



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

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

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

1. REASON FOR REPORT

- 1.1 To inform the Committee of the progress the Raising Aspirations in Science Education (RAiSE) National Initiative and the local progress made against the RAiSE Objectives from March 2018 to present.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 In 2016, The Wood Foundation launched its Raising Aspirations in Science Education (RAiSE) programme in partnership with the Scottish Government. The programme is designed to secure improvements in primary science, by developing the confidence and competence of teachers to ensure all learners experience highly engaging and motivating learning opportunities. This will equip learners with skills for life, learning and work to enable them to access a wide range of careers including those within the Science, Technology, Engineering and Maths (STEM) sectors. A key aspect of this programme is access to a dedicated Primary Science Development Officer (PSDO) for the Local Authority which is mostly funded externally (one third Scottish Government, one third Wood Foundation and one third Moray Council).
- 3.2 Paragraph 9 of the Minutes of the Meeting of the Children and Young People's Committee 14 September 2016 refers to the approval of a partly funded post of PSDO within Schools and Curriculum Development.
- 3.3 Paragraph 8 of the Minutes of the Meeting of the Children and Young People's Committee 7 March 2018 refers to the progress made against RAiSE

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

- 3.4 The RAiSE programme is being independently evaluated by The Robert Owen Centre for Education Change (ROC) at University of Glasgow. The full Interim Evaluation Report dated April 2018. The report is available to view at: <https://www.thewoodfoundation.org.uk/wp-content/uploads/2018/05/RAiSE-Interim-Report-ROC-29April18.pdf> and is summarised in an External Evaluation Report published in Spring 2018 (**Appendix 1**) which describes the purpose of the RAiSE programme and the need for RAiSE within the education system, the role of the PSDO within each Local Authority and how RAiSE supports the wider school curriculum.
- 3.5 The National RAiSE Priority Themes are: Leadership at all levels, Quality of Learning and Teaching, Career-long professional learning, Collegiate planning, networking and support, Effective Partnership working, 3-18 progression in learning/Assessing progress and achievement, Skills for Learning, Life, and Work and Parental Engagement.
- 3.6 Highlights of progress in Moray within these themes since the RAiSE Progress Report of March 2018:
- *Leadership at all levels:* Scottish Schools Educational Resource Centre (SSERC) Primary Cluster Programme extended to create a network of Primary Science Mentors across Moray. Cohort 1 training completed in June 2018; programme evaluated and made ready for Cohort 2. Cohort 2 training started in September 2018 creating a total of 30 mentors across Moray to support STEM within their schools and Associated School Groups (ASGs).
 - *Quality of Learning and Teaching:* Support to schools includes; Career Long Professional Learning (CLPL) to support STEM learning and teaching, supporting STEM self-evaluation within schools using national Benchmarking tool; supporting developments of Science progressions and teaching resources. Completion of the Moray/Highland contribution to a National Science Guide to be published by Education Scotland.
 - *CLPL:* Primary Science Mentors offered extensive training in primary science and leadership in the classroom, a further 5 sessions for Early Learning and Childcare (ELC) Centres booked from Aberdeen Science Centre to start in January 2019, Primary teachers continue to be supported with a programme of sessions both in practical STEM and Improving Gender Balance in STEM.
 - *Collegiate planning, networking and support:* Supporting professional learning networks in Lossiemouth, Buckie, Forres, Milnes and Speyside ASGs with Primary teachers and Secondary Science Teachers.
 - *Effective Partnership working:* Moray STEM Strategy group with Skills Development Scotland (SDS), Developing Young Workforce (DYW) Moray, Moray College UHI, RAF Lossiemouth, Community Learning and Development (CLD), Education Support Officer (ESO) Skills and Moray Council Learning Technologists held their first STEM Showcase in June 2018 to highlight good practice from across Moray, help schools make links with local STEM partners and to launch the Moray STEM Position Statement (**Appendix 2**) as the start of our work together.
 - *3-18 Progression in learning/assessing progress and achievement:* Supporting schools in the use of the National Curriculum for Excellence

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

- *Skills for Life, Learning and work*: Continue to work with ESO Skills, SDS and DYW Moray to dovetail RAiSE work with Moray Skills Pathway by embedding CES and Career Management Skills (CMS) into developments.
- *Parental Engagement*: Family Learning; STEM Bags Pilot has been running in Portessie, Findochty and St Gerardine Primary Schools since May 2018 and is being evaluated in October/November 2018 using a series of Focus Groups with pupils, parents and teachers.

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

4. SUMMARY OF IMPLICATIONS

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

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

(b) Policy and Legal

There are no Policy and Legal implications.

(c) Financial implications

There are no Financial implications arising directly from this report.

(d) Risk Implications

With the post ceasing there is a risk that the great work and impact so far will not be sustained in the future.

(e) Staffing Implications

There are no Staffing implications.

(f) Property

There are no Property implications.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

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

5. CONCLUSION

5.1 That Committee scrutinises and notes the contents of this report

Author of Report: Janey Irving, Primary Science Development Officer

Background Papers:

Ref: