has been achieved, with another target only being 2 short. The other 3 targets were quite a number short however these have been highlighted to the team as focus areas for 2018/19. We have an improved Continual Professional Development programme created for this year that also includes a more efficient reporting database ensuring that accurate data is recorded against volunteers and secondary pupils including their qualifications.

Enablers and Outcomes

- **Participation**
  Participant sessions for Active Schools (excluding school sport competition) equated to 92,994 visits for 2017/18. These sessions refer to the 'visits' pupils have made to activities; it does not represent distinct pupils. Of these 92,994 visits, 47% was attended by females. The distinct pupils involved in Active Schools activities (excluding school sport competition) within Moray was recorded as 4,207 which equates to 35% of the total school roll in Moray. There were 615 different activity blocks delivered across the year which resulted in the delivery of 5,286 activity sessions. The main activities covering football, netball, cross

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country, badminton, multisport, basketball, dance and movement, gymnastics, trampoline and tennis.

The largest percentage of participants that attended the Active Schools sessions were in the Primary 4 – Secondary 1 Year Groups.

The School Sport Competition programme involved 475 distinct participants equating to approximately 10% of secondary school roll. All 8 secondary schools participated in the programme, comprising 58 teams competing across 13 competition structures.

- **People**

  487 individuals have been involved in Active Schools delivery in Moray over the past year, 454 (93%) of which in a voluntary capacity. 199 of these were qualified in their respective activities with a further 60 being Secondary School pupils.

  The main deliverers for the Active Schools sessions are parents (201), followed by local sports club coaches (61) and secondary pupils (60). Other deliverers include teachers, PE Specialists, other School Staff, Professional Sports Coaches and Students.

  Over and above this figure 70 volunteers and 48 volunteer officials were involved in the School Sport Competition programme.

- **Profile**

  Active Schools have a far greater online presence to help raise their profile in Moray. The Sport in Moray website (www.sportinmoray.co.uk) which covers information relating to Active Schools, Community Sports Hubs, Sports Development, sportMoray, Physical Activity for All and Local Sports Clubs had 11,828 new users visiting the site over the past year, 53% of which were people living in Moray. Over and above this, Elgin and Milnes Active School Co-ordinators have been using the online booking system available through the site which received more than 1,500 online consent forms.

  The Active Schools facebook page has been merged with the Sports Development facebook page and is now called Active Schools and Sport in Moray which has 3,475 likes. Facebook is currently our best means of communication with the public/families. On a daily basis we are receiving requests, enquiries and praise in relation to our service delivery. Over and above this we have managed to recruit volunteers for our programmes and recognise our volunteers/events and participants that are valuable to our programme.

  Finally the Active Schools and Sport in Moray twitter accounts have been deactivated and renamed Active Schools and Sport in Moray with this new twitter account having 626 followers.

  A facebook schedule and content calendar as well as a social media (including website) strategy has been produced to ensure all areas in Moray are sufficiently covered and that we are using social media to its optimum potential.

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sportscotland
activeschools
MORAY

2017/2018 Statistics

moray council

92,994 Participant Sessions*

4,207 Distinct Participants

35% of School Roll Participating

5,286 Activity Sessions

78 Clubs Linking to Schools

487 Deliverers

93% of Voluntary Deliverers **=** **454** Volunteers

Find out more about Active School at **sportscotland.org.uk**

D-02898

*participant sessions are the "visits" pupils have made to activities

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Facebook: Active Schools and Sport in Moray www.facebook.com/sportinmoray

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Priorities

- **Equalities and Inclusion**

  In 2017/18 sportscotland requested equalities data to be reported on for the first time for monitoring and evaluation purposes as this is a focus area for the national agency. During 2017/18, 4,207 distinct participants were involved in the Active Schools programme within Moray. Of this 4,207 distinct participants – 1,133 could access free school meals, 24 resided in an SIMD decile 2 area, 406 had an additional support need (such as language disorder, autism, mental or physical health, social/emotional difficulty etc.) and 613 had a recorded disability (such as learning disability, dyslexia, visual/hearing/physical impairment etc.).

- **People Development**

  All of the 487 deliverers involved in the Active Schools programmes were offered coach education, official education or generic training courses over the past year to upskill their knowledge and skill base. A continual professional development calendar was produced at the start of the year covering the core sports delivered in the area as well as generic workshops such as Safeguarding and Protecting Children in Sport, First Aid and Coaching Children. The largest budget allocation would go towards putting volunteers through relevant training courses as this is a vital element to the success of the programme and to ensure children are subjected to the best experience in sport/physical activity encouraging them to continue participation in the sport long term.

- **Collaboration and Impact**

  428 School to Club links were developed during 2017/18. All 53 Primary and Secondary Schools in Moray established at least one link with a local sports club with 78 local clubs establishing at least one link with a school.

Cluster Highlights

Buckie

Leadership Programmes – There is a strong emphasis on Leadership development at Primary and Secondary schools in the Buckie ASG.

Primary School Level - Primary schools have the opportunity to take part in a programme that trains P7 pupils to run after school/lunchtime activities for the lower primaries as they have the knowledge and skills to deliver basic sport skills to the lower primaries. Before the pupils deliver first they learn; why they have the skills to deliver, how to organise and plan a session and how to control a group. The P7 pupils become aware of their own abilities and as a result confidence and self-esteem increase as well as leadership skills. As long as the leadership programme continues, physical activities for the lower primaries remain sustainable. Schools who participated in the project in 2017/18 were Millbank, Cluny, Findochty and Portknockie.

Secondary School Level - Active Schools works in partnership with the PE department at Buckie High to develop the Sport Leaders Project. Pupils are offered a Leaders course in sport in a curricular setting delivered by the PE department. As part of their course the young leaders run various

projects co-ordinated by Active Schools and Buckie High. Examples of these projects include the Inter-House Basketball Tournament, the Community Alert day, Buckie ASG's Cross Country Event and Buckie ASG's Primary Basketball Tournament. Sports Leaders are also involved in the running of after school clubs for Primary and Secondary pupils.

Buckie Boccia Club for pupils and adults with learning difficulties- Buckie Boccia (boccia is a sport similar to Bowls) runs on a Thursday evening at Buckie High School. The club is set up by Active Schools in partnership with the Support for Learning Department at Buckie High. The club is run by volunteers and Active Schools. The club started 8 years ago as an evening club for pupils with learning difficulties. Although the club has a sporting element, the social aspects are equally important. Pupils who have finished their education at Buckie High are welcome to stay with the club. In effect this means that there is a natural transition to stay physically active into adulthood.

Community Alert Day - Active Schools have been working together with Buckie Thistle Football Club, Buckie High and the Locality Wellbeing Team to organise the Community Alert Day for a number of years. The event takes place once a year targeting primary 7 pupils before they move to Buckie High School. The schools in the ASG come to Buckie High where pupils are divided into their year groups. During the day the pupils are made aware of health and wellbeing issues they might encounter and services that are available. The role of Active Schools on the day is to co-ordinate the sports element of the event. The sports sessions are delivered by the Sport Leaders with the PE staff of Buckie High preparing the young leaders to deliver these sessions.

Elgin

Dance and Movement Project – The Dance & Movement project aims to promote local club opportunities across Elgin to the Primary 2 age group and last year we welcomed a higher number of pupils with ASN and confidence issues into the sessions. Mainstream sports often create a competitive environment which individuals with learning difficulties may struggle to be involved in; therefore a non-competitive and more creative opportunity was developed for the Elgin schools. The project aimed to create links to clubs in the area that promoted movement – dance, gymnastics

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and martial arts. Each school received 5 afterschool sessions which culminated in a performance at Elgin Town Hall. The project mainly targeted Primary 2 pupils however those with learning difficulties in other year groups were also welcomed. The project improved confidence, co-ordination, fitness, co-operation and camaraderie with peers. Eight schools, seven clubs and 150 children participated in the project with over 300 parents, teachers and pupils in the audience witnessing the end performance.   Feedback from parents and school staff highlighted improved behaviour from participants during this project duration.

Moray College/University of Highlands and Islands Student Links – The link between Active Schools and Moray College UHI has always been a positive one however in 2017/18 this partnership developed even further.   14 Level 6 Sports Coaching Students participated in a Junior Jog Scotland course delivered by a couple of the Active Schools Co-ordinators. The students then delivered lunchtime Jog Scotland sessions in local schools under the supervision of their lecturer. The majority of the students plan to return to Moray College UHI for 2018/19 to complete their HNC course where many will be required to deliver individual placements therefore we are hopeful of building momentum from the Junior Jog Scotland sessions and build connections to the local athletics clubs with the assistance of the students. Within the Elgin area last year, 18 students were involved with delivering sessions to approx. 100 pupils in girls football, junior jog Scotland, basketball and touch rugby.

Summer Club Links Week – This is now the 9th year of the Summer Club Links week in Elgin. The week comprises of sessions delivered by qualified local sports club coaches that are interested in increasing their junior club membership. The clubs involved this year included Elgin Tennis Club, Moray Mountain Bike Club, Karate Academy Scotland, Elgin Bowling Club, the Moray Motivator and Moray Rugby Club. Parents can sign their children up for a singular session or for the full week. Cooper Park is used as the central base for the week and clubs utilise active travel to get them to the local club venues. Participants receive a t-shirt at the start of the week which helps to raise the profile of Active Schools. 75 Primary School pupils participated in this year's week which is an

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increase on previous years.   The Clubs are very keen to get involved in this week which proves the value in this extra volunteering commitment.

Moray Women's Aid Project – Moray Women's Aid (MWA) run a weekly after school club for Primary aged children that have been involved with their services. Our partnership began at the start of 2018 with the aim of building body confidence and introducing new opportunities to try sports to the children that MWA support. Up to 8 children attend per week and come from across Moray (but mainly from the Elgin area). The small numbers allow for significant 1:1 attention from support staff and coaches. We began with a block of 6 sessions led by local club volunteers, including dance and karate, taking place at the NEON building in New Elgin. We are currently in our second block of activities with the MWA group with activities including aerobics, dance and hockey. We will continue to organise regular blocks of activities twice per year in partnership with MWA and our local sports club volunteers.

Forres

Forres ASG SwimABLE and SurfABLE project – A recent partnership involving SwimABLE and SurfABLE projects run by accessibility charity Friendly Access and ourselves has proved to be an inspiring success. The sessions took place at Forres Swimming Pool who wholeheartedly supported the project providing the facility involving 8 primary aged children (maximum number). The medical conditions ranged from dyspraxia and autism to Cerebral Palsy and neuro development disorder, which made it difficult for them to be involved in mainstream sports sessions.

Whilst it is unusual for Active Schools to support activities during curricular time we were very restricted as to when we could access the swimming pool and there are no times available extra-curricular due to swimming lessons and club bookings. Friendly Access specialises in working with children with assisted learning needs and these introductory sessions will hopefully lead to extracurricular sessions in the longer term. The sessions are person centred and children develop

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their confidence in the water, and key skills for swimming and surfing, which was a new experience for them all. The Co-ordinator was overwhelmed with the response received to help with this programme from local volunteers ensuring the sessions were safe and the adult: child ratio was kept low.

Anecdotal evidence from parents, participants and school staff have included that the children are excited to go to school on days when sessions were on, greater concentration and focus in class, fear of water for some has been removed and as a family some can now go swimming due to enjoyment of activity. One particular quote from a parent received - "It's lonely being a parent of a child with ASN, you feel quite excluded, parents with 'normal children' tend to judge you as a parent and you hear them saying 'why can't she control her child' here there is none of that we both feel so welcome and it's so nice to have something to come along to that is enabling her to be active"

The success of this project has resulted in the programme continuing for another cohort of pupils in 2018/19.

Forres Academy Young Ambassadors – The Young Ambassadors programme is open to Senior Phase pupils to help develop leadership skills and use them as role models within their School to encourage pupils to be more physically active. Forres Academy has supported this programme for a number of years and these Ambassadors have been mentored by both the Active Schools Co-ordinator and School Staff member, Ann Rossiter.

Following attendance at the YA conference and with support from their mentors the 2 Ambassadors planned a lunchtime 'house competition' programme across 3 different sports – tennis, football and badminton. The Ambassadors delivered the programme, arranging fixtures, equipment and recruiting pupils to participate. Over and above this they also assisted at some Active Schools Sports Festivals for Primary School pupils and at local sports clubs. The 2 individuals enjoyed their role to the extent that they also completed additional training courses to further develop their skills. They showed great enthusiasm for this role throughout the year and were recognised by all pupils as the 2 role models to approach in relation to any school sporting activity.

Keith

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Keith Area Junior Athletics Development - Junior Jog Scotland and Cross Country sessions have been taking place in several Keith Primary Schools for a number of years.   As an offshoot of this, children have subsequently joined the Keith Amateur Athletics Club with the junior section attracting approximately 50 members. These members are now getting the opportunity to compete in various athletics events across the north of Scotland.

Due to the fact that the junior section has been operating for around 10 years, some of the initial junior members are now young leaders at the club and are gaining various Saltire Awards for their volunteering commitments. The young people working towards the Saltire Awards are great role models for the other young people in the club. They are also now confident in delivering the warm up and also leading certain sections of the sessions, showing a progression of their skills.

In addition, some parents have also joined the club and are taking part in sessions on a regular basis which highlights the family ethos the club is trying to develop. Due to the number of children attending the athletics club, from a wide geographic area, it has been highly evident that this transition to club participation has provided an opportunity to develop their social as well as their physical skills.

Speyside Climbing wall – Sessions at the Speyside Community Centre climbing wall have been ongoing for a couple of years. These were initiated as an alternative to team / competitive type sport activities as it was felt that something of a more individual challenge might appeal to a different group of pupils. Initially launched by the previous Keith Active Schools Co-ordinator, the ongoing running of these sessions is now led by two teachers from Keith Grammar School. It is hoped that a successful transition to volunteer-led sessions will enable the ongoing sustainability of this project.

Although open to all Keith Grammar students, over the past year there has been a noticeable uptake by pupils with barriers to participation primarily due to the encouragement of the school's Inclusion Project Co-ordinator who is one of the volunteers leading the sessions. It is hoped that this focus will continue during 2018-19 due to the notable benefits to this group during 2017-18. Positive feedback on this group's participation in the climbing wall sessions was received at a recent meeting with the school's Head and Deputy Head teachers.

Evidence of this appreciation is illustrated by the school's agreement to cover the cost of wall hire, tuition and fuel during terms 3 and 4 of 2017-18. Previously this was funded by the Keith Active Schools budget. Due to a successful bid for Tesco funding, this project is fully funded for 2018-19 which will again enable sustainability and also ensure that participation continues to be free.

Lossiemouth

Young Ambassadors: Two Lossie High pupils were selected by the ASC and PE staff last year to become Young Ambassadors for the school. The requirement of this role covered aspects such as extra-curricular sport provision, links to community sports clubs, opportunities for competition, celebrating pupil achievement in sport, leadership opportunities for young people and PE in the school. These girls went onto become great role models and in particular helping to encourage more girls to take part in sport.

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The girls assisted in developing netball teams from S1 through to S6 and started up a lunchtime volleyball club. They also helped at local Primary Schools for example at Burghead taking athletics activities. Following attendance at the Competition Organisers Training Course they helped to deliver inter-house competitions in a variety of sports. Over and above all this they created a Sports Committee and helped with a fundraiser for the PE department and have really made a difference to sport in Lossie schools.

Bay Watch Day: Due to the fact Lossiemouth is a coastal town, making young people from the area aware of the dangers at the beach and in the sea is highly important. Every year the Schools PE Dept. alongside the ASC organise a water safety awareness day for S2 pupils which has proven to be a great success. Pupils spend the day at the beach with various organisations including Police Scotland, Royal National Lifeboat Institution, Scottish Fire and Rescue and First Aid learning about risks such as lighting fires, keeping safe in the water and actions to follow in an emergency. Active Schools involvement at this event is working with local organisations to organise the delivery of bellyaking and surf lessons and also assisting the Sport and Recreation Class from Lossie High to deliver sports sessions in the afternoon. This is a great example of partnership working resulting in an enjoyable learning experience for all pupils.

Milnes

Milnes Primary Playmakers Course – The Sports Leaders UK Playmakers course was delivered to Milnes Primary 6 pupils (35 pupils in total) by the ASC in term 4 of the 2017/18 academic year alongside the class teacher. The aim is to set up lunchtime clubs for P1-3's in August 2018 led by the new Primary 7 pupils and for the Primary 6 teacher to deliver the course herself to the new Primary 6 pupils during the 2018/19 academic year. The ASC has also planned to deliver the course in August 2018 to the Primary 7 pupils at Mosstodloch and for those pupils to then deliver lunchtime games during terms 2-4. The class teacher will then deliver the course in 2019 for the new Primary 7 cohort. This course is an excellent opportunity to instil leadership skills in the upper Primary School pupils and ensures sustainability in the fact that the class teachers have committed to delivery in future years.

Milnes High (pupils facing challenges participating in mainstream setting) – In partnership with the Depute Head and Home School Link Worker the ASC was involved in creating a breakfast club on a Monday, Wednesday and Friday morning to aid pupils that would benefit from extra support and opportunities. The school received local support from the local food bank, transformed one of the classrooms into a "nurture space" with beanbags, quotes on the wall etc. to help create a room to relax and feel safe. This was delivered late in the 2017/18 academic year where 9 pupils attended. Some light physical activity was offered to the pupils as part of this project which will be developed further in the next academic year. Due to transportation issues prior to school the group will now meet during the break time instead to ensure the targeted pupils can attend at a convenient time.

Speyside

Mortlach Parent Volunteers – The parents this year at Mortlach Primary School in Dufftown have been excellent as they were willing and had the time to get involved with extra-curricular activities at the school. Over the year, 12 parents were trained up in different activities including tennis, junior jogscotland and netball leaders. This allowed a variety of activities to be offered at the school

free of charge and covering all age groups. Training up this volume of parent's means the lead parent deliverers are the only ones that need to commit to attending the activity every week with the others helping on a rotational basis (once every 3-4 weeks). Some of the teaching staff also run lunchtime activities which are portraying a great school ethos in relation to being physically active. Due to this success, the ASC encouraged the school to apply for the School Sport Award where they gained silver status.

Speyside High School opportunities – Speyside High have increased the number of events they have taken part in via the School Sport Competition calendar this year. This has in turn influenced the extra-curricular activities that take place every lunchtime, where a minimum of 1 sports activity is on offer on a daily basis. There are also activities that are non-competitive on offer with senior pupils leading all of these with support from the PE department. One of the new activities that have taken place this year is Parkour. This lunchtime activity attracted 12 regular attendees. The ASC organised local support from a Parkour instructor who visited the club on a number of occasions to provide guidance and demonstrations. Basketball is another new activity this year which is attracting 16 individuals which started as a result of the School Sport Competition league and is delivered by the school janitor.

School Sport Competition

School Sport Competition is focused on Secondary aged pupils. The programme is very much a collaborative effort from the School Sport Competition Co-ordinator, all the Schools, local sports clubs and National Governing Bodies of Sport regional staff.

During 2017/18;

58 teams in total participated in competition (an increase of 23% from previous year) across 13 different sporting structures.

Events were organised across the academic year (with an increase of 40% from the previous year) covering basketball, girls football, netball, badminton, athletics/cross country, cricket, climbing and additional support needs.

475 distinct participants were involved in this programme which is approximately 10% of secondary school roll (11% increase from the previous year).

Significant increases this year in distinct participants (especially from Keith Grammar and Speyside High), a focus on female participation, an increase in the number of officials involved and entirely volunteer supported competitions except for ASC and National Governing Body of Sport staff involvement.

Moray wide highlights

Formation of Moray Trampoline Club – Active Schools has successfully delivered 5 sessions of trampolining on a weekly basis in the Forres area for a number of years. With all sessions at capacity, a growing waiting list and a desire for children to be able to compete in the sport, the transition of these sessions into a formal sports club was required. To this end, with support from the National Governing Body (Scottish/British Gymnastics), Donside Trampoline Club and volunteer coaches and parents, Moray Trampoline Club was formed in early 2018. A significant volume of work was undertaken by the ASC's and volunteer coaches to create the relevant policies and procedures required for such a club. The club is going from strength to strength offering opportunities for children from Primary 1 to Secondary 6. The club is currently raising funds for new equipment, coach education and club kit to enable them to compete at local, regional and national competition. Active Schools continue to provide support to the Club and provide an introduction pathway to the club for new participants. This transition from Active Schools sessions into a formal Sports Club is one of the key successes of our service and helps to ensure sustainability.

Moray Primary Football Schools Programme – At the start of the 2017-18 year a Moray Primary Schools Football Festival was introduced across the area through a collaboration between Active Schools, Sports Development, the SFA and local coaches. A previous league had been run previously in the area but this league did not adhere to the SFA player pathway in relation to being trophy free

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etc. therefore the Council issued a directive to schools to no longer support this league. The festival programme ran on a weekly basis on a Saturday morning at Coulardbank Playing Fields in Lossiemouth, alternating weekly between P4/5 and P6/7 teams. In the P4/5 section we had 32 teams registered in total, with 23 teams registered in the P6/7 section, equating to 485 registered players. In the final school term we also trialled 2 x P2/3 festivals that attracted 19 teams. From the 45 Primary Schools in Moray 20 Schools participated in the programme in its inaugural year. Over and above this coaches and volunteers were offered a SFA Coach Education Course, a SFA In-service workshop and a Safeguarding and Protecting Children workshop throughout the year to increase their knowledge and skill set. 82 coaches/volunteers were registered through the programme of which 15% were female and 100% of lead coaches were PVG checked. In 2018/19 we hope to increase the number of schools involved in this programme and increase the Primary 2/3 festivals to monthly.

Inclusion PEPAS (PE, Physical Activity and Sport) Forum – The Inclusion PEPAS forum was set up a few years ago to help further develop disability sport in Moray. Significant progress has been made in this focus area over the past year due to excellent partnership working between Scottish Disability Sport, Education Inclusion Staff and some key community partners. Over the past year developments with the Moray Disability Sports Club have progressed, an infographic on sport and physical activity opportunities in Moray has been created and a number of our school pupils have participated in Grampian wide sporting events to help develop their confidence and skill base as well as representing their schools. Over and above this a Goalball Club Leaders Course recently took place in Moray and the aim over the next academic year is to create a club in this Paralympic sport for all ages and abilities. This forum has built up excellent momentum over the past year and continues to increase opportunities for all disabled athletes and to help increase the number of inclusive clubs operating in the area.

Moving Forward

To help drive forward key focus areas for 2018/19 onwards the ASCs will lead on certain topics and sports which connect to the overall aims of the Active Schools. These areas have been identified as the following;

Focus Area	Active School Co-ordinator Responsibility
Youth Leadership	Paul/Tim
Training/CPD	Carol/Lorna/Roy
Volunteering	Kirsty/Amanda
ASN/Disabled	Hein
Equality/Inclusion/Sport for Change	Kirsty/Lisa/Rosalyn
Team Development	Tim
Profile	Dimitris
Funding	Dimitris

Focus Sports	Active School Co-ordinator Responsibility
Athletics	Paul
Badminton	Carol
Basketball	Tim

Bowls	Carol
Cricket	Paul
Football	Lorna / Roy
Golf	Roy
Gymnastics / Trampolining	Rosalyn/Roy
Netball	Amanda/Lisa/Jen
Rugby	Tim/Kim
sportMoray	Dimitris
Cycling	Lisa
Tennis	Amanda

Over and above the above focus areas and sports, every ASC has produced an annual action plan for their School area as well as an overarching Moray plan created by the AS and SD Manager.

Some key developments within these plans include;

Online bookings- establishment of an online booking system for Active Schools, Sports Development and Coach Education programmes will be available in January 2019.

Standard templates- a standardisation of consent forms, recording databases and programmes will be created across the whole team to ensure consistency, efficiency and effectiveness.

The need to further embed the School Sport Competition programme into School and Active Schools programmes to ensure sustainability due to the fact that the School Sport Competition Co-ordinator post will end in March 2019.

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REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
21 NOVEMBER 2018

SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGETS 2018/19
TO 30 SEPTEMBER 2018

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL
CARE)

1.   REASON FOR REPORT

1.1   The purpose of this report is to inform Committee of projects and proposed
expenditure for Capital Budgets within Education and Social Care for 2018/19.

1.2   This report is submitted to Committee in terms of Section III (A) (2) of the
Council's Scheme of Administration relating to the consideration of Capital
and Revenue Budgets and long term financial plans.

2.   RECOMMENDATION

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

3.   BACKGROUND

3.1   It is the practice of this Committee to receive regular reports both providing an
update on the current financial position of the capital programme and seeking
approval to implement projects when they arrive at a suitable point of
development.

3.2   At the Meeting of the Moray Council on 14 February 2018 (para 10) (vi) of the
minute refers) Council approved the Capital Plan for 2018/19.

3.3   The capital budgets covered in this report are those contained within the
Education and Social Care Capital Plan at **Appendix 1**.

4.   BUDGET DETAIL

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

	18/19 £000
Land & Buildings	22,191
Vehicles, Plant & Equipment	550
Totals	**22,741**

4.2   **Appendix 1** lists the major projects for this financial year.

4.3   Actual expenditure up to 30 September 2018 is £3,586,000.

4.4   Major Project Updates: Individual updates on the major projects are as follows:

4.5   Schools Essential Maintenance Programme (Make do and Mend):
The council has a significant number of building elements in their schools which are in a condition D, life expired state. A programme of replacement of these elements to schools has been developed on the basis of the available budget. New boiler replacements at New Elgin Primary School and Cluny Primary School were completed in October 2018. The completion of the Mechanical and Electrical works will be phased over of a number of years during holiday periods. Roof replacement work at New Elgin Primary School began during the school holidays and is due to complete in December 2018. Stonework repairs to Andersons Primary School has been tendered and a start on site is expected in November 2018. Investigations into known drainage problems to 6 schools are to be carried out this year in order to incorporate these elements of work into future programmes.

4.6   Elgin High School Replacement Project:
The main school and sports blocks were handed over on 13 October 2017 and are fully operational. The 3G pitch, car parking and landscaping were completed and handed over on 13 July 2018 and is fully operational. It was agreed to defer some of the landscape planting, due to the prolonged period of dry weather and water conservation advice, until October 2018 to give the plants the best chance of survival. The reinstatement works have been completed. The School was officially opened by the Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, John Swinney MSP on 22 October 2018.

4.7   Milne's Primary: Replacement of Hutted Accommodation and Enhancement of Pre-School Provision (now known as Early Learning and Childcare (ELC)):
The project is in the final phase with just some tree planting to be undertaken to finish of the landscaping works. It will be necessary to undertake further works to reduce the height of the water tanks and these works will be programmed in.

4.8   Lossiemouth High Replacement Project:
        The final design has been agreed and the planning application approved on
        24 April 2018. Due to the ground conditions and the solution required to
        remedy this, a guaranteed maximum price has been reached of £42.3m.
        Additional funding was approved by Scottish Futures Trust bringing their total
        contribution to £26.39m. The special meeting of Full Council on 13 March
        2018 (refer to paragraph 3 of the minutes) approved funding of £15.9m. The
        main school building and community facilities are currently programmed to be
        completed by August 2020. The early works package was signed on 27
        September 2018 which authorises the first 8 weeks of the build to commence.
        It is anticipated that the main contract will be ready to sign on 7 December
        2018 at which point the early works contract will be subsumed into the main
        works contract.

4.9   Linkwood Primary School:
        As has been previously reported to Committee, a significant risk for this
        project is that delivery of the school is reliant upon progress of the wider Elgin
        South Development. The Section 75 (planning agreement) has been signed
        and has now been registered. Planning consent was granted for Linkwood
        Primary school but conditions yet to be discharged.

        Discussions took place with Springfield Properties around the construction
        detail for the temporary access road, this has been updated and the road has
        been constructed.

        A meeting is being held on 2 November 2018 with hubnorth and the main
        contractor in order to clarify the cost for construction of the school. It is likely
        that due to the 9 month delay the cost will be affected by construction inflation
        which may increase the figure above the estimated cost of £12,3m. The
        programme will be 75 weeks including mobilisation and we anticipate
        commencing on 14 January 2019 and works completing 19 June 2020.

        Officers are developing contingency plans should a delay push the completion
        date beyond the start of the 2020 academic year. Should modular
        accommodation be required this will increase costs significantly.

4.10   Moray Leisure Centre Financial Recovery Plan
        The recovery plan for Moray Leisure Centre comprises 3 elements and
        includes 2 critical dates. The 3 elements are: integration of Moray Leisure
        Centre within the councils Fit Life Scheme IN October 2018, replacement of
        the centres aging fitness equipment and refurbishment of the fitness suite
        opening March/April 2019.
        Progress on the elements and dates are as follows:

        • Integration with Fit Life Scheme: The launch of the first phase of the
          integrated scheme commenced from 9 October with integrated use of
          facilities being available from 22 October. On the first day of the
          launch over 150 primary memberships were sold at Moray leisure
          Centre. At the time of writing this report has risen to almost 1000

primary memberships. Full integration with Fit Life involving integrated databases and systems will come at a later date.

- Replacement of fitness equipment: A specification has been prepared for the equipment, layout and associated training. The successful tenderer has been appointed and is Precor.
- Refurbishment of the Fitness Suite: A proposed layout to remove and re-provision changing accommodation to allow the creation of a single fitness area has been developed and estimated costs produced. A procurement programme to complete the works has been developed for the end of March 2019. This programme is extremely tight and carries the risk of not being met if there are any unexpected issues that cause a delay.

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

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

5.   **SUMMARY OF IMPLICATIONS**

(a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP)).**
       This report supports the Council's corporate working principles of efficiency, effectiveness and economy and the Education and Social Care Department's objective of providing effective, efficient and sustainable premises.

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

(c)   **Financial Implications**
       The approved capital budget for 2018/19 is £22,741,000 of which £3,586,000 has been expended as at 30 September 2018. Early indications are that the total annual expenditure will be £19,653,000.

(d)   **Risk Implications**
       The major highlighted risks are:
       Delay of the Linkwood School project as a consequence of a failure to agree a final project cost or a delay on progress with the wider Elgin South development. These risks are being mitigated as far as practical.

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

(e)   Staffing Implications
There are no staffing implications associated with this report.

(f)   Property
There are no property implications other than those detailed in the report.

(g)   Equalities/Socio Economic Impact
There are no equalities or socio economic implications associated with this report.

(h)   Consultations
Consultations have been undertaken with Paul Connor, Principal Accountant; the Property Resources Manager; the Design Manager; Margaret Forrest, Legal Services Manager; the PPR and Communications Officer, the Corporate Parenting and Commissioning Manager; Equal Opportunities Officer; the Head of Development Services, Education and Social Care Senior Management Team and Tracey Sutherland, Committee Services Officer. Where comments have been received, these have been included within the report.

6.   <u>CONCLUSION</u>

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

Author of Report: Nick Goodchild, Educational Resources Manager
Background Papers:
Ref: Education and Social Care Capital Budgets 2018/19

THE MORAY COUNCIL CAPITAL PROGRAMME 2018/19
AS AT 30TH SEPTEMBER 2018

	Current Budget 2018-19 £000	Actual Expenditure £000	Total Projected Expenditure £000
Land and Buildings			
Schools Estate			
East End Primary M&E Works 619115B	593	236	593
Cluny Primary M&E Works 619086B	668	421	668
Forres Academy M&E Works 619429B	676	547	676
New Elgin Primary M&E Works, Building Works 619274	922	301	922
Keith Grammar Building Works 619481	0	4	4
Andersons Primary M&E Works 619025	434	328	434
Speyside High School Building Fabric Works 619382	14	1	14
Hopeman PS 619151 Roof & Stonework	5		5
Legionella works	35	4	35
Fire safety	130	31	55
School fire audits	222	131	170
Linkwood Primary School at East End Primary bus drop-off point	50	4	50
Other Schools			
Schools for the Future - 4 schools refurbishment		-250	-250
Milnes Primary School - replace hutted accommodation and pre-school provision	1,032	758	1,032
New Primary School in South Elgin (Linkwood)	3,858	3	1,200
New Lossiemouth High School and Pool	10,575	424	11,589
Forres Academy replacement of hutted accommodation	37		37
Childcare expansion	2,925	627	1,900
All public facilites	15	4	7
Total Land and Buildings	**22,191**	**3,574**	**19,141**

THE MORAY COUNCIL CAPITAL PROGRAMME 2018/19
AS AT 30TH SEPTEMBER 2018

	Current Budget 2018-19 £000	Actual Expenditure £000	Total Projected Expenditure £000
Vehicles Plant and Equipment			
Replacement of swimming pool equipment	50	12	12
Moray Leisure Centre	500		500
Total Vehicles Plant and Equipment	**550**	**12**	**512**

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE BUDGET MONITORING 2018/19 TO 30 SEPTEMBER 2018

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 30 September 2018.

1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

2. RECOMMENDATION

2.1 It is recommended that Committee scrutinises and notes the budget position at 30 September 2018.

3. BACKGROUND

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

4. BUDGET POSITION

4.1 The spend at 30 September 2018 is £51,844,000 against an overall budget of £99,286,000. The projected spend for 30 September is £52,335,000 giving a variance of £491,000 (1%) as shown in **Appendix 1**.

4.2 The variance in Early Learning and Childcare (ELC) Education is £12,000.

4.3 The main variance in primary schools and secondary schools relates to devolved school budgets underspends comprising £193,000 in primary schools and £359,000 in secondary schools.

4.4 Lifelong Learning, Culture and Sport has an underspend against projected expenditure of £37,000. The main variance affecting this is a £24,000

underspend for library books due to late publishing. This budget is anticipated to be spent by the end of the financial year.

4.5 Within the Education Central Services budget there is an underspend of £62,000. This is mainly due to a £77,000 underspend in the central supply budget and £21,000 in the staff advertising budget. This is reduced by £33,000 overspend from Pupil Equity Funding and other minor overspends of £3,000.

4.6 The overspend in Integrated Children's Services is £247,000 which is a combination of underspends and overspends. The out of area budget is overspent by £397,000 and Continuing Care is overspent by £13,000. This is partly due to a continuation of last year's overspend and new placements starting this year. This overspend and demand is being actively monitored and considered within a wider commissioning strategy to make best use of available resources. The overspend is reduced by a £56,000 underspend on the children with disabilities residential contract and adoption placements though external providers underspend of £22,000. Criminal Justice has an underspend of £46,000 with the balance being made up of other minor underspends of £39,000.

5. ESTIMATED OUTTURN

5.1 The estimated outturn for 2018/19 is £99,899,000 against a budget of £99,286,000 resulting in an estimated overspend for the year of £613,000.

5.2 The main variance in Lifelong Learning Cultural and Sport is an underspend on the capital grant to Moray Leisure Limited of £60,000

5.3 The main variances in Integrated Children's Services are a projected overspend on Out of Area Placements of £1,000,000 which as stated above is being actively monitored and considered within a wider commissioning strategy. The overspend is reduced by an underspend of £170,000 in the children with disabilities residential contract due to a child transitioning to adult care. The adult has continued to be accommodated in the residential unit leaving beds available and therefore contributing to the Out of Area Placements overspend. There is also a one-off refund of £184,000 from a provider for prior year underspends on a contract.

5.4 The variances in Schools and Curriculum Development are due to a projected underspend of £50,000 on central supply, this budget is hard to estimate as it covers maternity and sickness. The staff savings target is projected to come in below budget causing an overspend of £95,000. This is partly due to staff savings taken in 2018/19.

6. SUMMARY OF IMPLICATIONS

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

The Education and Children and Families Revenue Budget has particular reference to National Outcome 8 – we have improved the life chances for children, young people and families at risk.

(b)   Policy and Legal
The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.

(c)   Financial implications
The resource implications are set out in this report and at **Appendix 1.** The underspend as at 30 September 2018 is £491,000 against a budget of £99,286,000. The estimated year end position is expenditure of £99,899,000 against a budget of £99,286,000 resulting in an overspend of £613,000.

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

(e)   Staffing implications
There are no staffing implications associated with this report.

(f)   Property
There are no property implications associated with this report.

(g)   Equalities/Socio Economic Impact
An Equality Impact Assessment is not needed because the report is to inform the Committee on budget monitoring.

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

7.   CONCLUSION

7.1   That Committee scrutinises and notes the budget position as at 30 September 2018.

Author of Report: Vivienne Cross, Head of Schools and Curriculum Development
Nick Goodchild, Educatonal Resources Manager
Kathy Henwood, Acting Head of Integrated Children's Services

Background Papers: with authors and finance
Ref:

Educational Services

Budget Monitoring Report to 30th September 2018

Service	Revised Budget	Budget to Date	Actual & Commitment	Variance to Date	Variance	Full Year Forecast	Full Year Variance
	£'000	£'000	£'000	£'000	%	£'000	£'000
Early Learning and Childcare	4,468	1,859	1,847	12	1 %	4,465	3
Primary Education	23,238	11,792	11,594	198	2 %	23,238	-
Secondary Education	25,104	13,458	13,031	427	3 %	25,062	42
Lifelong Learning Culture and Sport	10,690	6,538	6,501	37	1 %	10,610	80
Education Central Services	4,198	1,712	1,650	62	4 %	4,172	26
Integrated Children's Services	30,647	16,180	16,427	(247)	(2)%	31,189	(542)
Management	287	135	132	3	2 %	285	2
Business Support Unit	1,372	661	662	(1)	-	1,372	-
Efficiency Savings-Education	(195)			-		(100)	(95)
Efficiency Savings-LLCSP	(84)			-		(82)	(2)
Efficiency Savings-ICS	(439)			-		(312)	(127)
Educational Services Total	**99,286**	**52,335**	**51,844**	**491**	**1 %**	**99,899**	**(613)**

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: EDUCATION SCOTLAND INSPECTION (CONTINUING ENGAGEMENT) OF APPLEGROVE PRIMARY SCHOOL

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1.   REASON FOR REPORT

1.1   The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection revisit by Education Scotland.

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

2.   RECOMMENDATION

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

3.   BACKGROUND

3.1   When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.

3.2   In March 2017 and as previously reported to Children and Young People's Services Committee on 23 August 2017 (para 18 of the minute refers), a team of inspectors from Education Scotland visited Applegrove Primary School for two days as part of their national sample for school inspection, trying out future approaches to inspection and review. During the visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff. Education Scotland gathered evidence to enable them to evaluate aspects of the quality of leadership and children's achievements. A report on Education Scotland's findings from their visit was subsequently published in June 2017.

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

QI 1.1 Self-evaluation for self-improvement
QI 3.2 Raising attainment and achievement

This inspection also included focus on QI 2.1 Safeguarding, where only commentary is provided by Education Scotland for this aspect as opposed to any grading.

In March 2017, Applegrove Primary School were rated as weak for QI 1.1 and weak for QI 3.2. An area for development for Safeguarding was agreed. Education Scotland liaised with Moray Council thereafter regarding the school's capacity to improve and intimated their intention to carry out a further inspection of the school in discussion with Moray Council.

3.4   Following ongoing support by local authority officers following inspection including comprehensive School Improvement Action Planning, Education Scotland returned to inspect Applegrove Primary School in June 2018. The Quality Improvement Officer linked with the school was also invited to join with Education Scotland as a member of the team for the two day inspection visit, focusing on areas for improvement agreed in the March 2017 inspection.

3.5   Inspection findings from June 2018 note that the school has made progress since the original inspection. Education Scotland will ask for a report on progress within one year of the inspection. This local authority report will inform any future decision made by Education Scotland regarding further engagement which may include another inspection visit, subject to continued progress. When such a decision is made, Education Scotland will write to parents/carers once again, detailing further improvements the school has made and outlining any further action, agreed with The Moray Council, that Education Scotland intend to take.

3.6   The summary of the inspection report is contained in **Appendix 1**. The inspection report, additional evidence report and summary inspection findings along with original inspection report and supporting documentation may be sourced from:

        https://education.gov.scot/inspection-reports/moray/5201527

4.   **SUMMARY OF IMPLICATIONS**

        (a)   **Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**
                The Policy was informed by the priorities within the Corporate Plan with specific regard to 'Priority 2, Ambitious and Confident Children and Young People" and 10 Year Plan (LOIP) with specific regard to Moray Priority, to "provide a sustainable education service aiming for excellence".

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

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

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

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

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

(g) Equalities/Socio Economic Impact
An Equalities/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.

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

5. CONCLUSION

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

Author of Report: Stewart McLauchlan, Quality Improvement Officer
Background Papers:
Ref:

Applegrove Primary School

Education Scotland Continuing Engagement Inspection Visit (June 2018) following initial inspection (March 2017)

Authority commentary

1. Background

Applegrove Primary School was initially inspected in March 2017 (Inspection report published, June 2017) as reported previously to Children and Young People's Services Committee on 23 August 2017 (para 18 of the minute refers) by a team of inspectors from Education Scotland. During the two day visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff.

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

> QI 1.1 Self-evaluation for self-improvement
> QI 3.2 Raising attainment and achievement

This inspection also included focus on QI 2.1 Safeguarding, where only commentary is provided by Education Scotland for this aspect as opposed to any grading.

2. March 2017 – Education Scotland Inspection Visit
   (Inspection report published June 2017)

In March 2017 with inspection findings published in June 2017, Applegrove Primary School was rated as weak for QI 1.1 and weak for QI 3.2. An area for development for Safeguarding was agreed. Education Scotland liaised with Moray Council thereafter regarding the school's capacity to improve and intimated their intention to carry out a further inspection of the school in discussion with Moray Council.

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

- Polite, friendly, well behaved children who are motivated to learn and proud of their achievements in school and the local community.

- Warm, caring relationships between children and staff leading to a school culture where children feel safe, happy and valued.

- High quality targeted support for children accessing the 'Wee Room'. This is leading to positive outcomes in children's wellbeing and progress with their learning.

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

- The school needs to take a more rigorous and focussed approach to self-evaluation, quality assurance and improvement planning. Led by the Headteacher, the school must adopt a more collaborative approach to measuring the quality of its work. In particular, there is a need to better gather the views of children, parents and partners on the quality of school provision.

- Raise attainment and achievement of children, particularly in literacy and numeracy.

- Further develop approaches to assessment and agreeing of standards to effectively track children's progress with their learning.

- Increase leadership opportunities for staff, children and parents in taking forward school improvement priorities.

- Ensure learning activities have appropriate pace and challenge for all children. More innovative approaches to learning and teaching should be encouraged and shared across the school.

3. Post – inspection support and change

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

4. June 2018 – Education Scotland Continuing Engagement Inspection Visit

Education Scotland returned to inspect Applegrove Primary School (Continuing Engagement) in June 2018. The Quality Improvement Officer linked with the school was also invited to join with Education Scotland as a member of the team for the two day inspection visit, focusing on the five areas for improvement agreed in the March 2017 inspection.

Through this inspection visit, it is noted that the Senior Leadership team and staff have worked well with the local authority on areas for improvement identified, with staff leading on a range of curriculum, learning and teaching and wider school improvement areas. Staff are keen to take on board local and national advice and good practice as a means for school improvement for strengthened learning experiences. The Enhanced Provision (the 'Wee Room') continues to provide strong support to children. Increased rigour in school tracking and monitoring and associated data analysis has led to interventions in support of children, with strategies implemented for raising attainment. Staff are improving approaches to assessment of children's progress, engaging with National Benchmarks, with staff engaging in leadership opportunities to help improve the school further. Through

staff working groups, planning for progression in curriculum areas has progressed and children have greater opportunities for leadership across the school. Using the Applegrove Learning Cycle, consistency in learning, teaching and assessment is building with positive environment and climate for learning found across classes. Teachers across the school work well together to plan learning, teaching and assessment.

It is noted that there is a need to continue to develop how well staff challenge learners and improve the pace of learning in classes. There is an urgent need for progression pathways in all curricular areas to support staff to help children build on their learning as they progress through the school. Staff across the school should also now focus all activities to raise attainment in literacy and numeracy.

5. Next steps

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

In order to further support the school, a revised School Improvement Action Plan has been prepared in partnership with the local authority following Continuing Engagement visit in June 2018. Working in partnership with local authority central Education Officers, the school continue to maintain focus at pace on this improvement agenda. Staff at Applegrove Primary School continue to be fully committed to actions identified by Education Scotland, working collegiately together in order to support school improvement for all.

In June 2019, a local authority report will be prepared and submitted to Education Scotland, detailing further progress made on improvement actions identified for review and action by Education Scotland as appropriate.

Stewart McLauchlan, Quality Improvement Officer

REPORT TO: **CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018**

SUBJECT: **EDUCATION SCOTLAND INSPECTION OF LOGIE PRIMARY SCHOOL (FORRES ASG)**

BY: **ACTING CORPORATE DIRECTOR OF EDUCATION AND SOCIAL CARE**

1. REASON FOR REPORT

1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Moray school following inspection by Education Scotland.

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

2. RECOMMENDATION

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

3. BACKGROUND

3.1 When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.

3.2 In September 2018, a team of inspectors from Education Scotland visited Logie Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff. Logie Primary School was subject to a full establishment inspection spanning four days in total, with a Health and Nutrition Inspector also joining the main inspection team on this visit for one day.

3.3 The Education Scotland Inspection team use selected Quality Indicators (QIs) from "How good is our school? 4th edition" (HGIOS4), rated using the six-point scale.
These are:

QI 1.3 Leadership of change
QI 2.3 Learning, teaching and assessment

QI 3.1 Ensuring wellbeing, equality and inclusion
QI 3.2 Raising attainment and achievement

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

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

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

QI 2.4 Personalised Support

3.4   Education Scotland highlight that they are confident that the school has the capacity to continue to improve and therefore, will make no more visits in connection with this inspection. Moray Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

3.5   The summary of the inspection report is contained in **Appendix 1**. The inspection report, additional evidence report and summary inspection findings along with original inspection report and supporting documentation may be sourced from:

https://www.education.gov.scot/inspection-reports/moray/5202027

4.   SUMMARY OF IMPLICATIONS

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

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

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

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

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

(f) Property

There are no property implications arising directly from this report.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. <u>CONCLUSION</u>

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

Author of Report: Stewart McLauchlan, Quality Improvement Officer
Background Papers:
Ref:

Logie Primary School

Education Scotland Inspection Visit
(September 2018)

Authority commentary

Logie Primary School was subject to a full establishment inspection conducted by Education Scotland in early September 2018. The four day visit involved inspector visits to classes, working with groups of children, reading key self-evaluation documentation, reviewing school self-evaluation evidence and discussing specific aspects of the school's work with groups of children and/or staff.

A variety of focus groups with children, staff and parents were conducted along with wider school community and partners. Inspectors also met with the Headteacher at the beginning of the inspection and throughout the inspection period, gathering information and reviewing data in support of inspection findings. Data gathered from pre-inspection questionnaires issued to pupils, parents, staff and partners in advance of inspection support inspection findings.

The inspection team found the following strengths in the school's work:

- The innovative and purposeful leadership of the Headteacher in improving the life and work of the school and its community
- The dedicated and caring staff team who provide active learning opportunities and flexible approaches in lessons which motivate children to learn
- Happy, articulate children who are eager to learn and who enjoy their leadership roles in the school
- The imaginative use of the environments for learning indoors and outside which is providing exciting learning opportunities for children and helping them develop skills for life and learning
- The strength of partnership working which impacts positively on children's learning experiences

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

- The school should continue to improve its approaches to assessing and tracking children's progress, including their wider, personal achievements.
- Continue to raise attainment in literacy and in numeracy.

Inspectors graded evaluated the four key QIs with the following gradings:

Quality Indicator	Evaluation
Leadership of change (*QI 1.3*)	Very good
Learning, teaching and assessment (*QI 2.3*)	Good
Raising attainment and achievement (*QI 3.2*)	Good
Ensuring wellbeing, equality and inclusion (*QI 3.1*)	Very good

The inspection team are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection. The award winning social enterprise community café run by Logie Primary School was also highlighted by the inspection team as practice worth sharing more widely. QI

2.3 (Learning, teaching and assessment) while rated 'good' overall, was also identified with aspects of 'very good'.

All staff at Logie Primary School are committed to working together with pupils, parents and the wider school community to continue to build on current strengths and work on areas for improvement. The school will continue to work on areas already identified in their School Improvement Plan with clarity around leadership of change supported by the Education Scotland Inspection Team.

Stewart McLauchlan, Quality Improvement Officer

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: EDUCATION SCOTLAND PROGRESS REPORTS FOLLOWING INSPECTION – MILNE'S HIGH SCHOOL AND TOMINTOUL PRIMARY SCHOOL

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1.   REASON FOR REPORT

1.1   To invite the Committee to scrutinise and note the progress reports for two schools following Education Scotland inspections in March 2017 for Milne's High School and Tomintoul Primary School in April 2017.

1.2   This report is submitted to Committee in terms of Section III (D) 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 scrutinises and notes the content of this report.

3.   BACKGROUND

3.1   When a school is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the school's performance. When Education Scotland are confident that the school has the capacity to continue to improve and indicate they will make no more visits to the school in connection with the inspection, then Moray Council reports on the school's progress between 12 and 24 months following the date of inspection

3.2   Milne's High School and Tomintoul Primary School have both received ongoing support and visits from their Quality Improvement Officer to monitor progress and improvement following inspection.

3.3   A progress report has been compiled for both schools and are contained in the appendices:

   Appendix 1 – Milne's High School
   Appendix 2 – Tomintoul Primary School

4. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and A Growing and Diverse Economy.

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

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

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

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

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

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

(h) Consultations
Senior Officers in Education and Social Care, Principal Accountant, Legal Services Manager (Litigation and Licensing), Equal Opportunities Officer, Human Resources Manager, Patricia Cameron, Headteacher, Milne's High School, Nancy Fraser, Headteacher Tomintoul Primary School and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

5. CONCLUSION

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

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:
Ref:

Moray Council – Education and Social Care
Milne's High School - Progress Report – August 2018

1   Introduction

Milne's High School was inspected in March 2017 by Education Scotland and the resulting report was published in June 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve. Using a clear set of target areas has ensured that the school has a robust self-evaluation culture in the school, supported and led by all stakeholders, leading to improved outcomes for all young people.

The inspection findings were identified as follows:

<u>Areas of Strength</u>

- The leadership provided by the headteacher and senior leadership team which is creating a culture for improvement. They are providing clear strategic direction and managing change at an appropriate pace.

- The collaborative work of all staff which is leading to school improvement. This is developing an effective culture of self-evaluation.

- The support provided by the additional support needs team to help teachers meet the needs of young people across the school. This team plays a strong role in ensuring young people who require additional support with their learning engage better with their learning and develop a range of important skills.

<u>Areas for Improvement</u>

- Improve the consistency of high-quality learning and teaching across the school. Make more effective use of assessment to help plan next steps in young people's learning. Develop more robust monitoring and tracking of young people's progress and attainment from S1 to S3 to raise the attainment of all.

- Review the system of pastoral care to ensure that the pastoral care team is more effective in supporting all young people.

- Involve young people more directly in planning, leading and evaluating their own learning and shaping school improvement. This will help to develop further a culture of responsibility among young people which will support them to develop more independent learning skills.

2   Continuous Improvement

The strong culture of improvement continues to exist within the school and the headteacher and senior leadership colleagues lead improvement priorities by identifying clear and achievable aims which involve all stakeholders towards strategic change. There is a strong staff leadership programme which supports this culture of aspiration and ambition.

There is a successful staff culture within the school which supports a reflective and evaluative approach through staff meetings, professional discussion and learning, involving new staff as well as existing colleagues. There is also positive impact of school improvement groups on outcomes for learners and an ongoing positive ethos of leadership opportunities and development.

There is a clear understanding of wellbeing as the responsibility of all and this is evident in the school through a recent local authority visit. This has been as a result of time spent during collegiate time and has proved very successful as a continuing area of focus; according to pupil voice, the young people feel safe and cared for. Young people with additional support needs continue to benefit from the strong leadership of a flexible and appropriate programme within the school; this now extends to including nurture, further attainment opportunities and ongoing inclusion throughout the school.

3   Progress with Areas for Improvement

The focus on improved learning and teaching has been supported by school improvement groups as well as a range of joint Principal Teacher and Senior Leadership Team learning visits. There has been a focus on learning conversations as well as the development of the language of learning to support improvements in attainment and achievement. All departments are involved in local authority curricular group moderation activities as well as moderation within departments in order to agree standards and set expectations. This has been further consolidated through senior leadership visits and sampling of moderation activities.

Student voice has played an integral role in school improvement through the introduction of Student Voice Ambassadors to support implementation of flexible pathways, feedback on curricular areas and changes to school structures and more regular focus groups with reflection and feedback at assemblies.

Tracking and monitoring of pupil progress has developed through the increased senior phase monthly tracking which has been issued to parents, as well as the use of the local authority BGE tracking system to support progress and potential as well as achievement of a level expectations in S1-3. This has also been extended to include a parental engagement evening to explain tracking to parents.

The curriculum offer for young people, with the implementation of the restructuring the secondary school week, now includes Wellbeing and Attainment support for pupils, study classes, nurture and bespoke curricular pathways for young people. There has also been a successful pathway planning career event in November with a DYW noticeboard showcasing each sector, career path

videos and increased department engagement with sector partners, ensuring greater partner and community links.

A clearer structure for the pupil support provision has included a new coursing protocol with regular and rigorous review by both the Senior Leadership and Guidance teams, along with additional parents' evenings with Guidance teacher. The relocation of the wellbeing team has provided a centralised venue to support communication with both young people and staff. There is an ongoing review of Guidance with the team supported through one-to-one meetings, scheduled team time and a review of the PSE provision underway.

4   Conclusion

The school has made very good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher and school commitment to continue improvements. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5   Contact Details

Any queries about this report should be addressed to:

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Moray Council
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Elgin
IV30 1BX
Telephone – 01343 563122
Email – karen.lees@moray.gov.uk

Moray Council – Education and Social Care
Tomintoul Primary School and Nursery Class - Progress Report –
August 2018

1   Introduction

Tomintoul Primary School and Nursery Class were inspected in April 2017 by Education Scotland and the resulting report was published in June 2017. The report can be accessed from the school or on the Education Scotland website.

Since the inspection, the local authority has monitored progress and visited the school to assess the extent to which the school is continuing to improve using a clear set of target areas. This has ensured that the school has a robust self - evaluation culture in the school, supported and led by the school community.

The inspection findings were identified as follows:

Areas of Strength

- The collegiate leadership of the headteacher and effective teamwork of all staff which leads to continuous improvement across the school and nursery

- Children across the school and nursery who are enthusiastic, motivated and have a clear understanding of their own strengths and next steps in learning

- Children's wellbeing which is central to the life and work of the school and nursery. Staff who use their very good knowledge of children to plan effectively to meet their needs

- Partnerships with parents and the local community to provide effective learning opportunities for children

Areas for Improvement

- Continue to raise the attainment of all children. To support this work staff should develop further their approaches to moderation to ensure a shared understanding of standards across the school and nursery

- Ensure improvement priorities focus sufficiently on the planned outcomes for learners and how this impact will be measured and evaluated. Continue to use a range of evidence to support self-evaluation

- Develop further curricular programmes to ensure that there are flexible progression routes for all learners across the curriculum

2   Continuous Improvement

The headteacher continues to be a strong and successful leader within a paired school system and distributes leadership across the school community. This allows all children to have a strong and successful voice for both school improvement and also in their learning and next steps; the language of learning is established within the school and supports a vibrant and successful culture within the school.

The SMARTs and wellbeing indicators are established within the school and ensure that learning and wellbeing is central to the ongoing success of the school. The school effectively engages in the child planning process and ensures that the key adult responsibilities are carried out confidently and successfully, increasingly using a positive partnership approach.

Assessments which are carried out by a range of partners form the basis of targets set and programmes of work to support learning; the school successfully work along with partners understand the principles of GIRFEC and work within agreed protocol to support individual children and their families.

3   Progress with Areas for Improvement

Most children make good progress from their previous level of attainment and the attainment over time for all stages is good. The school works hard to ensure inclusion and to promote the achievement of all in a variety of different ways. This is reflected in pupil, staff and parent views. The school is making positive use of tracking and monitoring and attainment data to provide early interventions for children.

Children in each class have reflective learning logs that are shared at home and parents are encouraged to use these to engage with their child's learning, to continue learning at home and to suggest ideas for extended learning in school and nursery. The children are becoming increasingly involved in decision making about their learning and the learning experiences are differentiated with clear learning intentions and success criteria.

The headteacher and staff take a measured approach to change, ensuring that priorities are clearly identified and that these will benefit the needs of our learners and their families. There is a very strong staff team that is able to work together to initiate and implement change in line with clear improvements for children and the school community. All members of staff take responsibility to promote the school vision and values and staff strengths and development needs are recognised and progressed.

The school plans using the experiences and outcomes from Curriculum for Excellence and includes learning and teaching that promote key themes such as Developing the Young Work Force and Outdoor Learning; the school has developed progression pathways for Science, Literacy and Numeracy which are being implemented in all stages. Where appropriate, IDL and contextualised learning are being used to promote challenge, enjoyment and relevance and the children's

involvement in the life and work of the school is not limited to membership of groups and councils but is also encouraged through class and outdoor learning. Moderation has been a clear focus within the school, Associated Schools Group and the local authority and this has developed further collaborative working to ensure a clear understanding of standards.

4   Conclusion

The school had made very good progress in addressing the areas for improvement in the original Education Scotland report and the local authority is confident in the headteacher and school commitment to continuous improvement. Parents and carers will continue to be informed of further progress through the school Standards and Quality Report.

5   Contact Details

Any queries about this report should be addressed to:

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Item 17*

moray
council

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND CHILDCARE CENTRES – PUBLISHED REPORTS FOR AUGUST TO SEPTEMBER

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during August to September 2018. These were:

Noah's Ark, Forres
St Thomas Primary, Keith
Aberlour Primary, Aberlour
Magic Roundabout (Southfield)
Rainbow Childcare and Education

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

2. RECOMMENDATION

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

3. BACKGROUND

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

3.2 Care Inspectorate Officers will grade services and publish these grades as part of their duty to provide information to the public about the quality of care services.

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

3.4   The education authority will give guidance and support, as appropriate, to both school nursery classes and partner providers of ELC education. Following a Singleton Inspection the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report, and to share the plan with parents and carers.

3.5   During this reporting period there were **5 Singleton Inspection** reports received and all were unannounced.

Name of Early Learning and Childcare Provider	Date of Inspection
Noah's Ark, Forres	25.05.18
Rainbow Childcare and Education, Forres	31.05.18
Aberlour Primary Nursery, Aberlour	14.06.18
St Thomas RC Primary Nursery, Keith	18.06.18
Magic Roundabout (Southfield), Elgin	21.08.18

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

4.   SUMMARY OF IMPLICATIONS

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

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

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

(c)   Financial implications
None arising directly from the report.

(d)   Risk Implications
None arising directly from the report.

(e)   Staffing Implications
None.

(f)   Property
None.

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

(h) Consultations

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

5. <u>CONCLUSION</u>

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

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

Summary of numbers of recommendations and requirements made to providers.

Provider	Number of Recommendations	Number of Requirements
Noah's Ark, Forres	1	1
Rainbow Childcare and Education, Forres	1	0
Aberlour Primary Nursery, Aberlour	0	0
St Thomas RC Primary Nursery, Keith	0	0
Magic Roundabout (Southfield), Elgin	0	0

Details of gradings, recommendations and requirements made to providers.

Noah's Ark, Forres

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	4	Good

(N/A – Not Assessed)

Recommendations

- The provider, manager and staff should ensure that all staff maintain their registration with the Scottish Social Services Council (SSSC) whilst working in a post where such registration is required. This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

  I use a service and organisation that is well led and managed (HSCS 4.23) and I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14)

Requirements

- None.

Rainbow Childcare and Education, Forres

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	N/A	
Quality of Staffing	N/A	
Quality of Management and Leadership	4	Good

(N/A – Not Assessed)

Recommendations

- The provider, manager and staff should ensure that all staff maintain their registration with the Scottish Social Services Council (SSSC) whilst working in a post where such registration is required. This is to ensure care and support is consistent with the Health and Social Care Standards which state that:

  I use a service and organisation that is well led and managed (HSCS 4.23) and I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (HSCS 3.14)

Requirements
- In order to ensure children are kept safe and protected at all times, the provider and manager must complete all safe recruitment checks for staff prior to their appointment by 29 June 2018.

Aberlour Primary Nursery, Aberlour

Gradings

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

Recommendations
- None

Requirements
- None.

St Thomas RC Primary Nursery, Keith

Gradings

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

Recommendations
- None
Requirements
- None

Magic Roundabout (Southfield), Elgin

Gradings

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

Recommendations
- None

Requirements
None

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: ANALYSIS OF INTERIM SECONDARY SCHOOL ATTAINMENT 2017/18

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

1.1 The Committee is asked to scrutinise and note the attainment of secondary schools in Moray for session 2017/18.

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 scrutinise and note the position in respect of attainment of young people in Moray.

3. BACKGROUND

3.1 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

3.2 The exam results are available to schools in August each year and analysis of these results for cohort groups appear 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 till February of the following year and the complete picture of leaver attainment and the achievement of young people in Moray will be available from March onwards each year.

3.3 Insight Benchmarking Measures – National Measures

As noted in paragraph 3.2 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 2017/18, as opposed to individual cohorts of learners. The National Measures exclusively profile our school performance for learners at the point of exit from secondary school education.

3.4   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 (i.e. for S4, S5 and S6 pupils).

The Local measures that are pertinent to report on a cohort by cohort basis at this time are:

- Improving attainment in Literacy and Numeracy
- Improving attainment for all
- Tackling disadvantages by improving the attainment of lower attainers relative to higher attainers

3.5   Virtual Comparator

Insight creates a virtual comparator school based on selecting young people from across Scotland that match the characteristics of the young people in the school in question. The performance of the school can then be assessed in relation to that of the virtual school. A similar methodology is used in Insight to generate a virtual local authority 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.

3.6   Breadth and Depth

Insight allows us to profile the breadth and depth of qualifications completed by learners in each year in the senior phase. This is seen as a direct alternative to the previous method of reporting on performance of pupils attaining 1+, 3+ and 5+ awards at levels 5, 6 and 7 in the previous format in STACs (Standard Tables and Charts). This year we are again able to profile the attainment of our S6 cohort throughout the senior phase (from S4-S6).

3.6   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' i.e. 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.

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.

The complementary tariff measure is the sum of tariff points accumulated across the latest and best achievement in subjects in which a learner has achievement, 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 that complementary tariff points as that gives a truer reflection of a young person's attainment regardless of school curricular models.

3.7   Local Measure – Improving Attainment in Literacy and Numeracy

S4 based on S4 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	80%	80%	73%	85%	88%	84%
Level 5 Literacy and Numeracy	40%	46%	42%	49%	56%	53%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	92%	93%	90%	92%	94%	92%
Level 5 Literacy	67%	73%	71%	67%	74%	73%
Level 4 Numeracy	83%	82%	78%	87%	90%	87%
Level 5 Numeracy	43%	48%	44%	55%	61%	53%

The levels for Literacy and Numeracy for the S4 cohort in 2018 have fallen, this is broadly in line with a decrease evident in our virtual comparator data.

S5 based on S5 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	90%	89%	91%	94%	94%	94%
Level 5 Literacy and Numeracy	66%	64%	66%	71%	74%	74%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	97%	96%	96%	97%	97%	97%
Level 5 Literacy	87%	84%	86%	86%	88%	89%
Level 4 Numeracy	91%	90%	91%	94%	95%	95%
Level 5 Numeracy	68%	65%	67%	73%	77%	76%

For S5 young people, Numeracy has seen an improvement in the level of attainment from previous years, especially at level 5; Literacy has maintained performance at level 4 and seen an increase in Level 5 from previous years. Moray is performing below the VC for both measures.

S6 based on S6 cohort

	Moray			VC		
Local Measure	2016	2017	2018	2016	2017	2018
Level 4 Literacy and Numeracy	96%	96%	94%	95%	97%	96%
Level 5 Literacy and Numeracy	83%	84%	83%	84%	87%	87%
Further information	2016	2017	2018	2016	2017	2018
Level 4 Literacy	98%	97%	97%	98%	98%	98%
Level 5 Literacy	96%	96%	95%	95%	96%	96%
Level 4 Numeracy	96%	96%	94%	96%	98%	97%
Level 5 Numeracy	85%	85%	84%	85%	88%	87%

For S6 young people, Numeracy has seen a slight reduction in attainment from previous years; Literacy has maintained performance at level 4 and a slight decrease at Level 5 from previous years. Moray is performing below the VC for both measures, with the Literacy only very slightly below.

There has been focused work on the S5 cohort to close the literacy and numeracy gaps which were evident in their S4 attainment. This is a strategy which will continue for S5 pupils and extend to S4 and S6 pupils with the restructuring of the secondary school week enabling flexibility in order for this to be undertaken by all our schools.

3.8   Local Measure – Improving Attainment for All (using Complementary Tariff)

This measure allows us to examine how different ability cohorts are attaining in relation to the appropriate virtual and national cohorts. Three ability cohorts are identified for the school, its VC and Scotland as a whole: those in the bottom 20% of tariff points scored, those in the top 20% of tariff points scored, and those that fall within the middle 60% of tariff points scored. The tables below show the average number of tariff points, using the Complementary tariff score method, accrued by learners in each year group during the last three academic sessions.

S4 (based on S4 roll)

S4 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	109	102	95	296	306	291	419	421	423
VC	117	133	114	318	331	320	427	428	427
National	107	115	100	312	317	308	424	424	425

Our S4 cohort of the lowest 20% are performing less well in comparison with both the VC and the national figures; our attainment for our lowest 20% of attainers is on a downward trend. The middle attainers perform slightly lower than both the VC and the Scottish figures with our highest attainers performing slightly below the VC and the national average.

S5 (based on S5 roll)

S5 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	203	173	171	573	551	587	959	946	950
VC	204	211	219	609	624	635	966	971	974
National	189	193	192	580	588	595	962	964	964

The S5 group have reduced the tariff points achieved from last year's level for the lowest 20%. The middle 60% are increasing but are still below the VC and the national figures. The highest 20% have maintained fairly consistent levels from year to year and but compare less favourably with comparator figures.

S6 (based on S6 roll)

S6 Tariff scores	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Moray	380	398	376	892	904	902	1390	1376	1383
VC	368	409	385	877	912	907	1364	1378	1385
National	360	368	376	858	870	878	1358	1360	1373

The S6 leavers have reduced from the last 2 years for tariff points for the lowest 20% but still compare favourably with the national figures. The middle 60% have fairly consistent levels of attainment and compare favourably with national data. The highest 20% has improved from last session and compares well with VC and is above national levels.
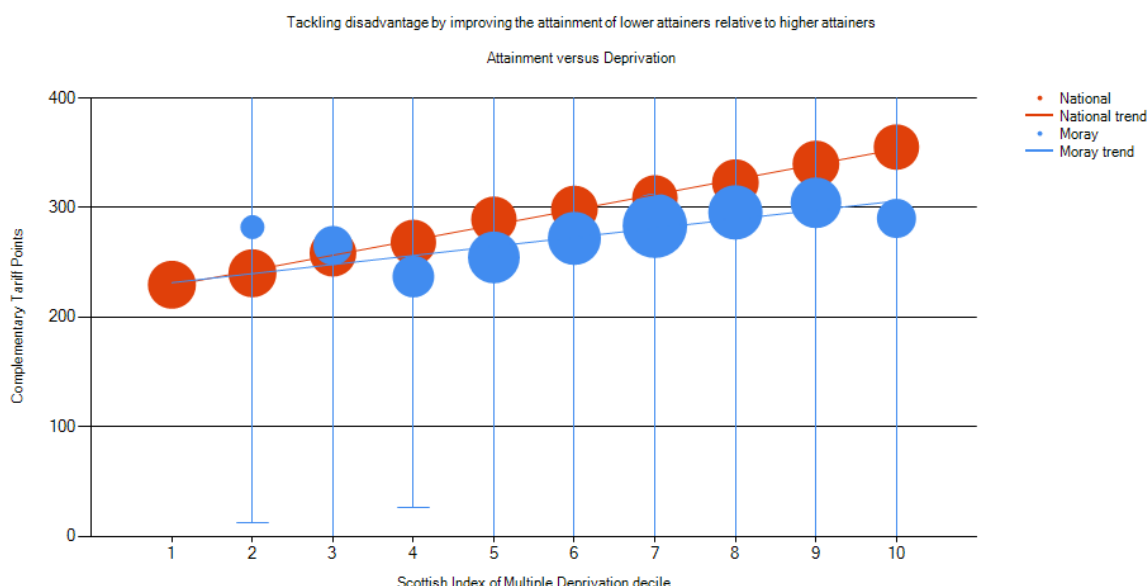
3.9 Local Measure – Initial Leaver Destination – post school destinations

This will be reported on as both a Local and National Measure in March each year, when leaver's data becomes available.

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

The graphs show 2017/18 attainment data for S4, S5 and S6 (using complementary tariff scores) for Moray profiled against national data, 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 no data zones ranked in decile 1.

Attainment versus Deprivation
Average Tariff Score of S4 learners by SIMD decile (2018)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

For the S4 cohort in 2017/18 attainment in decile 2 is much greater than the national trend and deciles 5 and 10 are much lower than the national level of attainment.

Attainment versus Deprivation
Average Tariff Score of S5 learners by SIMD decile (2018)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

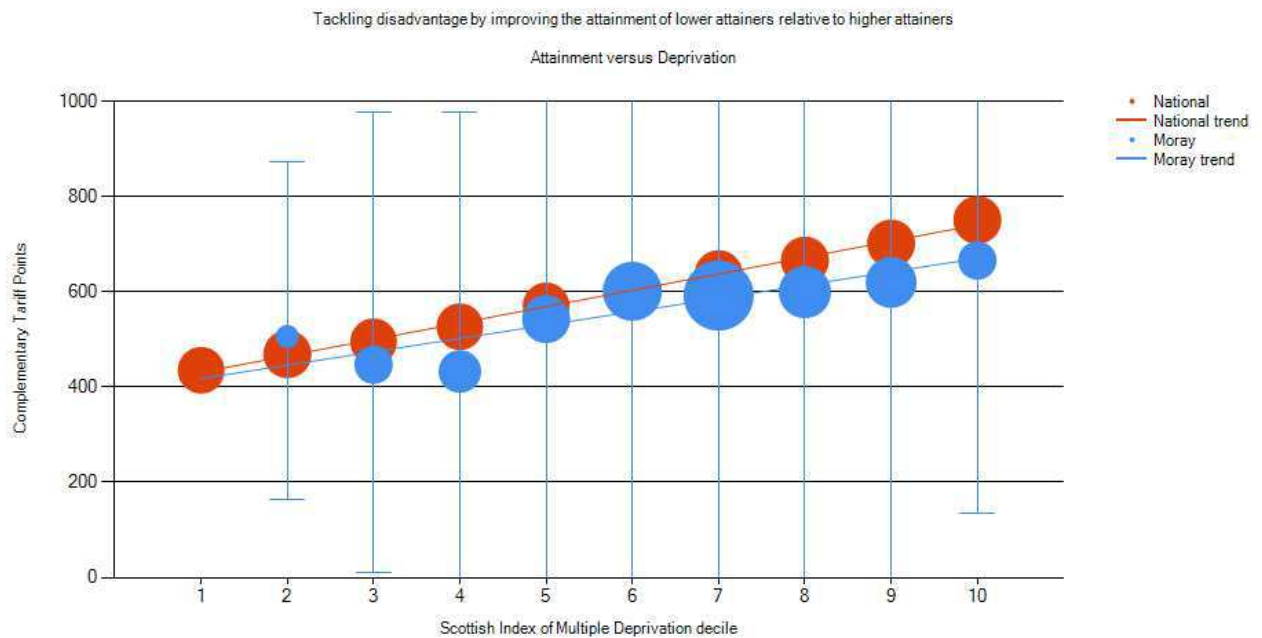For the S5 cohort in session 2017/18, the performance of young people in deciles 4, 8, 9 and 10 are much lower than the national trend.

Attainment versus Deprivation
Average Tariff Score of S6 learners by SIMD decile (2018)
(Moray versus Scotland)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation
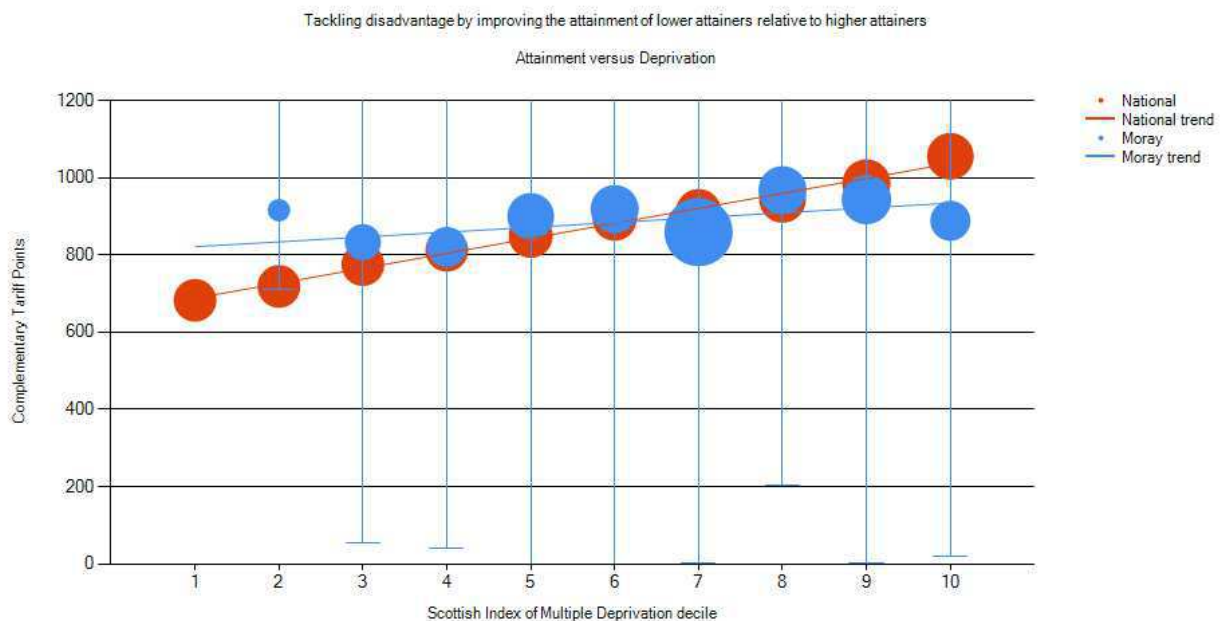
For the young people in S6 their performance in deciles 3 and 5 is greater than the national attainment levels with decile 10 much lower than the national trend.

Within Moray, there is a greater emphasis on the range of data which is available to secondary schools; this includes data on the SIMD which supports schools to identify

the areas in which they should focus their improvement planning in order to close the attainment gap.

3.11   For the S4 cohort in 2016 it is now possible to consider the breadth and depth of qualifications which they went on to study in S6 in 2018 and to profile their journey through the whole Senior Phase. The tables below illustrate the number of awards accrued at each level during S4 in 2016 and by the equivalent cohort in S5 (based on the original S4 roll) in 2017, and their final attainment at point of exit in 2018.

S4 Moray Breadth and Depth 2016						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.29%	96.78%	96.58%	95.78%	80.50%	1.91%
2 or more	95.88%	95.38%	95.28%	92.96%	68.84%	0.10%
3 or more	93.77%	93.47%	93.17%	89.55%	59.30%	0.00%
4 or more	90.75%	90.45%	90.15%	85.23%	49.35%	0.00%
5 or more	81.51%	81.31%	81.11%	75.18%	*37.39%	0.00%
6 or more	58.59%	58.39%	58.29%	52.86%	23.22%	0.00%
7 or more	9.15%	9.15%	8.74%	6.23%	1.71%	0.00%

S5 Moray Breadth and Depth 2017						
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
1 or more	97.67%	97.37%	97.17%	96.26%	85.83%	53.64%
2 or more	96.56%	96.15%	96.15%	94.03%	76.62%	44.03%
3 or more	94.94%	94.74%	94.53%	91.80%	69.43%	34.72%
4 or more	92.41%	92.21%	92.00%	88.56%	61.64%	24.90%
5 or more	87.65%	87.45%	87.15%	82.59%	*53.74%	**13.77%
6 or more	75.30%	75.10%	74.80%	69.94%	42.51%	1.11%
7 or more	44.33%	44.23%	43.72%	40.79%	19.23%	0.10%

S6 Moray Breadth and Depth 2018							
Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	97.77%	97.17%	96.86%	96.05%	85.73%	56.38%	19.33%
2 or more	96.76%	95.95%	95.85%	93.93%	76.32%	49.19%	9.01%
3 or more	94.84%	94.43%	94.23%	91.50%	69.43%	42.81%	3.14%
4 or more	92.21%	91.80%	91.60%	88.46%	62.85%	35.22%	0.40%
5 or more	87.96%	87.55%	87.25%	82.79%	*57.19%	**28.34%	0.10%
6 or more	77.33%	77.02%	76.82%	72.17%	49.29%	18.93%	0.00%
7 or more	57.19%	57.09%	56.68%	53.54%	35.63%	8.70%	0.00%
8 or more	38.36%	37.96%	37.85%	36.34%	21.26%	3.34%	0.00%
9 or more	22.06%	21.66%	21.56%	19.84%	10.32%	0.40%	0.00%
10 or more	9.31%	9.31%	9.31%	8.20%	3.64%	0.00%	0.00%

*37.39% of learners from this cohort in Moray had achieved 5 or more awards at level 5 (or greater) by the end of S4 in 2016. For the same cohort, by the end of S5 in 2017, 53.74% of learners had achieved 5 or more awards at level 5 (or greater) and by the end of S6 57.19% of young people had achieved 5 or more awards at level 5. This was lower than the VC figure in S4 of 46.44%

achieving 5 or more awards at level 5; 59.50% with same qualification set at the end of S5 and 63.84% by the end of S6.

**For the same cohort, 13.77% of the young people achieved 5 or more qualifications at level 6, by the end of S5 and this had increased to 28.34% having achieved 5 level 6 awards at the end of S6. This was lower than the VC who had achieved 20.19% level 6 awards at the end of S5 and 35.18% at end of S6.

It is clear that, irrespective of which level is selected and independent of the variance in curricular models between local authorities, the most recent cohort of learners in Moray to attempt the new national qualifications are currently on average achieving fewer qualifications in the Senior Phase by the end of S6 than our VC authority.

Officers provided schools with centrally collated attainment data immediately following the publication of SQA exam results in August, both to enable them to compare their performance and identify best practice across subject areas within the authority and to evaluate progression from level 4 to level 5 and from level 5 to level 6 on a pupil by pupil basis in each school. This has also extended to all schools receiving a data pack of 5 year data for all Moray Schools as well as data for Moray averages, VC, Northern Alliance and National attainment levels in a range of measures to support the use of data in raising attainment and identifying trends as well as recognising gaps and ensuring interventions are in place. This is also being supported by more rigorous tracking and monitoring of pupil progress and anticipated levels of attainment.

Central officers are conducting further attainment analysis using Insight on a school by school basis to assist schools in evaluating their current Senior Phase provision, including curriculum offer and approaches to learner pathways. Subject group meetings have also taken place with a set agenda in order to discuss fully the attainment in subject levels and components and have also included an aspect of sharing good practice across Moray to support improvement.

There are a number of initiatives being undertaken in Moray and across the Northern Alliance to support raising attainment, use of Insight and all schools and central officers having received bespoke training in the use of this benchmarking tool, systematic analysis of data and performance information, literacy and numeracy initiatives within early years. The current Moray raising attainment strategy is being reviewed and rewritten as a robust working document to support our ongoing strategies and focus on raising attainment.

4.   **SUMMARY OF IMPLICATIONS**

    (a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
    The Policy was informed by the priorities within the Corporate Plan and 10 Year Plan and in particular to Ambitious and Confident Children and Young People and A Growing and Diverse Economy.

    (b)   Policy and Legal
    There are no legal implications arising from this report.

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

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

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

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

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

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

5.   **CONCLUSION**

5.1   **That Committee scrutinises and notes the position in respect of attainment of young people in Moray with regard to National Qualifications in 2018.**

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:
Ref:

Item 19

REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 21 NOVEMBER 2018

SUBJECT: WHOLE SYSTEMS APPROACH IN YOUTH JUSTICE: REINVIGORATION AND EXTENSION FOR CARE-EXPERIENCED YOUNG PEOPLE

BY: ACTING CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1.   REASON FOR REPORT

1.1   To inform the Committee of redetermination funding that has been allocated by the Scottish Government to reinvigorate Whole Systems Approach, in Youth Justice.

1.2   This report is submitted to Committee in terms of Section III (D) (3) of the functions of the Council within the terms of relevant legislation with regard to criminal, including youth justice and to determine the Council's policies in regard thereto:

2.   RECOMMENDATION

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

(i)   **scrutinises the content of the report;**

(ii)   **notes the sum of £25,000 being paid by the Scottish Government in each of the financial years 2018-2020; and**

(iii)   **notes the overall planning for how the sum will be used for the purposes of reinvigorating and extending the age range of young people who might benefit from this approach.**

3.   BACKGROUND

3.1   It is reported that: -

(i)   Over the last 10 years, progress has been made to support better performance and positive impact of youth justice responses.

(ii)   This has been achieved through Scotland-wide strategic support at a local level around the essential elements of Whole Systems Approach (WSA), underpinning a preventative, diversionary approach to children

and young people in and on the edges of formal systems, including the criminal justice system.

(iii)   This progress is evidenced by a significant reduction in the number of young people being dealt with by the children's hearings system and Court as well as those in custody.

(iv)   A focus on prevention and maintaining the roll-out of WSA has underpinned this.

3.2   The WSA was rolled out in 2011 to address the needs of young people involved in or at risk of becoming involved in offending behaviour.

3.3   The approach focuses on tackling the causes of offending by young people and supporting them to change their behaviour with the aim of keeping young people out of the criminal justice system unless absolutely necessary.

3.4   It emphasises early action in response to offending rather than reporting processes and counterproductive escalation into formal, stigmatising systems.

3.5   Evidence suggests that the landscape of WSA implementation across Scotland is now very varied, and that work is required to reinforce and sustain the overall integrity and core values of the approach. Consistent with the initial roll out, the objective is to ensure prevention, early identification and targeted supports continue for young people involved in, or at risk of, offending.

3.6   The Minister for Childcare and Early Years and Cabinet Secretary for Justice have agreed in principle to £25,000 annual funding being made available to each of the 32 local authorities via the general revenue support grant. This sum will apply for the financial years 2018-20.

3.7   The funding is to support and re-energise WSA for children up to the age of 18, and extend this support, where appropriate to 21 and up to 26 for care experienced young people.

3.8   The funding for 2018-19 will be paid as part of the redetermination of General Revenue Grant funding at the end of this financial year.

3.9   The Scottish Government Justice Department required high level indication on how the funding would be used to support the overall aims: for outline details see **APPENDIX I.**

3.10   Key issues noted within are: -

(i)   The intention to increase one staff member's hours. The rational being that people in post have existing knowledge of the concept of WSA within the context of legislative and organisational needs. This will be reviewed.

(ii)   To audit and refresh training in WSA.

(iii)   To audit and refresh training in Restorative Justice practice.

(iv)   To remain engaged with Community Justice Networks and support the development of WSA for Care Experienced People up to the age of 26 years.

3.11   It is recommended that Committee note the sum that will be payable and the overall planning for how that sum will be used for the purposes of reinvigorating and extending the age range of young people who might benefit from this approach.

4.   **SUMMARY OF IMPLICATIONS**

   (a)   Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))
   This report relates to the following within the Corporate Plan 2018-2023:

   Where life is better for everyone.
   Provide a sustainable education service aiming for excellence.
   The vision being that our children have better educational and social outcomes and so are better prepared for life.

   Improved outcomes for those most in need of support.
   Our most vulnerable young people and families are safe and nurtured.
   Public and staff have confidence in all services we provide for children and young people.

   And within the Moray – 10 year Plan – LOIP: -

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

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

   People are healthier and experience fewer harms as a result of alcohol use.

   The related strategies: -

   Moray Children's Services Plan
   Moray Health and Social Care Partnership Strategic Plan 2016-2019
   Community Safety Strategy
   Moray Community Justice Outcomes Improvement Plan

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

   (c)   Financial implications

The financial issue is the allocation of redetermination money of £25,000 each year 2018-20

(d) Risk Implications
There are no risk implications associated with this report.

(e) Staffing Implications
There is the opportunity to increase the working hours of an existing staff member and to review this which may result in the appointment of a part time worker in year 2019-20, using the allocated sum.

(f) Property
There are no direct property implications associated with this report.

(g) Equalities/Socio Economic Impact
The allocation of this sum is to support preventative strategies for those most at risk.

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

5. CONCLUSION

5.1 The purpose of this report is to advise Committee of the allocation of funding for years 2018-20 to support the reinvigoration and extension of Whole Systems Approach and for this to be noted.

Author of Report: Corporate Parenting & Commissioning Manager
Background Papers:
Ref:

Whole System Approach (WSA) co-ordinator

The lead in Moray will be reconsidered given changes to structures and teams within Moray.

Community Justice

Youth Justice WSA will be a standing agenda item.
Youth Justice is engaged with Community Justice Partnership and will attend meetings on a quarterly basis.
Purpose - meetings will achieve awareness raising of WSA and engagement with WSA.
Membership of Community Justice is sufficiently and appropriately wise - including – but not limited to: -
Police: -
Housing: -
Health - public health:-
Court – Procurator Fiscal (PF): -
Scottish Fire and Rescue Service (SFRS); -
Skills Development Scotland (SDS):-
Each of which is a Corporate Parent within the 2014 legislation

WSA approach will be detailed within the strategic plan for Community Justice 2019-2022.

Policy and Strategy

Within the Moray Children's Services Plan 2017-2020 the following is reflected: -
"The Whole System Approach is a Scottish Government initiative intended *** to achieve positive outcomes for our most vulnerable young people, ****. Adopting a Whole System Approach encourages all of us to find new ways of working ****.
The approach emphasises the need for earlier intervention with all young people **under the age of 18** who are engaged in offending behaviour and who come to the attention of the Children's Hearing System, the Police, the Courts or other agencies. By having more streamlined and consistent responses that work across all systems we aim to achieve better outcomes for young people and their communities across Moray."

The opportunity to extend the age to 21years and up to 26 years for Care Experienced Young People (CEYP) is welcomed.

Established processes

Processes in place are reported to be consistent with those applied across Scotland, and we will measure outcomes to ensure we achieve consistency in approach.

The PF sends details of charges to a central location based in Stirling for consideration of diversion from prosecution. When diversion is not appropriate, the case is referred back for court processes. When diversion from prosecution is considered to be a viable option referral is made to the specific social worker in the Criminal Justice team who has that remit for progressing systems for diversion from prosecution and referring to Youth Justice for support and intervention. This system currently applies within the WSA for young people currently aged 16-18yrs.

The focus of the reinvigoration and extension of WSA is to include young people up to the age of 21 years, and where the young person has care experience, apply this process up to the age of 26 years.

To support the analysis of this process, in addition to quarterly partnership meetings, there are specific meetings with the PF, that apply across what had been the Northern Partnership. Amongst other things, these meetings reflect on outcomes from diversion.

Moving forward – Youth Justice and the Community Justice Partnership welcome the opportunity to extend the approach of WSA to older young people:
- in the general population up to 21yrs and then, consistent with duties inherent within corporate parenting
- up to 26yrs for people who are care experienced.

Planning

The initial plan is to: -

1.   Increase the hours of a project worker who is skilled in the working practices within Youth Justice: so has existing knowledge of youth development and key processes. To increase the working weekly hours from the current 28 hrs to 35 hrs. The focus of his work will be to: -

    (i)   Act as coordinator for children and young people who are evidencing being in crisis and showing patterns of increased offending.

    (ii)   Act as planner and coordinator for YP placed out of area on the basis of not only care but offending, planning for their return and supporting new behaviours and networks within Moray. Numbers are low – need and intensity of service is high.

    (iii)   Raise awareness with those who constitute the team around the young person and for older young people to support that wider knowledge with services who are less alert to that method of working.

2.   To reinvigorate awareness and engagement with WSA. The senior referred to above, acting with others, will: -

       (i)   Undertake an audit of those who have been trained in WSA

       (ii)   Confirm who remains in post

       (iii)   Assess additional need for breadth of knowledge

       (iv)   Seek to engage / possibly deliver training/ information sessions

       (v)   Capture measurable individual and service outcomes.

3.   Revisit and invigorate restorative approaches. The senior, acting with others, particularly those within that wider service area within Community Justice will: -

       (i)   Undertake an audit of those who have been trained in RJ

       (ii)   Assess additional need for breadth of knowledge

       (iii)   Support the roll out of this approach to those who more usually work with adults: this will support that widening of age range to include CEYP up to 26yrs (within corporate parenting) and referral processes.

4.   An audit of existing skills in outdoor activities will consider where other areas for development may be.

5.   The team and the community partnership will reflect on whether there is specific need for staff to be trained in group working with young people.

6.   Additionally the team and the community partnership will reflect on the training needs, across services, in specific areas, for example: -

       (i)   Young people who have sexually offended

       (ii)   Trauma and impact on development

       (iii)   Adverse Childhood Experiences (ACES) – and impact on development

The intended outcome will be to support the capacity, understanding and resilience of staff who work across the services and improve outcomes for children and young people.

7.   Reporting will reflect numbers and outcomes. Outcomes will be evidenced by using the wellbeing web.

Jennifer Gordon
12 November 2018

Moray – Data Relevant to Sustaining and Advancing WSA

Criminal Justice Related

Diversion from Prosecution Cases Commenced			
	16/17 years	18-20 years	21-25 years
2016/17	7	3	5
2015/16	15	3	0
2014/15	3	0	0
2013/14	13	1	2

Observations – the number of cases commenced for under 18's has decreased. Potential opportunity
to increase diversion from prosecution for under 18's and scope the potential for 18 – 20 year olds.
  This would need further analysis of offences being progressed through court and whether these could have been addressed via EEI or diversion.

https://www2.gov.scot/Topics/Statistics/Browse/Crime-Justice/Datasets/DP

Criminal Justice Social Work Reports (CJSWR)			
	16/17 years	18-20 years	21-25 years
2016/17	15	53	105
2015/16	15	54	107
2014/15	10	52	110
2013/14	11	74	87

Observations – the number of CJSWR requests increased in 2015/16 and did not reduce on 2016/17. Further analysis would be required to establish if there was potential for these cases to be addressed via other methods – Children's Hearing, EEI, Diversion etc.

https://www2.gov.scot/Topics/Statistics/Browse/Crime-Justice/Datasets/SERs

Community Payback Orders Commenced			
	16/17 years	18-20 years	21-25 years
2016/17	8	30	73
2015/16	8	35	72
2014/15	5	31	66
2013/14	9	43	59

Observations – The number of Community Payback Orders commenced increased in 2016/17. Further analysis could help identify whether there was a decrease in the number of custodial sentences, could any of the cases have been remitted to the hearing?

https://www2.gov.scot/Topics/Statistics/Browse/Crime-Justice/Datasets/SocialWork/CPOs

SCRA Data 2017-18

Table 1 - Children and young people referred and referrals received by sex

	Female	Male	Total
Children	53	84	**137**
Referrals	75	162	**237**

Table 6 - Children and young people referred by age and grounds of referral

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16+	Total
Non-Offence	13	9	7	7	10	<5	0	9	5	<5	5	6	7	11	12	12	0	**114**
Offence	0	0	0	0	0	0	0	0	0	<5	<5	<5	5	8	10	13	<5	**32**
Total	**13**	**9**	**7**	**7**	**10**	**<5**	**0**	**9**	**5**	**5**	**6**	**6**	**11**	**18**	**20**	**22**	**<5**	**137**

SCRA LA Breakdown - https://www.scra.gov.uk/resources/?type=statistics

SCRA Data 2016-17

Table 1 - Children and young people referred and referrals received by gender

	Female	Male	Total
Children	73	98	**171**
Referrals	91	128	**219**

Table 6 - Children and young people referred by age and grounds of referral

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16+	Total
Non-Offence	18	9	10	10	9	7	6	9	7	9	5	5	7	13	13	15	<5	**150**
Offence	0	0	0	0	0	0	0	0	0	0	<5	0	6	5	7	14	0	**31**
Total	18	9	10	10	9	7	6	9	7	9	6	5	12	17	19	24	<5	**171**

SCRA LA Breakdown - https://www.scra.gov.uk/resources/?type=statistics

Observations – Slight increase in the number of referrals to SCRA from 2016/17 to 2017/18 but less children referred – more referrals for less children. Little change in the offence referrals. More analysis could help identify whether more children could have remained on a CSO or if cases joint reported could have been retained by the Reporter.