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## Children and Young People's Services Committee

Wednesday, 04 March 2020

**NOTICE IS HEREBY GIVEN** that a Meeting of the **Children and Young People's Services Committee** is to be held at **Council Chambers, Council Office, High Street, Elgin, IV30 1BX** on **Wednesday, 04 March 2020** at **09:30**.

### BUSINESS

1. **Sederunt**
2. **Declaration of Group Decisions and Members Interests**  
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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 22 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. **Presentation on 'What's Child Poverty Got to Do with my Setting' by Jo Kirby, Northern Alliance**
5. **Minute of Meeting on 18 December 2019** 7 - 12
6. **Written Questions \*\***
7. **Notice of Motion - Councillors Eagle and Feaver** 13 - 14

<b>8.*</b>	<b>Initial Analysis of Achievement of Curriculum for Excellence Levels 2019</b>	<b>15 - 24</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>9.*</b>	<b>Review of the Restructured Secondary School Week</b>	<b>25 - 36</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>10.*</b>	<b>Education and Social Care Capital Budget Monitoring Report</b>	<b>37 - 46</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>11.*</b>	<b>Education and Children and Families Revenue Budget Monitoring Report to 31 December 2019</b>	<b>47 - 52</b>
	Report by the Depute Chief Executive (Education, Communities and Organisational Development)	
<b>12.*</b>	<b>Education Scotland Inspection of St Sylvester's Nursery Elgin</b>	<b>53 - 60</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>13.*</b>	<b>Singleton Inspections of Early Learning and Childcare Centres - November to January</b>	<b>61 - 68</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>14.*</b>	<b>Education Scotland and Care Inspectorate Inspection of Kinloss Primary School</b>	<b>69 - 74</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>15.*</b>	<b>Education Scotland Inspection of Dallas Primary School</b>	<b>75 - 80</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	
<b>16.*</b>	<b>Schools for the Future Reviews - Milnes High School Associated Schools Group</b>	<b>81 - 132</b>
	Report by Depute Chief Executive (Education, Communities and Organisational Development)	

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|-------------|---|----------------------|
| <b>17.*</b> | <b>Performance Report - Education and Social Care - Half Year to September 2019</b><br><br>Report by Depute Chief Executive (Education, Communities and Organisational Development) | <b>133 -<br/>174</b> |
| <b>18</b>   | <b>Moray Fostering and Adoption Panel Review 2019</b><br><br>Report by Depute Chief Executive (Education, Communities and Organisational Development)                               | <b>175 -<br/>178</b> |
| <b>19</b>   | <b>Inspection of Moray Adoption Service</b><br><br>Report by Depute Chief Executive (Education, Communities and Organisational Development)   | <b>179 -<br/>186</b> |
| <b>20</b>   | <b>Inspection of Moray Fostering Service</b><br><br>Report by Depute Chief Executive (Education, Communities and Organisational Development)  | <b>187 -<br/>194</b> |
| <b>21</b>   | <b>Question Time ***</b><br><br>Consider any oral question on matters delegated to the Committee in terms of the Council's Scheme of Administration.                                |                      |

## **22. Approach to a Learning Estate Strategy**

- Information relating to staffing matters;

### **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.

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

**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.

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# THE MORAY COUNCIL

## Children and Young People's Services Committee

### SEDERUNT

Councillor Sonya Warren (Chair)

Councillor Shona Morrison (Depute Chair)

Ms Nicola Belcher (Member)

Mrs Anne Currie (Member)

Mr John Morrison (Member)

Reverend Tembu Rongong (Member)

Mrs Susan Slater (Member)

Ms Angela Stuart (Member)

Caitlin Thomson-Gardner (Member)

Councillor George Alexander (Member)

Councillor James Allan (Member)

Councillor David Bremner (Member)

Councillor Paula Coy (Member)

Councillor Lorna Creswell (Member)

Councillor Tim Eagle (Member)

Councillor Ryan Edwards (Member)

Councillor Claire Feaver (Member)

Councillor Marc Macrae (Member)

Councillor Aaron McLean (Member)

Councillor Laura Powell (Member)

Councillor Derek Ross (Member)

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

**Wednesday, 18 December 2019**

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

**PRESENT**

Councillor George Alexander, Councillor James Allan, Ms Nicola Belcher, Councillor David Bremner, Councillor Frank Brown, Councillor Paula Coy, Councillor Lorna Creswell, Mrs Anne Currie, Councillor Claire Feaver, Councillor Aaron McLean, Mr John Morrison, Councillor Shona Morrison, Councillor Derek Ross, Mrs Susan Slater, Ms Angela Stuart, Councillor Sonya Warren

**APOLOGIES**

Councillor Tim Eagle, Councillor Ryan Edwards, Reverend Tembu Rongong, Caitlin Thomson-Gardner

**IN ATTENDANCE**

Also in attendance at the above meeting were the Depute Chief Executive (Education, Communities and Organisational Development), Head of Education, Jackie Stevenson and Joyce Johnston, Joint Acting Heads of Children's Services, Head of Housing and Property, Head of Economic Growth and Development, Business Support Team Manager, Stewart McLaughlin, Quality Improvement Manager and Tracey Sutherland, Committee Services Officer.

**1. Chair**

The meeting was chaired by Councillor Sonya Warren.

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

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

**3. Resolution**

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

Schedule 7A of the Act.

**Para Number of the Minute**

**Para Number of Schedule 7A**

15

4  
Information relating to any applicant or recipient of any financial assistance provided by the Authority

**4. Minute of Meeting dated 30 October and 5 November 2019**

The minute of the meeting of the Children and Young People's Services Committee dated 30 October and 5 November 2019 was submitted and approved.

**5. Written Questions \*\***

The Committee noted that no written questions had been submitted.

**6. Learning and Teaching Strategy**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) invited the Committee to scrutinise and note the progress made by the Moray Learning and Teaching Strategy Group in developing 'Our Moray Standard' Infographic and Strategy for Learning and Teaching across Moray.

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

**7. Schools for the Future Reviews - Keith Grammar School Associated Schools Group**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the findings of the Schools for the Future Review visits to the Keith Grammar School Associated Schools Group (ASG) which took place between February and March 2019.

The Chair informed the Committee that the status quo for each school to remain as is, is also available as an option for Members.

The Business Support Team Manager confirmed that Nursery and Enhanced Provision is not included in the calculations.

Following consideration the Committee agreed to note the report at Appendix 1.

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

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the Primary and Secondary School Functional Capacities and Occupancy for session 2019/20.

Following consideration the Committee agreed to note:

i) the primary and secondary school functional capacities and occupancy for session 2019/20; and

ii) a further report will be brought to Committee if physical or functional capacities

change throughout the course of the session.

## **9. Realigning Children's Services Programme**

A report by the Chief Executive informed Committee of the work being done to Re-aligning Children's Services (RCS) Programme.

Re-assurance was sought that when the work is carried out through the Locality Management Groups that the practitioners in schools are included. In response, Joyce Johnston, the Joint Acting Head of Children's Services confirmed that childcare workforce practitioners, children and their families are involved in the process.

The Chair confirmed that a Member's Briefing will be held at a future date to look at the programme.

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

## **10 Inspection of Cala. Moray Council's Residential Provision for Looked After Children**

A report by the Chief Executive informed the Committee of the outcome of the recent Care Inspectorate Audit which was undertaken on 27 September 2019 of Cala, Moray Council's residential child care provision, and to invite comment and scrutiny from the Committee.

Following consideration the Committee agreed to:

- i) note the information of the recent annual inspection report of Cala, Moray Council's residential child care provision;
- ii) approve the internal provision plan to continuously develop child planning documents in relation to ensuring they are child/user friendly and provide clear evidence of the child's views, as per the suggestion as an area of improvement in the audit; and
- iii) note that there are no requirements specified in the Care Inspectorate Audit report, it is proposed that this will be an ongoing area of review and development within the service, which will incorporate the views and wishes of the young people themselves.

## **11. National Education Priorities - Excellence and Equity**

Under reference to paragraph 18 of the minute of the meeting 5 November 2019, a report by the Depute Chief Executive (Education, Communities and Organisational Development) advised the Committee on the annual National Improvement Plan return which is submitted to the Scottish Government.

The Head of Education clarified that the return for the current year had been sent to the Scottish Government in August and due to timings the Committee were unable to scrutinise the report before submission, however, Ms Cross advised that the

Committee will be afforded the opportunity to scrutinise the 2020 submission.

Following consideration the Committee agreed to note:

- i) the contents of the report; and
- ii) the annual National Improvement Framework (NIF) return submitted to the Scottish Government.

## **12. Education and Children and Families Revenue Budget Monitoring to 31 October 2019**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of the budget position for Education and Children and Families Services as at 31 October 2019.

Following consideration the Committee agreed to note the budget position at 31 October 2019.

## **13. Education and Social Care Capital Budget Monitoring Report to 31 October 2019**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) informed the Committee of projects and proposed expenditure for Capital Budgets within Education and Social Care for 2019/20.

Councillor A McLean joined the meeting during the discussion of this item.

Following consideration the Committee agreed to:

- i) note the Education and Social Care Capital Budgets to 31 October 2019;
- ii) note the additional costs relating to Linkwood Primary and that an update on discussions with Springfield Properties about potential liability will be provided to this Committee in March 2020;
- iii) retain the furniture and fittings at East End Primary for decant classroom provision and provide additional budget from the underspend in the Capital Programme 2019/20 to purchase furniture and fittings for Linkwood Primary;
- iv) note that £1.3m of revenue funding will be required from the Early Learning budget to meet the projected capital shortfall; and
- v) note that savings from the closure of Auchernack may reduce from £13.5k to £11k if there is any further delay in the project.

## **14. Question Time \*\*\***

Under reference to paragraph 23 of the minute of the meeting of 30 October and 5 November, Councillor Bremner sought an update on the information he had requested regarding the number of Climate Change Working Groups in operation in Schools.

In response the Head of Education confirmed that the majority of schools have ECO groups and look at the issue of climate change within the remit of these groups.

Under reference to paragraph 23 of the minute of the meeting of 30 October and 5 November, Councillor Ross thanked officers for circulating the new structure chart but asked whether the names of the officers could be added to the job titles.

In response, the Depute Chief Executive (Education, Communities and Organisational Development) confirmed that an updated chart would be circulated to members.

Mrs Belcher sought clarification on the status of Home Economics Teachers at Buckie High School as she had attended a meeting at the school and it was indicated that there were no HE Teachers at the school.

In response, the Head of Education confirmed she would find out the situation as she was not aware of the situation at the school.

Councillor Feaver sought clarification on the situation when College Lecturers are used in schools to fill subject gaps within the secondary schools and what happens if they are not GTC registered.

In response, the Head of Education confirmed that if a Lecturer is not GTC registered a GTC registered teacher will also be in attendance in the class.

#### **15. Moray and Nairn Educational Trust - Disbursement 2019/20**

A report by the Depute Chief Executive (Education, Communities and Organisational Development) provided the Committee with information and sought approval for the payment plan to be used to assess applications to the Moray and Nairn Educational Trust and to consider applications to the trust.

Following consideration the Committee agreed to approve the grants at the rates provided in the payment plan.



**Notice of Motion**

**Mobile Phone Use in School**

There are various views on the use of mobile phones in schools, a subject which has been debated widely throughout the UK and in Europe. Whilst it is clear we now live in a digital age where technology will be a key part of most occupations now and in the future, there is a growing discussion over whether the use of mobile phones in schools is conducive to positive education or not. We believe Moray should be having a discussion around the use of mobile phones in schools and in order to do that we require the evidence both for and against.

With this in mind council is asked to –

- Note that there are a wide range of views on the use of personal mobile phones in school.
- Agree that education officers will compile a report for the next Children’s Committee meeting which will give the positives and negatives of mobile phone use in school and which gives members of the committee the option to decide whether to ban the use of mobile phones in schools across Moray.

Cllr Tim Eagle

Cllr Claire Feaver





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
4 MARCH 2020**

**SUBJECT: INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR  
EXCELLENCE LEVELS 2019**

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

## **1. REASON FOR REPORT**

- 1.1 This report provides Committee with a summary of the data collected in June 2019 and provided to the Scottish Government at the end of August 2019 regarding Teacher Judgements on children and young people achieving Curriculum for Excellence levels which appear in the Scottish Government report published in December 2019.
- 1.2 This report is submitted to Committee in terms of Section III (D) 1 of the Council's Scheme of Administration relating to exercising all of the functions of the Council as Education Authority within the terms of relevant legislation with regard to nursery, primary and secondary education.

## **2. RECOMMENDATION**

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

## **3. BACKGROUND**

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

- School Leadership
- Teacher Professionalism

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

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

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

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

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

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

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

Therefore a child who achieves Early level reading would have the code ER whereas a young person achieving Writing at fourth level would have the code 04W. Additional codes were available to indicate "not yet achieved Early Level (00), "not assessed (99 - where a child or young person is newly enrolled in the school and no information is available or time to assess) and "learning measured by individual milestones rather than CfE levels (98 – this

is designed to be used for those children whose complex additional support needs determine that progress in learning is more effectively gauged in terms of individual learning milestones rather than CfE levels).

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

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

- 3.6 The data was collected in June following ongoing work on assessment, moderation and professional commitment to all areas of teacher professional judgement; this was then submitted to Scottish Government in August following a range of quality assurance processes from school staff and central officers. The initial data provided by schools was, in some cases, further quality assured by central officers directly with schools and where necessary provided with additional support and guidance to ensure the submission of robust and reliable data.

- 3.7 The data was published in December 2019 and this year the data has been changed from an “Experimental” data label to “Official” data following work undertaken by Scottish Government statisticians.

- 3.8 The NIF has set stretch aims across a number of key measures and these are noted within the data sets for each stage, P1, P4, P7 and S3, as a longer term aim of local authorities to work towards for cohorts in both Literacy and Numeracy.

<b>Stage</b>	<b>Literacy</b>	<b>Numeracy</b>
P1	74%	83%
P4	68%	75%
P7	66%	70%
S3 – Third Level	87%	88%

- 3.9 Authority Approaches

In order to support the ongoing improvements in attainment at Broad General Education level through a strategic approach within all Moray schools. The development and implementation of the following is supporting a cohesive and planned methodology to ensure practices to improve attainment continue to be our Education vision in Moray.

These are:

- Learning and Teaching Strategy and supporting materials
- Raising Attainment Strategy and Toolkit, about to be launched

- Assessment and Moderation Guidelines
- Tracking and Monitoring Guidelines
- Quality Improvement team input and support and challenge regarding data analysis, tracking and monitoring and attainment discussions with all schools

### 3.10 Primary 1

The percentages noted below present the Primary 1 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P1				
		LT	R	W	LIT	NUM
2019	Moray	85	77	76	71	79
	National	87	82	79	76	85
Stretch Aims					74	83
2018	Moray	82	75	67	63	72
	National	87	81	78	75	85
2017	Moray	80	74	64		70
	National	85	80	77		83
2016	Moray	76	72	66		68
	National	85	81	78		84

The data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we continue to narrow the gap with the national averages; the gaps range from 3% for writing and 6% for numeracy and 3% and 4% for literacy and numeracy within the stretch aims. Although the Council still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will work towards:

- Ongoing engagement with Emerging Literacy strategy across the Northern Alliance to ensure that children have the appropriate developmental skills prior to more formal literacy learning
- Engagement with the national Primary 1 Practitioner Forum
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance

and Moderation Support Officers to ensure common understanding of expectations and planning approaches

- Continued emphasis on tracking and monitoring to support interventions
- Improved transition with early years settings to support standardised progressions and learning approaches

### 3.11 Primary 4

The percentages noted below present the Primary 4 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P4				
		LT	R	W	LIT	NUM
2019	Moray	78	72	63	60	65
	National	85	78	73	70	77
Stretch Aims					68	75
2018	Moray	72	66	57	53	60
	National	85	77	72	69	76
2017	Moray	71	70	62		76
	National	83	77	71		75
2016	Moray	70	66	61		60
	National	81	75	69		73

Similarly, the data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we are again narrowing the gap with the national averages from preceding years; the gaps range from 6% for reading and 12% for numeracy and 8% and 10% for literacy and numeracy within the stretch aims. Although we still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will work towards:

- Development of core progressions in specific areas, then supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers to ensure common understanding of expectations and planning approaches
- Continued emphasis on tracking and monitoring to support interventions.

### 3.12 Primary 7

The percentages noted below present the Primary 7 ACEL data for the previous 4 years for Moray in comparison with the National averages.

Year		P7				
		LT	R	W	LIT	NUM.
2019	Moray	81	76	67	64	66
	National	86	80	74	71	76
Stretch Aims					66	70
2018	Moray	75	71	61	59	61
	National	84	79	73	70	75
2017	Moray	73	68	58		57
	National	81	76	69		70
2016	Moray	60	60	53		50
	National	77	72	65		68

For our Primary 7 cohort, the data for session 2018/19 shows an improving trend across all measures of literacy and numeracy for the four years. In all measures we are again narrowing the gap with the national averages from preceding years; the gaps range from 4% for reading and 10% for numeracy and 8% and 4% for literacy and numeracy within the stretch aims. Although we still have some progress to make in all areas to bring us up to the Scottish average we continue to work towards the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to maintain improvement we will:

- Development of core progressions in specific areas, then supported by training and development sessions to allow robust opportunity to moderate planning and assessment approaches
- School engagement with the numeracy strategy supported by Northern Alliance workstreams which ensure our judgements are moderated and practitioners have the opportunity to work collaboratively
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers to ensure common understanding of expectations and planning approaches
- Continued emphasis on tracking and monitoring to support interventions

### 3.13 Secondary 3

The percentages noted below present the S3 ACEL data for the previous 4 years for Moray in comparison with the National averages.

The anticipated level of achievement and national expectation is for S3 pupils to achieve at Third Level, with Fourth level being accessed by some pupils within this cohort.

Year		Third level					Fourth level				
		LT	R	W	LIT	NUM	LT	R	W	LIT	NUM
2019	Moray	90	88	87	83	92	35	31	29	24	56
	National	91	91	90	88	90	57	55	52	48	59
Stretch Aims					87	88					
2018	Moray	88	84	82	79	82	40	34	32	27	37
	National	91	90	89	87	89	55	53	51	46	56
2017	Moray	89	89	88		87	49	53	49		61
	National	91	90	89		88	51	51	48		56
2016	Moray	94	89	88		87	54	51	46		64
	National	87	86	84		86	41	39	37		49

For our S3 cohort, the data for session 2018/19 shows improvement from session 2017/18 across all measures of literacy and numeracy for the four years at Third Level. In all measures at Third Level we are again narrowing the gap with the national averages from preceding years; the gaps range from 1% for listening and talking and 5% for overall literacy. For numeracy at Third Level, we exceed that national average of 90%. Our S3 performance at Third Level is above the stretch aims numeracy. Although we still have some progress to make in all areas to bring us up to the Scottish average in some areas we continue to work towards exceeding the national average as a target in each measure over sessions 2019/20 and 2020/21.

At Fourth Level, the levels of attainment for S3 is variable across the four year period, with a particular fall over the last 2 years where the national average has risen and the Moray average has fallen over the corresponding period. The gaps which exist at this level range from 24% for reading and overall literacy and 3% for numeracy. There is work being done in this area to ensure there is opportunity for young people across S1-3 to experience and attain at this level in all areas of literacy and numeracy, with robust planning and assessment opportunities in place across S1-3 curriculum, and undertaking cross sector moderation activities with primary. This is an area we have considerable progress to make in all areas to bring us up to the Scottish average and we continue to work towards exceeding the national average as a target in each measure over sessions 2019/20 and 2020/21.

In order to ensure improvement we will work towards:

- The introduction of bespoke Literacy and Numeracy periods across the BGE in addition to English and Maths provisions to further improve attainment
- Provide additional opportunities for school engagement with the numeracy strategy supported by Northern Alliance work streams
- Establish additional approaches for cross sector moderation of learning, teaching and assessment
- Ensure an agreed expectation for the provision of Fourth Level learning across our secondary schools; developed within Literacy and Numeracy curriculum groups
- Create clear expectations across schools for the development of progressions across ASGs
- Continued moderation within schools and ASGs with a next step to support cross Authority moderation in Moray and cross moderation with Highland; supported by our range of nationally trained Quality Assurance and Moderation Support Officers
- Continued emphasis on tracking and monitoring to support interventions Curricular Group Meetings across the school year to support moderation of Literacy and Numeracy and other curricular areas for learning, teaching and assessment as well as curricular provision
- Extended the use of attainment datasets across all schools and departments, supported by professional learning opportunities to upskill all staff in this area

3.15 We will continue the improvement trend and expect to see between 1% and 5% increases across the key measures to move towards the national averages and move in line with the National Improvement Stretch Aims.

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

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

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

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

There are no legal implications arising from this report.

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

There are no financial implications arising directly from this report.

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

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

**e) Staffing Implications**

There are no staffing implications arising directly from this report.

**f) Property**

None.

**g) Equalities/Socio Economic Impact**

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

**h) Consultations**

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

**5. CONCLUSION**

**5.1 It is recommended that Committee scrutinises and notes the annual report which details teacher professional judgements on Achievement of Curriculum for Excellence Levels which shows:**

- **improving trends across P1, P4 and P7 data and closing the gap with national performance; and**
- **the remaining challenges with S3 attainment data and actions put in place to address and secure improvement by 2020**

Author of Report: Karen Lees, Quality Improvement Manager

Ref:





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: REVIEW OF THE RESTRUCTURE OF THE SECONDARY  
SCHOOL WEEK FOLLOWING THE FIRST YEAR OF  
IMPLEMENTATION**

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

### **1. REASON FOR REPORT**

- 1.1 The report is to update Committee on the progress made to date following the first year of implementation of the restructured secondary school week in Moray during session 2018/19.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

### **2. RECOMMENDATION**

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

- i) considers and notes the position in respect of progress made to date following the first year of implementation following the restructured secondary school week; and**
- ii) scrutinises and notes the overview plans for ongoing development and improvement of the school week to raise attainment and achievement for young people in Moray**

### **3. BACKGROUND**

- 3.1 Following a lengthy process, which began in 2012, on 27 September 2017 (paragraph 10 of the minute refers) Moray Council agreed to restructure the secondary school week.
- 3.2 A main component of the Committee report from that date stated "this opportunity will ensure that all schools in Moray can benefit from a curricular structure which is suitable for the needs of our young people in the 21<sup>st</sup> century and for life beyond school; the emphasis on an equitable and excellent curriculum and provision within our schools will ensure an increased focus on

raising attainment and achievement for all as well as improved outcomes for all our learners.”

- 3.3 Central officers, secondary school leaders and staff as well as a wide range of partners worked from then to June 2018 to ensure that the schools were ready for the implementation of the restructured school week and the journey towards achieving the identified outcome as stated above. The timescales were very tight, due to the renewal of the transport contract and gave the teams 8 months to be ready for this wide-ranging change and development; as a result the schools had a viable and robust timetable with the initial approaches to curriculum innovation and improvement evident in these early stages.
- 3.4 The review was undertaken by secondary schools and central officers, using an agreed format of questions and approaches based upon the concerns raised prior to implementation as well as using the format of a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis to ensure there was a wide view of opinion and observations from Senior Leadership Teams, Teaching Staff, Support Staff, Pupils, Parent Council, Parents, Partners and Council departments.
- 3.5 The Review of the Restructured Secondary School Week Report was prepared from the information gathered from all schools and collated to provide a Moray overview and provides an overview of the progress made to date using the following headings, which were outlined as areas the restructure was to target for improvement:
- Excellence and equity by raising attainment and closing the gap
  - Development and enhancement of the curriculum
  - Increased variety of opportunities for learning and teaching
  - Flexibility to work with a range of partners
  - Increased options for wider achievement
- 3.6 The information detailed below notes the actions taken in response to the restructured secondary school week and the emerging impacts to date.

#### Excellence and equity by raising attainment and closing the gap

The restructure of the secondary school week has allowed flexibility and additionality within the period availability for schools. Schools prioritised these additional periods within the context of their school, based upon a wide range of data available to them. Most schools provided young people with additional literacy and/or numeracy lessons for their pupils within the Broad General Education as well as access to a key adult through Universal Pupil Support periods, where learners were able to talk about their progress and set targets and next steps in their learning. All of this has contributed to a wider ranging focus on aspiration and ambition as well as development of literacy and numeracy skills across the curriculum.

#### Broad General Education

Achievement of Curriculum for Excellence level data for S3 pupils is presented below and displays the Literacy and Numeracy attainment for the

year prior to the restructured week (2018) and the year of implementation (2019).

The anticipated levels for S3 pupils achievement of curriculum for excellence levels is Third by the end of S3, although some pupils will achieve Fourth level. From the data within the table presents a positive picture at Third Level with Moray performing above the national average in Listening and Talking, Reading and Numeracy; with improvement from 2018 evident for Reading, Writing and overall Literacy. Moray is also above the National Improvement Stretch Aim for Numeracy.

At fourth level, the performance is more variable and falls below the national average for all measures and is a reduction from the performance in 2018.

Year		Third level				
		LT	R	W	LIT	NUM
2019	Moray	88	86	85	82	91
	National	91	91	90	88	90
Stretch Aims					87	88
2018	Moray	88	84	82	79	82
	National	91	90	89	87	89
Year		Fourth level				
		LT	R	W	LIT	NUM
2019	Moray	35	31	28	23	55
	National	57	55	52	48	59
Stretch Aims						
2018	Moray	40	34	32	27	37
	National	55	53	51	46	56

### Senior Phase Attainment – S4-S6

Senior Phase Attainment is displayed for session 2017/18 which was prior to the restructure of the secondary school week in comparison to attainment for session 2018/19 which was the first year of the implemented 33 period week. The comparisons have been made between these 2 school sessions and with the national data set; the national data set provides a reliable comparator for Moray as many other authorities and schools groups have moved to a restructured secondary school week and this was an emphasis during our consultation period that we were able to benefit from a range of flexible approaches to improve outcomes for our children and young people.

### Literacy and Numeracy in the Senior Phase – S4, S5 and S6 cohorts

	MORAY		NATIONAL	
	2018	2019	2018	2019
S4				
L4 Literacy	90%	91%	91%	91%
L5 Literacy	71%	72%	70%	72%

L4 Numeracy	78%	81%	86%	86%
L5 Numeracy	44%	51%	53%	57%
<b>S5</b>				
L4 Literacy	96%	96%	97%	96%
L5 Literacy	86%	87%	87%	86%
L4 Numeracy	91%	90%	94%	94%
L5 Numeracy	67%	66%	72%	72%
<b>S6</b>				
L4 Literacy	97%	97%	99%	99%
L5 Literacy	95%	95%	96%	96%
L4 Numeracy	94%	96%	97%	97%
L5 Numeracy	84%	87%	87%	87%

For our S4 learners, Moray has improved performance in all measures for Level 4 and Level 5 Literacy and Numeracy and for Literacy is in line with National performance. Although there have been improvements in Numeracy, there is further progress to make in order to bring Moray in line with the National position.

In S5, Literacy at Level 4 is in line with National comparator and above at Level 5. For Numeracy, the improvements have not been realised despite a range of initiatives in place and is below the National performance. There are a number of schools, however, who have improved beyond this and are sharing their plans with other schools through Subject Group Meetings, the SQA Coordinator Group and school attainment meetings. In all our schools, there has been rigorous tracking and monitoring as well as bespoke Literacy and Numeracy opportunities to ensure that all young people leave school with the highest levels achievable; this data will be available after the February Insight update on leaver performance.

Our S6 pupils have remained fairly consistent in their Literacy performance and we have seen an increase in our Numeracy attainment which brings both Literacy and Numeracy broadly in line with National datasets.

#### Improving Attainment for All using complementary tariff point measures

	LOWEST 20%		MIDDLE 60%		HIGHEST 20%	
	2018	2019	2018	2019	2018	2019
<b>S4</b>						
Moray	95	94	291	295	423	426
National	100	95	308	311	425	425
<b>S5</b>						
Moray	171	170	587	532	950	925
National	192	175	595	574	964	954
<b>S6</b>						
Moray	376	387	902	900	1385	1352
National	376	358	878	867	1373	1365

Our pupils in S4 last session have improved attainment for the Middle 60% and Highest 20% of attainers although we are below National percentages. Where Moray has seen a reduction in tariff points, this has been broadly comparable

nationally. In Moray, all schools offer 6 National Qualifications and this is also extending the offer to include a range of Skills for Work and National Progression Awards which benefit many of our learners through the opportunity to undertake ungraded courses which have no final exam but do contribute to tariff points and breadth and depth measures and ensure pathways for our young people are extended appropriately and are flexible in nature; a number of these courses are offered through UHI Moray College as well as consortia approaches between schools and with partners, including DYW Moray, Craibstone and E-sgoil.

Our S5 attainment demonstrates that we are following the National trend where attainment for all groups of learners falling between 2019 and 2018. Nonetheless, this is a trend which we are actively addressing through our local authority curriculum focused groups and individual school approaches. We have also worked with UHI Moray College to develop their offer for all learners and the increasing number of S5 and S6 pupils who choose to remain in school to provide a challenging, appropriate and flexible pathway for all learners. This is being progressed as a matter of urgency within our curriculum planning and course options for session 2020/21 as well as initial improvements made for this session with identified learners through rigorous whole school tracking and monitoring of groups of young people.

Our attainment for lowest 20% and middle 60% of S6 learners is positive and has increased from session 2017/18 and compares well with National attainment for these measures. There is some work to do for the highest 20% of attainers to improve tariff points in this area, which most schools are addressing through the resilience and aspiration of these learners as well as a wider range of motivating courses; this includes Foundation Apprenticeships, YASS courses and Advanced Higher consortia provisions, as well as Higher National course units.

#### Breadth and Depth Measures for S4, S5 and S6 Cohorts

	1 @ SCQF L5		3 @ SCQF L5		5 @ SCQF L5		6 @ SCQF L5	
	2018	2019	2018	2019	2018	2019	2018	2019
<b>S4</b>								
Moray	83%	85%	63%	64%	41%	43%	28%	30%
National	82%	83%	65%	66%	48%	50%	38%	40%
	1 @ SCQF L6		3 @ SCQF L6		5 @ SCQF L6			
	2018	2019	2018	2019	2018	2019		
<b>S5</b>								
Moray	70%	64%	44%	42%	20%	20%		
National	69%	79%	46%	49%	23%	25%		
	3 @ SCQF L6		5 @ SCQF L6		1 @ SCQF L7			
	2018	2019	2018	2019	2018	2019		
<b>S6</b>								
Moray	76%	78%	44%	57%	40%	38%		
National	73%	74%	54%	55%	36%	35%		

S4 learner attainment for breadth and depth is measured at SCQF level 5 which included National 5 qualifications as well as Skills for Work and National Progression Awards at level 5. Our performance in Moray for all measures

has improved from session 2017/18; although there still is some work to do to improve some measures. This has been identified within schools and there are initiatives in place to improve these measures through curriculum offer, support for learners, improving attainment through tracking and monitoring and our relentless focus on high quality learning and teaching.

As indicated previously, S5 attainment is not as strong as we would expect and this is being taken forward as a priority. We have to improve this area in order that we provide young people with the best opportunities for a positive post school destination.

For S6 leavers in Moray, all measures at SCQF level 6 have seen an improvement and are outperforming the National comparator. There has been a slight reduction at Advanced Higher level which is reflected in the widening range of opportunities being made available; namely YASS, Foundational Apprenticeships and additional Highers or SCQF courses to support learner pathways.

The impact to date in this area is variable; some attainment measures demonstrate improvements from the previous year prior to the restructure and other measures have yet to see any demonstrable impact. In terms of these measures, actions moving forward are detailed in paragraph 3.10.

### 3.7 Development and enhancement of the curriculum

A key aspect of the curriculum rationale and design was allowing schools, senior leaders, school staff and the school community to play a role in the implementation and the ongoing review and improvement of their curricular offer. In order to support this within Moray Education, a number of groups were established to take forward this change; the groups included SQA Coordinators, Timetablers, Secondary Headteachers and secondary school Curriculum Groups; this involved a wide range of participants in our schools. This was complemented by individual school working groups linked to their strategic school improvement plan as well as bespoke partnership approaches.

All of our schools follow the seven design principles of Curriculum for Excellence while developing their curriculum rationale and design for the BGE; challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. The restructured secondary school week provided additional period allocation to develop further Literacy and Numeracy approaches in addition to English and Maths as well as interdisciplinary learning, wider achievement and Moray Skills Pathway events, through the “Growing your ...” conferences to support wider learning and a skills based approach to improving outcomes.

Additional curriculum initiatives include a wider range of electives for S1-3 pupils to support design principles of CFE, such as personalisation and choice. This has included Learning for Sustainability, Global Goals and this is also evident in 1+2 languages and the offer across our schools, 21<sup>st</sup> Century skills development through technology based courses such as cyber bullying, web design as well as Health and Wellbeing Awards and Mental Health

Awareness. This also allows for more robust interdisciplinary learning to take place across the school.

The Senior Phase has benefitted from additional period allocation which has been reviewed and developed appropriately for the context of the school community and environment. We have supported the empowerment of schools and the development of the need and unique context of a school to support a range of initiatives within a background of collective drive across Moray to improve outcomes for all our young people. An ongoing strength in Moray Education is our Senior Phase partnership approaches which was first evaluated favourably by Education Scotland during the Senior Phase Thematic Review in 2015 and provides an ongoing inventive approach to curriculum planning and delivery.

The majority of our schools have implemented five periods across the 6 courses in S4 with provision for Physical Education and Personal and Social Education. The schools that have had a slightly different structure have opted for additional time for English and Maths in S3 and additional opportunity for Universal Personal Support and Religious and Moral Education; this is the same time allocation but distributed slightly differently.

There is emerging impact to date in this area and the actions moving forward are detailed in paragraph 3.10.

### 3.8 Increased variety of opportunities for learning and teaching

The increased period allocation and focus on collaborative working resulting from the structure, provides an opportunity to deliver learning experiences for our young people in a variety of methodologies. Within Moray, we will continue to support our teaching collaborative to have autonomy through the permissions and freedom to take on initiatives and be creative in meeting the needs of learners and participation and engagement in evidence-based decision making, supporting co-design and co-production of goals and aspirations for young people and schools.

Although most young people welcome the variety of courses and delivery methods, they still overwhelmingly prefer to undertake courses within their own school. While this is appropriate for some courses, cohorts and schools, there is some work to do with pupils to broaden learning experiences to include other approaches, including digital solutions on a wider scale. All schools benefit from the offer from UHI Moray College and new additions to the portfolio has included Foundation Apprenticeships in a range of areas, alternative accreditation for subjects such as Laboratory Science, Web Design as well as units within the Higher National course framework through flexible and joint delivery. Some schools have also benefitted from outreach teaching from UHI Moray College in some shortage subjects within some schools; for example home economics, technical, bakery. We have also developed learning partnership working with Eden Court in Inverness to support senior phase Dance qualifications. Planning is in place to extend these further next session.

Some parents raised opportunities about a wider range of “life skills” for senior pupils in areas such as budgeting, cooking, basic DIY; some of these are offered in some schools along with other life skills such as Hygiene certificate and First Aid qualifications. For learners in some schools they have Religious and Moral Education reintroduced as a bespoke subject for some senior phase learners where it was not possible before; this was only for some schools.

The developments to date in this area and the actions moving forward are detailed in paragraph 3.10.

### 3.9 Flexibility to work with a range of partners/Wider Achievement opportunities

In order to support the development of the curriculum and creation of curricular opportunities, a Learner Pathway group was established and included schools leaders, Education and Engagement Team central staff, UHI Moray College, DYW Moray, CLD and TSi Moray. The rationale was to provide a wide and varied curriculum opportunity in the Senior Phase which benefited from a partnership and consortia approach as well as developing the Broad General Education to address areas for development, most notably in Literacy and Numeracy.

There have been a number of drivers for curriculum change and development across our 8 schools; these have been the opportunity for the notional 160 hours to be accessible for National Qualifications and their SQCF equivalents, opportunity to increase the Literacy and Numeracy across the BGE and Senior Phase, Universal Personal Support for a range of learners to ensure the key adult role is accessible to develop learning conversations, tracking and monitoring and target setting discussions and next steps, wider achievement opportunities, partnership possibilities with UHI Moray College courses, consortia approaches across our schools and the emerging potential of digital solutions through virtual learning and conferencing. The use of double periods across the BGE and Senior Phase has proved most positive and productive in practical subjects and some senior phase options; where this has been increased, the evaluations are positive.

In S5 and S6, there has been additional period allocation which has been used for Driving Attainment, Wider Achievement, DYW initiatives, additional Literacy and Numeracy interventions, work experience and vocational learning experiences. There has also been an increase in Youth Achievement Awards, Employability Awards, Leadership Awards, Personal Development Awards and Mental Health Award; all accredited within the SCQF framework.

Additional curriculum initiatives include increased access to and uptake in Aspire North for some schools, Career Ready which is now established across all schools, Duke of Edinburgh at all levels and widened offer for a range of pupils. Young people also had the opportunities to take on Ambassador roles through My World of Work and SCQF; both of which are national groups with a wide ranging focus and importance in line with national expectations and performance measures.

Engagement and partnerships with local businesses are supporting the co-design and co-development of a range of activities with our schools and young people, ensuring a responsive approach to pathways and the development of the world of work.

### 3.10 Next Steps – Continuing the Journey

Following this review after the first year of implementation, there are a range of actions for Education, our schools, our partners and our approaches to ensuring we are observing national guidance and direction of travel for curriculum progress and change. These approaches will be focused on work undertaken through membership of national groups, Moray working groups, ongoing strategic groups and school specific design, ensuring the unique context of each school and the strategic school improvement plan is central to the outcomes from above.

As we are in only the second year of implementation, there are still a number of opportunities we can continue to build upon and have the time and space to develop further opportunities. These will be more apparent as the restructure continues to be embedded and we have a longer data trend for performance measurement, enabling a wider ability to determine the impact on a number of national, local and community based measures.

- In order to further develop excellence and equity by raising attainment and closing the gap, identified actions are:
  - Improved and increased tracking and monitoring of Literacy and Numeracy of all learners, with emphasis on targeted young people
  - Bespoke Literacy and Numeracy attainment periods for S5 and S6 pupils to ensure they leave with the highest levels possible
  - Achievement of Literacy and Numeracy performance in line with Early Indication percentages agreed at school attainment meetings for both BGE and Senior Phase to support target setting and tracking initiatives
- Development and enhancement of the curriculum, identified actions are:
  - Additional time allocation in the BGE for Literacy and Numeracy alongside English and Maths period provision
  - Improvement of Universal Personal Support through a Moray-wide approach to ensure consistency and ongoing support and challenge of our young people
  - Opportunities for pupils to have a more consistent voice in curriculum planning
  - Development of electives in senior phase for some learners to ensure an appropriate curriculum offer
  - Ensure our curriculum is continually reviewed and revised in line with the learners in our schools and the increasing opportunities which become available in schools and through destinations
  - Engage with the national review of Senior Phase Subject Choices through to June 2020 to ensure we support the shaping of new and exciting opportunities in Scottish Education

- In order to increase the variety of opportunities for learning and teaching, recognised actions for session 2019/20 onwards are:
  - Support strategic and collaborative planning of interdisciplinary learning across stages
  - Increased opportunities for a Friday afternoon across all schools; work experience, volunteering, Duke of Edinburgh, sporting activities, wellbeing initiatives, partnership group inputs, DYW events, additional UHI Moray College courses; Improve coordination of extra curricular and Friday opportunities within school and consider how this can be approached across all schools
  - Continue to consider tricky issues such as timings of assemblies so it does not impact on teaching time
  - Embrace the range of tools and resources within Glow in order to extend digital learning opportunities within and beyond the classroom
  
- Actions to increase partnership working:
  - Increase UHI Moray College and school outreach programmes to include school to school outreach opportunities
  - Support the development of the Curriculum for Excellence Refresh
  - Participate in a partnership approach towards the potential of the 4<sup>th</sup> Industrial Revolution and the Skills 4.0 agenda
  
- Improved developments for wider achievement:
  - A wider range of achievement opportunities for BGE and Senior Phase pupils with recognised accreditation
  - Enhance approaches to tracking and monitoring of wider achievement of all

3.11 This review, along with the launch of the revised Learning and Teaching Strategy, Raising Attainment Strategy and a suite of practitioner guidance and support materials, will ensure that Education leaders have the necessary resources to raise attainment. This will require strong leadership and a relentless focus on improvement in order to raise attainment and achievement for all learners.

#### **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**

None.

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

This was not required.

**(h) Consultations**

Depute Chief Executive (Education, Communities and Organisational Development), Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Secondary Headteachers and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

**5.1 It is recommended that Committee notes the progress made to date in the first year of implementation of the restructured secondary school week and the emerging impact in the main areas identified.**

**5.2 It is also recommended that Committee scrutinises the identified next steps for continuing the changes within the secondary school week**

Author of Report: Karen Lees, Quality Improvement Manager

Background Papers:

Ref:





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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: EDUCATION AND SOCIAL CARE CAPITAL BUDGET  
MONITORING REPORT TO 31 DECEMBER 2019**

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

**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 2019/20.
- 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 the Committee:**

- i) scrutinises the Education and Social Care Capital Budgets to 31 December 2019; and**
- ii) agrees that any final financial settlement with Springfield will be determined at the end of the Linkwood School Project to ensure the actual costs are recovered; and**

**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 27 February 2019 (item 4 of the minute refers) Council approved the Financial Plan for 2019/20.

3.3 The capital budgets covered in this report and a list of the major projects from this financial year are contained within the Education and Social Care Capital Plan at **APPENDIX I**.

#### **4. BUDGET FOR 2019/20**

4.1 The total approved Capital Budget for Education and Social Care for financial year 2019/20 is as follows:-

	<b>19/20 £000</b>
Land & Buildings	39,038
Vehicles, Plant & Equipment	392
<b>Totals</b>	<b>39,430</b>

4.2 Actual expenditure up to 31 December 2019 including carry forwards from 2018/19 is £22.372m.

#### **5. MAJOR PROJECTS**

##### Schools Essential Maintenance Programme (Make do and Mend):

5.1 The original 6 Make Do and Mend (MDAM) projects are all complete. Final accounts for these projects still need to be settled and property fees accrued (this takes place at year-end) but current projections indicate that spend will be in the region of £3,096m against an annual budget of £3.2m.

##### 5.2 Hythehill Primary

- i) The roof replacement at Hythehill Primary was recently brought forward and is expected to complete by February 2020; and
- ii) The replacement of windows at Hythehill Primary has recently been added but the programme will not complete until 2020/21.

5.3 A provisional programme of planned works for the Learning Estate has been developed for 2020/21. **APPENDIX II** sets out these works in more detail.

#### **6. NEW BUILD (SCHOOLS)**

##### Lossiemouth High Replacement Project:

6.1 The Project is slightly ahead of programme (1 week).

##### Main Teaching Block

The building is wind and water tight. First fix partitions are almost complete on all floors with taping and decoration continuing in tandem. Mechanical and Electrical installation of ducting, sprinklers and associated services is ongoing with intermediated testing ongoing. Lifts, toilet cubicles and flooring is now

complete and internal doors are currently being fitted to individual rooms and communal hallways.

#### Sports Block

This part of the building is also wind and water tight. The roof (top deck and standing seam roof) is complete with only the parapet capping left to be done. The Plant deck is complete and the plant is currently being installed. The blockwork walls are complete and the swimming pool contractor is not onsite.

#### External Works

These are slightly behind the contractual programme but not on the critical path, this has been due to weather conditions.

6.2 Staff visits from the current school continue to allow familiarity with the new building.

#### 6.3 Linkwood Primary School:

The Project is now in week 46 of a 66 week delivery programme. The school is progressing to programme with all rooms formed, partitions erected and plasterboard ready for painting. Paving has been laid to the roof terrace and the timber cladding has commenced along with decoration. The formation of the car park is now complete and the road within the site is currently being formed.

6.4 On 6 February 2020, Senior Officers met with Springfield to discuss progress with regards works required under the Elgin South S.75 agreement which has an impact on the provision of services to the school site. It was agreed that the Project was now reaching a critical stage and that review meetings would now be held weekly. There was also an acceptance (in principle) that any additional costs incurred by the Council arising from delays by Springfield to meet their obligations under Section 75 will be settled at the end of the Project. This will enable the Council to settle on actual cost rather than an estimate of costs at this stage in the Project.

#### Findrassie Primary School

6.5 Due to limited resources within Property Services, the business case for Findrassie Primary is unlikely to complete until April/May 2020.

### **7. OTHER SCHOOLS**

7.1 The Other Schools Budget includes provision for remedial works at Milnes Primary School (Early Learning and Childcare) and other legislative health and safety works (as required). There is a projected overspend with regards to Milnes Primary (£31k) due to additional onsite works. These costs however can be contained within the overall capital budget for 2019/20.

## **8. EARLY LEARNING CHILDCARE EXPANSION**

8.1 The Early Learning Childcare (ELC) Capital Programme includes 4 new build nurseries and 7 refurbishments. Projects are now complete at:

- Lady Cathcart, Buckie;
- Lhanbryde Primary;
- Burghead Primary; and
- New Elgin Primary.

### Cullen Nursery

8.2 Completion of onsite works has slipped from 31 January 2020 to 28 February 2020. Preparations are underway to move the existing nursery into the new building during the Easter holidays.

### Pilmuir Nursery

8.3 The new nursery is programmed to complete on 27 March 2020. Preparations are underway to move the existing nursery into the new building during the Easter holidays.

## **9. LEISURE AND LIBRARIES**

### Public Facilities

9.1 The £10k public facilities budget provides funding for replacement fixtures and fittings within public buildings. To date, £6k has been committed and it is projected that spend will outturn on budget.

### Community Centres

9.2 The office at Auchernack closed on 20 December 2019 with staff moving to Forres House. The improvement works to facilitate this move are now complete and the full budget of £30k has been expended.

### Swimming Pool: Equipment

9.3 The purchase of new fitness room equipment for Keith Sports and Community Centre (£38k) is the only expenditure within this budget to date. The full budget of £50k is expected to spend by 31 March 2020.

### Moray Leisure Centre: Equipment

9.4 A budget of £12k for equipment at Moray Leisure Centre was carried forward from the previous financial year. This was to fund gym refurbishment and gym equipment. Costs to date include £9k for the gym equipment and £5k for the refurbishment. No further expenditure is expected leaving the budget with a £2k overspend.

### Moray Leisure Centre: Dehumidifiers

9.5 Installation of new dehumidifiers within the ice skating rink has been completed and is now operational.

9.6 Moray Leisure Centre: Combined heat and power unit (CHP) replacement:  
The work is programmed to complete by June 2020.

9.7 Moray Leisure Centre: Condition Survey of Mechanical and Electrical Plant  
A condition survey has been commissioned to establish the condition of the major mechanical and electrical plant at the Leisure Centre. This is deemed appropriate given that the Council owns the building and there is a need to identify future maintenance commitments and potential costs.

## 10. 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**

Future programmes of work funded from the Capital Programme will require policy decisions to help inform how schools projects will be prioritised and in the case of refurbishments - to what standard.

(c) **Financial Implications**

The approved capital budget for 2019/20 is £39.430m. This report provides updates on all key areas of spend.

(d) **Risk Implications**

The school estate (excluding new build) continues to deteriorate. The level of investment that the Council is able to afford is insufficient to maintain all schools to B/B standard. The risk of building failures; temporary closures; and/or health and safety risks continue to be an ongoing concern for Property Services.

(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; the Legal Services Manager; the PPR and Communications Officer; Equal Opportunities Officer; the Head of Economic Growth and

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.

## **11. CONCLUSION**

**11.1 This report presents the Education and Social Care Capital Works budget to 31 December 2019. It clarifies the status of a number of capital projects and the financial implications associated with each of them where appropriate.**

Author of Report: Richard Anderson, Head of Housing and Property (currently seconded to the Modernisation and Improvement Programme)  
Background Papers:  
Ref: Education and Social Care Capital Budgets 2019/20

Land & Buildings	Current Capital Plan 2019/20 £000	Actual Expenditure £000	Total Projected Expenditure £000
<b>School Estate – Make Do and Mend</b>			
Speyside High School (M & E) works 619381 268 9 268	208	194	208
Cluny Primary School M&E Works 619086C 701 9 701	504	449	504
Forres Academy M&E Works 619429C 765 33 765	543	487	543
New Elgin Primary School M&E Works 619274B 284 31 284	204	199	204
Keith Grammar School Roofing Works 619481 642 642	610	465	513
Andersons Primary School M&E Works & Windows 619027/619025B 616 616	370	310	370
Hythehill Primary (Roof Works)	211	107	211
Hythehill Primary (Window Replacement)	200	0	200
East End Drainage	6	6	6
Make Do and Mend (Additional Projects (2019/20))	420		0
<b>Schools – New Build</b>			
Lossiemouth High School	21,273	12,262	21,273
Linkwood Primary School Elgin	10,067	4,936	10,067
Findrassie Primary, Elgin	0	38	38
<b>Other Schools</b>			
Milnes Primary School Early Learning and Childcare	127	148	158
Legionella works – schools	15	7	15
Fire safety – schools	25	17	25
School fire audits – works required above normal budget provision	140	114	155
Schools Accessibility	8	0	8
Forres Academy SEN Extension	0	45	45
<b>Early Learning and Childcare</b>			
Expansion of Early Learning and Childcare	4,067	2,552	4,067

<b>Land &amp; Buildings</b>	<b>Current Capital Plan 2019/20 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
<b>Leisure and Libraries</b>			
All Public Facilities	10	6	10
Community Centres	30	30	30
<b>Total Land and Buildings</b>	<b>39,038</b>	<b>22,372</b>	<b>38,650</b>

<b>Vehicles, Plant and Equipment</b>	<b>Current Capital Plan 2019/20 £000</b>	<b>Actual Expenditure £000</b>	<b>Total Projected Expenditure £000</b>
<b>Leisure and Libraries</b>			
Swimming Pool Equipment	50	38	50
Moray Leisure Centre Equipment	12	14	14
Moray Leisure Centre Dehumidifiers	60	42	60
Moray Leisure Centre Combined Heat Unit	270	9	270
<b>Total Vehicles, Plant and Equipment</b>	<b>392</b>	<b>103</b>	<b>394</b>

## APPENDIX II

**Planned Maintenance Programme for 2020/21 (Provisional)****Major Projects**

<b>Location</b>	<b>Nature of works</b>	<b>Indicative Costs</b>
Speyside High School	Replace domestic hot and cold water supply	£270k
Cluny Primary	replace heat source/pipe work kitchen & dining area	£586k
Forres Academy	Replace hot water supply, heating and gas pipe work	£439k
New Elgin Primary	Replace heating pipe work	£316k
Andersons Primary	Electric rewire including power and lighting	£294k
Burghead Primary	Replace heating system and pipe work	£253k
East End Primary	Window replacement programme	£336k
East End Primary	Drainage works	79K
Millbank Primary	Drainage works	£98k
Applegrove Primary	Drainage works	£98k
Seafield Primary	Drainage works	£101k
St Gerardines Primary	Drainage works	£44k
Forres Academy	Drainage works	£56k

Note: The Learning Estate Strategy and/or any decisions to replace/refurbish schools may impact on the current scope of works proposed. As in previous years, a list of substitute work programmes is being developed and will be added to the programme if required.

**New Build Schools**

- Linkwood School due to complete in 19 June 2020
- Lossiemouth High School due to complete in August 2020
- Planning for Findrassie Primary will commence in 2020/21

**Early Learning Childcare Expansion**

<b>Location</b>	<b>Type of Works</b>	<b>Start</b>	<b>Conclude</b>
Keith Grammar School Campus	New Build	June 2020	December 2020
Aberlour Primary School Nursery	Refurbishment Project	June 2020	August 2020
Mosstodloch Primary School Nursery	Refurbishment Project	June 2020	August 2020
Mortlach Primary School	Refurbishment Project	June 2020	August 2020

Note: The dates provided above are indicative at this stage





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: EDUCATION AND CHILDREN AND FAMILIES REVENUE  
BUDGET MONITORING TO 31 DECEMBER 2019**

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

## **1. REASON FOR REPORT**

- 1.1 To inform the Children and Young People's Services Committee of the budget position for Education and Children and Families Services as at 31 December 2019.
- 1.2 This report is submitted to Council in terms of Section III (A) 2 of the Council's Scheme of Administration relating to the consideration of capital and revenue budgets and long term financial plans.

## **2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the budget position at 31 December 2019.**

## **3. BACKGROUND**

- 3.1 The report highlights those areas of the budget where there is a significant percentage variance identified at 31 December 2019.

## **4. BUDGET POSITION**

- 4.1 The spend at 31 December 2019 is £72,610,000 against a budget to date of £73,404,000, giving an underspend of £794,000 as shown in **Appendix 1**.
- 4.2 The main variance in primary schools and secondary schools relates to devolved school budgets comprising of £194,000 in primary schools and £584,000 in secondary schools.
- 4.3 Lifelong Learning, Culture and Sport has an overspend of £24,000. The main variances are a £12,000 overspend on the Public Private Partnership contract due to a reduction of income from contract deductions, non achievement of Libraries income £33,000. The overspend is reduced by an underspend on school repairs and maintenance of £19,000.

- 4.4 The main variance in Education Central Services is a £259,000 overspend in central supply due to maternity leave and long term sickness cover. This is reduced by an underspend of £49,000 on the facilitating school improvement budget.
- 4.5 Integrated Children's Services has an underspend of £274,000. This is mainly due to underspends of £29,000 on the area teams operational budget, £48,000 on adoption placements through external providers and adoption legal fees, £52,000 on fostering fees and allowances, £11,000 on additional support needs training and £26,000 on the Inclusion teams operational budget. Cala operational costs, fostering training and other small underspends have also contributed to the overall underspend.

## **5. ESTIMATED OUTTURN**

- 5.1 The estimated outturn for the year ending 31 March 2020 is £100,814,000 against a budget of £101,736,000 giving an estimated underspend for the year of £922,000.
- 5.2 For budget reporting purposes, it is assumed that schools will spend their devolved budgets by the year end. Any actual underspends or overspends will be carried forward in accordance with the Devolved School Management Scheme.
- 5.3 The estimated year end position for Lifelong Learning, Culture and Sport is an underspend of £234,000 which is mainly due to a projected underspend in the repairs and maintenance budget of £155,000.
- 5.4 Education Central Services is estimated to overspend £222,000 against budget. The main reasons for the overspend are the centrally held supply budget expecting to be overspent by £275,000.
- 5.5 An underspend of £458,000 is anticipated in Integrated Children's Services. The most significant areas of underspend are fostering fees and allowances £145,000, foster care home to school travel £25,000, area teams operational budgets £52,000 and self directed support payments £65,000. Within the adoption service there are anticipated underspends on external adoption placements and legal fees of £44,000, adoption allowances £21,000 and one-off income from other authorities for adoption placements in Moray £14,000.
- 5.6 The Efficiency savings (staffing vacancy savings) targets are estimated to over achieve, adding £469,000 to the overall underspend.

## **5. SUMMARY OF IMPLICATIONS**

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

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

- (b) **Policy and Legal**  
The Council has statutory responsibilities to meet educational needs, the needs of children and young people in need and those it looks after.
- (c) **Financial implications**  
The resource implications are set out in this report and at **Appendix 1**. The underspend as at 31 December 2019 is £794,000 against a budget to date of £73,404,000. The estimated outturn for the year ended 31 March 2020 is expenditure of £100,814,000 against a budget of £101,736,000 giving an estimated underspend of £922,000
- (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 31 December 2019.**

Author of Report: Vivienne Cross, Head of Education  
Joyce Johnston, Head of Children and Families and Criminal Justice (Social Work)  
Jo Shirriffs, Head of Education Resources and Communities

Background Papers: with authors and finance



# Educational Services

Appendix 1

## Budget Monitoring Report to 31st December 2019

Service	Revised Budget £'000	Budget to Date £'000	Actual to Date £'000	Variance to Date £'000	Variance %	Full Year Forecast £'000	Full Year Variance £'000
Early Learning and Childcare	1,957	(781)	(783)	2	-	1,957	-
Primary Education	25,778	19,464	19,276	188	1 %	25,790	(12)
Secondary Education	27,322	20,637	20,053	584	3 %	27,332	(10)
Lifelong Learning Culture and Sport	9,665	7,444	7,468	(24)	-	9,431	234
Education Central Services	3,602	1,925	2,156	(231)	(12)%	3,824	(222)
Integrated Children's Services	31,748	23,555	23,281	274	1 %	31,290	458
Management	277	196	191	5	3 %	272	5
Business Support Unit	1,343	964	968	(4)	-	1,343	-
Efficiency Savings-Education	244	-	-	-	-	(160)	404
Efficiency Savings-LLCSP	33	-	-	-	-	(43)	76
Efficiency Savings-ICS	(233)	-	-	-	-	(222)	(11)
				-			
<b>Educational Services Total</b>	<b>101,736</b>	<b>73,404</b>	<b>72,610</b>	<b>794</b>	<b>-</b>	<b>100,814</b>	<b>922</b>





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 4 MARCH 2020**

**SUBJECT: EDUCATION SCOTLAND INSPECTION OF ST SYLVESTER'S  
NURSERY, ELGIN**

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

## **1. REASON FOR REPORT**

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the progress made at St Sylvester's nursery, an Early Learning and Childcare (ELC) setting in Moray, following an inspection revisit in October 2019 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 setting is inspected by Education Scotland a report is published by Education Scotland, which gives commentary on the settings performance. Where Education Scotland are not confident that the setting has the capacity to continue to improve they will make a return visit within a designated timescale, in connection with the original inspection.
- 3.2 In October 2017 and, as previously reported to Children and Young People's Services Committee on 3 April 2019 (paragraph 16 of the minute refers), a team of inspectors from Education Scotland visited St Sylvester's Nursery for two days. During the visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Nursery Manager 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 December 2017.

- 3.3 The Education Scotland Inspection team at that time used selected Quality Indicators (QIs) from “How good is our early learning and childcare” (HGIOELC), rated using the six-point scale. These are:

QI 1.3 Leadership of Change

QI 2.2 Curriculum: Learning and development pathways

QI 2.3 Learning, Teaching and Assessment

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

In October 2017, St Sylvester’s Nursery were rated as weak for QI 1.3, 2.2 and QI 2.3. Education Scotland liaised with Moray Council thereafter regarding the setting’s capacity to improve and intimated their intention to carry out a further inspection of the setting in discussion with Moray Council.

- 3.4 Education Scotland returned to inspect St Sylvester’s Nursery in November 2018. At this time the setting was receiving support from the Early Years Field Officer however it was noted that there was not substantial progress made from the October 2017 inspection.
- 3.5 Following the November 2018 inspection intensive ongoing support from local authority officers was provided to include development of the quality of learning and teaching and the environment.
- 3.6 Education Scotland returned to inspect St Sylvester’s Nursery in October 2019. The inspection findings indicated that St Sylvester’s have some capacity to continue to improve however Education Scotland will make a further return visit within a year of their report being published in January 2020.
- 3.7 The summary of the inspection report is contained in **Appendix 1**. The original inspection report, return inspection letter and summary of inspection findings can be viewed at:  
<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4775>

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

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

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

**(b) Policy and Legal**

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

- (c) Financial implications**  
There are no financial implications arising directly from this report.
- (d) Risk Implications**  
There are no risk implications arising directly from this report.
- (e) Staffing Implications**  
There are no staffing implications arising directly from this report.
- (f) Property**  
None.
- (g) Equalities/Socio Economic Impact**  
An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on performance.
- (h) Consultations**  
Senior Officers in Education, Communities and Organisational Development, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Jackie Stewart, Nursery manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## **5. CONCLUSION**

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

Author of Report: Hazel Sly, ELC Continuous Improvement Officer

Background papers:

<https://education.gov.scot/media/uiukh01c/stsylvestersnurseryins140120.pdf>



**ST SYLVESTERS NURSERY, ELGIN  
– EDUCATION SCOTLAND VISIT, OCTOBER 2019**

**Authority commentary on the inspection report**

During the visit, the team of inspectors talked to children and worked closely with the manager and practitioners. They heard from the manager and other practitioners about the steps the setting has taken to improve. They looked at particular areas that had been identified in the original inspection. As a result, they were able to find out about the progress the setting has made and how well this is supporting children's learning and achievements. .

**Develop the vision, values and aims in consultation with practitioners, parents, community and children to reflect their values and aspirations for improving outcomes for children.**

Since the last inspection in November 2018, the nursery's vision, values and aims have been reviewed. The manager and practitioners, in consultation with parents, have made changes to the aims which reflects their joint commitment to delivering high quality early learning and childcare. In reviewing these aims, they now need to develop and share them with children, parents/carers and other stakeholders which will support ongoing improvement.

An action plan devised with the local authority and the manager has helped support improvement in the nursery. A focus on improving the environment indoors and the implementation of a new planning format has led to more positive learning experiences for the children. However, there still needs to be improvement in other areas of the work of the nursery, particularly in learning and teaching.

**Develop self-evaluation practices in order to lead to both improvement in the setting and improved outcomes for children.**

The manager continues to encourage practitioners to reflect on their practice at weekly self-evaluation meetings. Practitioners are encouraged to discuss what they do well, what they could do better and identify the next steps to improve children's learning experiences. The manager and practitioners continue to record and collate evidence of their self-evaluation activities. Practitioners are engaging more often with national guidance such as Building the Ambition and How good is our early learning and childcare? This has supported practitioners in developing a clearer understanding of implementing and evaluating improvements in the nursery. Support visits from Care and Learning Alliance (CALA) and local authority officers has helped in developing self-evaluation practices and improvements in the nursery, leading to improving outcomes for children.

Engagement with professional learning sessions and online learning have supported practitioners to implement improvements in the nursery. They should continue to look outwards to learn from other nurseries. This will enable them to become familiar with current thinking and research in early learning and childcare, in order to support continuous improvement. The manager encourages practitioners to acquire additional qualifications in order to improve their practice.

The improvement plan includes key priorities which should continue to be reviewed to ensure that they are the most relevant to improve the quality of learning

experiences for children. The manager, with support from the local authority, now needs to continue to drive improvements in the nursery to secure better outcomes for children.

**Develop approaches to planning, observing and tracking children's learning to ensure sufficient depth and challenge is offered. This will help children make the very best progress they are capable of.**

The improved layout of the playroom, including increased use of real-life and open-ended natural materials, has given children access to a wider range of resources. The manager and practitioners should continue to review and adjust the layout of the playroom. This will ensure children's experiences continue to improve and meet the needs of all children. This is particularly important for children under the age of three. The quality of practitioners' observations of children is improving. Practitioners are beginning to focus clearly on aspects of learning. They have recently introduced progression frameworks to track children's progress in literacy, numeracy and health and wellbeing. This will help practitioners to develop a shared understanding of the progress children are making. They now need to make more effective use of observations to assess children's progress and identify relevant next steps in learning.

Practitioners have made a few changes to how they plan for children's learning. They are beginning to use their observations to capture children's interests. Continued support will be required to support practitioners to improve further the planning process and involve children more effectively in planning their learning.

**Develop further the opportunities for children to be more active in their learning as well as being more proactive in leading their learning. Practitioners should also be encouraged to be leaders in learning.**

Practitioners should continue to engage with national guidance. This will increase their expectations and aspirations for children's learning and ensure consistently high quality learning experiences for all. There remains potential for the level of challenge and depth in learning to be greater to support children's progress more effectively.

Children now have increased opportunities to undertake early leadership roles such as 'quality checker' and 'art checker'. It will be important for practitioners to encourage responsibility and support children to complete these tasks. Practitioners need to adopt a consistent approach to ensure all children demonstrate respect for resources within the nursery.

Whilst improvements have been made to enable children to be more involved in planning, more work is required to support children to become leaders of learning. Children will benefit from increased engagement with their individual learning journeys in order that they can reflect on achievements and consider what they might learn next.

All practitioners have engaged in professional learning to support their practice and leadership roles. They recognise that this needs to continue to improve practice and to ensure continuous improvement of the nursery. In particular, practitioners require

to deepen their knowledge and understanding of Curriculum for Excellence in order to become leaders of learning.

Hazel Sly, ELC Continuous Improvement Officer





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: SINGLETON INSPECTIONS OF EARLY LEARNING AND  
CHILDCARE CENTRES – PUBLISHED REPORTS NOVEMBER  
2019 – JANUARY 2020**

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

**1. REASON FOR REPORT**

1.1 To inform the Committee of the content of singleton inspection reports of Early Learning and Childcare (ELC) centres by the Care Inspectorate which were published during November 2019 and January 2020. These were:

Spring Kinloss, Kinloss  
Ladybird Development Group, Lossiemouth  
Burghead Primary School Nursery, Burghead  
Magic Roundabout Childcare Centre, Elgin  
St Sylvester's Nursery, Elgin  
Portessie Playgroup, Portessie

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

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

The six point grading scale:

- 6 excellent
- 5 very good
- 4 good
- 3 adequate
- 2 weak
- 1 unsatisfactory

- 3.3 Following publication, inspection reports are available through ELC centres and online at [www.careinspectorate.com](http://www.careinspectorate.com).
- 3.4 The education authority will give guidance and support, as appropriate, to both school nursery classes and partner providers of ELC education. Following a Singleton Inspection the ELC centre is asked to prepare an action plan indicating how they will address the main findings of the report, and to share the plan with parents and carers.
- 3.5 During this reporting period there were **6 Singleton Inspection** reports received.

<b>Name of Early Learning and Childcare Provider</b>	<b>Date of Inspection</b>
Spring Kinloss, Kinloss	16.09.19
Ladybird Development Group, Lossiemouth	27.08.19
Burghead Primary School Nursery, Burghead	02.09.19
Magic Roundabout Childcare Centre, Elgin	13.09.19
St Sylvester's Nursery, Elgin	02.10.19
Portessie Playgroup, Portessie	01.11.19

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

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

- (c) **Financial implications**  
None arising directly from the report.
- (d) **Risk Implications**  
None arising from this report.
- (e) **Staffing Implications**  
None.
- (f) **Property**  
None.
- (g) **Equalities**  
An Equality Impact Assessment is not required as this report is to inform Committee on performance.
- (h) **Consultations**  
Senior Management Officers in Education, Communities and Organisational Development, Quality Improvement Officer, Paul Connor, Principal Accountant, the Equal Opportunities Officer, Senior HR Adviser and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

## **5. CONCLUSION**

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

Author of Report: Vivienne Cross, Head of Education (Chief Education Officer)

Background Papers:

Ref:



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

Provider	Number of Recommendations	Number of Requirements
Spring Kinloss, Kinloss	1	0
Ladybird Development Group, Lossiemouth	0	0
Burghead Primary School Nursery, Burghead	0	0
Magic Roundabout Childcare Centre, Elgin	0	0
St Sylvester's Nursery, Elgin	4	0
Portessie Playgroup, Portessie	0	0

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

**Spring Kinloss, Kinloss**

*Unannounced*

*Gradings*

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

(N/A – Not Assessed)

Recommendations

- Following the appointment of a manager. A continuous, manageable and effective system of self-evaluation should be established, that engages staff, parents and children in the improvement agenda.

Requirements

- None

**Ladybird Development Group, Lossiemouth**

*Unannounced*

*Gradings*

Quality of Care and Support	5	Very Good
Quality of Environment	6	Excellent
Quality of Staffing	N/A	
Quality of Management and Leadership	N/A	

(N/A – Not Assessed)

Recommendations

- None

Requirements

- None

### **Burghead Primary School Nursery, Burghead**

*Unannounced*

#### *Gradings*

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

(N/A – Not Assessed)

#### Recommendations

- None

#### Requirements

- None

### **Magic Roundabout Childcare Centre, Elgin**

*Unannounced*

#### *Gradings*

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

(N/A = not assessed)

#### Recommendations

- None

#### Requirements

- None

### **St Sylvester's Nursery, Elgin**

*Announced*

#### *Gradings*

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

#### Recommendations

- Personal plans should consistently provide a holistic and current view of the child's needs and demonstrate how they are being assessed and monitored. The personal plan should be reviewed and updated with parents at least once every six months, or sooner if required or requested, in line with current legislation. This would assist with meeting children's individual needs.
- The provider and manager should continue to support staff so that they are fully informed of current early learning and childcare guidance so that more responsive, child-led learning experiences are created.

- Children should be supported to achieve their potential by effective management that promotes confidence in leadership roles, and provides on-going development and training of the staff team. This could be achieved through:
  - a) the development of a central training plan that identifies individual and group learning needs that is effectively monitored.
  - b) an evaluation of training as to how it has improved outcomes for children.
  - c) a focus on practice that is discussed and shared between all staff.
- The provider and manager should establish a continuous, manageable and effective system of self-evaluation, that seeks the views of all those involved to improve outcomes for children.

#### Requirements

- None

#### **Portessie Playgroup,**

#### *Gradings*

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

#### *Unannounced*

#### Recommendations

- None

#### Requirements

- None





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: EDUCATION SCOTLAND AND CARE INSPECTORATE  
INSPECTION OF KINLOSS PRIMARY SCHOOL AND NURSERY**

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

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

**2. RECOMMENDATION**

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

**3. BACKGROUND**

- 3.1 When a school is inspected by Education Scotland and/or the Care Inspectorate a report is published which gives commentary on the school's performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 In October 2019, a team of inspectors from Education Scotland visited Kinloss Primary School and Nursery class. The Care Inspectorate joined Education Scotland for this inspection visit with focus on the Nursery class as part of their routine inspection activities. During their visit, Education Scotland and Care Inspectorate inspectors talked to parents/carers and children and worked closely with the Headteacher, Depute Head Teacher and staff.
- 3.3 Kinloss Primary School and Nursery class was subject to an Education Scotland short inspection model visit spanning three days in total. The Care Inspectorate joined Education Scotland for inspection of the Nursery class, with inspection activities spanning two days in total.

- 3.4 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 for the Primary School.

Education Scotland focus QIs for the Primary school (short-model inspection) are:

- QI 2.3 Learning, teaching and assessment
- QI 3.2 Raising attainment and achievement

Education Scotland Inspections also include focus on Safeguarding.

- 3.5 The Education Scotland Inspection team further use selected Quality Indicators from “How good is our Early Learning and Childcare” (HGIOELC), rated using the six-point scale for the Nursery class.

Education Scotland focus QIs for the Nursery class (short-model inspection) are:

- QI 2.3 Learning, teaching and assessment
- QI 3.2 Securing children’s progress

- 3.6 The Care Inspectorate focus on four key standards from the Care Inspectorate standards (linking with the Health and Social Care Standards), graded using the Care Inspectorate six-point scale. Focus Care Inspectorate Standards are:

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

- 3.7 Following ongoing dialogue between Education Scotland and the local authority, Education Scotland published Kinloss Primary School and Nursery class Inspection Report on 4 February 2020, with the following gradings:

*Education Scotland: Primary School gradings*

QI 2.3 Learning, teaching and assessment	Good
QI 3.2 Raising attainment and achievement	Satisfactory

*Education Scotland: Nursery class gradings*

QI 2.3 Learning, teaching and assessment	Satisfactory
QI 3.2 Securing Children’s Progress	Satisfactory

*Care Inspectorate: Nursery class gradings*

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

- 3.8 Education Scotland and the Care Inspectorate highlight that they are confident that Kinloss Primary School and Nursery class has the capacity to continue to

improve and therefore, will make no more visits in connection with this inspection. The Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

- 3.9 During the previous Care Inspectorate inspection, Kinloss Primary School Nursery class had no requirements and three recommendations. From these, one recommendation has been met. Outstanding issues relating to staff training and development and self-evaluation are carried forward in this inspection. As a result of this inspection, there are no further requirements or recommendations.
- 3.10 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/education-scotland/inspection-reports/reports-page/?id=3232>

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

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

Reflective of priorities within the Corporate Plan with particular regard to providing a sustainable education service aiming for excellence in line with council values of ambitious, improving and responsive. With regards to the LOIP, through raising aspirations, focus relates to building a better future for our children and young people in Moray through equity of learning experience offered across our schools; supporting ambitious and confident children, able to reach their full potential.

**(b) Policy and Legal**

It is the duty of the council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

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 school performance following external scrutiny.

**(h) Consultations**

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Head Teacher (Kinloss Primary School and Nursery class) 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 Manager

Background Papers:

Education Scotland and Care Inspectorate Inspection Report for Kinloss Primary School and Nursery class: <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3232>

How good is our school? (version 4)  
[https://education.gov.scot/nih/Documents/Frameworks\\_SelfEvaluation/FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

How good is our Early Learning and Childcare?  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation/FRWK1\\_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)

Education Scotland six-point scale:  
<https://education.gov.scot/Documents/6-standards.pdf>

Care Inspectorate Standards  
<http://www.newcarestandards.scot/>

Care Inspectorate six-point scale:  
<https://www.careinspectorate.com/index.php/inspections/change-of-grades>

Ref:

# Kinloss Primary School

Education Scotland and Care Inspectorate Inspection Visit  
*October 2019*

## Authority commentary

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 during 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. School approaches to safeguarding and child protection were also reviewed as part of core inspection activity.

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

- The clear direction to whole school improvement provided by the recently appointed Headteacher. She has harnessed the support of the school community to introduce improvements which are bespoke to the unique context of the school. Across the nursery and primary classes, the staff team introduced successful approaches to wellbeing and mental health for the whole school community. These are encouraging a more open and positive culture and ethos.
- The motivated staff team who are increasingly seeking opportunities to work with colleagues from across the authority and more widely. This is helping to improve learning experiences and outcomes for children.
- The articulate and keen children across the nursery and primary classes, who engage well and respond positively to changes in approaches to learning. These changes are helping to improve their engagement in learning and increasing their level of success.

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

- Continue to raise attainment in literacy and numeracy and the achievement of all children across the nursery and primary classes.
- Continue as planned to improve further approaches to tracking and monitoring children's progress and achievements to secure the best possible outcomes. In doing so, develop further teachers' understanding of national expectations.

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.

During the previous Care Inspectorate inspection, the setting had no requirements and three recommendations. From these, one recommendation has been met.

Outstanding issues relating to staff training and development and self-evaluation are carried forward in this inspection. In part, this was due to change in Nursery staff. As a result of this inspection, there are no further requirements or recommendations. A comprehensive action plan is now in place in order to address outstanding recommendations with further improvements notably underway.

Kinloss Primary School serves the communities of Kinloss and Findhorn and the army barracks at Kinloss, where the 39th Engineers Regiment is based and where the largest group of the school population is housed. The current school roll is 244, including 11 children in the nursery class, the majority of the school roll from a forces family background. The majority of children at Kinloss Primary School have attended two or more Primary Schools prior to attending Kinloss Primary School.

The Headteacher has been in post since January 2019 – ten months at time of inspection – and working with her Depute Head Teacher, staff, pupils, parents and wider school community has introduced notable changes in order to support wellbeing, learning and raise attainment. Having successfully and recently led another Moray school through positive Education Scotland inspection when in an Acting Headteacher role prior to current post, positive change has resulted in the Head Teacher's short time in tenure with full impact yet to be realised. Education Scotland endorse the way forward identified, with both areas for improvement above related to actions already identified and underway.

The unique context of Kinloss Primary School and Nursery alongside the Headteacher's clarity of direction with school improvement, staff commitment and children's keenness to participate and engage were recognised by the inspection team. School Improvement plans guided by self-evaluation evidence, focus on key areas for development.

In summary, this is a positive inspection report highlighting good practice to date and areas for development known and being addressed by the Senior Leadership Team, staff and in partnership with the wider school community.

Stewart McLauchlan  
*Quality Improvement Manager*



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

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

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

## **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 2019, a team of inspectors from Education Scotland visited Dallas Primary School. During their visit, Education Scotland inspectors talked to parents/carers and children and worked closely with the Headteacher and staff. Dallas Primary School was subject to a short inspection model visit spanning two days.
- 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.
- 3.4 Short model inspection visit focus QIs are:

QI 2.3 Learning, teaching and assessment  
QI 3.2 Raising attainment and achievement

Education Scotland Inspections also include focus on Safeguarding.

- 3.5 Education Scotland published Dallas Primary School's Inspection Report on 17 December 2019, with the following gradings:

QI 2.3 Learning, teaching and assessment	Good
QI 3.2 Raising attainment and achievement	Satisfactory

- 3.6 Education Scotland highlight that they are confident that Dallas Primary School has the capacity to continue to improve and therefore, will make no more visits in connection with this inspection. The Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.
- 3.7 The rationale and design of the school's curriculum was further identified as an area of practice worth sharing wider.
- 3.8 The summary of the inspection report is contained in **Appendix 1**. The inspection report, additional evidence report and summary inspection findings along with original inspection report and supporting documentation may be sourced from:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2299>

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

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

Reflective of priorities within the Corporate Plan with particular regard to providing a sustainable education service aiming for excellence in line with council values of ambitious, improving and responsive. With regards to the LOIP, through raising aspirations, focus relates to building a better future for our children and young people in Moray through equity of learning experience offered across our schools; supporting ambitious and confident children, able to reach their full potential.

**(b) Policy and Legal**

It is the duty of the council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

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 school performance following external scrutiny.

**(h) Consultations**

Senior Officers in Education and Social Care, Paul Connor, Principal Accountant, Equal Opportunities Officer, Human Resources Manager, Head Teacher (Dallas 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 Manager

Background Papers:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2299>

Ref:



# Dallas Primary School

## Education Scotland Inspection Visit

*September 2019*

### Authority commentary

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 during 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 schools approaches to safeguarding and child protection were also reviewed as part of core inspection activity.

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

- Articulate children who take great pride in their school, their local community and have high aspirations for their future. They work effectively together, support one another and demonstrate the school's values well.
- The leadership of the school's curriculum provides rich and relevant learning experiences. Children are developing skills well as successful learners, confident individuals, responsible citizens and effective contributors.
- Children's enjoyment of learning in a nurturing and inclusive learning environment. The supportive staff team ensures children are cared for and central to learning. Partnership working, visiting specialists and community involvement provide stimulating experiences for children to learn and develop.

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

- Continue to develop consistency in the quality of learning and teaching using approaches that meet the learning needs of all children.
- Continue to raise attainment including using effective monitoring and tracking of children's progress through Curriculum for Excellence levels. Ensure improved reliability of teacher's professional judgements about what children have achieved.

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.

It is noted that inspectors highlighted the rationale and design of the curriculum as providing a well-structured backdrop across the four contexts of learning for children to apply their learning, as a feature of good practice.

It is further noted that relevant learning features across the curriculum with a good use of the local community. The school is further developing the reliability of staff professional judgement to show children's progress.

Following a period of notable staff changes in the lead up to inspection, all staff at Dallas Primary School work tirelessly in support of all learners for positive attainment and achievement outcomes. Areas for improvement identified by Education Scotland were already known by the school and Head Teacher, with clear School Improvement Plans already in place in order to further build on gradings achieved on inspection.

In summary, a positive inspection outcome has been achieved in line with school self-evaluation evidence and gradings identified by the school pre-inspection, with further ongoing changes and improvements made following inspection.

Stewart McLauchlan  
*Quality Improvement Manager*



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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE  
ON 4 MARCH 2020**

**SUBJECT: SCHOOLS FOR THE FUTURE REVIEWS – MILNE'S HIGH  
SCHOOL ASSOCIATED SCHOOLS GROUP**

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

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the findings of the Schools for the Future Review visits to the Milne's High School Associated Schools Group (ASG) which took place in September 2019.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as an Education Authority.

**2. RECOMMENDATION**

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

- (i) to scrutinise and note the report; and
- (ii) to receive a further report detailing the new Schools for the Future Strategy in line with the Council's ongoing Property Asset Management Review and the resource required to implement.

**3. BACKGROUND**

- 3.1 At its meeting on 2 March 2016 the Committee agreed to note the outcome of the consultation and pilot work done on the draft 'Schools for the Future Policy' and to refer the draft policy to Moray Council for approval (paragraph 7 of the minute refers).
- 3.2 As a pilot, all schools in the Forres ASG were audited against the schools for the future criteria. Indicators for Criterion 2 - School Rolls and Criterion 3 -

Financial Position are statistical and the data is held centrally. Criterion 1 - Quality of Educational Experiences was audited by teams of central officers and peer head teachers who spent up to one day in each school observing learning and teaching, interviewing head teachers, teaching staff, non-teaching staff and pupils and examining documentation and samples of pupils' work. The size of the team was proportionate to the size of the school, and ranged from two to four people. This audit process was very similar to the Quality Audit process previously operated by Educational Services and School Reviews carried out by the then Continuous Improvement Team.

- 3.3 Full details of the pilot reviews were discussed at a Members' workshop on 16 February 2016.
- 3.4 The final policy was approved at a meeting of Moray Council on 25 May 2016 (paragraph 9 of the minute refers). At this time it was also agreed that two ASGs would be visited per year to undertake reviews. Over session 2016/17 the chosen ASGs were Lossiemouth and Buckie. The ASGs for session 2017/18 were Elgin Academy which was completed by the end of 2017 and Elgin High took place between January and March 2018.
- 3.5 The Head of Education and the Quality Improvement Team continue to review the process of conducting the reviews. During this round of visits a pre-visit with the Head Teacher was introduced which has made the compilation of the timetable much better. In order to speed up the production of the draft report, a 'writing' day has been introduced with the lead QIO and other officers on the visit team clearing a day in the diary in order to complete the 'draft report'. Prior to the Elgin Academy schools' visits, all paperwork was reviewed with questions updated in line with current expectation.
- 3.6 Peer reviewers continue to be used. Further invites were issued to Headteachers, Deputes and Principal Teachers of Additional Support Needs as well as to colleagues who are undertaking these roles in an acting capacity. This resulted in many new reviewers and further training was provided for them with the opportunity for existing reviewers to come along for refresher training In August 2019. There is very positive feedback from reviewers regarding the professional learning gained from involvement in visits. During the Milne's High School visit, a Depute Head Teacher from the school joined the review team undertaking classroom visits and joining the team for discussion which was based on recommendations from previous visits and worked well.
- 3.7 The Milne's High ASG visits were deferred until September 2019 due to capacity within Education and other more pressing priorities.
- 3.8 A Learning Estates Strategy is currently being produced and will inform the future of enhanced school visits.
- 3.9 Individual reports highlight that the schools in the Milne's ASG are sustainable and viable. The effects of a 'Make do and mend' policy decision

is having a negative impact on many of the Educational buildings within the ASG with considerable variance in the quality of Educational environment across Moray.

3.10 The condition rating for the school is based on the following criteria:

A: Good - Performing well and operating effectively (physical element carries out function totally as new including consideration of the transverse elements)

B: Satisfactory - Performing adequately but showing minor deterioration (physical element carries out function satisfactorily, may show signs of age and including consideration of some transverse elements)

C: Poor - Showing major defects and/or not operating adequately (physical element does not carry out function effectively without continuous repair, shows signs of age and does not consider most of the transverse elements)

D: Bad - Economic life expired and/or risk of failure.

The condition of the schools in the Milne's ASG are as follows, assessed in 2017, apart from Milne's Primary which was assessed in 2018:

- Milne's High – C – minimum standard
- Lhanbryde - B
- Milne's Primary – C – minimum standard
- Mosstodloch – C – minimum standard

3.11 Significant capital investment is required to improve the condition of Milne's High, and Lhanbryde, Milne's and Mosstodloch Primaries to bring them up to A condition accommodation.

3.12 The following schools are deemed sustainable:

- Milne's High
- Lhanbryde
- Milne's Primary
- Mosstodloch

3.13 With the close proximity of Milne's High and the Milne's ASG primary schools there are merits in considering alternative arrangements, that is, campus or an alternative campus leadership model in order to ensure the sustainability of education within the years to come.

3.14 In parallel with the scheduled visits under the existing schools for the future policy, a Schools for the Future Strategy is being developed to have a clear plan for the learning estate aligned to the Asset Management Strategy to ensure a sustainable education provision for the future. For this work to progress, additional resource is required to lead this forward and will be included in the report as indicated in the recommendations.

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

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

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

**(b) Policy and Legal**

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

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

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, Communities and Organisational Development, Head of Housing and Property, Head of Development Services, Quality Improvement Officers, the Senior HR Adviser, Paul Connor, Principal Accountant, Tracey Sutherland, Committee Services Officer, Local Negotiating Committee for Teachers (LNCT) Union side joint chair, Milne's ASG Head Teachers, and the Equal Opportunities Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

#### **5. CONCLUSION**

- 5.1 The policy and subsequent review reports are designed to provide a transparent basis from which the Council can review its school estate to ensure it provides equality of opportunity for children and young people in terms of access to high quality educational provision and facilities as well as making the School Estate future proof for years to come.**

Author of Report: Willem Smit, Quality Improvement Officer

Background papers:

Link to the Scottish Government's revised 2017 [guidance for local authorities reporting on the condition of school estates](#).

[Chapter 2](#) gives the criteria for A, B, C and D. Please see below:

## **2 Scope of Condition Core Fact Reporting**

### **Gross internal floor area in conditions A to D**

There is a requirement to report the gross internal floor area (GIFA) of the school along with the condition rating. Similarly, where the school comprises more than one building or block there is a requirement to report the GIFA and the condition rating for each of the buildings or blocks. The results from the building or block surveys are consolidated and reported on the overall area in each of the condition ratings A to D of the buildings or blocks along with the overall condition rating for the school

Ref:



## APPENDIX 1

**MILNE'S HIGH SCHOOL****1. Quality Educational Experience****1.1 Attainment**

In the Broad General Education (BGE), notable work has been undertaken on moderation in support of Teacher Professional Judgement (TPJ) as a school and Associated School Group (ASG), with particular focus on literacy and numeracy. Further work is planned this session extending to 3<sup>rd</sup> and 4<sup>th</sup> levels of Curriculum for Excellence (CfE). A clear ASG Moderation Event plan is in place with moderation activities reflective of Education Scotland's Moderation Cycle and National Benchmarks. An in-school lead for Moderation also promotes embedding of the moderation across the curriculum in school in order to drive higher consistency for Teacher Professional Judgments (TPJs). The Achievement of Curriculum for Excellence Levels (ACEL) data has now been collected for four years by Scottish Government, with practitioners continuing to grow in confidence in determining CfE ACEL. In session 2018/2019 an improving trend continues with Literacy (Reading, Writing, Listening and Talking) and Numeracy all exceeding Moray, National and National Improvement Framework (NIF) Stretch Aims at 3<sup>rd</sup> level. At 4<sup>th</sup> level, Literacy and Numeracy overall exceed Moray, National and NIF Stretch Aims for Moray.

The school have clear whole-school level systems for Tracking and Monitoring BGE learner attainment and progress, with data sharing of ACEL and standardised assessment information provided by feeder Primary Schools within the ASG. An intervention matrix is used along with whole-school systems for tracking and monitoring further supported by the Wellbeing Team's 'Risk Matrix'. Working together, young people are identified for further support and challenge as appropriate in order to maximise attainment and outcomes. Principal Teachers of Guidance maintain the Risk Matrix and Principal Teachers (Subject) use this in order to identify pupils who are not on track to achieve identified milestones, with further quality assurance and interrogation of data at a termly SLT meeting. Pupil level of need and support of the lowest 20% of achievers, maximising learning for the middle 60% and challenge for the top performing 20% are at the forefront of discussions across the school and further supported through learning conversations during Wellbeing and Attainment periods. Refresh of department tracking approaches underway this session coupled with development of a common language for Tracking and Monitoring in the BGE in line with the Moray Strategy will strengthen consistency and quality of intervention mapping and attainment across the school.

In Senior Phase, comment is made on attainment with cognisance of cohort sizes in section 2.1 below, where one or two students represent a notable percentage of individual cohort sizes. Attainment data for session 2018/2019 (all candidates) highlights a declining trend overall for the past 3 years for S4

Literacy and Numeracy at Scottish Credit and Qualifications Framework (SCQF) level 4 and 5. In S5, Literacy at SCQF level 5 is in line with Virtual Comparator, with slight drop in attainment at Literacy SCQF level 6. In S5, while Numeracy at SCQF level 5 remains below the Virtual Comparator, this has improved from session 2017/2018 with SCQF level 6 attainment in line with the Virtual Comparator. In S6, attainment at SCQF level 5 is on an improving trend albeit marginally below the Virtual Comparator. Literacy and Numeracy at SCQF level 6 are on an improving trend, exceeding Virtual Comparator. The school recognise the importance of raising attainment in literacy and numeracy, with the latter in particular highlighted for focused interventions. Robust tracking and monitoring of all pupils in S4-S6 in literacy and numeracy is now underway in order to maximise the literacy and numeracy qualification level gained by point of exit from school for learners. The school should continue to build on the opportunities presented by the restructured secondary school week to raise attainment, including through wider achievement options and natural opportunities for accreditation through ongoing timetabled courses.

In S4, attainment of the highest performing 20% of learners has notably improved in session 2018/2019, far exceeding Virtual Comparator (VC), Moray and National measures. Improvement is further reflected in S6 with the middle 60% of learners exceeding same. Through intervention matrix planning the school recognise the need to raise attainment beyond Virtual Comparator in S4 and S5 of the lowest 20% and middle 60% of learners. While most attainment figures exceed Moray averages and are overall in line with National averages, they remain below the Virtual Comparator measure. In S5, pupils exceed Virtual Comparator for 5 or more awards at SCQF level 6, in addition to 3 and 5 or more awards at SCQF level 6 in S6. The school recognise the need to raise attainment within S4 (now S5), where developed approaches to whole school tracking and monitoring supported by planned developments at department level have further scope to support early intervention. S6 pupil performance at SCQF level 7 (Advanced Higher) is in line with the Virtual Comparator for 1 or more awards at this level.

The school should continue to build upon and share good practice from departments with strong performance across year groups, working collaboratively for improvements in attainment. This includes continued use of whole school approaches to Senior Phase Tracking and Monitoring of learner attainment and interrogation of data, with monthly tracking and reporting enabling young people and staff to focus on interventions for raising attainment. Supported by senior leaders and the wellbeing team, Principal Teachers and departments analyse data, discussing next steps at department and senior leadership team meetings. In 2017/18, almost all young people progressed, post-school onto positive onward destinations, exceeding virtual, local and national comparators.

Led by members of the Senior Leadership Team (SLT), detailed analysis of data linked to wider tariff points and extended measures is supporting early identification of young people in need of further support and challenge in learning. Senior Phase Universal Pupil Support periods (Wellbeing and

Attainment) are offering opportunities for pupils to participate in wider learning conversations supported by Principal Teachers of Guidance, attainment data-led in their approach to focused discussions. In this way, wider factors impacting on attainment including rurality and deprivation may be taken into account when supporting young people as they progress through the Senior Phase by an adult who knows each young child in Senior Phase well.

## 1.2 Wider school activities

A wide range of clubs are organised for lunchtimes and after school. Activities are organised by departments or by individual members of staff and importance is placed on maintaining the interest and engagement of all. A wide range of interests is covered, such as Football, Fitness, Orchestra and The Fiddle Group, the 'Science, Technology Engineering and Maths' (STEM) Challenge Group, Dance, Netball, Archery, Basketball, Choir, Badminton, the Jazz Band, Duke of Edinburgh Award, World Challenge, Book Group and Guitar Group. Activities are advertised at the beginning of each session although new members are welcome throughout the year. Performances and specific events run in concentrated practice sessions to support student success, such as plays, competitions and participating in the annual folk-music festival, Speyfest.

During morning break, in "The Comfy Room", "Brunch Club" is available to give students opportunity to spend time in a relaxed and safe place, and breakfast is provided without charge. Support staff run this initiative in order to provide personal support to those students who needs it. This has enabled pupils to have a place where they can be relaxed which helps them cope better with lessons. Residential off-site visits are offered to destinations including as London, Paris and India, and local day visits, workshops and events are held during school days, and some holidays and weekends.

The Student Voice Forum engages in developing policy and practices such as the homework policy revision, defining bullying, changing the uniform and revamping the toilet blocks. Senior students are given some leadership to organise events, support learning in classes and coordinate various committees. The prefects act as ambassadors in promoting the school. Supporting the community reflects the values of the school and students choose to be involved in a number of fundraising activities as well as offering services to people in their community and beyond. This sense of generosity gives a positive sense of well-being, with partnership working building social capital, for instance with the residents of Milnescroft sheltered housing.

Business partnerships are based on educational experiences with a focus on developing skills for careers. Each year the Baxter's "Soup Challenge" is to create and advertise a new soup, and the winning group makes and sells their soup in the Baxter's Café. Learners are articulate about the skills they are developing linked to the Career Education Standard and the Moray Skills Pathway. They are clear about the transferable learning that links to the world of work and their future adult life.

### 1.3 ASN provision

There are currently 127 pupils registered with an Additional Support Need (ASN) equating to 32% of the school roll of 392. This is below the Moray secondary school average of 34.9% (2018/2019). Eight pupils attract Exceptional Support Allocation (ESF) funding.

Collaborative approaches within school and with other agencies are effective and fully embedded within school systems and practice. This is evident in staff development initiatives, creating and delivering appropriate curriculum and in planning for individual pupils. Additional Support Needs staff are an integral part of the school and are part of the school “Wellbeing Team” which creates strong collaborative pathways. The Additional Support Needs team is supported by Allied Health, Integrated Children’s Services, Skills Development teams and Dyslexia Scotland. This has led to improved outcomes and attainment for pupils evidenced by child planning meetings, pupil tracking data and positive destination records. Quality assurance data around this has also been collected from partners, parents and pupils through questionnaires and focus groups to provide insight and capacity for future planning and improvement.

Pupil needs are identified using a holistic approach where all staff are responsible for contributing to and monitoring assessment and planning for individual needs. This is evidenced by systemic approaches to assessment and recording including the following: initial needs assessment, a “Be aware” folder, Learner Profiles and Strategies, which were clearly understood and used in practice by sampled staff, Individualised Education Plans (IEPs), individual pathway planning, SQA assessment arrangements and pupil case conferences. Pupil Support Assistants (PSAs) have also led whole staff training where PSA support planning and teacher liaison was improved, thus emphasising the shared responsibility throughout the school to ensure wellbeing, equality and inclusion. Although pupils were less familiar with their own Learner Profiles as highlighted through pupil focus group discussions, they knew about learning conversations with teachers.

Raising attainment whilst providing appropriate support and challenge is evident in how the school meets the needs of learners. This is achieved by having a shared understanding of each individual’s needs and by providing and delivering broad curricular experiences, which are tailored to suit individual learners. There is a wealth of knowledge relating to support strategies and ample of space to deliver these effectively throughout the school as Universal support. Extended targeted support and interventions are offered by the Wellbeing team. This is evidenced in classroom observation and departmental planning documentation and enabled by a variety of collaborative processes within the school. These include Principal Teacher of Guidance (PTG) conversations, sampling Learner profiles, joint pathway planning and multi-agency planning. In addition, a constant professional

dialogue between support staff and curricular teams is evident and identifiable as good practice.

Pupils reported feeling safe and cared for, there were no concerns raised about prejudice or bullying and if there was a concern they knew that they would be listened to and that it would not be tolerated. Parents also agreed that this was the case. Leadership of learning and change is evident at all levels, particularly noted in the professional autonomy felt by the PSAs and ASN teachers. This is modelled for the pupils to promote a culture of equality and a shared voice in their school. Making this more implicit in learning conversations will provide pupils with more ownership of their strengths, needs and resilience as learners.

In collaboration with Milne's High School and the other primaries, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the PT ASN at Milne's High is invited to child plan meetings at an early stage of P7 or before if appropriate.

Inclusion is embedded into the school and achieved using thorough systemic approaches to self-evaluation and self-improvement, strong leadership to meet the needs of all learners and very good management of resources for this. The desire to promote equity and ensure wellbeing, equality and Inclusion is embedded across the school community.

#### 1.4 Curriculum

During session 2018/2019, the school Curriculum Rationale was reviewed in order to maximise the opportunities presented by pan-Moray move to a 33-period week in order to extend learner experiences. In line with school vision – to provide a creative and ambitious learning environment where everyone is the best they can be – increased subject choice has resulted including additional qualifications now on offer. The school is committed to extending opportunities for pupils relevant to their learning pathways and linking relevance of learning experiences in school to life and work. This includes links with wider partners, extending Developing the Young Workforce (DYW) opportunities and embracing the Career Education Standards (CES).

Last session, the school introduced a "Wellbeing and Attainment" period for S1-S3 in order to support all young people, engaging in general and focused learning conversations with an adult who knows them well. As a dedicated period of personal support for all students, extension this year includes creation of a Wellbeing and Achievement curriculum group and provision of wider education on careers, further and higher education by practitioners across stages. In line with schools aims, the school wish to further develop relationships, knowledge and skills of all learners to ensure all are safe, happy, healthy and confident. Key priorities identified by the school include

the need to develop alternative pathways appropriate to all learners with further consideration of National Progress Awards (NPAs), alternative courses and wider accreditation to complement existing offer. This will further strengthen learning pathways for all learners, including those learners identified as part of the Supporting Learners Pupil Equity Fund (PEF) strategy. The school should continue to review this offer to ensure that the needs of cohorts of young people are supported as fully as possible.

Across a range of subject departments, BGE courses have been reviewed in support of heightened pace and challenge for learners in preparation for Senior Phase. Departments continue to link with a range of partners including Baxter's through the Home Economics Soup Challenge, SSPCA with Support for Learning and links with artists and various Schools of Art by the Art Department. Creation of a Senior Phase curriculum development group this session will further extend pupil choice, breadth and depth of learning and review further natural opportunities for wider accreditation. Teaching colleagues across the school are keen to lead initiatives and change within the curriculum in order to maximise learner attainment and achievement.

The school continue to focus on raising attainment in literacy and numeracy with plans underway to support curricular transition from primary to secondary. Extending beyond planned moderation activities across the ASG, work on consistency of pedagogical approaches along with progressions development and literacy driver identification will further support learner attainment and achievement. Identified staff along with School Improvement Groups responsible for literacy and numeracy developments planned will progress the Responsibility of All (ROA) agenda particularly with regards to literacy and numeracy as a relevant part of pupil learning across learning. Further redevelopment of the Personal and Social Education (PSE) curriculum underway with pupil input will strengthen Health and Wellbeing (HWB) for all. Numeracy should remain a key area for development in order to raise attainment as well as supporting young people to attain in subjects in the senior phase where numeracy is a vital skill for success.

The school have clear plans in place for further developments and improvements to be undertaken in order to further enhance the curriculum in terms of design and learning pathways in support of all learners. Practitioners across the school are committed to looking inwards within Moray and outwards beyond the local area in order to strengthen learners' experiences, with notable empowerment of staff to lead forward improvements in learning and teaching, curriculum and through leadership of change. Student Voice forum has time dedicated within meeting schedule to review learning at Milne's High School, led by Student Voice Ambassadors. Working together, departments continue to develop appropriate pathways and links to the world of work, widening awareness and opportunities for all learners. Further creative approaches to learning in order to wider the curriculum offer may be considered including partner-school and consortia arrangements, extending the range of non-graded courses at appropriate SCQF levels matched to individual learners and cohorts.

## 1.5 Learning & Teaching

Learning observations were undertaken across the school with most practitioners receiving an average of two classroom visits from members of the reviewing team. A number of these visits also involved joint observation by two members of the reviewing team for moderation and further discussion on learning and teaching experiences observed. During scheduled learning walks, members of the reviewing team also dropped in to classes to experience learning and teaching activities underway and discuss planned learning with practitioners where the opportunity presented.

Across almost all classes, most learners were highly engaged and participated fully in learning activities underway. Very positive and mutually respectful relationships were commonplace across all classes with learners exhibiting rights respecting behaviours and attitudes. Learners were keen to engage with the reviewing team in most lessons, explaining learning activities underway and in Senior Phase, their future aspirations. Across the school, very positive behaviour was exhibited by almost all young people, demonstrative of key school values of service, honesty and respect.

In most lessons visited, prior learning was used to guide learning activities with clear learning intentions and success criteria observed in most lessons visited. Success Criteria were linked to knowledge and skills in the majority of lessons, with practitioners further modelling what high quality outcomes looked like in the majority of lessons, raising learner ambition for achievement. In a number of lessons, practitioners also co-constructed Success Criteria with learners increasing ownership and responsibility for their own learning. Exploring further natural opportunities for co-creation of Success Criteria will strengthen pupil leadership of learning further. In the majority of lessons, links to skills under development and the world of work were made, strengthening learning within a real-life context. In almost all lessons visited, there were clear explanations and instructions given with most children spoken with clear on what they were learning and why they were learning key knowledge and developing key skills. This was strongest in Senior Phase classes visited where learners were encouraged to aim high with teacher-pupil dialogue supporting next steps in learning to raise attainment and achievement. In a number of lessons, practitioners modelled answering techniques as a scaffold in support of raised future attainment.

Strong relationships were reinforced by use of warranted praise and encouragement across classes, adopting a 'can do' approach in most classes visited. A range of learning and contexts, learning approaches and teaching methodologies were adopted across the school. These included direct teacher instruction, paired and group based activities, ICT based learning, active learning approaches, flipped learning, physical activity, experiment-based learning, games-based learning, independent learning and peer-supported learning. A variety of engaging learning experiences were observed across the school with almost all pupils in most classes motivated and interested in learning underway. Across classes, the environment and ethos for learning is very positive, where most staff know their children well

and are inclusive in their approach to planning and delivery of learning and teaching experiences.

In most lessons, teachers used formative assessment well as a means of check-in for pupil understanding, providing 'in the moment' feedback in order to guide next steps in learning. In most lessons, timely interventions – teacher and pupil led – supported learning, strengthened further through ongoing teacher dialogue and learning conversations. Self and peer assessment was ongoing in the majority of lessons visited, with further scope to extend beyond teacher assessment in a number of lessons visited. In the BGE, most pupils had awareness of their progress and learning targets. In Senior Phase, almost all pupils were aware of their next steps in learning, how to improve and get help, supported by teacher modelling and scaffolding – particularly with regards to exam technique in stronger lessons – with pupils welcoming smaller class sizes for increased dedicated time with their teachers.

Practitioners used questioning well across most classes in order to check on pupil progress, understanding and learning underway. In the majority of lessons, this extended to more open questioning for higher order thinking. In the majority of lessons visited, sufficient pace and challenge in learning was provided for most learners. Extending approaches to differentiation in the majority of lessons supported by the school differentiation strategy – including further development of Success Criteria and learning activities beyond differentiation by end outcome in the BGE - would extend support and challenge. In most lessons, teachers used starter activities and plenaries well to check-in on progress in learning. In a few lessons, practitioners also sought feedback from learners on learning experiences, extending teacher self-evaluation for self-improvement.

Guiding future instruction, pupils spoken with feel their views were valued and acted upon when asked regarding learning and teaching activities experienced. On speaking with pupils, most were clear on future pathways beyond school and how they would progress to positive destinations including further and higher education, employment and training. In Senior Phase, pupils spoken with were clear regarding how courses of study would support them in their future education and employment.

The school have a number of groups and activities linked to learning and teaching. This includes a 'Teaching and Learning School Improvement Group', focus on moderation and growth mind-set. The school follow a Learning and Teaching policy developed for wider ASG use, reinforcing key aspects of pedagogy and practice. As an Associated School Group, moderation activities are also underway where last session's focus included moderation of numeracy and literacy linked to Education Scotland's Moderation Cycle, strengthening cross-sector professional dialogue and teacher professional judgement on CfE levels across the ASG. Promising work on diagnostic assessment undertaken by the ASG numeracy intervention teacher will further support closing knowledge and skills gaps in numeracy across the ASG.

1.6 School buildings  
Condition: standard C (2017)  
Suitability: standard B (2017)

The school buildings were constructed in phases between 1981 and 1989, with a central teaching and management block linking to other teaching areas of the school. Further extension to the school houses a community library, fitness gym, IT suite and multi-agency base. The school is well-equipped and well-maintained, providing for a bright learning environment. Classrooms are well-equipped with Promethean boards and access to ICT suites for whole class use. The Head Teacher uses devolved funds well in order to maintain the school as part of wider tenant responsibilities. This session's School Improvement Plan includes priorities identified through student focus audit with support staff, reviewing internal areas further for redecoration, internal door replacement to meet fire regulations and continued ground clearance to maximise outdoor learning space. This will further help ensure best possible learning environment in terms of building and grounds surrounding.

1.7 Pastoral Care

There is a positive, caring and respectful ethos in Milne's High School which is underpinned by the school's vision and values. It is clear across the school that it is regarded that everyone's job is to get it right for every young person. Staff understand the wellbeing indicators and Moray's staged intervention process, which ensures the school is taking a holistic view to supporting young people. Almost all class teachers embrace health and wellbeing as the responsibility of all and pupils clearly articulated that they felt they could speak to any member of staff not only about their learning, but their physical and emotional needs.

The Wellbeing Team is an important aspect of the school's approach to supporting young people. There was evidence of good collaborative working between Guidance staff, the PT ASN, the Home School Link Worker, School Nurse, Skills Development Scotland Officer and Inclusion Coordinator. The level of collaboration now evident was identified as being facilitated by the change in leadership within the Wellbeing Team. The team spoke positively of the changes made in a short time and the positive impact on the supportive measures being put in place to meet children's needs. "Team Time," a weekly multi-agency meeting, has been re-structured in order to operate more effectively with a solution-oriented approach that encourages a 'team around the child approach' to ensure positive outcomes for the young people. It is evident from all partners that there is real desire to drive change forwards collectively.

Although a relatively new role, the Inclusion Coordinator is effecting change in the service provided to some of the most vulnerable pupils in Milne's High School. Brunch club and the provision of a safe place at lunchtimes has witnessed the number of children accessing this support grow at pace. A range of awards are being used as a vehicle to engage pupils attending nurture groups and 1:1 sessions; this allows the young people to build

resilience and supports their overall mental health and wellbeing whilst giving the pupils a sense of achievement.

The Wellbeing team have also been central in promoting key messages that affect pupils on a daily basis. Planned themed weeks around bullying and the equalities agenda, have enhanced and supported the school community's understanding in these areas. These events are complemented by the Personal and Social Education (PSE) programme from S1 to S6 which has recently been refreshed in line with the benchmarks to ensure progression and that a more structured programme is in place. The guidance team should continue to review the personal support programme with young people and partners to ensure relevance and progression in learning and where possible continue to identify opportunities for co-production with children and young people.

Being responsive to the needs of their children and young people, the school identified the need to promote positive mental health within their school community. After looking outwards to another school with practice in this area, pupils were identified to lead this work. A series of lessons were developed by the senior pupils (Mental Health Champions) and delivered to all pupils across the school with a clear message of 'everyone has mental health'. A number of pupils, parents and staff have attended Mental Health First Aid Training with a plan in place to upskill more members of the school community. Aligned closely with the School Library Project, the S4 Mental Health Ambassadors will become the S5/6 Mental Health Champions next year to ensure the programme can continue to be sustained and further developed.

#### 1.8 Attendance, exclusions & pupil behaviour

2018/19 Attendance rate: 92.85% (Moray 91.9%).

Violence/Aggression against staff: 5 incidents recorded involving 5 different individuals during 2018/19.

There were 12 exclusion incidents involving 5 different pupils in session 2018/19. This has reduced from 15 incidents involving 11 pupils in session 2017/18.

Almost all pupils spoke positively about the introduction of the revised behaviour system which was developed in partnership with pupils. During the focus group, children explicitly articulated the positive impact it has had on the behaviour of pupils at all stages and that there is now a consistency across the school about how behaviour is managed by all. Further review of the relational policy so that it is embedded in the language of children's rights and captures the learning from Moray's Building Better Relationships Training will support the ongoing work in this area.

## 2. School roll

- 2.1 Roll and roll forecast  
The School Roll in 2018/2019 was 392 pupils. Since 2014, the roll has decreased by 74 (from 466 to 392)  
Forecasted roll: 2026 – 438 pupils  
Estimated increase by 46 pupils over next 7 years  
2018/2019: S1 – 77, S2 – 69, S3 – 77, S4 – 75, S5 – 65, S6 – 29
- 2.2 Inward placing requests  
Net placings (inwards) over last 5 years: 2014/15: 6, 2015/16: 17, 2016/17: 10, 2017/18: 8, 2018/19: 12 inward placing requests
- 2.3 Outward placing requests  
Net placings (outwards) over last 5 years: 2014/15: 12, 2015/16: 9, 2016/17: 8, 2017/18: 13, 2018/19: 18 outward placing requests
- 2.4 Roll as percentage of capacity  
2018/19 School Roll: 392, Capacity: 625 = 63% of physical capacity
- 2.5 Class composition  
Mixed ability classes, multi-level in Senior Phase
- 2.6 Number of teachers  
FTE – 37.8 (43 staff)  
Includes 15.8 fte teachers, 18.0 fte Principal teachers, 3.0 fte Depute Headteachers and 1.0 fte Headteacher
- 2.7 School roll  
2018/19 School Roll: 392
- 2.8 Maximum Capacity  
2018/19: School Roll = 392, Maximum Capacity = 625 (63%)
- 3. Financial position**
- 3.1 Budgeted running cost  
The cost per pupil in 2018/19 was £5,854.
- 3.2 Financial trends  
School devolved budget (including carry forward) for 2018/19 had a 0.07% underspend
- 3.3 Financial plans  
The school has an allocated budget commensurate to roll and context, used well in order to progress school improvement agenda. As identified through the strategic School Improvement Plan, funds are allocated in support of curriculum delivery, learning and teaching activities and in order to maintain the learning environment in a climate of best value. PEF funding is used well

based on structured and well planned, timely interventions in support of learners who require support based on pre-determined criteria for PEF.

### **Conclusions**

On the basis of the evaluations of criteria 1-3, Milne's High School is a sustainable school. The roll and enrolment forecasts indicate increase in school roll over the next 7 years as outlined in section 2.1 above. As such, the school will near the minimum (not optimal) roll for existing secondary schools set at 450 pupils per current Schools for the Future policy Guidance (Annex A, section 2.8, p32). Criteria 4-6 are not evaluated at this time. Existing roll versus physical capacity highlight sufficient capacity for the foreseeable future.

### **Recommendations**

School roll is predicted to increase by 46 pupils over the next 7 years as identified in section 2.1 above. With housing development underway in Fochabers, officers should continue to monitor roll predictions annually in order to ensure that school physical capacity continues to meet roll needs as a school for the future.

- Consider Campus Leadership model across Milne's ASG
- Retain Milne's High School as per existing arrangement

### **Areas of Strength**

- The leadership of the Headteacher in driving forward change, promoting an ethos of aspiration and equity for all
- A growing culture of empowerment through rigorous self-evaluation, led by the Senior Leadership Team, resulting in school improvement
- A clear focus on learning and teaching has resulted in improved outcomes for young people, supported by effective questioning, feedback and positive learning environment
- Mutually positive and nurturing relationships across the school
- Emerging approaches to whole-school tracking, monitoring and interventions for raising attainment are supporting positive learner journeys
- An ethos of inclusion and equity for all, where young people with a range of learning needs are supported to participate and achieve

### **Areas for Improvement**

- Continue to raise attainment, with particular focus on identified area of 'Responsibility of All'

- Continue to develop approaches to learning and teaching by building on good practice in the school, with ongoing focus on pace, challenge and differentiation to meet the needs of all
- Continue to review and develop wellbeing and attainment focus
- Continue to extend opportunities for pupil leadership across stages, supporting development of wider knowledge and skills
- Continue to review the curriculum offer to include further opportunities to meet a variety of individual learner pathways

# **LHANBRYDE PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

Attainment data is collected annually at the end of each academic year through the Achievement of Curriculum for Excellence Levels (ACEL). Attainment levels trends are on an upward trend in half of the indicators and in a downward trend in the other half. Attainment levels are below the Moray averages across all areas apart from P7 Listening and talking, and Reading. Also, in P1, P4 and P7 the attainment levels are well below the National Improvement framework (NIF) Stretch Aims.

Across P1 attainment levels are stable or in a slightly upward trend apart from in Numeracy which shows a slight decline. P4 attainment levels are decreasing markedly over time whilst in P7 these levels are on the increase across all indicators. It is hoped that with more confident Professional Teacher Judgment (TPJ) and improved Learning, teaching and assessment that the figures will become more secure and begin to rise across P1, P4 and P7 over time. Staff are engaged with moderation activities within the school and across the Milne's ASG to improve the measurement and levels of attainment. They will benefit from continued engagement with Benchmarks and these ASG and any Moray wide moderation activities.

Attainment is identified as an issue across the school and the school under the leadership of the head teacher is working to effect positive change here. The school has abandoned Accelerated Reader and introduced a Higher Order Reading programme as part of a new strategy focusing on improving reading. To help re-inforce this reading focus Everyone Reading In Class (ERIC) happens across the school every morning. The school is in the third year of its involvement in the Northern Alliance's Emerging Literacy programme and uses its initial assessments to identify gaps in learning and the appropriate interventions to help to raise attainment and close the poverty related attainment gap. There is joint work with St. Sylvester's School to help raise levels of Literacy which is being enhanced by the use of an Emerging Literacy Whole School Approach. After P1 and P4 Support for Learning (SfL) support is deployed to help learners catch up who have missed attaining the Curriculum for Excellence (CfE) Level appropriate to their stage. The ASN department is also up-skilling Pupil Support Assistants (PSAs) to help target gaps in pupils' learning so that Pupil Equity Funding (PEF) can be used appropriately with eligible pupils. In particular TalkBoost is being used to tie in with Emerging Literacy to help 'close the gap'.

A small test of change is being introduced in P3 with Social and Emotional Aspects of Learning (SEAL) Training being used to fill in gaps in pupils' learning. The school uses the Moray Tracker to monitor pupils' progress including the identification of gaps in learning three times per year. Teachers also use the new Scottish National Standardised Assessments (SNSA) data along with Reading, Writing, Listening and talking and Numeracy ACEL data

to track pupil progress and plan interventions to help close any pupil gaps in learning. This is an area which could be developed to realise more impact on learners' attainment with more pupil input.

There has been a specific focus on Health and Wellbeing which has been rolled out with a focus on learners who are eligible for PEF. PEF is being used to enable pupils with gaps in their learning to have targets in Literacy and Numeracy. Relevant pupils are being identified through tracking and interventions are then being implemented to try to close the poverty related attainment gap and ensure improvement in health and wellbeing.

Parents interviewed were happy with the progress of their children, how this is reported to them and with the structure of parent interviews. With raising attainment as a SIP priority the school has worked with parents in various ways to encourage them to engage with their children's learning, for example, with the P1 Library sessions to encourage reading. This is welcome and should continue to be a focus of the school's efforts to help raise attainment.

## 1.2 Wider school activities

The Headteacher and staff provide many opportunities for children to achieve through a variety of opportunities such as Councils and Committees, House Captains and after school and lunch clubs. The Councils, Committees and other activities give pupils the opportunity to take part in activities which suit their interests or offer new challenges. The committees include the Global Citizenship/Tanzania Group which co-ordinates the link with Mayega Primary School, the Junior Road Safety Officers (JRSO), the Eco-schools Group, the Pupil Parliament, the Library Group, Events group, STEM and Playtimes. Pupils help out at Open Evenings and with displays. Parents run a school football club and the Active Sports Co-ordinator supports with a number of physical activities. There is a working group focusing on increasing distributed leadership across the school. At present there are Eco, Rights Respecting School Award (RRSA) and Parental Engagement Working Groups in school as well as ASG Working Groups which give staff the opportunity to take up leadership roles and lead on areas of school improvement.

Children feel they are able to influence improvement throughout the school through their participation in committee groups which are ongoing throughout the year. Parents and pupils were pleased with the development of pupil leadership, particularly with P7 as they are given the opportunity to initiate and lead clubs if they so desire. House Captains are given leadership opportunities such as helping to organise and run the annual Sports Day.

## 1.3 ASN provision

32% of pupils are recorded as having an additional support need (ASN). There are 13 pupils receiving Exceptional Support Funding (ESF) allocation in addition to the Additional Support Funding (ASF) allocation. There was a 10% reduction in the formula this year for ESF pupils, although an additional 12 hours were granted until Christmas to support transition for pupils into P1.

There has been an increase in the number of pupils with social and emotional needs who present with non-compliance and challenging outbursts. Half of the pupils with ESF funding are in class supported with PSA input as identified in their plans. The teaching allocation for ASN is deployed mainly for targeted groups and meeting the needs of individual pupils.

In The Nest there are pupils with profound and complex needs with appropriate processes in place to inform the progression and delivery of needs. All staff contribute to the learning, assessment and recording of progress. Communication needs are high and input from the Speech and Language Therapy (SALT) Service supports these needs. Most of the pupils are under 7 years of age and development needs are met through play experiences. Training has been delivered to staff on the following: Picture Exchange Communication System (PECS), Talk Boost & Signalong to better met learners' needs. First Aid & Epilepsy Child Protection Policy and Practice are appropriate and in place. Staff received targeted input from the Positive Behaviour Strategies Team with training to use fit for purpose behaviour support strategies. The accommodation is excellent and enables a range of needs to be met flexibly and effectively. It includes a range of teaching spaces which include a sensory area, a soft play area and a life-skills/kitchen area suitable for feeding protocols.

Class teachers use the Moray tracking and monitoring tools along with teacher led discussions to identify learning needs. Numeracy and Literacy SMART targets are agreed and staff allocated to provide intervention. The use of learner profiles which identify strengths and needs and strategies are being introduced to support learners this year. It was agreed that differentiation to support learning needs was in need of development. There is a reliance on ASN staff to meet differentiated needs in the classroom and withdrawal to provide direct intervention in both learning and responding to escalated distressed behaviour.

SFL teachers have been trained in Staged Intervention and presently have ownership of this process. 'Meet and Greet' sessions have been offered for many years where class teachers run workshops for parents to promote and support positive relationships and parental engagement. It is planned to roll out the use of Staged Intervention to the whole school staff next year so that learners' needs will be better met within the classroom rather than by the current method of learner extraction. The Principal Teacher of ASN has introduced meetings for parents with children who have profound needs for professional advice and mutual support.

The focus on wellbeing is evident throughout the school and articulated by all within the community. The implementation of Zones of Regulation to support self-regulation, and the creation of nurture spaces in each classroom, are two recent developments. A life-skills and nurture space has been created for work with pupils where targeted intervention to support emotional health and wellbeing can be delivered. There are a range of strategies to support inclusion within class and for participation in the life of the school and decisions made therein. There are many groups to be part of and activities which promote engagement in their environment. Systems to recognise

participation and achievements are in place where examples of good deeds and in achieving goals are recognised and rewarded.

There is targeted support for Family Learning in the Family Hub supported by partner agencies such as Children First and Moray Foodbank. This includes drop-in sessions and specific appointments where plans are agreed which includes input from the ASN Department and the Senior Leadership Team (SLT). Parents interviewed were appreciative of the support and advice given through this facility.

#### 1.4 Curriculum

The school's Vision, Values and Aims (VVA) have been developed collaboratively and are reviewed regularly to reflect the changing context of the school. There is a clear school vision based on the school initials LPS; Learning for Life, Positive Partnerships and Success is celebrated. The vision is to have all members of the school community learn the skills that prepare them for life with an emphasis on developing relational skills and building self-efficacy by celebrating success of all types. This vision is foundational to the aims of Respect, Teamwork, Fairness, Keep Trying and Honesty. The school aims are linked to the four capacities of Curriculum for Excellence (CfE) and learners are encouraged to develop these capacities by having a positive outlook, attitude and matching actions. These aims tie in with the Moray Council Education Vision and Aims which means that there is cohesion in strategic and operational planning. The VVA are embedded in the life of the school in the learning experiences of the children and there is room to develop leadership opportunities to enhance them.

The curriculum is based on Responsibility of All with its key curricular areas of Literacy, Numeracy and Health and well-being across learning. These have been reinforced with a review of the weekly timetable with respect to Literacy and Numeracy. The curriculum is based on the 7 principles and 8 curricular areas of CfE. These curriculum areas include Science, Expressive Arts, RME and Health and Well-being to offer a wide curricular experience to broaden pupils' minds and capture their interest as well as enable them to be reflective in their learning. The school has a curriculum rationale with the learner at the centre with Getting it Right for Every Child (GIRFEC) principles which is currently under review. A positive from this rationale is that it is overtly linked to learning and teaching which means that this is good foundation on which to build on improving classroom practice. Bloom's taxonomy is explicitly displayed in the curriculum rationale diagram which could be further developed in classroom practice. The school is currently in the third year of a three year plan to build the Lhanbryde curriculum so that it better meets the needs of learners. There is an emphasis on cross stage working across the school and the community is involved where appropriate with parents helping out in some lessons. Plans are being considered to have the school achieve the Right's Respecting School Award (RRSA) to enhance the school ethos with a focus on equity. The school offers innovative curricular activities such as the Roots of Empathy programme which offers empathy based lessons for children with the support of a parent and baby.

## 1.5 Learning & Teaching

The Schools for the Future reviewing team undertook a full programme of classroom visits, with most classes visited on a number of occasions in order to observe learning and teaching activities underway. In addition to direct observation of learning and teaching activities, learners engaged in dialogue with individual members of the reviewing team where natural opportunities arose in order to explain the 'what?', 'why?' and 'how?' of their learning. Where possible, classwork, folders and jotter-work was looked at and dialogue with class teachers was undertaken where natural opportunities arose.

A range of learning and teaching activities were observed during our visit, including Numeracy, Physical Education, Music and Literacy with particular focus on Writing (process and instructional) across a number of stages. Supported targeted learning groups were offered class extraction for activities including Reading and Numeracy support. Across all classes and groups, positive and respectful relationships were observed between staff and pupils. All were encouraged to participate in learning, and to achieve based on high expectations set by teaching and non-teaching staff. Most instances of low-level misbehaviour and off-task behaviour were identified and handled efficiently and sensitively by staff concerned, in line with the school's positive, solutions-orientated approaches. Most staff used praise well in order to motivate and encourage children to participate and learn.

Teachers across classes plan together a range of learning activities, taking account of prior learning as observed through start of lesson reviews from previous learning. Further support on moderation and strengthening Teacher Professional Judgment (TPJ) for learner level achievement is also gained through collegiate times and through Associated Schools Group (ASG) moderation activities. Across classes visited, learners are empowered through carousel and station based approaches to learning, with opportunity to lead their own learning with personalisation and choice observed in some lessons. Direct instruction was offered by class teachers principally through group instruction with strong direct input provided to differentiated groups across stages. In the majority of lessons observed where group instruction was underway, independent carousel and station-based approaches provided sufficient challenge and enjoyment for the majority of learners while making assessment of children's progress more challenging.

Learning Intentions and Success Criteria were evident across almost all classes and learning activities underway, shared in a variety of ways including use of interactive boards and whiteboards, table-top boards and through verbal sharing and review during lessons. Co-creation of Success Criteria was evident in a few of the lessons visited. Linking learning further to the world of work, relevance to real-life contexts and combining knowledge linked Success Criteria with skills for learning, life and work through planned experiences may add further dimension to learning and deepen learner understanding. This may further support co-creation of Success Criteria and extend learner leadership of learning for reflection and identification of next

steps in their learning. Further differentiation of Success Criteria may have supported individuals and groups further, ensuring learning was at an appropriate pace for all.

Most learners understood the purpose of their learning with the majority also understanding why they were learning certain topics and content. In less than half of lessons visited, learners were given choice in how to approach learning activities underway. A range of learning activities were observed including direct class and group instruction, individual tasks, group based activities, carousel/station-based approaches, paired activities, worksheet, textbook/reading book based and active learning approaches to Numeracy. The school's focus on growth mind-set and alien powers will continue to build learner confidence and resilience in learning, using setbacks as positive learning opportunities.

Questioning for understanding of a closed nature was experienced across classes, with ongoing formative assessment and in the moment feedback on learning provided across most stages. In the majority of lessons, further extension to more open-ended questioning and tasks may have extended learner creativity and promoted higher-order thinking. This would support lesson pace and challenge for all, with further reflection on individual and group based (carousel/station-based) activities now required to ensure sufficient challenge, differentiating class learning and activities further based on pupil need.

Planned revisit of the school's learning and teaching strategy as a staff in line with authority approaches will strengthen learner leadership and ownership of learning. Developing a shared language of learning across the school will further support learner reflection and feedback, informed by key assessment information. Extending opportunities for learner self and peer assessment and revisiting assessment is for learning based approaches will support learner understanding for embracing greater challenge and application in learning. Supported by ongoing school approaches to ensuring wellbeing and equity for all, the school should continue in line with school self-evaluation findings and identified improvement priorities to strengthen approaches to learning, teaching and assessment.

## 1.6 School buildings

Condition – standard B (2017)

Suitability – standard B (2017)

The school is situated in the village of Lhanbryde which is about 4 miles east of Elgin along the A96. It has a single site with the modern building which includes a large hall which is used for serving lunch and PE. The school is spacious with a largely open plan format and which has the classrooms running off a central atrium. The school is well decorated and areas are utilised well to provide learning and teaching along with areas for staff to work in. There is building work going on with the refurbishment of the current Nursery.

## 1.7 Pastoral Care

Lhanbryde is a school which provides a welcoming and inclusive environment where the almost all children work well together in a constructive and purposeful manner. The shared values that underpin this school vision are evident within the school community and demonstrated in a variety of ways through classroom practice, and the positive behaviour and attitude of almost all pupils. Learners genuinely like their school and members of their school community, although they did express irritation with some disruption in classes.

The school's VVA are largely embedded within the life of the school as evident from discussions in the focus groups, and inclusion may need to be re-thought in terms of the five roles of the SFL teacher and to optimise the impact of ASN upon learners with needs. Children generally feel safe and fully supported and know who to go to if they have any concerns.

Staff are working to ensure all children feel safe, nurtured and included with an appreciation of their right to a full education. Through this rights-respecting approach and the school gaining the Rights Respecting School Award (RRSA) at Silver Level the children will continue to have access to pastoral care and support which should become more explicit in the context in which they learn and live together each school day. Pupil Voice is evident in the school and there is room to develop this as pupils are keen to offer ideas for improving the school from their perspective. This could be harnessed to increase the pace of change leading to improved outcomes for the learners.

## 1.8 Attendance, exclusions & pupil behaviour

2018/19 Attendance rate: 94.8% (Moray – 94.9%)

Violence / Aggression against staff: 85 incidents recorded; 11 individual pupils (2018/19)

Exclusions: 9 exclusions recorded; 3 individual pupils (2018/19)

Generally learners are well-behaved and the school community is working collaboratively on 'Building Better Relationships' as part of their improvement journey in the current school improvement plan.

## 2. School roll

### 2.1 Roll and roll forecast

School Roll: 2019 – 179 pupils

Roll has increased by 6 since 2014 (+4%)

School Roll Forecast 2025 – 186 (to increase by 7 = +16%)

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 1, 2015/16: 0,

2016/17: 3, 2017/2018: 3, 2018/19: 2 inward placing requests

- 2.3 Outward placing requests  
Net placings over past 5 years: 2014/15: 3, 2015/16: 7, 2016/17: 6, 2017/2018: 7, 2018/19: 3 outward placing requests
- 2.4 Roll as percentage of capacity  
2019 School Roll - 179 / Functional Capacity 290 = 62%
- 2.5 Class composition  
2019 – 7 classes: 2 composite classes  
(Classes: Composite – 1 x P1-2, 1 X P5-6)
- 2.6 Number of teachers  
2019 - Teachers FTE – 7.0 (8 staff) as well as 1.0 X PT ASN, 2.0 X SFL teachers and 2 X 0.2 for DHT Relief and McCrone
- 2.7 School roll  
2019 School Roll – 179
- 2.8 Maximum Capacity  
2019 School Roll – 179 / Physical Capacity 330 = 54%
- 3. Financial position**
- 3.1 Budgeted running cost  
The cost per pupil in 2019/20 is £4,044
- 3.2 Financial trends  
School devolved budget (including carry forward) for 2018/19 had a 1.09% overspend which equates to £5,356.
- 3.3 Financial plans  
The Headteacher is working to ensure a balanced budget for this financial year.

## **Conclusions**

On the basis of the evaluations of criteria 1-3, Lhanbryde Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, (“Schools for the Future: A Policy for Sustainable Schools”, 2016; Annex B – Rural Schools list).

Roll prediction indicates an increase of 7 pupils over the next 7 years. With current functional capacity (62%) and maximum capacity (54%) and despite a future increase in school roll anticipated, Lhanbryde Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## **Recommendations**

A non-denominational school, Lhanbryde Primary School covers the village of Lhanbryde and rural areas to the northern end of the Moray Council area up to the Moray Firth, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Lhanbryde Primary School as per existing arrangement

### **Areas of Strength**

- The school is an integral part of the local community, with core school values known and embraced across the school under the caring and compassionate leadership of the Headteacher.
- Positive ethos where children are polite and friendly, feeling safe and cared for, with opportunities to contribute to the wider life and work of the school.
- A staff team who are fully committed to supporting learners, their wellbeing and achievement.
- Supported by staff across the school, a range of pupil leadership opportunities are available, supporting school improvement and pupil participation.
- Developing whole-school approaches to wellbeing and nurture are supporting positive relational approaches for all across the school.
- Well-resourced ASN provision ("The Nest") for profound and complex needs, with staff supporting children to reach their individual milestones.

### **Areas for Improvement**

- Further develop the Curriculum Rationale in line with the national refresh of the narrative around Curriculum for Excellence, fully embracing key design principles across the four contexts for learning, reflective of the local context.
- Empower practitioners across the school to further develop learning, teaching and assessment in line with the Moray Learning and Teaching Strategy ensuring sufficient pace, challenge and differentiation.
- Develop consistency through a shared language for learning across the school in support of learner reflection and feedback, supporting learner identification of strengths and next steps in learning.

- Through extended partnership working across the school community, develop opportunities for children to extend knowledge and develop skills further linking to the world of work, raising aspirations for all.
- Continue to extend opportunities for staff and pupil leadership, including opportunities for learner leadership of learning.

## **MILNE'S PRIMARY SCHOOL**

### **1. Quality Educational Experience**

#### **1.1 Attainment**

As a result of staff instability outcomes for pupils have not been positive in recent years and the Senior Leadership Team (SLT) this last year have provided a consistent and focused drive to raise the standards of teaching and learning, of learner participation and motivation, and in establishing a safe and secure environment for learning. Attainment is beginning to improve and the SLT predict that the present ethos across the learning community will impact positively on student outcomes.

Scottish National Standardised Assessment (SNSA) data is being used to assist teachers with their judgments. Through discussion with staff, confidence in Teacher Professional Judgment (TPJ) of learner level achievement as per the Scottish Government's data return requirement for key stages (P1, P4, and P7) is growing. Teachers are engaging with National Benchmarks and participating in cross-ASG moderation activities. This has included unpicking how best to approach moderation and reviewing evidence of children working at particular Curriculum for Excellence levels. A positive collegiality and efforts towards partnership working will promote consistency in lesson planning and curriculum coverage. Conversion rates from P1 to P4 to P7 will become more reliable as the TPJs become more robust.

Staff know children well as individuals, and use assessment information available to them (class based assessments and SNSA). Most teachers apply their personal knowledge to identify and group pupils in whole class delivery. Further tracking of cohorts and individual pupils over time, using all available data, will support practitioners moving forwards.

In 2018-19 P1 Curriculum for Excellence Achievement of a Level (ACEL) data showed pupils achieving 57% for Literacy and 66% for Numeracy, both below the Moray averages (70% and 78% respectively). In P4, ACEL data showed Literacy and Numeracy at 48%, and in P7 56% and 53% all below the Moray averages. A drive to improve Literacy in the early stages of Nursery and P1 is seeing results at the end of P1 Writing at 89% as a component of the Literacy. A strategy for reading and continued improvements across the school now need to build on this success. Tracking back to 2016 shows the P7 learners increased in Writing and slightly in Numeracy, while P4 increased slightly in Numeracy but fell in both Reading and Writing, and effort now needs to focus on the quality of learning and teaching, particularly in literacy, from the end of P1 through first level.

Working closely with the Head and Depute, practitioners have identified children in need of targeted interventions, with monitoring of staged interventions and wellbeing undertaken. Staff engage in regular dialogue and discussion on children's progress and ways to further support them. Pupil Equity Fund (PEF) monies have also been used for recovery work in closing those gaps identified in the Literacy and Numeracy data.

## 1.2 Wider School Activities

At Milne's Primary School, the head teacher, staff and parent volunteers provide many opportunities for children to achieve. These include a Book Club which seeks to encourage a love of reading to help pupils widen their literary horizons. Outdoor learning is encouraged through the Gardening Club and Eco Group which ensure that the outdoor areas are developed and help encourage the pupils to think about and act on environmental issues by, for example, planting raised beds in which pollinator plants grow. The Homework Club supports pupils who need the opportunity to get a little help with their homework to help encourage good working habits outside the classroom. The Lego and Art Clubs enable the children to show their creative side as well as being beneficial for health and well-being. The Friendship Club exists to help children build positive relationships with each other and in their future whilst the Glee Club brings out the children's creative side with much loved singing and dancing which encourages team-work and well-being. Trained Peer Mediators take turns to provide break time support in resolving disputes and building friendships. The Active Schools Co-ordinator provides opportunities for a variety of sports at lunch-time and after school which cater for a range of interests and abilities and include Boccia, rugby and badminton to help develop physical fitness, hand to eye co-ordination and resilience. The Co-ordinator has also trained P7 Play Leaders to run outdoor lunchtime activities. In Term 2 of 2016, 9.6% of Milne's Primary children took part in extra-curricular sports; in Term 2 of 2018, this figure had risen to 78%. Music plays a large part in the life of the school with classical music being played in the school main corridor and lessons are offered in fiddle, flute, recorder, saxophone and trumpet as well as singing in class time. The musical life of the school is show-cased in events, such as the Christmas Show. Links with other schools and the high profile "Speyfest" annual festival help to promote the musical culture of the Fochabers community.

An annual P7 residential trip to Alltnacriche Outdoor Centre is enjoyed by pupils where they engage in various team-building and leadership opportunities. The school also promotes Fairtrade activities and has Fairtrade cotton in its uniforms which helps develop the school community's sense of social responsibility. This emphasis in the life of the school is also developed through activities like involvement in the MFR Cash for Kids programme, the Scottish Poppy Appeal and a cake sale for CLAN who support cancer patients and their families.

The Milne's Primary School children believe that they are able to improve their school community by taking new ideas to the head teacher and then presenting them at assemblies. They are able to influence improvement throughout the school through their participation in committees, such as The Rights Respecting Schools, Health and Eco groups. This gives the pupils the opportunity to voice their opinions and influence school life and improvement and when this is coupled with year group Pupil Council representation gives the children real agency in these matters. Pupil responsibilities include House Captains who are given leadership opportunities, for example, by giving school tours to visitors.

A next step would be to explore how pupil leadership could be more strategic enabling pupils to have ownership of their own identified areas of school improvement.

### 1.3 Additional Support Needs (ASN) Provision

There are 77 of the 193 pupils on the 2019 census with ASN, representing 39.9% of the school roll. This is above the Moray average of 33.2%. These needs are met in the classroom, by curriculum adaptation and by a whole school inclusive ethos. In the Nursery, needs are identified as early as possible and agencies engaged as appropriate.

Inclusion and promoting equality is evident and embedded throughout the school. Much time is invested in knowing and understanding each person as an individual and as part of the school community. This includes pupils who have Additional Support Needs for a variety of reasons. Whole school inclusive initiatives, such as the positive behaviour strategy have also had a significant impact on meeting the needs of pupils. Pupil needs are met by tailored differentiation, appropriate curriculum adaptations, environmental adjustments and interventions for closing attainment gaps and the adaptation of teaching approaches to accommodate such tailoring is variable. Sharing good practice and regular tracking meetings involving all practitioners across stages, will improve timely intervention for raising attainment. Pockets of excellent practice in the school, in particular in personalisation and behaviour strategies, need to be shared in order to promote a more consistent ethos for learning, boosting the pace and challenge of those lessons where disturbances are impacting on the learning time of all.

In the absence of an ASN teacher the Depute Head Teacher (DHT) has taken on this role and has developed a wealth of understanding in this field. The Pupil Support Assistants (PSAs) add great value to this.

Robust procedures for planning to meet the needs of all pupils are in place. Learning conversations are planned so that every child is discussed termly with one of the Senior Leadership team. At stage 0/1 - Universal Support; children co-create bi-annual learner updates with personalised literacy and numeracy targets. At stage 2/3 identified pupils have Learner Profiles and Strategies, IEPs and Moray Child Planning meetings where a Solution Orientated approach is embraced. Gifted pupils who have been identified have a curriculum which provides appropriate challenge and pace. Learner profiles and individual plans are co-created to a high standard.

Partnership with parents, pupils and professionals is evident in the robust child planning documentation. These plans evidence the collaborative working relationships established between, for example; the home-school link worker, the school nurse, the Moray SEBN service, the Moray Autism Service, the promoted Support for Learning teacher for the Milne's ASG, CAMHS, and Central Officers. Parents also fed back that they are valued as part of this multi-agency approach. There are strong relationships within the ASG which involve transition links with Milne's High School and links with other primary schools.

Most additional needs are addressed within the classroom; there is considerable confidence and experience amongst the support staff who work with pupils to meet individual needs. Differentiation and individualised planning would have greater impact if the Learner Profiles and Strategies were actively used to scaffold learning conversations between teacher, pupils and the Support for Learning

team. Collaborative discussion between teachers and classroom support staff are currently informal but PSAs do have scheduled fortnightly meetings with the DHT. More dialogue between teachers and support staff regarding deployment of support assistants within teaching and learning, and their role in the classroom would cultivate more effective practice.

Environmental adaptation has been considered, for instance the use of visual timetables, autism friendly TEACCH approaches and quiet corners made available. There was also evidence of curricular adaptation for identified pupils who have opportunities to develop independence, life skills, communication, numeracy and cognition using cooking as a medium. This initiative is led by a PSA who is encouraged and supported by senior leaders to carry this out.

The school environment is fit for purpose with facilities to meet the range of Additional Support Needs. More space has been created within the school with the extension and there is a lift to access the top floor.

#### 1.4 Curriculum

The school's Vision, Values and Aims have recently been refreshed collaboratively with staff, pupils and parents being involved. The school vision is grounded in its values which are compassion, innovation, resilience and teamwork with the main school aim being to create a positive and encouraging environment. The school vision is *'to try our best and be kind to each other'* and this should be harnessed to raise aspiration and ambition across the school. Interestingly the school Curriculum Rationale document states what the school community would like its learners to achieve by the end of P7 which includes having ownership of their learning and behaviour, a strong work ethic and being resilient. The new house names also link to local businesses. In its totality these aspirations would well prepare the children for the next stage in their educational journey and beyond.

The Curriculum Rationale sits within the school's unique context and includes the River Spey and Baxter's as close partners and the Royal Air Force and Science, Technology, Engineering and Mathematics (STEM) professions as wider Moray partnerships. The rich learning experiences are based on the four capacities, the eight Curricular Areas and the design principles of Curriculum for Excellence and exemplified by the enthusiasm of pupils in their learning and the positive way in which they relate to each other and the staff. The rationale is enhanced by offering learners an entitlement in terms of nurture, out-of-hours clubs, community groups and a fully inclusive school day. The curriculum is enhanced by parental involvement which includes the opportunity to contribute in school shows, parent helpers in clubs and on trips, the school website, termly curriculum focused open sessions and fundraising. Outdoor learning plays a large part in the curriculum due to the school's physical setting and spacious grounds which facilitate such and enable the children to appreciate the environment in which they live.

A wide range of curricular opportunities are on offer and are currently being reviewed to ensure that the curriculum meets the needs of learners.

## 1.5 Learning & Teaching

During our time at Milne's Primary School, a full programme of classroom and Nursery visits was undertaken. Learning and teaching activities were observed, class and jotter work were reviewed and learners engaged in conversations about their learning. This included dialogue in class and through focus group discussions.

Milne's Primary School has a positive environment and ethos for learning, with all children exhibiting rights respecting behaviours. At key transition periods between lessons, playtimes and lunchtimes, and also within most classes, most pupils demonstrated a very high level of self-control, social skills and rich interactions both with adults and their peers. Almost all pupils demonstrated care and support for one another and a high level of respect for the school environment, the staff, and for one another.

The quality of Learning and Teaching observed was variable. Overall there were pockets of excellent practice within all age ranges. There were also incidents of lost learning time in some classes due to low level disruption and in a few classes, pupil support was overly reliant on support staff with little or no motivational strategies observed. A wider range of behaviour management strategies, adapted environments and tailored curriculum should address some off-task behaviours which distracted other learners.

In most classes, mutually positive relationships amongst pupils and between pupils and staff, address instances of low level misbehaviour swiftly and sensitively, in a solutions orientated and restorative manner. Group and paired work was highly successful in some classes, however in a few classes the teaching was not sufficiently challenging and some children became disengaged or unmotivated.

Teachers across classes work well to plan a range of learning activities, involving support staff and volunteers as appropriate in lessons. Across most classes, children understand the purpose of their learning, the majority of children accessing learning at a level appropriate to them. Some lessons were further linked to the community and the world of work. Learning Intentions and Success Criteria were evident in the majority of lessons observed, shared in a variety of ways. Co-creation of Success Criteria was evident in some lessons visited. In some classes, Success Criteria and the clarity of Learning Intentions may have supported individuals and groups to ensure learning was sufficiently challenging and at an appropriate pace for all. A few teachers generated a powerful dialogue with learners to reflect their achievements, next steps and awareness of themselves as learners. In some classes children were very conversant in the language of learning.

On questioning learners across all lessons visited, the older learners understood the purpose of their learning (the "what") with many also understanding "why" they were learning certain topics and content and relating the learning to future

skills needs from the world of work. Younger children demonstrated an awareness of the Learning Intention and what the teacher required of them in the lesson. Teacher creativity was evident in the delivery of a range of lessons. In the best lessons, children were seen to be confident, engaged and curious during their interactions with teachers. Milne's Primary School should now build on this by reflecting on the level of accessibility, engagement and challenge of *all* lessons and consistency year on year of best practice.

In most classes, teachers circulated well in support of individuals and groups, checking for understanding and progress in learning, and returning them to task, if distracted. In some lessons extended questioning, open questioning and integration of assessment for learning approaches produced a good pace of learning and increased the level of challenge. In a few classes there was evidence of an over-reliance on worksheets, workbooks and textbooks to supplement learning, and in some lessons the pace of work was, at times, slower, mainly arising from low level disruption, and disengaged learners.

Links to the Career Education Standard formed our discussion in some lessons, with learners keen to speak about the World of Work and the many pathways open to them in the future.

Differentiation was variable across the school. In some classes the organisation of carousel type activities had the potential to support differentiation, however there was some evidence that some carousel activities may not be extending higher ability learners sufficiently. Teachers now need to ensure that the independent work sufficiently challenges all abilities including the most able, and engages all learners according to their personal needs.

Revisiting learning and teaching approaches as a staff will strengthen consistency in teaching across the school. Developing a shared language of learning will support learner reflection and feedback, ensuring a consistency in approach for raising attainment. There is scope to build on excellent practice in some classes, and through the obvious collaborative work and collegiality of staff there is evidence that the expertise to improve lies within the staff team.

## 1.6 School Buildings

Condition: C\*

Suitability: B\*

\*Surveys were completed prior to the building of the extension in 2018 at the time when the Early Years classes were housed in huts in the grounds.

Milne's Primary School is located in the centre of Fochabers High Street, some 10 miles east of the city of Elgin. The school catchment area is in the village of Fochabers and some outlying rural farming areas, with 80% of school roll living in the catchment area and the other 20% out-with the zoned catchment.

Current school accommodation is a listed building, floodlit at night and on two levels with an opulent Scots Baronial façade, dating from 1846. On the first floor there are spaces in the front bays attractively developed for smaller group work and quiet activities. In 1995 an additional classroom extension was added with a

full refurbishment of the interior of the original building, and in 2018 a further extension was added for the Early Years and a refurbishment of the canteen. Learning spaces are organised into year groups with composite classes formed some years to accommodate fluctuations in year-group size intakes of between 17 and 36 pupils.

The school has extensive outdoor areas including structures and spaces created for various multi-functional uses as playgrounds, outdoor learning spaces, assemblies access to a playing field, the latter open to public access and used for games and sports as appropriate. Alongside the classrooms are three administration offices, the Staff Room, The ICT Suite, the school Library, the Music Room, the ASN/“Rainbow” Room, “Glitter” room and the “Unicorn” room (classrooms for multiple uses), various storage areas and facilities. The school has a multi-purpose Hall used for Physical Education, Assemblies and Expressive Arts activities.

Externally, the school also has staff parking and a significant grassed frontage with turning spaces for vehicles of all sizes. An externally constructed canteen and kitchen provide modern efficient canteen facilities and the entrance is overhung with a protective canopy to avoid over exposure to adverse weather during the lunchtime.

## 1.7 Pastoral Care

There is a strong desire at Milne’s Primary to ensure that the whole school community are getting it right for every child and as a result inclusion, wellbeing and promoting equality for all is evident throughout the school. There is a very positive, welcoming and calm ethos in the school. The head teacher has been very creative and resourceful by trying to think outside the box to effect change in the culture, ethos and practices of the school community. Classical music is continually played at the entrance which the pupils reported helped them to feel more chilled and the daily affirmation by the head teacher is enjoyed by pupils who felt it motivated them to try their best. Growth Mind-set was also reported by pupils as having a positive impact as all pupils spoke about mistakes being learning opportunities. The “*Wall of Joy*” highlighted pupils’ successes and achievements and was a source of pride for pupils. Pupils, parents and staff all commented on the challenges faced by having so many changes to management in recent years, but all reported that the school was now in a happy place.

Since the appointment of the new head teacher and depute head teacher in August 2018, there has been a relentless focus on building relationships at all levels in the school. Although relatively new in post, the Senior Leadership Team have established a nurturing environment that is highly responsive to the needs of pupils, parents and staff. Staff reported feeling increasingly valued which is impacting positively on their relationships with children. It is clear that staff know every child in their care well and are committed to meeting their individual needs. During pupil focus groups, the children stated they could talk to any member of staff, including the head teacher. Children feel safe in school and highlighted the various systems in place in order to keep them safe. Nurture Starts in the morning and nurture lunches are providing more targeted support for those who require it, as it gives identified children the opportunity to build a relationship with

a key adult whilst developing their social and emotional skills. Other relational approaches include restorative and solution-oriented practice which are increasingly being adopted across the school.

Children's Rights and the Health and Wellbeing agenda are used as a vehicle to further promote positive relationships. Most children reported feeling very valued and that their views mattered. They are given the opportunity to share their ideas at assemblies, various groups, in class and in regular 1:1 learning conversations with their teachers.

The use of *Participation and Wellbeing Logs* on a termly basis is helping the children to build the language of wellbeing. Most children could talk confidently about the wellbeing indicators, which form part of the new school-wide positive behaviour policy. These measures ensure children's needs are identified at an early stage so appropriate supports can be put in place.

Parents and carers are very much identified as partners in their child's educational journey and are now involved at a very early stage in agreeing suitable supports to meet their child's needs and ensuring positive outcomes.

Child protection arrangements in the school are sufficiently robust and routine training is provided for all staff. Safeguarding is a priority for all staff and multi-agency working is becoming increasingly effective in supporting children and families requiring additional support. The use of SEEMiS to record pastoral notes is being used appropriately.

## 1.8 Attendance, Exclusions and Pupil Behaviour

2018/19 Attendance rate 2018-19: 94.4% (Moray) – 94.9%

Violence/Aggression against staff: No incidents recorded (2018/2019)

Exclusions: No exclusion recorded (2018/2019)

The school values of compassion, innovation, teamwork and resilience are evident in all areas of the school community. Pupils clearly stated there is no bullying at Milne's Primary and that the mantra, "we are buddies not bullies" is upheld by all.

Pupils, parents, staff and partners reported a significant improvement in the behaviour of pupils in the last year. The school have adopted a new behaviour system which was created with the pupils. Class members start each day with their pegs (in their house colour) on 'In on time and ready to learn'. The school endeavours to move children up for displaying behaviours in line with the Wellbeing indicators (SHANARRI). The terminology used on the peg chart links to the workplace and children are reminded on a daily basis that coming to school is their practise for going to work in the future. Photos of *Employees of the Week* appear on the 'Wall of Joy' page on the school's website. At the end of each day house points are awarded for each 'bonus', two for each 'pay rise' and three for each 'job promotion'. At the end of each term, the winning house is awarded some money to spend on a charity or cause of their choosing. Pupils are very positive about the revised behaviour system as it motivates them to try their best, just as it would in the workplace.

In collaboration with Milne's High School and the other primaries, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the promoted teacher in Support for Learning at Milne's High is invited to child planning meetings at an early stage of P7 or before if appropriate.

## **2. School roll**

### **2.1 Roll and roll forecast**

School Roll: 2019 – 179 pupils

Roll has decreased by 15 since 2013 (-7%)

School Roll Forecast 2025 – 170 (to decrease by 7 = -5%)

### **2.2 Inward placing requests**

Net placings over last 5 years: 2014/15: 3, 2015/16: 0,

2016/17: 4, 2017/2018: 6, 2018/19: 3 inward placing requests

### **2.3 Outward placing requests**

Net placings over past 5 years: 2014/15: 1, 2015/16: 4,

2016/17: 0, 2017/2018: 5, 2018/19: 1 outward placing requests

### **2.4 Roll as percentage of capacity**

2019 School Roll - 179 / Functional Capacity 229 = 88%

### **2.5 Class composition**

2019/20 – 8 classes: straight classes in every stage apart from P2 with 2 classes.

### **2.6 Number of teachers**

2019 - Teachers FTE – 8.0 as well as 1.0 X HT, 1.0 X DHT, 1.0 X SFL teacher; and 0.4 Music, 0.4 PE and 0.2 X Supply for McCrone cover.

### **2.7 School roll**

2019/20 School Roll – 179

### **2.8 Maximum Capacity**

2019 School Roll – 179 / Physical Capacity 285 = 63%

## **3. Financial position**

### **3.1 Budgeted running cost**

The cost per pupil in 2019/20 is £3,961.

### **3.2 Financial trends**

School devolved budget (including carry forward) for 2018/19 had an agreed underspend of 2.5% which was £1,730.

### 3.3 Financial plans

The Headteacher is working to ensure a balanced budget for this financial year.

## **Conclusion**

On the basis of the evaluations of criteria 1-3, Milne's Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list). Roll prediction indicates a decrease of 7 pupils over the next 6 years. With current functional capacity (88%) and maximum capacity (63%), Milne's Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## **Recommendations**

A non-denominational school, Milne's Primary School covers the village of Fochabers and surrounding rural areas, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Milne's Primary School as per existing arrangement

## **Areas of Strength**

- The vision and leadership of the Headteacher
- The strategic approach of the Senior Leadership Team including the pace of improvement
- A collegiate staff team focused on Professional Learning and increased wellbeing
- The ethos and behaviour of the children reflecting the school's embedded values and inclusion

## **Areas for Improvement**

- A consistent approach to implementing the learning and teaching strategy
- Leadership at all levels including pupil empowerment within their opportunities for leadership

- Pupil attainment in Reading, Writing and Numeracy
- Learner engagement and the adaptation of environments and the curriculum to meet all learners' needs

# **MOSSTODLOCH PRIMARY SCHOOL**

## **1. Quality Educational Experience**

### **1.1 Attainment**

In P1, Curriculum for Excellence (CfE) Achievement of a Level (ACEL) data for 2018/2019 indicates that pupils perform above Moray averages for Reading and Writing, Listening and Talking, Literacy and Numeracy. In P4, ACEL data for 2018/2019 highlights that pupils perform significantly below Moray averages for Reading, Writing, Listening and Talking, Literacy and Numeracy. In P7, ACEL data for 2018/2019 indicates that children perform significantly below the Moray averages for Reading, Writing, Listening and Talking, Literacy and Numeracy. In terms of attainment, P1 has been consistently strong with P4 and P7 presenting a variable picture across the three years of data. Although P4 and P7 pupils perform consistently below the Moray average in both literacy and numeracy, the gap is less significant for Numeracy. The gap between the school's achievement of a level and Moray's average has closed in 2018/19, but is still significant enough to remain a focus for the school in their improvement journey, with a particular lens on Literacy.

The school has its own tracking and monitoring system in place to monitor pupils' progress, which along with the Scottish National Standardised Assessments (SNSA) data and benchmarks, is being used to assist teachers with their judgements and identify support and interventions for some pupils. Through discussion with the headteacher and staff, confidence in Teacher Professional Judgement (TPJ) of learner level achievement has increased in the last year. Staff expectations are rising, and the majority of staff have used collegiate time well, participating in Associated Schools Group (ASG) and school moderation activities focusing on Numeracy and Literacy. During the staff focus group they identified the formal opportunity for rich professional dialogue has given them the confidence to progress in this area. Regular attainment meetings with the headteacher have also encouraged a focus on raising attainment across the school, although these must happen more regularly and rigorously to ensure impact.

To support raising attainment, a range of targeted and universal interventions have been identified and implemented. Weekly meetings between teachers and the SfL teachers are aiding early identification of pupils who require additional support with their learning. With a relentless focus on improving Reading, Writing, Listening and Talking and Numeracy, a number of measures have been put in place. "Emerging Literacy" was highlighted as having an impact on P1 last year, and is an approach being further developed this year to encompass other year groups. The Pupil Equity Fund (PEF) has been used to employ a Classroom Assistant whose focus is to use diagnostic evidence in partnership with teachers to identify learners and their individual needs. Her role is to ensure full engagement with the Emerging Literacy project continues to improve attainment in reading and writing in P1-P4. Resources like "Big Writing" and "Cliker 7" are also having a positive impact. The Library improvement project is helping to develop a culture for reading for

pleasure; whilst also providing opportunities for family learning for children transitioning from the nursery to P1. In numeracy, the introduction of the “Big Maths’ programme has notably increased pupil engagement. The use of curriculum progressions is beginning to ensure consistency across the school, now extending to all staff to ensure pupils are appropriately challenged at every level.

Attainment may be further supported by including regular inputs by pupils to gather views on their progress and feedback on learning experiences. The school should consider reintroducing Learning Logs or reflective journals to ensure children are using the language of learning; are given the opportunity to reflect on their learning, and are empowered to consider their progress and next steps. Learning Logs would also provide parents with invaluable information about their child’s attainment, achievement and their next steps; thereby supporting them to raise attainment overall in the school.

## 1.2 Wider School Activities

Success is celebrated at assemblies, through newsletters, social media and the school “App”. Every Friday morning the whole school meet at assembly and parents and friends of the school are also welcomed in. During assemblies all pupils have the opportunity to share their achievements. The in school achievements that are shared include the announcement of the week’s house points and the pupils who have achieved an ‘OWL certificate’. The OWL points are collected as an individual and at certain levels the pupils achieve a certificate which is presented by their house captain. Pupils who have had an achievement outwith school also have the opportunity to share this at assembly. Formally tracking and monitoring pupils’ wider achievements should be considered as a next step for the school moving forward, ensuring all children participate and embrace wider achievement for knowledge and skills development.

Every Friday afternoon the school meets in their ‘BGE Activity’ groups. These sessions focus on skills and give pupils the opportunity to choose an activity they have a particular interest in whilst developing their skills for learning, life and work. All pupils spoke of how much they enjoy these activity groups as they appreciate the variety of skills sessions on offer and the opportunity to work with a range of age groups across the school. A particular strength was that many of the groups are facilitated by members of the wider school community. The headteacher has been highly resourceful in tapping into the resources available within the local community.

Pupils also are able to attend a Glee club facilitated by some of the teaching staff. This group has been successful in attending competitions. The pupils spoke of how much they enjoy the club as it has developed their confidence and fostered creativity. In collaboration with Active Schools, there are also variety of sports groups and activities like cross-country and family orienteering.

There are some opportunities for pupils to lead and participate in groups throughout the school. The House Captains are one such example and during

our visit were very attentive and clearly demonstrated their knowledge of the school. They were a credit to the school and themselves. The Rights Respecting Champions (Pupil Council) meet regularly and the members of this group the visiting team met were all very confident, highly active, and engaging children. They were able to discuss the work they have led and how they support the Rights Respecting Schools agenda in the school. One member articulated how they are the first port of call when conflict arises in the playground and how they attempt to support pupils in sorting out their disagreements themselves. Pupils in the focus groups confirmed that the Rights Respecting Champions played a key role in supporting pupils in the school with behaviour and friendship issues. Other groups included the Junior Road Safety Officers, P7 Play Makers, and Reading Buddies. Further extending the opportunities for leadership and participation for children in Mosstodloch would continue to support the school in their improvement journey.

An active Parent Council is in place that run events to support the school. Recently they have supported the school in raising money for their new library space and also their sensory space. All of the members of the Parent Council spoke very highly of the school and in particular the headteacher.

### 1.3 ASN Provision

Within the 2018 census, there are 66 pupils registered with Additional Support Needs, this equates to 41% of the school roll (161) – this is above the Moray primary school average of 33.2% during session 18/19.

The headteacher has overall responsibility for ASN. The school has two SfL Teachers (1.0 FTE) who work with pupils mainly within a room dedicated to SfL called 'the Burrow.' Pupil Support Assistants and the PEF Classroom assistants use the spaces around the school well when working with small groups. The development of a sensory room is a welcome addition to ASN provision, so they can meet the needs of learners better.

Although there have been staffing issues in ASN provision, this has stabilised and the SfL teachers are increasingly having a positive impact on learners across the school. Pupils work in the SfL room for targeted support in reading and numeracy. Groups of children are identified using data and extracted from mainstream classes. Group sessions did not appear to always have clear outcomes or align with learning in class. The school should consider reviewing practice in this area to better meet the needs of learners.

Staff have a clear understanding of the staged intervention process and use this to identify learners' needs within their classrooms. Increased use of Learning Profiles and Strategies (LPS) and SMART Individualised Education Plans (IEP) is supporting staff in this area. Teaching staff have the opportunity to meet with the SfL teacher every Friday to identify pupils and discuss and agree possible interventions. All teachers use the school tracking system to record Health and Wellbeing, Literacy and Numeracy. Adaptions have been made to include more detail around aspects of literacy and numeracy. Child Plans support positive outcomes for children in Mosstodloch Primary. The Headteacher has been proactive in contacting outside agencies

and is flexible in her approach to try to secure the best outcomes for learners with complex needs.

Interventions such as soft start, Golden groups (nurture), Life Skills group (shopping, cooking, problem solving, money, time road safety and risk assessment) have been developed through partnership working and have been very successful in meeting positive outcomes for the children. Visual timetables are also used in every class to promote inclusion and equality.

The Support Staff team are clear about their role in supporting learners. They feel valued by the school community as a whole and contribute to the strong, positive relationships within the school. They have accessed First Aid, Child Protection, Relational Approaches and Behaviour Management training. They would benefit from the opportunity to continue to access further appropriate training suitable to the school's context of needs. Much of the communication between support staff and class teachers is informal and there are opportunities for this to be developed as part of a formal structure of information sharing linked to planning outcomes for learners to support differentiation and inclusion.

Parents spoke highly of the individualised programmes for children which ensured bespoke support was in place that met their children's needs. Most parents appreciated the level of communication provided by the school about their child and all spoke highly of the "open door" policy and the accessibility of the headteacher.

#### 1.4 Curriculum

The school refreshed "Our Mosstodloch" Curriculum Rationale during session 2016/2017, viewed as a living document with ongoing reflection, continually seeking to further embrace the local context across learning. This includes further links to agriculture, sport, STEM (Science, Technology, Engineering and Maths) experiences and music, exploring natural links to developing knowledge and skills for learning life and work, making use of parent and wider school community expertise. This is already embraced through school community volunteer support including knitting and crochet activities as well as wider contributions supporting whole-school Christmas Market participation. A volunteer Professional Librarian also supports the school following library refurbishment with furniture funded through pupil success in gaining funds through Participatory Budgeting, supporting the school to develop a culture of reading for pleasure with a view towards extending family learning opportunities. Broad General Education (BGE) activities sessions are held on Friday afternoons where a number of parents and friends of the school offer skills-based sessions to pupils as wider experiences, supported by class teachers and support staff. Further extension is planned for raising awareness of Career Education Standards and transferable skills will link wider learning to life, supporting inclusion and wellbeing of all in the school community to learn and achieve.

Working collaboratively, staff have reviewed and adopted a range of curricular progressions, now in place for key curriculum areas supported by co-ordinators and working groups for key areas or aspects of Numeracy, Literacy

extending to Outdoor Learning and Languages 1+2. Staff embrace wider leadership roles across the school for curriculum area development and beyond. Work has been undertaken in order to align progressions to National Benchmarks, supporting assessment of children's progress for informing Teacher Professional Judgment (TPJ). Further review of curriculum progressions across remaining curriculum areas - as identified by the school - will strengthen practitioner clarity for planning, delivery and assessment of learners' experiences.

Focus on a range of literacy, numeracy and HWB activities and approaches incorporating resources including 'Big Maths', 'Big Writing', 'Clicker 7' (online tool for writing support), Northern Alliance Emerging Literacy and further authority-linked structured approaches to writing, is supporting consistency in approach to curriculum delivery. Planned development in relation to higher order thinking and reading will extend learner literacy and writing consistency and quality across the school. School moderation for Literacy and Numeracy is already underway with practitioners further engaging in cross-ASG working building confidence in TPJ for learner Curriculum for Excellence level achievement. Further extending moderation focusing in on all aspects of the Moderation Cycle will support strengthening this further as planned moderation activities extend to broader curriculum areas.

Staff planning overviews and formats have been reviewed over time, with curriculum planning and assessment folders supporting planning across all curriculum areas in addition to Inter Disciplinary Learning (IDL) within six planning and assessment phases. Planning ensures depth and coverage across the four contexts for learning and curriculum areas, with continued focus on literacy, numeracy and HWB for supporting wellbeing, raising attainment and achievement. Learners find challenge and enjoyment from their learning activities at Mosstodloch Primary School enjoying wider curriculum experiences including BGE activity sessions, and programmes for Literacy and Numeracy adopted across the school. Moderation of planning has been further built in to the school Quality Assurance calendar with school and Associated School Group moderation sessions planned to further support collaboration and sharing. Development of holistic assessments will support identification of learner progression in familiar and unfamiliar contexts. Year 3 of working together as an Associated Schools Group, staff have grown in confidence across CfE levels, enacting interventions in support of next steps in pupil achievement.

## 1.5 Learning & Teaching

Mosstodloch Primary School has a range of well-resourced learning and teaching spaces which offer a wealth of opportunity to fulfil the Curriculum for Excellence BGE entitlements. Displays were used effectively to showcase pupil's work, learning and leadership opportunities. During our visit, all classes were visited at least once by members of the Schools for The Future reviewing team in order to observe learning and teaching activities, speak with learners and review class work. In all classes pupils exhibited a readiness to learn displaying rights-respecting and positive behaviours. Mutually respectful

relationships were identifiable across the school in line with Mosstodloch Primary School's "OWL (Our World of Learning) Respectful Relationships Policy".

Through use of an overarching Curriculum Planner, teachers plan across curriculum areas and the four contexts for learning across six key planning and assessment phases in line with national guidance. This ensures curriculum coverage and breadth of learner's experiences in delivery of a Curriculum for Excellence (CfE). Moderation of planning is part of the schools quality assurance processes with further moves to align planning to national benchmarks this session, further ensuring assessment is embedded as part of the planning process for learning and teaching activities.

In classes visited, most pupils were engaged in planned learning and teaching activities with clear explanations given which ensured pupils had clarity on *what* they were learning. When the team questioned pupils on *why* they were learning different concepts or aspects of learning, the majority of learners were less clear about the purpose of learning. In focus group discussion, this included reference to schemes in use including "Big Maths" as opposed to learning underway. Learning intentions were shared in all classes with success criteria identifiable in almost all. In a few classes children were involved in the co-construction of success criteria, strengthening learner engagement and participation for later reflection on strengths and next steps. Further differentiation of Success Criteria would support learners to reflect on progress, adopt the language of learning, identify next steps and take overall ownership of their learning. In a few classes the reviewing team observed links being made to skills development and the world of work. Increased focus on skills and career education standards through natural links made in the course of learning and teaching activities underway would bring further relevance and increase transferability of learning.

Differentiation varied across the school. In the lower stages of the school differentiation was not always evident and the team observed whole class activities which went alongside whole class teaching. In the upper stages, teachers modelled learning well during direct instruction and group carousel and station-based tasks. Further differentiation of activities would support, and where appropriate, challenge learners further in their learning. Providing opportunities for colleagues to support and challenge each other from the different stages would ensure consistency in this area, as planned by the school for this session through reciprocal learning visits. In the majority of lessons, appropriate planned learning and teaching activities ensured the majority of learners progressed at an appropriate pace, with wider support and challenge as appropriate. Extended approaches to differentiation will support pace and challenge for all.

Most pupils observed and spoken to in classes relayed to us that were encouraged to do their best by staff through positive praise and encouragement which provides motivation to the pupils. The team saw a range of teacher-led direct teaching, active learning, small group, learning using the outdoors as well as carousel activities as approaches to learning and teaching. In the majority of lessons, time spent on teacher-led direct teaching input was extended, limiting opportunities for pupil leadership of

learning and independence in learning. In a few classes, learners reflected on learning activities through ongoing dialogue and learning conversations with class teachers, with in the moment feedback provided in support of learning. Teachers used questioning well in order to check for pupil understanding with examples of open ended questioning to extending learning and thinking observed in some classes, with opportunities for self and peer assessment. A variable approach means there is a need for increased rigour in learner self-reflection against Success Criteria. Re-introducing learning logs would support children, staff and parents in this area as it would allow them to identify strengths, areas for development and next steps in learning using a shared and universal language of learning which would impact positively on attainment at all levels.

#### 1.6 School buildings

Condition: standard C (2017)

Suitability: standard B (2017)

Mosstodloch School is situated on Garmouth Road, close to its junction with the A96, in the village of Mosstodloch. The school, built in 1968 and extended in 1978, is a single storey building with comfortable classrooms and accommodation. It has 9 traditional classrooms, a small computer suite, a general purpose room and a multi-purpose hall. The development of a sensory room is being progressed and will be a welcome addition to the school's facilities. Mosstodloch Early Learning and Childcare, in partnership with The Moray Council, also has permanent accommodation within the school. The school has ample tarred playgrounds and generous playing fields to the rear.

#### 1.7 Pastoral Care

Mosstodloch Primary is a very nurturing, caring and responsive school that places the wellbeing of children at the very heart of everything they do. Staff know each child, and their families, well and this helps to inform their daily interactions and meet individual pupil's needs. The headteacher has invested significant time in getting to know every child in the school and is always visible. Parents speak highly of how she is open and approachable and they know when discussing issues affecting their child with her that she will listen and take appropriate action. Staff replicate this approach across the school and most have committed to the principles of relational approaches.

In using UNICEF's Rights Respecting Schools Award as a vehicle for promoting children's rights, the school community, ably led by the Rights Respecting Champions, has created a whole school and playground charter that embeds the wellbeing indicators and reflects the pupils' journey as they progress through the school. The Strategic Lead for this project has a clear plan for progressing this work and has been instrumental in effecting change in this area and making the explicit links between children's rights, wellbeing and relational approaches. Wellbeing indicators are a strong feature of health and wellbeing lessons and the whole school assembly programme. As a result, children spoke confidently about the wellbeing indicators and

demonstrated a sound understanding. Linking these more explicitly to the school's vision and values will provide children with a deeper understanding of what staff's aspirations are for them.

In collaboration with Milnes High School, a strong ASG transition programme has been established to ensure a smooth transition from Primary to Secondary school for all children. All children participate in the "Happiness Project" which starts in Primary and is continued when they move up to secondary school. For those requiring extra support, pupils are identified early to participate in an enhanced programme and the PT ASN at Milnes High is invited to child plan meetings at an early stage of P7 or before if appropriate.

The headteacher is using SEEMiS and Moray's Revised Child Planning process well to ensure robust planning is in place to support positive outcomes for the children who attend Mosstodloch Primary. Termly GIRFEC meetings are also held with the school nurse and the Home School Link Worker to identify children who may require support from either service. There was clear evidence that the headteacher is receptive to ideas from other agencies and actively encourages creative ways of supporting the children at Mosstodloch Primary. The headteacher should now consider how all teaching staff could use SEEMiS more effectively to ensure robust recording and monitoring of children's needs at all stages of the planning process.

#### 1.8 Attendance, exclusions & pupil behaviour

Attendance rate: 95.59% (Moray Primary School average: 94.9%)

Violence/Aggression against staff: 6 incidents were recorded (2017/2018) involving 3 different pupils

Exclusions: 0 exclusions (2018/19).

A new whole school behaviour policy known as 'OWL Respectful Relationships Policy' has recently been developed in collaboration with the pupils, which has as its foundation children's rights whilst also promoting a range of relational approaches like restorative and solution-oriented practice. Participation in the 'Building Relationship Programme' has increased staff confidence in this area and in-service training has also been provided to canteen staff and Pupil Support Assistants so all are on board with the relational approach. Most children spoke positively about behaviour at Mosstodloch Primary and there was a clear understanding of the expectations of behaviour for pupils and staff. As a result, the school community reports that children feel more empowered, children are more settled in their learning and behaviour has improved. The reduction in exclusions and reported incidents of violence and aggression supports this.

## **2. School roll**

### 2.1 Roll and roll forecast

The School Roll in 2018 (Pupil Census) is 160 pupils. Since 2013 the roll has increased from 155 to 160 (current roll, 2018; 160 pupils)

Forecasted roll: 2025 – 103

Estimated decrease by 57 pupils over next 6 years

### 2.2 Inward placing requests

Net placings over last 5 years: 2014/15: 3, 2015/16: 3, 2016/17: 0, 2017/18: 2, 2018/2019: 0.

### 2.3 Outward placing requests

Net placings over last 5 years: 2014/15: 0, 2015/16: 0, 2016/17: 3, 2017/18: 3, 2018/2019: 3

### 2.4 Roll as percentage of capacity

2018 School Roll: 160; Functional Capacity: 258 = 62%

2019 School Roll: 161; Maximum Capacity: 329 = 49%

### 2.5 Class composition

2019-20: 7 classes: 4 single stage, 3 composites

(Classes: Composite: P4/5, P5/6, And P6/7)

### 2.6 Number of teachers

2019 – 8 fte Teachers – 1.0 ASN Teachers (1 x 0.6fte and 1 x 0.4fte)

1.0 fte Headteacher

There are a number of PSAs (8 Part-time) who support in the school in a variety of roles within and out with the classroom.

### 2.7 School roll

2018 School Roll: 160; Current 2019 School roll: 161

## **3. Financial position**

### 3.1 Budgeted running cost

The cost per pupil in 2018/2019 (based on the current roll of 160) is £3651.

### 3.2 Financial trends

School devolved budget (including carry forward) for 2017-18 had a 3.24% underspend which equates to £13,833. This underspend was removed as agreed at Moray Council budget setting.

### 3.3 Financial plans

There are no major financial plans other than purchase of resources to support and enhance learning and teaching and the general upkeep of the building.

## Conclusions

On the basis of the evaluations of criteria 1-3, Mosstodloch Primary School is currently a sustainable school. With the roll and enrolment forecasts there will remain a need for this school to be classed as a non-denominational school serving an accessible rural area, ("Schools for the Future: A Policy for Sustainable Schools", 2016; Annex B – Rural Schools list).

Roll prediction indicates a decrease of 57 pupils over the next 6 years, with current functional capacity (62%) and maximum capacity (49%). Mosstodloch Primary School has future capacity to receive additional pupils from within or out-with the existing catchment area.

## Recommendations

A non-denominational school, Mosstodloch Primary School covers the village of Mosstodloch and rural areas to the northern end of the Moray Council area up to the Moray Firth, classed as a Moray Accessible Rural School. Although projections would suggest sufficient capacity in future years to meet the needs of the school catchment, the following options could be considered and appraised:

- Consider Campus Leadership model across Milne's ASG
- Retain Mosstodloch Primary School as per existing arrangement

## Areas of Strength

- The leadership and hard work of the Headteacher and staff is recognised by the school community and a culture is being built where all members of staff have adopted leadership roles to move forward improvement priorities in a collegiate way
- Positive, caring and inclusive school ethos and culture that ensures all children feel safe and have a strong sense of belonging to their community

- Children's rights, the wellbeing indicators and relational approaches are embedded to provide a secure environment where children are motivated and display a readiness to learn
- The school community offers a range of opportunities for wider achievements which are celebrated across the school

### **Areas for Improvement**

- Plan to revisit and refresh the school's vision, values and aims to reflect where the school is in their improvement journey
- Continue to further develop the school's curriculum rationale with a particular focus on the school's unique context and the development of the four capacities in all learners
- Develop and embed quality learning, teaching and assessment approaches to ensure consistency in learning experiences and a shared understanding of the language of learning at all stages, with a continued focus on differentiation, pace and challenge for progress in learning
- Continue to develop self-evaluation using a broad range of evidence, including robust tracking and monitoring approaches, to improve attainment in Literacy and Numeracy





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: PERFORMANCE REPORT (EDUCATION AND SOCIAL CARE) –  
HALF YEAR TO SEPTEMBER 2019**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT) AND  
CHIEF OFFICER (MORAY INTEGRATION JOINT BOARD)**

## **1. REASON FOR REPORT**

- 1.1 The purpose of this report is to outline the performance of services for the period from 1 April 2019 to 30 September 2019.
- 1.2 This report is submitted to Committee in terms of Section III D (32) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services.

## **2. RECOMMENDATION**

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

- (i) **scrutinises and notes performance against Education and Social Care Performance Indicators as at the end of September 2019; and**
- (ii) **welcomes good performance as indicated in the report and notes actions being taken to seek improvements where required.**

## **3. BACKGROUND**

- 3.1 The revised performance management framework was approved at the meeting of Moray Council on 7 August 2019 (paragraph 7 of the minute refers). As a result, performance is reported on a half yearly basis to this Committee.
- 3.2 The Policy and Resources Committee, at its meeting on 27 April 2010 (paragraph 12 of the minute refers), approved the development of a quarterly monitoring document which will provide supporting information for the

Performance Management Framework. The half-yearly performance report refers to this document.

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

4.1 In paragraph 4.2, amber and red thresholds for most indicators represent performance at 5% and 10% below target value. For some indicators it is not possible to set 5% and 10% tolerance levels, for these indicators appropriate thresholds have been applied to allow monitoring levels of performance.

4.2 The table below summarises performance: –

	<b>Service</b>	<b>No. of Indicators</b>	<b>Green Performing Well</b>	<b>Amber Close Monitoring</b>	<b>Red Action Required</b>	<b>Data Only / Annual PI</b>
<b>Integrated Children's Services</b>	<b>Children's Wellbeing</b>	5	1	1	2	1
	<b>Looked After Children</b>	20	5	1	8	6
	<b>Community Justice</b>	13	1	-	1	11
	<b>Workforce and Resource Levels (Children &amp; Families Social Work)</b>	1	-	-	1	0
<b>Schools and Curriculum Development</b>	<b>Early Learning and Childcare Education</b>	6	1	-	1	4
	<b>Primary School Education</b>	7	-	-	-	7
	<b>Secondary School Education</b>	34	1	-	-	33
<b>Lifelong Learning, Culture and Sport</b>	<b>School Estate</b>	2	1	-	1	0
	<b>Sports Development and Active Schools</b>	7	1	-	-	6
	<b>Leisure</b>	2	-	-	-	2
	<b>Libraries and Information Services</b>	7	-	2	-	5
	<b>Total</b>	104	11	4	14	75
	<b>Total this quarter</b>	<b>29</b>	<b>11 (38%)</b>	<b>4 (14%)</b>	<b>14 (48%)</b>	<b>-</b>

4.3 Performance against Committee indicators are presented across 11 service areas, involving 104 indicators at the end of quarter 2. The majority of indicators are data only, where targets have not been set. While targets are not set for data only indicators a number of them do have comparable data

included in the notes section of the supporting performance monitoring document (link provided above). This is particularly so for the primary and secondary education indicators where comparator benchmarking authority and national performance data has been included to give some context to how well Moray is performing. Of the 29 indicators this quarter with targets, 38% are regarded as performing well having achieved target, 14% require close monitoring and 48% where action is required. A summary of performance can be found in **APPENDIX 1**.

- 4.4 During the first half of 2019/20 a total of 37 complaints were received (three less than for the same period last year), with 13 related to Integrated Children's Services (ICS) and 24 to Schools and Curriculum Development (S&CD) and Lifelong Learning Culture and Sport (LLCS).
- 4.5 A total of 20 ICS complaints were responded to and closed within the first six months of the reporting year. The majority of complaints were dealt with at an investigative stage (19), with only one being resolved at frontline. No complaints were upheld during the period, no further action was required. Six complaints were partly upheld – with appropriate action taken to resolve issues. The average time taken to respond to complaints was 35 days for investigative (exceeding the 20 day target) and seven days for frontline (target five days). Only six of the 20 complaints were actually responded to within target timeframes, and of those outwith only 2 had been granted an authorised extension.
- 4.6 A total of 24 S&CD and LLCS complaints were responded to and closed within the first six months of the reporting year. Of these, 12 were dealt with at investigative stage, while 12 were resolved at frontline stage. Overall five complaints were fully upheld and five part-upheld, with the remaining seven complaints not upheld. The average time taken to respond to complaints at frontline stage was five working days against a target of five days; while investigative stage complaints took an average of 27 days against a target of 20 days. Four of the frontline complaints were responded to within five days; while five of the 12 investigate complaints were responded to within 20 days. Three of the eight overdue complaints received an authorised extension. The calculation to determine the response time to investigate and resolve each complaint is made from the received date to the resolution date. School holidays are not taken into consideration when the calculation is made which is why many of the School's Curriculum and Development complaints exceed the target timescales. Education is the only Local Authority service that faces this barrier to meeting target timescales.

## **5. PERFORMANCE ANALYSIS**

- 5.1 The improvement Services released initial draft Local Government Benchmarking Framework (LGBF) 2018/19 data in December. The dataset is currently incomplete; the full complete dataset will be available in March 2020. No performance analysis will be reported until the dataset is complete and has been verified. A number of LGBF 2018/19 indicators have been populated with initial data within the performance indicator report. The report can be found at: **APPENDIX 1** and [http://www.moray.gov.uk/moray\\_standard/page\\_92321.html](http://www.moray.gov.uk/moray_standard/page_92321.html)

- 5.2 Moray has seven comparator authorities to which reference is made to during this report. Comparator authorities are: Angus, Argyll & Bute, East Lothian, Highland, Midlothian, Scottish Borders and Stirling.

Areas of good performance

- 5.3 During the first half of the year the number of children on the Child Protection Register (CPR) has fallen significantly. At the end of quarter 4 2018/19 57 children were registered, by the end of quarter 2 (2019/20) the number had fallen to 43, a reduction of 25%. Whilst the rate per 1,000 of the 0-15 population (2.7) (CMS013a) remains slightly higher than the comparator median target of 2.6, significant progress has been made to bring Moray in line with comparator authorities. During quarters 1 & 2 36 children were added to the CPR and 50 were removed. The 0-4 age group remain the largest group registered with almost half of the children registered falling into this age group.
- 5.4 By the end of quarter 2 the percentage of children on the CPR for in excess of 12 months (CMS017f) has fallen to the lowest level since quarter 3 2016/17. At the mid-year point 9% of children on the CPR had been registered for more than six months which is significantly lower than the national target level of 15%. Length of registration can be an indicator of the case complexity requiring more resources to meet the needs of a child. More focus has been directed towards early intervention, through the referral process, to identify and put support measures in place at an earlier stage and prevent possible escalation of identified concerns.
- 5.5 The numbers of children who are looked after in Moray have reduced during the first half of the year from 213 to 201. The rate per 1,000 of the 0-17 population (LAC003, *New Indicator*) has fallen from 11.6 at the end of quarter 4 2018/19 to 10.9 and is now well below the target rate of 11.9. During the first half of the current reporting year 41 children started to be looked after (LAC001, *New indicator*) and 58 ceased being looked after (LAC002, *New indicator*). The numbers do not tally due to many of those ceasing to be looked after being looked after prior to the period commencing. The looked after children (LAC) demographic is different from those on the CPR whereby only 20% are aged 0-4. The highest proportion of LAC are within the 11-15 age group.
- 5.6 Moray performs well in comparison with its comparators with regards to the proportion of LAC placed within Local Authority Fostering (EdS606.03) and those placed for adoption (EdS606.09). At mid-year point (September 30 2019) 28.9% of LAC were within a Moray Council fostering placement, significantly higher than the comparator median target of 25.4%. At the same time the proportion placed for adoption (4%) was also higher than the comparator target of 2.2%.
- 5.7 At the end of quarter 2 there were no LAC placed within a secure placement (EdS606.08), the first time since quarter 3 2016/17.

- 5.8 The rate per 1,000 of the 0-17 subject to compulsory measures of supervision (CSCF013) has fallen to 8.4 during the first half of 2019/20 and consistently remains below the target of 10.
- 5.9 As at April 2019 15 Care Inspectorate inspections for Early Years establishments had been carried out. 45 evaluation areas were inspected with 42 receiving an evaluation of satisfactory or better and three areas receiving a weak rating. No pre-school centres received a requirement notice (EdS010.3).
- 5.10 Between 2017/18 and 2018/19 the number of Full Time Equivalent Secondary school teachers have increased slightly which has had an impact on Pupil/Teacher ratios in Secondary schools (SSE001, *New indicator*). At the end of June 2019 there were 11.9 pupils per teacher, an improvement from 12.2 in 2017/18. Over the same periods the secondary school roll increased from 4,849 to 4,940.
- 5.11 For the second continuous year the suitability of the School Estate rated B or better (EdS101) has improved. As at April 2019 52 of the 53 schools in Moray (98.1%) were rated B or above, one secondary school was rated as C (Poor). Moray continues to perform better than the national average (86.6%) in this area.
- 5.12 The number of adults attending coach education and training courses (EdS006.4) continues to attract good numbers of participants. Over the first half of the year 180 adults attended these sessions against the target of 100. With the reduction in the members of council staffing in these areas maintaining the numbers of volunteers is essential for the delivery of coaching and training sessions for young people across Moray.
- 5.13 The percentage of Freedom of Information Requests (FOI's) replied to within 20 days (CE015) exceeded the 95% target. During the first half of 2019/20 664 of the 687 requests made were answered within 20 days. 23 FOIs did not meet the required deadline for a number of reasons - staffing issues within the FOI team; delayed responses from schools due to the extended summer holiday period; late responses from departments.

#### Areas of performance identified for improvement

- 5.14 More than one in five of Child Protection review case conferences were not held within the agreed timescales (CMS002d, *New indicator*) during the first half of 2019/20. A target has been initially been set at 15% as a median of comparator authorities. Of the 54 review case conferences for 85 children held between April and the end of September 12 conferences for 19 children were held outwith agreed timescales. At the rescheduled case conferences 12 of the children conferenced late were removed from the child protection register. The average number of days late (CMS002e, *New indicator*) for these 19 children was 40 days, significantly higher than the target of 28 days. For five of the conferences an essential party was unable to attend, for four new information arose and for the remaining three the meetings were cancelled with no reason provided.
- 5.15 The percentage of LAC cared for in a community setting (CSCF101) whilst showing an overall improving trend continues to remain below the comparator

average target of 87.3%. At the end of September 80.1% of LAC were within a community setting. As previously mentioned two types of community placement perform better than their respective targets, however cumulatively community based placements perform below their respective targets. 22.4% of children were placed with kinship carers (EdS606.02) which is slightly below the target of 23.4%; this indicator however shows an improving trend. 5.9% of LAC were placed with foster carers purchased by Moray Council (LAC007, *New indicator*), higher than the comparator average of 4%. These placements tend to be more costly than a council provided placement. In many cases the children in these placements have more complex needs which can only be met by specialist carers.

- 5.16 The most concerning aspect of community based placements lies with the proportion of children placed at home (EdS606.01). 17.9% of LAC were placed at home at the end of the reporting period, significantly lower the comparator median (29.3%) and unlike all other community based placement types is on long-term deteriorating trend. Work has commenced to identify how the number of children placed at home can be improved. Once measures are in place it is envisaged that the proportion of children looked after at home will increase.
- 5.17 As a consequence of comparatively low community placement proportions the balance of care provided by residential based placements (CSCF102) was much higher than comparator authorities' median (12.7%). At the end of September 2019 20% of LAC were placed within a residential placement, of which 40% are outwith Moray. The community/residential balance of care places considerable strain on budgets due to the average cost of a residential placement being almost nine times higher than that of a community placement (Based on Local Government Benchmarking 2017/18 costs). As in 5.14 work has commenced to address the imbalance of care.
- 5.18 The proportion of LAC in paid placements (LAC006, *New indicator*) at the end of September 2019 at 80% was well above the comparator median (65%). Of the 201 LAC 160 were in placements where a payment was made for the placement.
- 5.19 A new indicator has been introduced to monitor the occupancy rate of residential beds in Moray (LAC12). The intention, where possible, is to maximise the occupancy of beds within Moray prior to locating LAC in residential placements outwith Moray. It has to be recognised however that placement allocation will continue be made based upon individual need and appropriateness of placement rather than solely bed space availability. At the end of September 2019 13 of the 17 (77%) available bed spaces in Moray were occupied.
- 5.20 A new indicator has been introduced to measure the relative yearly cost of Moray's Looked After Children, per head of the 0-17 population (LAC012). The relative cost will change every quarter based upon the number of LAC and the community/residential balance of care. At the end of quarter 2 the annual relative cost borne by every child aged 0-17 in Moray was £587.45 (based on LGBF data 2017/18) which is a significant reduction from the same period last year (£678.73). Whilst the relative cost in Moray has reduced over the year it remains significantly higher than the comparator median (£334.56).

- 5.21 An initial analysis of Achievement of Curriculum for Excellence Levels (ACEL) report is also being presented to this committee. This report provides details of the performance up to 2018/19. Schools provide data for Curriculum for Excellence levels for each child at P1, P4, P7 and S3 stages. A brief synopsis of this report throughout the Primary stages Moray has shown improvement across most assessment areas between 2016 and 2019, however remaining below national levels. Secondary school levels show mixed progress with numeracy at Third Level showing progress whereby in 2019 results in Moray exceed the national level. Across all other areas of assessment (Listening & Talking, Reading and Writing) Moray lags behind national levels and at the Fourth Level significantly behind national levels. A more detailed analysis of the findings can be found within the *INITIAL ANALYSIS OF ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS 2019* report.
- 5.22 The proportion of children at S4 stage attaining level 4 literacy and numeracy (EdS412.25) has risen between 2017/18 and 2018/19 after falling in the three previous years. In 2018/19 77.6% of S4 pupils had achieved level 4 in literacy and numeracy an improvement from 73.2% in 2017/18. This measure continues to remain below the levels achieved by virtual (84.8%) and national (82.1%) comparators. Keith Grammar School achieved the highest percentage of all Moray secondary schools (96%) by a significant margin and was one of only two Moray secondary schools to either match or exceed their virtual comparator school. In 2017/18 no Moray secondary school either matched or exceeded their virtual comparator school.
- 5.23 Similar to 5.21 above, the proportion of children at S4 stage attaining level 5 literacy and numeracy (EdS412.26) has risen between 2017/18 and 2018/19. In 2018/19 46.2% of S4 pupils had achieved level 5 in both literacy and numeracy an improvement from 41.8% in 2017/18. Moray lags significantly behind both virtual (57.3%) and national (53.4%) comparators. Keith Grammar school (57.3%) performed best in this area and was the only secondary to exceed their virtual comparator school (55.9%).
- 5.24 The condition of Moray's school estate (EdS100) continues to improve year on year but remains below the target of 50.9%. As of April 2019 24 of Moray's 53 schools (45.3%) were rated B or above for condition (21 of 45 primaries and 3 of 8 secondaries). This is an increase of 8 from the previous year. The remaining 29 schools were rated C (Poor) with 24 primaries and 5 secondaries. No schools in Moray are rated D (Bad). Nationally 88.2% of schools were rated B or above for condition.
- 5.25 The percentage of new Community Payback Orders with a supervision requirement seen by a supervising officer within one week (adults) (CJ02) continues to remain below the 100% target during the first half of the year. This is a particularly difficult target to meet due to circumstances outwith the control of the service (Offender in custody, court paperwork not available). It may be prudent to consider lowering the target value to reflect these circumstances otherwise it is unlikely that the target will ever be achievable. Similarly the percentage of Community Payback Orders with a requirement of unpaid work or other activity commenced within 7 days of the order being imposed (CJ03) has the same issue. Although there is no target assigned to this indicator only around a third of offenders meet this requirement.

5.26 Moray has the second highest Whole Time Equivalent (WTE) of Children and Families social work fieldwork staff per 100,000 of children (0-17yrs) (WRL001, *New indicator*) in Scotland. Latest data from 2018 shows Moray had a rate of 371 (68 WTE Social Workers) in comparison to the national figure of 213.1. Moray's comparator median is even lower at 197.8. Since 2011 the rate in Moray has increased year on year from 262.5 (51 WTE Social Workers), an increase of 33% over the period. During this time both national and comparator rates have fluctuated but overall rates have reduced slightly. In contrast the rate per 100,000 adults of fieldwork social workers within offender services in 2018 (14.9, 12 WTE Social Workers), whilst being slightly higher than the comparator median (12.9), is significantly lower than the national average (20.5).

## 6. **SUMMARY OF IMPLICATIONS**

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

The contents of this report relate to National Outcomes and Local Priorities of the Moray 2026: A Plan for the Future. Also to the service plans for ICS, Lifelong Learning, Culture and Sport and Schools and Curriculum Development.

**(b) Policy and Legal**

None

**(c) Financial implications**

None

**(d) Risk Implications**

None

**(e) Staffing Implications**

None

**(f) Property**

None

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

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

**(h) Consultations**

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

**7. CONCLUSION**

- 7.1 The Committee scrutinises and notes performance against the Education and Social Care Performance Indicators as at the end of September 2019.**

Author of Report:

Background Papers: Performance Monitoring Statements 2019/20



# Education & Social Care Performance 2019/20 Committee Indicators

Generated on: 30 January 2020



PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

Education and Social Care  
1.1 Children's Wellbeing

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CHN22 % of child protection re-registrations within 18 months		5.8%			Not measured for Quarters			Not measured for Quarters		% of child protection re-registrations within 18 months <b>Moray - 5.8%</b> (Ranked 17th where 1st has the lowest rate) <b>Scotland - 6.1%</b>  Comparator Benchmarking Authorities: Angus - 3.9% Argyll & Bute - 15.8% East Lothian - 1.3% Highland - 0.7%		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Midlothian – 7.0% Scottish Borders – 4.0% Stirling – 4.6%		
Local(b)	CMS013a Child Protection -Rate of registration (per 1,000 0-15 population)	2.6	3.6	3.5	2.2	3.2	3.9	3.5	3.2	2.7	43/16,173		
Local(b)	CMS017f % of Children on CPR registered > 12 months	15%	17%	10%	19%	10%	11%	10%	15%	9%	4/43		
Local	CMS002d % of Child Protection review case conferences not held within agreed timescales	15%		31%	25%	21.7%	29.2%	26.7%	20.7%	24%	6/25		
Local	CMS002e Late review case conferences - Average number of days late	28 days		39 days	34 days	45 days	49 days	22 days	29 days	63 days	2 case conferences were cancelled and held later; 3 were rescheduled because an essential party could not attend; and 1 because new information arose that needed to be investigated.		

Education and Social Care  
1.2 Early Learning and Childcare Education

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CHN17 % of children meeting developmental milestones	76%	80.7%								% of children meeting developmental milestones <b>Moray - 80.7%</b> (Moray Ranked 2nd) <b>Scotland - 57.1%</b>  Comparator Benchmarking Authorities: Angus – 80.3% Argyll & Bute – 79.5% East Lothian – 71.5% Highland – 63.7% Midlothian – 83.4% Scottish Borders – 73.0% Stirling – 76.0%		
Nat(b)	CHN18 % of funded early years provision which is graded good/better	89%	75.4%	75.4%							<b>INITIAL DATA</b> % of funded early years provision which is graded good/better <b>Moray - 75%</b> (Moray Ranked 32nd)  Comparator Benchmarking Authorities: Angus – 98% Argyll & Bute – 84% East Lothian – 83% Highland – 89% Midlothian – 91% Scottish Borders – 88% Stirling – 100% <b>Scotland - 90.6%</b>		
Nat(b)	CHN3 Cost per Pre-School Education Registration		£2,469.00	£3,228.00							<b>INITIAL DATA</b> <b>Moray</b> - Pre-Primary Education - cost per pre-primary school place (2018/19) - <b>£3,228</b> (Rank 1st) (Gross expenditure £5,320,000 / 1,648 children = £3,228 per place)  Comparator Benchmarking Authorities: Angus - £3,796 Argyll & Bute - £6,289 East Lothian - £3,860 Highland - £4,778 Midlothian - £4,771		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Scottish Borders - £4,165 Stirling - £7,493 <b>Scotland - £5,070</b>		
Local(b)	EdS010 % of pre-school centres achieving satisfactory or better in HMIE inspection reports	100%	0%	90%		Not measured for Quarters			Not measured for Quarters		3 nurseries have been inspected by HMIE in 2018-19 (as at April 2019): - Cabin Nursery, Dufftown - Millbank Primary School Nursery, Buckie - Cullen Primary School Nursery, Cullen (9 out of the 10 quality indicators evaluated achieved satisfactory or better)		
Local	EdS010.3 Number of Care Inspectorate reports which contain requirements	0	10	0		Not measured for Quarters			Not measured for Quarters		2018-19 (As at April 2019) a total of 15 Care Inspectorate inspections have been carried out. A total of 45 evaluation areas have been inspected with 42 receiving an evaluation of satisfactory or better, with only 3 areas receiving a weak evaluation. No pre-school centres received a requirement notice, while 20 recommendations have been advised.		
Local	EdS010.4 % of requirements addressed within the stated timescale	100%	N/A			Not measured for Quarters			Not measured for Quarters		Indicator updated at end of 2017/18 academic year		

Education and Social Care  
1.3 Looked After Children (LAC)

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	CSCF100 Number of Looked After Children at the end of the reporting quarter		218	213	196	226	227	213	218	201			
Local(b)	LAC001 Number of children starting to be Looked After during the reporting period				49				26	15			
Local(b)	LAC002 Number of children ceasing to be Looked After during the reporting period				72				26	32			
Local(b)	LAC003 Looked After Children Rate/1,000 0-17 population	11.6	11.7	11.6	10.7	12.3	12.4	11.6	11.9	10.9	201/18,568		
Local(b)	CSCF101 % of Looked After Children cared for in a Community Setting	87.3%	78.9%	77.9%	79.6%	79.2%	78%	77.9%	78%	80.1%	<b>Target = Median of Comparator Authorities</b> 36 Under Home Supervision – 17.9% 45 Kinship Care – 22.3% 58 Moray Council Fostering Care – 28.8% 14 Independent Fostering – 7.0% 8 Placed for Adoption – 3.9% <b>Total –80.1% (161/201)</b>		
Local(b)	EdS606.01 % of LAC under Home Supervision	29.3%	20.2%	21.6%	21.4%	20.4%	20.7%	21.6%	20.1%	17.9%	36/201		
Local(b)	EdS606.02 % of LAC in Kinship Care	23.4%	20.2%	18.3%	21.4%	19.5%	19.4%	18.3%	21.1%	22.4%	45/201		
Local(b)	EdS606.03 % of LAC in Moray Council Fostering Care	25.4%	28%	28.6%	26%	29.6%	28.2%	28.6%	27.5%	28.9%	58/201		
Local(b)	EdS606.09 % of LAC placed for Adoption	2.2%	2.8%	2.8%	3.6%	2.6%	3.1%	2.8%	3.2%	4%	8/201		
Nat(b)	CHN23 % LAC with more than 1 placement in the last year (Aug-July)	23.5%	30.6%			Not measured for Quarters			Not measured for Quarters		% LAC with more than 1 placement in the last year <b>Moray - 30.6%</b> (Ranked 30th where 1st denotes the lowest rate) <b>Scotland - 20.6%</b>  Comparator Benchmarking Authorities: Angus – 29.5%		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status		
			Value	Value	Value	Value	Value	Value	Value	Value				Value	
											Argyll & Bute – 23.5% East Lothian – 14.3% Highland – 27.6% Midlothian – 26.2% Scottish Borders – 14.2% Stirling – 17.8%				
Local(b)	CSCF102 % of Looked After Children cared for in Residential accommodation	12.7%	21.1%	22.1%	20.4%	20.8%	22%	22.1%	22%	19.9%	40/201	↓	⊘		
Local	CSCF104 % of Looked After Children in Residential placement out with Moray	8.2%	9.6%	10.8%	8.2%	10.2%	11%	10.8%	11.5%	8.9%	18/201	↑	⊘		
Local(b)	EdS606.08 % of LAC in Secure Placement	1%	0.65%	0.78%	0.13%	0.9%	0.4%	0.5%	0.4%	0%		▬	✔		
Nat(b)	CHN9 Balance of Care for looked after children: % of children being cared for in foster/family placements rather than residential accommodation	87.3%	78.4%								Not measured for Quarters	Not measured for Quarters	<b>INITIAL DATA</b> <b>Moray</b> - 78.4% of looked after children are based in a community setting (ranked 30th where 1st has highest proportion in community based placements rather than residential accommodation)  Comparator Benchmarking Authorities: Angus - 91.6% Argyll & Bute - 81.9% East Lothian - 86.9% Highland - 83.5% Midlothian - 91.0% Scottish Borders - 87.3% Stirling - 89.4% <b>Scotland - 89.7%</b>	↓	⊘
Nat(b)	CHN8b The Gross Cost of "Children Looked After" in a Community Setting per Child per Week	£314	£407								Not measured for Quarters	Not measured for Quarters	▬	⊘	
Nat(b)	CHN8a The Gross Cost of "Children Looked After" in Residential Based Services per Child per Week	£3,379	£3,606								Not measured for Quarters	Not measured for Quarters	▬	⚠	
	LAC012 Relative Yearly cost of LAC per every child aged 0-17 in Moray	£334.56		£664.50	£587.45	£678.73	£706.14	£664.50	£678.15	£587.45	Target = Median of Comparator Authorities (LGBF 2017/18)	↑	⊘		
Local	LAC006 % of Looked After Children in paid placements	65%			80%				78%	80%	161/201	▬	⊘		
Local	LAC007 % of LAC in Foster Care purchased by Moray Council	4%	7.4%	6.6%	7.6%	7.1%	6.6%	6.6%	5.9%	5.9%	12/201	↓	⊘		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	LAC12 % Occupancy of residential spaces in Moray	100%			94.1%					76.5%	Cala = 5/6, AFC = 8/11 13/17 = 76.5%		
Local	CSCF013 The number, per thousand of the child population in Moray, subject to compulsory measures of supervision or care	10	9.55	9.45	8.6	9.6	9.7	9.1	8.6	8.4	156/201		

Education and Social Care  
1.4 Primary School Education

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CHN13a % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy		58%	65%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> % of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy Moray - 65% (Rank 29th) Scotland - 72%  Comparator Benchmarking Authorities: Angus - 76% Argyll & Bute - 72% East Lothian - 70% Highland - 58% Midlothian - 73% Scottish Borders - 75% Stirling - 79%	↑	
Nat(b)	CHN13b % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy		64%	70%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> % of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy Moray - 70% (Rank 30th)  Comparator Benchmarking Authorities: Angus - 81% Argyll & Bute - 80% East Lothian - 77% Highland - 67% Midlothian - 78% Scottish Borders - 80% Stirling - 83% Scotland - 79%	↑	
Nat(b)	CHN14a Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils			14.88		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least and most deprived pupils - 14.88 (Rank 3rd)  Comparator Benchmarking Authorities: Angus - 22.39 Argyll & Bute - 13.37 East Lothian - 27.07 Highland - 31.12 Midlothian - 26.86 Scottish Borders - 24.94 Stirling - 26.93 Scotland - 20.66	?	
Nat(b)	CHN14b Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most			13.77		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap	?	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
	deprived pupils										between the least and most deprived pupils - 13.77 (Rank 3rd)  Comparator Benchmarking Authorities: Angus - 16.01 Argyll & Bute - 15.27 East Lothian - 23.55 Highland - 25.18 Midlothian - 23.01 Scottish Borders - 28.84 Stirling - 24.80 Scotland - 17.0		
Nat(b)	CHN1 Cost per Primary School Pupil		£4,555	£4,760		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> <b>Moray</b> - Primary Education - cost per primary school pupil (2018/19) - <b>£4,760</b> (Rank 4th) (Gross expenditure £33,732,000 / 7,086 primary pupils = £4,555 per pupil)  Comparator Benchmarking Authorities: Angus - £5,060 Argyll & Bute - £6,490 East Lothian - £4,682 Highland - £5,292 Midlothian - £5,460 Scottish Borders - £5,095 Stirling - £5,240 <b>Scotland - £5,250</b>	↓	
Nat(b)	CHN10 % of Adults Satisfied with local schools	77%	71.7%	74.6%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> <b>Moray - 74.6%</b> adults satisfied with local schools (2016-19) (Rank 18th)  Benchmarking Comparators: Angus - 78.1% Argyll & Bute - 80.4% East Lothian - 71.9% Highland - 75.7% Midlothian - 74.6% Scottish Borders - 67.8% Stirling - 73.0% <b>Scotland - 71.8%</b>	↑	
Local(b)	EdS011 % of Primary Schools receiving an evaluation of satisfactory or better in HMIE inspection reports	100%	50%	80%		Not measured for Quarters			Not measured for Quarters		Primary School Inspections 2018-19 (as at April 2019): Logie Primary School (Evaluations - 2 Very Good & 2 Good) Millbank Primary School (Evaluations - 2 Satisfactory & 2 Weak) Cullen Primary School (Evaluations - 1	↑	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Very Good & 1 Good) Follow up inspection also carried out at Hythehill Primary School.		

Education and Social Care  
1.5 Secondary School Education

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat	SSE001 Pupil/Teacher ratios in publicly funded Secondary schools	12.2	12.2	11.9		Not measured for Quarters			Not measured for Quarters				
Nat(b)	CHN6 % of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD)		N/A	N/A		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> % of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD) MORAY - N/A  Comparator Local Authorities - Angus - 46% Argyll & Bute - 50% East Lothian - 27% Highland - 35% Midlothian - 44% Scottish Borders - 32% Stirling - 44% <b>Scotland - 44%</b>		
Nat(b)	CHN19a School attendance (%)	94%		93.9%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> School attendance (%) Moray- 93.9% placed 6th where 1st has the highest attendance rate.  Comparator Benchmarking Authorities: Angus – 93.4% Argyll & Bute – 93.5% East Lothian – 93.1% Highland – 92.8% Midlothian – 92.6% Scottish Borders – 93.7% Stirling – 93.7% Scotland - 93%		
Nat(b)	CHN19b School attendance rate (LAC, %)	91%				Not measured for Quarters			Not measured for Quarters		School attendance rate (LAC, %) Moray- 91% Scotland - 91%  Comparator Benchmarking Authorities: Angus – 91% Argyll & Bute – 92% East Lothian – 89% Highland – 91% Midlothian – 89%		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value				
											Scottish Borders – 91% Stirling – 89%		
Nat(b)	CHN20a School exclusion rates per 1,000 pupils	23				Not measured for Quarters			Not measured for Quarters		School exclusion rates per 1,000 pupils Moray- 33 (Ranked 9th where 1st has the highest exclusion rate) Scotland - 27  Comparator Benchmarking Authorities: Angus – 23 Argyll & Bute – 16 East Lothian – 34 Highland – 23 Midlothian – 44 Scottish Borders – 21 Stirling – 16		
Nat(b)	CHN20b School exclusion rates per 1,000 looked after children	109				Not measured for Quarters			Not measured for Quarters		School exclusion rates per 1,000 looked after children Moray- 51 (Ranked 6th) Scotland - 80  Comparator Benchmarking Authorities: Angus – 110 Argyll & Bute – * East Lothian – 112 Highland – 109 Midlothian – 135 Scottish Borders – 44 Stirling – 102		
Nat(b)	CHN21 % Participation for 16-19 year olds	94.2%	91.2%	91.3%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> % participation for 16-19 year olds Moray- 91.3% (Ranked 20th)  Comparator Benchmarking Authorities: Angus – 90.8% Argyll & Bute – 94.8% East Lothian – 94.0% Highland – 92.2% Midlothian – 92.9% Scottish Borders – 92.0% Stirling – 94.4% <b>Scotland - 91.6%</b>		
Nat(b)	CHN4 % of Pupils gaining 5+ awards at level 5	64%	57%	61%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> % of Pupils Gaining 5+ Awards at Level 5: MORAY - 61% (Ranked 19th)		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Comparator Local Authorities - Angus - 63% Argyll & Bute - 67% East Lothian - 61% Highland - 59% Midlothian - 57% Scottish Borders - 62% Stirling - 71% <b>Scotland - 63%</b>		
Local	EdS412.25 S4 results: % pupils attaining Level 4 literacy and numeracy		73.2%	77.6%		Not measured for Quarters			Not measured for Quarters		S4 % attaining Level 4 Literacy and Numeracy  Moray - 77.6%  Virtual comparator for Moray - 84.8%  National result - 82.1%  Secondary School results: Buckie High - 79.8% / VC - 84.4% Elgin Academy - 73.9% / VC - 83.9% Elgin High - 83.3% / VC - 84.3% Forres Academy - 72.3% / VC - 86.2% Keith Grammar - 96.0% / VC - 84.1% Lossiemouth High - 74.2% / VC - 87.1% Milne's High - 65.3% / VC - 84.7% Speyside High - 83.6% / VC - 83.6%	↑	
Local	EdS412.26 S4 results: % pupils attaining Level 5 literacy and numeracy		41.8%	46.2%		Not measured for Quarters			Not measured for Quarters		S4 - % pupils attaining Level 5 Literacy and Numeracy  Moray - 46.2%  Virtual comparator for Moray - 57.3%	↑	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											National result - 53.4%  Secondary School results: Buckie High - 33.9% / VC - 57.4% Elgin Academy - 51.8% / VC - 58.0% Elgin High - 41.7% / VC - 54.5% Forres Academy - 51.1% / VC - 59.0% Keith Grammar - 57.3% / VC - 55.9% Lossiemouth High - 49.5% / VC 59.4% Milne's High - 45.3% / VC - 58.0% Speyside High - 34.3% / VC - 53.7%		
Nat(b)	CHN5 % of Pupils Gaining 5+ awards at level 6	33%	28%	32%					Not measured for Quarters	Not measured for Quarters	<b>INITIAL DATA</b> % of Pupils Gaining 5+ Awards at Level 6: <b>MORAY - 32%</b> (Ranked 21st)  Comparator Local Authorities - Angus - 30% Argyll & Bute - 34% East Lothian - 37% Highland - 30% Midlothian - 28% Scottish Borders - 34% Stirling - 45% <b>Scotland - 35%</b>		
Nat(b)	CHN7 % Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD)		N/A						Not measured for Quarters	Not measured for Quarters	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD) MORAY - N/A National - 16%  Comparator Local Authorities - Angus - 12% Argyll & Bute - 27% East Lothian - N/A Highland - 9% Midlothian - 17%		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Scottish Borders - 20% Stirling - 16%		
Nat(b)	EdS413.01 Leaver results: % of leavers attaining Level 4 literacy and numeracy		84.9%				Not measured for Quarters			Not measured for Quarters	Moray – 84.9% Virtual comparator – 88.4% Northern Alliance – 88.9% National result – 89.1%  Secondary School results: Buckie High – 81.5% / VC – 88.7% (135 leavers) Elgin Acad. – 86.9% / VC – 90.2% (153 leavers) Elgin High – 80.2% / VC – 82.4% (116 leavers) Forres Acad. – 78.1% / VC – 89.7% (155 leavers) Keith Gram. – 92.8% / VC – 88.2% (83 leavers) Lossie High – 90.0% / VC – 90.5% (110 leavers) Milne's High – 90.1% / VC – 90.5% (81 leavers) Speyside High – 85.9% / VC – 86.3% (92 leavers)	↓	
Local(b)	EdS413.01a Leaver results: % of leavers attaining Level 4 literacy	92%	92.2%				Not measured for Quarters			Not measured for Quarters	Moray – 92.2% Virtual comparator – 93.9% Northern Alliance – 93.6% National result – 94.3%	↓	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Secondary School results: Buckie High – 91.9% / VC – 93.2% Elgin Academy – 95.4% / VC – 95.6% Elgin High – 87.9% / VC – 91.1% Forres Academy – 92.3% / VC – 93.9% Keith Grammar – 95.2% / VC – 83.5% Lossiemouth High – 90.9% / VC – 95.4% Milne's High – 93.8% / VC – 95.4% Speyside High – 90.2% / VC – 93.2%		
Local(b)	EdS413.01b Leaver results: % of leavers attaining Level 4 numeracy	88%	87.5%			Not measured for Quarters			Not measured for Quarters		Moray - 87.5% Virtual comparator for Moray – 90.4% Northern Alliance - 91.2% National result – 90.8%  Secondary School results: Buckie High – 83.0% / VC – 90.6% Elgin Academy – 86.9% / VC – 91.8% Elgin High – 82.8% / VC – 85.4% Forres Academy – 80.0% / VC – 91.1% Keith Grammar – 96.4% / VC – 90.5% Lossiemouth High – 96.4% / VC – 92.1% Milne's High – 90.1% / VC – 92.0% Speyside High – 92.4% / VC – 88.9%	↑	⚠

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	EdS413.02 Leaver results: % of leavers attaining Level 5 literacy and numeracy		60.5%			Not measured for Quarters			Not measured for Quarters		Moray – 60.5% Virtual comparator – 63.5% Northern Alliance – 66.1% National result – 67.1%  Secondary School results: Buckie High – 56.3% / VC – 63.5% Elgin Academy – 62.8% / VC – 71.0% Elgin High – 53.5% / VC – 51.2% Forres Academy – 60.0% / VC – 65.8% Keith Grammar – 59.0% / VC – 59.8% Lossiemouth High – 72.7% / VC – 68.5% Milne's High – 60.5% / VC – 65.3% Speyside High – 59.8% / VC – 58.5%	↑	
Nat(b)	EdS413.02a Leaver results: % of leavers attaining Level 5 literacy		78.4%			Not measured for Quarters			Not measured for Quarters		Moray – 78.4% Virtual comparator – 78.5% Northern Alliance - 81.7% National result – 81.7%  Secondary School results: Buckie High – 88.2% / VC – 79.9% Elgin Academy – 85.6% / VC – 83.7% Elgin High – 63.8% / VC – 68.4% Forres Academy – 82.6% / VC – 80.7%	↓	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Keith Grammar – 71.1% / VC – 75.1% Lossiemouth High – 78.2% / VC – 81.0% Milne's High – 82.7% / VC – 81.2% Speyside High – 66.3% / VC – 74.7%		
Nat(b)	EdS413.02b Leaver results: % of leavers attaining Level 5 numeracy		62.4%			Not measured for Quarters			Not measured for Quarters		Moray – 62.4% Virtual comparator – 66.3% Northern Alliance – 68.4% National result – 69.2%  Secondary School results: Buckie High – 57.8% / VC – 65.9% Elgin Academy – 62.8% / VC – 72.9% Elgin High – 56.0% / VC – 55.1% Forres Academy – 61.3% / VC – 68.0% Keith Grammar – 62.7% / VC – 64.0% Lossiemouth High – 76.4% / VC – 71.1% Milne's High – 60.5% / VC – 68.2% Speyside High – 63.0% / VC – 61.6%	↑	
Nat(b)	EdS413.03 Leaver results: Average tariff score for lowest-attaining 20%		120			Not measured for Quarters			Not measured for Quarters		Moray - 120 Virtual comparator for Moray - 148 Northern Alliance - 157 National - 164	↓	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Secondary School results: Buckie High – 154 / VC – 144 Elgin Academy – 161 / VC – 197 Elgin High – 69 / VC – 102 Forres Academy – 103 / VC – 148 Keith Grammar – 122 / VC – 135 Lossiemouth High – 123 / VC – 180 Milne's High – 145 / VC – 181 Speyside High – 153 / VC – 128		
Nat(b)	EdS413.04 Leaver results: Average tariff score for middle-attaining 60%		755				Not measured for Quarters		Not measured for Quarters		Moray - 755 Virtual comparator for Moray - 778 Northern Alliance - 826 National - 857  Secondary School results: Buckie High – 739 / VC – 776 Elgin Academy – 1007 / VC – 947 Elgin High – 565 / VC – 595 Forres Academy – 745 / VC – 780 Keith Grammar – 655 / VC – 710 Lossiemouth High – 934 / VC – 840 Milne's High – 783 / VC – 750 Speyside High – 615 / VC – 660	↑	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	EdS413.05 Leaver results: Average tariff score for highest-attaining 20%		1,738			Not measured for Quarters			Not measured for Quarters		Moray - 1738 Virtual comparator for Moray - 1812 Northern Alliance - 1804 National - 1848  Secondary School results: Buckie High - 1640 / VC - 1793 Elgin Academy - 1946 / VC - 1864 Elgin High - 1619 / VC - 1688 Forres Academy - 1617 / VC - 1836 Keith Grammar - 1536 / VC - 1724 Lossiemouth High - 1538 / VC - 1895 Milne's High - 1914 / VC - 1814 Speyside High - 1648 / VC - 1754	↑	
Nat(b)	CHN11 Proportion of Pupils entering Positive Destinations	95%	93.6%			Not measured for Quarters			Not measured for Quarters		Proportion of Pupils Entering Positive Destinations <b>Moray - 93.6%</b> Comparator Benchmarking Authorities: Angus - 95.0%      Argyll & Bute - 95.0% East Lothian - 95.4% Highland - 96.0% Midlothian - 94.4%      Scottish Borders - 95.7% Stirling - 94.4% <b>Scotland - 94.4%</b>	↑	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Secondary School leaver destination: Buckie High – 91.9% Elgin Academy – 91.5% Elgin High – 89.7% Forres Academy – 93.6% Keith Gram. – 95.2% Lossiemouth High – 98.2% Milne's High – 95.1% Speyside High – 96.7%		
Local(b)	EdS093 School Leaver destinations - % entering full-time higher education		39.5%			Not measured for Quarters			Not measured for Quarters		Moray – 39.5% Virtual Comparator – 37.4% Northern Alliance – 40.0% National – 41.2%	↑	
Local(b)	EdS094 School Leaver destinations - % entering full-time further education		28.7%			Not measured for Quarters			Not measured for Quarters		Moray – 28.7% Virtual Comparator – 26.5% Northern Alliance – 24.2% National – 26.5%	↑	
Local(b)	EdS095 School Leaver destinations - % entering employment		22.9%			Not measured for Quarters			Not measured for Quarters		Moray – 22.9% Virtual Comparator – 26.6% Northern Alliance – 27.5% National – 22.7%	↓	
Local(b)	EdS096 School Leaver destinations - % entering training		0.9%			Not measured for Quarters			Not measured for Quarters		Moray – 0.9% Virtual Comparator – 2.2% Northern Alliance – 1.6% National – 2.1%	↓	
Local(b)	is09a % of leavers from publicly funded secondary schools in positive follow-up destinations (9 months after leaving school)		91.4%			Not measured for Quarters			Not measured for Quarters		Follow Up Leaver Destinations (%) – <b>Moray – 91.4%</b> <b>Scotland – 93.2%</b> Positive Destination – Moray v Scotland Higher Education – 38% v 39% Further Education – 23.3% v 22.7% Employment – 28% v 28.3% Training - * v 1.7% Voluntary Work - * v 0.6% Activity Agreements – 1.3% v 0.9%	↓	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CHN2 Cost per Secondary School Pupil		£6,914	£6,973		Not measured for Quarters					Not measured for Quarters	↓	
Nat(b)	CHN12a Overall Average Total Tariff	893	795	811		Not measured for Quarters					Not measured for Quarters	↑	
Nat(b)	CHN12b Average Total Tariff SIMD Quintile 1	568	599	826		Not measured for Quarters					Not measured for Quarters	↑	
Nat(b)	CHN12c Average Total Tariff SIMD Quintile 2	699	702	571		Not measured for Quarters					Not measured for Quarters	↓	

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Comparator Benchmarking Authorities: Angus - 652 Argyll & Bute - 724 East Lothian - 645 Highland - 575 Midlothian - 666 Scottish Borders - 664 Stirling - 769 <b>Scotland - 740</b>		
Nat(b)	CHN12d Average Total Tariff SIMD Quintile 3	877	677	829		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> Average Total Tariff SIMD Quintile 3: <b>Moray - 829 (Rank 25th)</b>  Comparator Benchmarking Authorities: Angus - 771 Argyll & Bute - 808 East Lothian - 909 Highland - 789 Midlothian - 784 Scottish Borders - 781 Stirling - 928 <b>Scotland - 872</b>		
Nat(b)	CHN12e Average Total Tariff SIMD Quintile 4	984	862	836		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> Average Total Tariff SIMD Quintile 4: <b>Moray - 836 (Rank 31st)</b>  Comparator Benchmarking Authorities: Angus - 863 Argyll & Bute - 944 East Lothian - 1,015 Highland - 907 Midlothian - 1,068 Scottish Borders - 958 Stirling - 1,154 <b>Scotland - 1,013</b>		
Nat(b)	CHN12f Average Total Tariff SIMD Quintile 5	1,148	923	926		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> Average Total Tariff SIMD Quintile 5: <b>Moray - 926 (Rank 30th)</b>  Comparator Benchmarking Authorities: Angus - 965 Argyll & Bute - 1,216 East Lothian - 1,136 Highland - 1,006 Midlothian - 1,109		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
											Scottish Borders - 1,132 Stirling - 1,215 <b>Scotland - 1,193</b>		

Education and Social Care  
1.6 School Estate

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	EdS100 % of schools that are rated B or better for condition	50.9%	29.6%	30.2%	45.3%	Not measured for Quarters			Not measured for Quarters		April 2019 - 24 of Moray's 53 schools (45.3%) were rated B or above for condition (21 of 45 primaries and 3 of 8 secondaries). This is an increase of 8 from the previous year. The remaining 29 schools were rated C (Poor) with 24 primaries and 5 secondaries. No schools in Moray are rated D (Bad). Nationally 88.2% of schools were rated B or above for condition.	↑	⛔
Local	EdS101 % of schools that are rated B or better for suitability	92.5%	92.6%	94.3%	98.1%	Not measured for Quarters			Not measured for Quarters		April 2019 - 52 of Moray's 53 schools (98.1%) were rated B or above for suitability (All 46 primaries and 7 of 8 secondaries). One school was rated C (Poor) (1 secondary). Nationally 86.6% of schools are rated B or above for suitability.	↑	✅

Education and Social Care  
1.7 Sports Development and Active Schools

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	EdS006.2 Number attending holiday and term-time sports coaching programme sessions (cumulative)		2,822	3,044	1,821	1,912	2,432	3,044	612	1,821		↑	?
Local	EdS006.4 Number attending coach education and training courses	50	389	440	180	130	70	143	73	107		↑	✓
Local	SDA001 Number of participant sessions (Active Schools)	90,000	92,994	98,672		Not measured for Quarters			Not measured for Quarters			↑	✓
Local	SDA002 Number of volunteers delivering activities in Active schools	500	454	607		Not measured for Quarters			Not measured for Quarters		Total of 633 sports deliverers with 603 of these (96%) being volunteers.	↑	✓
Local	SDA003 Number of sports clubs with links to schools	80	78	77		Not measured for Quarters			Not measured for Quarters			↓	⚠
Local	SDA004 Number of qualified adult volunteers (Active schools)	225	199	266		Not measured for Quarters			Not measured for Quarters			↑	✓
Local	SDA005 Number of qualified secondary school pupils delivering activities in Active Schools	40	17	38		Not measured for Quarters			Not measured for Quarters			↑	⚠

Education and Social Care  
1.8 Leisure

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CLS01 Cost per attendance of sport facilities (including swimming pools)		£1.91	£1.98		Not measured for Quarters					<b>INITIAL DATA</b> <b>Moray</b> - Cost per attendance at sports facilities (2018/19) = £1.98 (Rank 10th) (Net expenditure - sports facilities including swimming pools £1,785,000 / 900,451 no. of attendances = £1.98 per attendance)  Comparator Benchmarking Authorities: East Ayrshire - £0.73 East Lothian - £3.38 Fife - £2.09 North Ayrshire - £1.74 Perth & Kinross - £3.89 South Ayrshire - £3.08 Stirling - £2.23 <b>Scotland - £2.62</b>	↓	
Nat(b)	CLS05d Percentage of adults satisfied with leisure facilities		67.7%	66.4%		Not measured for Quarters					<b>INITIAL DATA</b> <b>Moray</b> - % adults satisfied with leisure facilities (2018/19) = 66.4% (Rank 29th)  Comparator Benchmarking Authorities: East Ayrshire - 68.8% East Lothian - 68.2% Fife - 73.6% North Ayrshire - 67.6% Perth & Kinross - 76.6% South Ayrshire - 77.6% Stirling - 79.0% <b>Scotland - 71.4%</b>	↓	

Education and Social Care  
1.9 Libraries and Information Services

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local(b)	CE015 Freedom of Information - Percentage of requests replied to within twenty working days	95%	98.9%	95.8%		95.7%	95.9%	94.1%	98.5%	94.9%	Q2 - 350 received with 332 responded to within timescales. 18 FOIs did not meet the required deadline for a number of reasons - staffing issues within the FOI team; delayed responses from schools due to the extended summer holiday period; late responses from departments.		
Local	EdS511.10 Number of new learners at Moray Libraries Learning Centres		193	418	47	109	119	120	13	34	Q2 - Individual Training Accounts (ITA) withdrawn by Skills Development Scotland for the rest of the year leading to learners being unable to access funding to pay for accredited learning via the Libraries Service. The definition of new learners has been changed to indicate only those learners signing up for a course.		
Local	EdS511.11 Number attending sessions at Moray Libraries Learning Centres		2,301	3,185	1,114	2,074	2,811	3,185	630	1,114	Decrease in number of courses being offered due to cap on ITA funding and its uncertainty. Reduction in learning centre staffing due to budget savings and staff absence for significant period.		
Nat(b)	CLS02 Cost per Library visit		£1.45	£1.30		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> <b>Moray</b> - Cost per library visit (2018/19) = £1.30 (Rank 6th) (Net expenditure - libraries £1,814,000 / 1,390,143 no. of library visits = £1.30 per visit)  Comparator Benchmarking Authorities: East Ayrshire - £5.41 East Lothian - £1.85 Fife - £3.72 North Ayrshire - £2.40 Perth & Kinross - £1.88 South Ayrshire - £2.11 Stirling - £2.89 <b>Scotland - £2.05</b>		

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	CLS05a Percentage of adults satisfied with libraries		70.3%	74.9%		Not measured for Quarters			Not measured for Quarters		<b>INITIAL DATA</b> <b>Moray</b> - % adults satisfied with libraries (2018/19) = 74.9% (Rank 12th)  Comparator Benchmarking Authorities: East Ayrshire - 71.9% East Lothian - 69.2% Fife - 66.8% North Ayrshire - 87.4% Perth & Kinross - 80.8% South Ayrshire - 82.6% Stirling - 85.7% <b>Scotland - 72.4%</b>	↓	
Local	SCC5c Number of Library visits per 1000 population		12,427	14,514		Not measured for Quarters			Not measured for Quarters		Virtual visits through Facebook, Twitter, Library App and the online catalogue have all increased significantly, as well as the uptake of e-services.	↑	
Local	EdS511.2 Number of borrowers as a percentage of the population	15%	19.1%	18.2%	13.8%	14.1%	16.8%	18.2%	10%	13.8%	Q2 - Programme of events, activities and promotions affected by reduced staffing and staff absence. Efforts now being made to address this.	↑	

Education and Social Care  
2.0 Community Justice

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	CJ01 % of Criminal Justice Social Work Reports submitted to courts by the due date	100%	100%	100%	100%	100%	100%	100%	100%	100%	148/148		
Local	CJ02 % of new Community Payback Orders with a supervision requirement seen by a supervising officer within one week (adults)	100%	82.93%	80.8%	84.75%	86.89%	82%	74.07%	83.33%	85.71%	60/70 Court Paperwork Not Available - 2 Offender Did Not Turn Up - 2 Offender In Custody - 2 Other: Service Based - 1 Other: Client Based - 3		
Local(b)	CJ03 % of Community Payback Orders with a requirement of Unpaid Work or Other Activity commenced within 7 days of order being imposed		37.22%	33.05%	37.6%	29.63%	33.33%	35.59%	41.82%	34.29%	Out of 70 CPOs 24 commenced within 7 days of the order being imposed. Of the remaining 46: -  Currently on Order or Supervision - 11 First direct contact occurred late - 1 Offender Did Not Turn Up for First Day of Placement- 13 Offender ill - 3 Offender in custody - 4 Offender Undertaking Paid Employment - 5 Other: Client Based - 8 Suitable work not available - 1		
Local	CJ04 Total number of new community payback orders made in the period (adults)		355	334	175	82	83	79	75	100			

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Local	CJ05 Number of new community payback orders with an unpaid work requirement made in period (adults)		266	233	125	54	60	59	55	70		↑	
Local	CJ05a Number of annual hours of unpaid work carried out by offenders undertaking a CPO with an unpaid work requirement (adults)		20,790	22,104		Not measured for Quarters			Not measured for Quarters			↑	
Local(b)	CJ06 % of community payback orders successfully completed (including early discharge)		74.5%			Not measured for Quarters			Not measured for Quarters		In Moray 234 ( <b>74.5%</b> ) Community Payback Orders were successfully completed (including early discharge) out of 314 during the year. This compares to <b>67.3%</b> nationally. Of the 314 orders: 212 (67.5%) successfully completed (National 64.3%) 22 (7.0%) early discharge (Nat 3.0%) 25 (8.0%) revoked due to review (Nat. 7.8%) 28 (8.9%) revoked due to breach (Nat. 17.0%) 15 (4.8%) transferred out of area (Nat. 3.3%) 12 (3.8%) deceased (Nat. 1.0%)	↑	
Nat(b)	CJ07 Reconviction rate of offenders within one year of conviction (adults)					Not measured for Quarters			Not measured for Quarters		23.2% people were reconvicted within 1 year of their original conviction (142). The number of individuals reconvicted within 1 year continues to be below the national rate. National average - 27% (2016-17) (Original conviction was in 2015-16)	↑	
Local	CJ09 Number of offences committed by young people (aged 8-17 years old)		555	578		Not measured for Quarters			Not measured for Quarters			↓	
Local	CJ10 Number of young people responsible for offending (aged 8-17 years old)		284	270		Not measured for Quarters			Not measured for Quarters			↑	
Local	CJ11 % of young people repeat offending within the fiscal year (aged 8-17 years old)		26%	24%		Not measured for Quarters			Not measured for Quarters		Of the 245 offenders reported in the fiscal year 60 (24%) had more than one crimefile in the year.	↑	
Local	CJ12 Number of referrals to the Moray Youth Justice Service					22	26	27	No data	No data		↓	
Local	CJ13 Number of young people actively engaged with the Moray Youth Justice Service					15	21	20	No data	No data		↑	

Education and Social Care  
 2.1 Workforce and Resource Levels (Children & Families Social Work)

Cat	Code & Name	Current Target	2017/18	2018/19	2019/20	Q2 2018/19	Q3 2018/19	Q4 2018/19	Q1 2019/20	Q2 2019/20	Latest Note	Short Term Trend Arrow	Status
			Value	Value	Value	Value	Value	Value	Value	Value			
Nat(b)	WRL001 WTE rates for Children & Families SW Fieldwork Staff per 100,000 children (0-17yrs)	197.8	371			Not measured for Quarters			Not measured for Quarters		Target = Median of Comparator Authorities		



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: MORAY FOSTERING AND ADOPTION PANEL REVIEW 2019**

**BY: CHIEF OFFICER, MORAY INTEGRATION JOINT BOARD**

**1. REASON FOR REPORT**

- 1.1 To inform the Committee of the work undertaken by the Moray Fostering and Adoption Panel during the period January to December 2019.
- 1.2 This report is submitted to Committee in terms of Section III (D) (2) of the Council's Scheme of Administration relating to exercising the functions of the Council as Social Work Authority within the terms of relevant legislation with regard to Fostering and Adoption.

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes the work of the Moray Fostering and Adoption Panel in the period January to December 2019.**

**3. BACKGROUND**

- 3.1 The fostering panel and the adoption panel in Moray are set up by statute and operate as one joint panel in Moray. Their role is to scrutinise recommendations for the adoption and permanent fostering of children who are looked after by Moray Council, approval and review foster carers and prospective adopters and make recommendations to the Agency Decision Maker,
- 3.2 Consistent with previous reporting, Moray Fostering and Adoption Panel meetings are scheduled monthly, with agreement for additional meetings to be arranged to respond to increased workload.
- 3.3 The revised functions of the Panel were approved by Committee on 23 August 2017 (paragraph 12 of the minute refers).
- 3.4 The composition of the Panel provides a wide range of knowledge and experience in relation to children separated from their families, allowing different perspectives on these matters to be obtained. Of note and

significance, is the fact that 2 young people, who have experience of being cared for, have expressed interest in becoming panel members. Responding to their expressed interest is consistent with one of the asks of the young people who were members of the Champions board and who supported the development of the Corporate Parenting Strategy.

3.5 The work of the Panel in 2018 is was reduced compared with other years: for 2019 business has returned to more expected numbers and the range of activities.

3.5 Business panel meetings continue to be held every 6 months. The focus of which is:-

- (i) the work of the panel
- (ii) training needs and development. Panel members have been working on an induction manual. There is agreement that training on kinship, adoption, placements services, child protection and legal processes and ancillary provisions would be delivered on a rolling programme. Other relevant areas include particularly really hearing what children are saying about what is important to them. This is in line with the key messages from the Independent Care Review. A separate report will be presented to Committee on the Independent Care Review at a later date.

#### **4. ADOPTION**

The panel considered the following during 2019:

- Recommendation and subsequent approval of 6 new prospective adoptive families. This is an increase from 2 in 2018.
- There are 2 families awaiting adoptive placements.
- Recommendation and approval for 5 children in need of permanence through adoption. This is a decrease of 1 child based on the year 2018. Matching 6 children with prospective adoptive families; while this is an increase of 2 from 2018, this is 2 fewer than had been matched in 2017.

#### **5. FOSTERING**

The panel considered the following during 2019

- Recommendation and subsequent approval of 7 foster families, which is consistent with 2017 approvals and an increase of 5 from 2018.
- Recommendation and subsequent approval of 9 children in need of permanence through foster care. Numbers of children recommended for permanent foster care were low in 2017 (1) and 2018 (3).
- Recommendation and subsequent approval of 11 children for matching with a permanent foster family. In 2018 there were no matches made.
- An update and/ or review of 18 fostering families. The nature of review and change is concerned with foster carers who: -
  - apply to adopt;

- change approval from offering temporary care to offering permanent care;
- increase or decrease their approval in relation to the numbers of children for whom they foster.
- De-registration – there were 10 fostering families who were deregistered because they retired, moved away or specific reason to themselves, this is an increase of 1 from 9 in 2018.

## **6. DEVELOPMENTS AND QUALITY IMPROVEMENT**

- 6.1 In order to continue to improve outcomes for children, and to assure the Committee that there are good decisions being made for children to ensure their future. The council are working with the Permanence Care Excellence (PACE) programme. This work focuses on the time taken to make decisions and recommendations on where children will live during their childhood.
- 6.2 Over the years the number of children matched (foster care or adoption) has fluctuated widely: in 2019, 17 children were matched to families.
- 6.3 The report to Committee on 7 March 2017 (paragraph 16 of the minute refers) noted actions associated with having identified a rise in foster and adoption placements breaking down. The audit into the unplanned endings concluded. It was identified that working relationships and focus on planning for children need greater attention. Key to delivering on improvements identified within unplanned endings meetings is the role of the consultant practitioner who will lead on this area moving forward, to improve the overall experience of adopted children and foster families.

## **7. SUMMARY OF IMPLICATIONS**

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

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

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

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

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

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

There are no financial implications directly associated with this report.

**(d) Risk Implications**

There are no specific risks associated with this report.

**(e) Staffing Implications**

There are no specific staffing implications associated with this report.

**(f) Property**

The report has no property implications.

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

There are no equality implications associated with this report.

**(h) Consultations**

The Chief Executive, Head of Integrated Children's Services (SW), Senior Human Resources Adviser, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Tracey Sutherland, Committee Services Officer and the Equal Opportunities Officer have been consulted in the preparation of this report and are in agreement with the content relating to their areas of responsibility.

**5. CONCLUSION**

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

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

Background Papers:  
Ref:



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: INSPECTION OF MORAY ADOPTION SERVICE**

**BY: CHIEF OFFICER, MORAY INTEGRATION JOINT BOARD**

**1. REASON FOR REPORT**

1.1 The purpose of this report is to invite the Committee to scrutinise and note the inspection of Moray's Adoption Service by the Care Inspectorate which was completed on 23 October 2019.

1.2 This report is submitted to Committee in terms of Section III D (2) of the Council's Scheme of Administration relating to exercising the functions of the Council within the terms of relevant legislation in regard to adoption.

**2. RECOMMENDATION**

**2.1 It is recommended that the Committee scrutinises and notes the content of the inspection report into the Moray Adoption Service.**

**3. BACKGROUND**

3.1 The Moray Adoption Service provides an adoption service for children and young people assessed as being in need of permanent care away from their birth family. The service recruits and supports adoptive families to provide adoptive placements.

3.2 The aims of the service include the provision of a child centred approach which promotes the development, learning and achievement of each individual; and quality, safe care in a family setting.

3.3 The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

3.4 The evaluation for the Moray Adoption Service is as follows: -

• Quality of Care and Support	3 – Adequate
• Quality of Staffing	not assessed
• Quality of Management and Leadership	3 – Adequate

3.5 There are 0 requirements and 4 recommendations: -

## Recommendations

1. The service should adopt a strategic approach to providing post adoption support services.
2. The service should adopt a more strategic approach to participation.
3. The agency should address staff relationships between and within teams to ensure good quality support for children and their families.
4. The agency should develop a service improvement plan based on user and staff feedback and performance reporting.

The full inspection report is available via the link below.

<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=305680>

- 3.6 A number of the themes and issues that have significance apply across both the fostering and adoption services the detail of which is explored in the report into the outcome of the Inspection of the Fostering Service which has also been presented at Committee on 4 March 2020.
- 3.7. The action plan to progress the recommendations is attached at **APPENDIX I**. The action plan will be monitored through the Practice Governance Board. (PGB), convened by the Chief Social Work Officer.

## **4. SUMMARY OF IMPLICATIONS**

### **(a) Moray 2026: A Plan for the Future and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

This area of activity links to the Moray 2026 plan – More ambitious and confident children and young people able to fulfil their potential.

And within the Moray – 10 year Plan – LOIP - Building a better future for our children and young people in Moray.

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

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

There are no direct policy or legal implications associated with this report.

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

There are no specific financial implications associated with this report.

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

There are no specific risk implications associated with this report.

### **(e) Staffing Implications**

There are no specific staffing implications associated with this report.

**(f) Property**

There are no specific property implications associated with this report.

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

The focus of service delivery is designed to meet the needs of children and young people in Moray who are our most vulnerable children who have a number of complex needs.

**(h) Consultations**

Chief Executive, Head of Integrated Children's Services (SW), Senior Human Resources Adviser, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, 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 aim of this report is to provide Committee with information about the recent inspection of the adoption service.**

**5.2 There is an action plan which will be worked on to address the recommendations made by the Care Inspectorate: the action plan will be monitored through the Practice Governance Board.**

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

Background Papers:

Ref:



## SERVICE IMPROVEMENT PLAN – ADOPTION SERVICE

<b>SMART Objective</b>	<b>Measure of Success (Evidence)</b>	<b>Action</b>	<b>By Whom and When</b>
Adoption preparation groups to be reviewed and planned delivery for mid-February	Preparation to be reviewed and looked at against the new packs for 2019/20	Packs ordered – key social workers and manager to meet and track content of packs and any change to the preparation group.	Senior and Social workers Not later than early February 2020.
Post adoption support to be reviewed and renewed approaches to practice developed.	All adopters to be surveyed to ask what kind of supports they feel they need.  Post Adoption Support (PAS) Plan to be developed and tested  All adopters to receive 1 year post approval support from Adoption UK  Training Calendar to be drawn up – training to be provided on a rolling basis	Complete – 4 feedback forms. Outcome: groups to be re-established. Adopters groups and Adoptee.  Template complete – test of change to be complete – waiting on the needs assessment to finalise this.  Budget manager to approve this  Key social workers to consult with adopters to track what might be the training needs for adopters throughout the lifespan of the child.	Senior and Social workers in agreement with team manager To be in place for 01 March 20.  End of April 2020  Feb 2020  Suggested rolling training plan to go out for consultation end of Feb 2020
A service operation manual will be completed formalizing the services policies and procedures	Key staff will harness our policies and use as a basis for constructing (i) approach to practice and (ii) manual.	The manual will be tabled at the practice governance board (PGB) by the team manager	Social worker to take to adoption team meeting Complete by the end of April 2020

Create an adopter handbook – this will contain (i) the aims and objectives of the service (ii) the policies and procedures, including the service complaints procedure.	The handbook will be accessible to adopters / prospective adopters.	Adopter handbook will go out for consultation to our adopters and then progress to PGG for practice agreement.	All involved in the adoption service Summer 2020
Recruitment strategy	Recruitment strategy will be in place	Complete needs analysis for Looked after and accommodated children in Moray.  Reference to existing data. Draft strategy to PGB.  Use of social media - set up specific to adoption. Possibly led by adopter.	Team Manager in consultation with senior and social worker in the adoption service End of January 2020  End January 2020. End of Feb 2020 Progress Feb- April 2020
Test of change for Post Adoption Support processes.	Refresh existing process.	Identify possible adopter for test of change.	Adoption team members Measured outcomes from test of change by end of 2020.
Support groups for birth mothers	Link in with other services to establish where there may be crossover e.g. Moray Drug and Alcohol Partnership.	Contact MAAP to establish where there may be needs that cross between the services.	Adoption team members End of Jan 2020
Support groups for Adoptees	Develop approach and consult with adopter on what form these groups should take.	Group is being set up by an adoptee	Social workers End Feb 2020
Develop our links with our neighbouring authorities	Link with Aberdeenshire and with Highland - to see what we can offer across the North of Scotland in Post Adoption Support including adopters,	LGBTQ groups been offered to our families.  Explore what is on offer and	Team manager and seniors Summer 2020

	birth families and adoptees.	what we could offer	
Working relationships within and across teams	Improved working relationships between Placement Services and Childcare Teams	<p>Address this need at PGB. Focus on establishing clarity of role / remit and communication to assess and meet child's needs.</p> <p>Ensure the agendas at meetings reflect the business of the various teams that constitute the service.</p>	<p>Team manager By end January 2020 January – April 2020</p> <p>Ongoing throughout 2020</p>





**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 MARCH 2020**

**SUBJECT: INSPECTION OF MORAY FOSTERING SERVICE**

**BY: CHIEF OFFICER, MORAY INTEGRATION JOINT BOARD**

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the inspection of Moray's Fostering Service by the Care Inspectorate which was completed on 23 October 2019.
- 1.2 This report is submitted to Committee in terms of Section III D (6) of the Council's Scheme of Administration relating to exercising the functions of the Council as Education Authority, and Social Work Authority in respect of looked after children and young people leaving care.

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee scrutinises and notes the content of the inspection report into the Moray Fostering Service.**

**3. BACKGROUND**

- 3.1 The Moray Fostering Service provides a fostering and family placement service for children and young people aged 0 -18 years. The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.
- 3.2 The Council recruits, assesses, approves, supports and trains carers to provide a fostering service to a range of children throughout Moray. This includes long-term and short-term care as well as short break care.
- 3.3 The overall intention of foster care is to provide a family based alternative accommodation for children and young people who are not able to live at home.
- 3.4 This service has undergone significant change over the last 12 months due to management restructuring required due to budget savings: a new team manager from April 2019 and other new staff: and retirees of several long serving and experienced staff.

- 3.5 Alongside this a new Fostering scheme required to be introduced during spring 2019 and was launched in September 2019.
- 3.6 Significant structural and organisational changes continued across the whole of children and families social work service.
- 3.7 The evaluation from the October 2019 inspection of the Moray Fostering Service is as follows: -
- |  |              |
|--|--------------|
| • Quality of Care and Support          | 3 – Adequate |
| • Quality of Staffing                  | not assessed |
| • Quality of Management and Leadership | 3 – Adequate |
- 3.8 There is 1 requirement and 4 recommendations which reflect in part the impact of changes that have been part of the service for some period of time.

#### Requirement

The agency must ensure that quality assurance systems are robust and are used effectively in order to monitor that formal/statutory checks for foster carers are always up to date and reviewed appropriately by March 2020

#### Recommendations

1. To ensure a child centred approach is followed in all cases, the agency must provide comprehensive planning for every child and young person moving on a temporary basis to respite carer. This should involve all key individuals attending a planning meeting, and allow time for introductions to be made. In addition, the agency should, in participation with carers and young people explore alternative options to formal respite care.
2. The agency should address problematic staff relationships between and within teams to ensure good quality support for children and their families is always available.
3. The agency should ensure that the quality of reports being provided to the fostering panel is appropriately scrutinised. This will improve matching considerations and clearly highlight areas of vulnerability. The creation of a panel advisor role would support decision-making within the panel.
4. The service should devise a development plan that follows SMART principles (Specific, measurable, achievable, relevant and timely) and be regularly reviewed.

The report from the inspection in October 2019 can be viewed using the below link.

<https://www.careinspectorate.com/berengCareservices/html/reports/getPdfBlob.php?id=305808>

3.9 The improvement action plan, which has been submitted to the Care Inspectorate as part of the process and timing of inspection, is attached at **APPENDIX I**. Whilst focused on the operational detail of service improvement it is presented as part of this report to assure the committee of actions being taken and to seek support for the service during this period of change. The activity outlined in the improvement plan will be monitored through the Practice Governance Board (PGB), convened by the Chief social Work Officer to consider quality performance and risk in all aspects of social care and social work focusing on culture, systems, practices, performance, vision and leadership.

3.10 A further Inspection will be undertaken by Care Inspectorate within 12 months.

#### **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:

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Where life is better for everyone.

Provide a sustainable education service aiming for excellence.

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

Improved outcomes for those most in need of support.

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

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

And within the Moray – 10 year Plan – LOIP.

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

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

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

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

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

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

There are no specific financial implications associated with this report.

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

There are no specific risk implications associated with this report.

##### **(e) Staffing Implications**

There are no specific staffing implications associated with this report.

**(f) Property**

There are no specific property implications associated with this report.

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

The focus of service delivery is designed to meet the needs of children and young people in Moray who are our most vulnerable children who have a number of complex needs.

**(h) Consultations**

The Chief Executive, Head of Integrated Children's Services (SW), Senior Human Resources Adviser, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, 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 aim of this report is to provide Committee with information about the recent inspection of the fostering service.**

**5.2 There is an improvement action plan which will address the issues within the requirement and recommendations made by the Care Inspectorate and this will be audited through the Practice Governance Board.**

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

Background Papers:  
Ref:

## SERVICE IMPROVEMENT PLAN – FOSTERING SERVICE

<b>SMART Objective</b>	<b>Measure of Success - (Evidence)</b>	<b>By Whom and When</b>
Robust Quality Assurance Process in place for Fostering Service	<p>All PVG and statutory checks are done as per policy.</p> <p>Reports are Quality Assured by Senior Social Workers or the Team Manager.</p> <p>Supervision is carried out regularly and is of good quality.</p> <p>Review Meetings are held as per policy.</p>	<p>Service Manager, Team Manager</p> <p>The operations manual and specific guidance for process of review, with timescale address this.</p> <p>Supervision and EDPR frameworks in place and working to measureable timescales.</p>
Stakeholders' (children and young people in foster placements; Foster-carers; Young People who Foster; Placement Services staff and childcare staff) views and feedback will be gathered on a structured basis to evaluate and develop service.	<p>Participation Strategy will be developed.</p> <p>To be discussed at the Team Meeting.</p> <p>Consultation with stakeholders – meetings throughout January</p> <p>Final version of the strategy will be tabled at the Practice Governance Board (PGB)</p>	<p>Team manager (Acting) will develop the strategy from and for consultation.</p> <p>End of March 2020 Final to be produced by April 2020</p>
Have a current Operations Manual containing all relevant policies and procedures related to the Fostering Service.	<p>Draft Operations Manual will be produced.</p> <p>Consult - mid to end February 2020.</p> <p>Following consultation – final draft of Operations Manual to be presented to Practice Governance Board (PGB)</p>	<p>Team Manager End January 2020</p> <p>Take to team meeting. End February.</p> <p>Team Manager table at PGB March 2020 Final - by end of March 2020</p>
Foster carers and Supervising Social Workers will feel confident in using new Portfolio system.	<p>Current supervision format will be used until end of February 2020.</p> <p>Work with Foster-carers, to develop their knowledge of reflective practice and familiarise themselves with the new portfolio. Documents to be used reviewed end of</p>	<p>Team manager and senior social workers Until end February 2020 – all Supervising Social Workers</p> <p>December 2019 -&gt; review end of March 2020</p>

	<p>March.</p> <p>Amend portfolio based on suggestions. Meet with foster carers early Jan to discuss their views.</p> <p>Introduce new Portfolio system. Feedback at monthly Team Meetings.</p>	<p>January 2020.</p> <p>Beginning of March 2020 Review during 2020.</p>
Review of Foster-carer Handbook	Social workers/ foster carers	All team managers March 2020
Improved working relationships between Placement Services and Childcare Teams	<p>Address this need at PGB. Focus on establishing clarity of role / remit and communication to assess and meet child's needs.</p> <p>Ensure the agendas at meetings reflect the business of the various teams that constitute the service.</p>	<p>Service manager and team managers By end January 2020 January – April 2020</p> <p>Ongoing throughout 2020</p>
All foster-care placements will have a Safer Caring plan in place which is regularly reviewed.	<p>All carers to have a safer caring plan. All children to have a safer caring specific plan.</p> <p>Address any support needs staff / foster carers may have in joint session.</p> <p>Quarterly planning meetings between Placement Services and Childcare Teams to update the safer caring plans for carers.</p>	<p>All team members March 2020 March 2020</p> <p>Staff to look at what training is needed both for them and for the foster carer cohort.</p> <p>PGG Feb 2020</p>
Develop a Short-break scheme which meets the needs of the children and young people who require it.	Produce the recruitment policy for the SBS – Short Life Working Group to be convened. Linking in with new safer caring framework	Team Manager End of April 2020
Panel Advisor	Panel Advisor confirmed in short and medium term.	Service Manager Corporate Parenting Manager – Jan with

	Explore longer term arrangement.	review September 2020.
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