



the **MORAY** council

Educational Services

Standards and Quality Report

2009/2010

learning to live
living to learn

Inspire

•

Include

•

Improve

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Introduction

In 2009, Educational Services published its first Service Improvement Plan following the introduction of the Concordat between The Scottish Government and Local Authorities and the production of The Moray Community Planning, Single Outcome Agreement which sets out how we will deliver Government and Council priorities in Moray.

This plan, covering the three year period 2009-2012, sets out the actions which Educational Services will take to address those priorities relevant to the functions it carries out on behalf of the Council. The plan is structured around four key priorities:

- Attainment & Achievement
- Skills for Life
- Health & Wellbeing
- Integrated Working

Together with our partner agencies, we will work towards achieving these priorities but specific challenges do confront us. These include:

- A very challenging budget position which will see us having to operate with a reduced budget and resources.
- The development of suitable and sufficient facilities for the delivery of the full range of educational services across schools, libraries, heritage services, leisure and community services.
- The challenge of continuing to introduce Curriculum for Excellence in the face of budget restrictions.
- The need to develop and retain our staff and to recruit appropriately qualified and experienced staff where necessary.
- The need to ensure that risk management and business continuity planning are embedded across all services.

This Standards and Quality Report, covering the first year of our Service Improvement Plan, 2009/2010, will give an account of our progress against the key priorities and aims to define our areas for development for the year ahead and celebrate our successes.

Our Vision and Our Values

Our Vision comprises our mission statement, **Learning to Live, Living to Learn** and our three aims – **Inspire, Include and Improve**.

The infographic is set within a light green rounded rectangle with a dark green border. At the top center is the Moray Council logo, a colorful geometric shape above the text 'the moray council'. Below the logo is the title 'EDUCATIONAL SERVICES' in bold black uppercase letters. A horizontal line follows. Below that is 'OUR MISSION' in bold black uppercase letters. The mission statement 'learning to live living to learn' is written in large green lowercase letters, enclosed in a purple rounded rectangular frame. Below this is 'OUR AIMS' in bold black uppercase letters. Three overlapping circles contain the aims: 'INSPIRE', 'IMPROVE', and 'INCLUDE', each with a list of bullet points.

EDUCATIONAL SERVICES

OUR MISSION

**learning to live
living to learn**

OUR AIMS

INSPIRE

- Motivate all to have **high expectations and a desire for excellence**
- Encourage an enthusiasm for **active, healthy lifestyles**
- Build the confidence of individuals to become **responsible citizens**

IMPROVE

- Develop **enhanced life chances** for the people of Moray
- Work with others to develop **high quality services**
- Commit to **on-going improvement**

INCLUDE

- Enable access to **quality learning experiences for all**, in safe and supported environments
- Involve the people of Moray in **shaping the future**

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To help achieve our mission statement and our three aims, a set of values has been devised to show how we want to work in Educational Services and how we should interact with others, now and in the future. These values will help guide our behaviour, direct our decision making and create a positive climate in which individuals can act with responsible freedom.



Education Provision

For the year 2009/10, the Moray Council provided education to 12,331 pupils in 8 secondary schools and 46 primary schools. Pre-school education was provided in 21 pre-school classes within Primary Schools, and in 37 pre-school centres which work in partnership with the Council to provide pre-school education. In the financial year 2009/10, Educational Services had a revenue budget of £92,261,000 and a capital budget of £6,640,000.

HMIe Activity

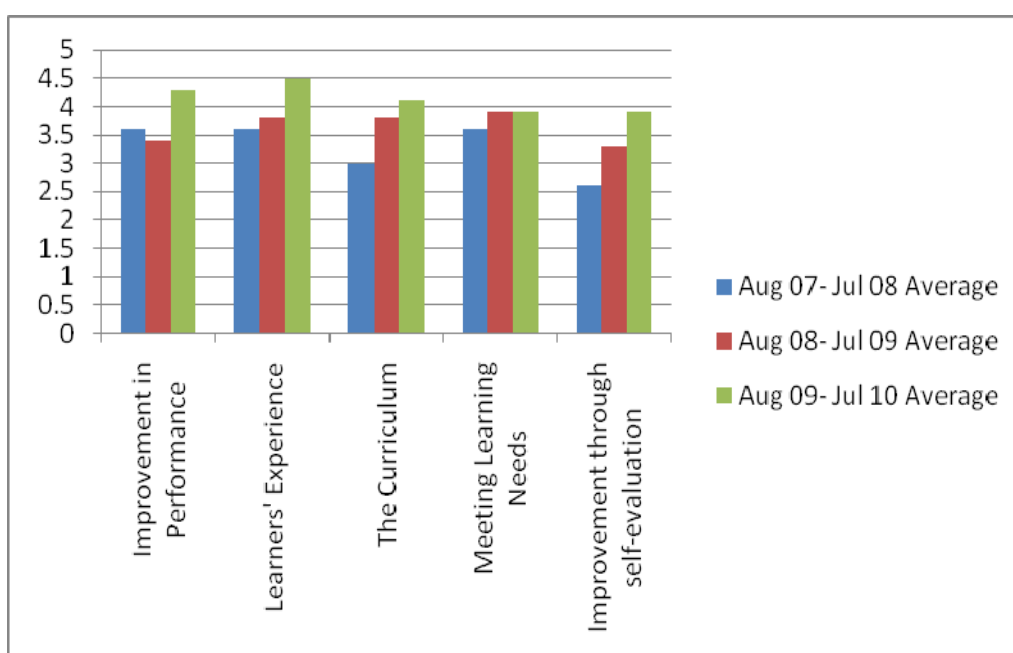
School Evaluations

Each year, Her Majesty’s Inspectorate of Education (HMIe) inspects and reports on the quality of education provided by local authorities. These inspections, along with meaningful self-evaluation, identify strengths and priorities for improvement across the system.

Quality Improvement Officers from Educational Services work closely with schools to develop Improvement Plans that take into account the results of HMIe evaluations and any areas that have been highlighted for improvement. Looking at the average results achieved by schools in Moray, across all HMIe quality indicators for the last three years, a trend of improvement in each can be noted. These results highlight the good work carried out by schools and officers to address national expectations and our commitment to ongoing improvement.

	Improvement in Performance	Learners’ Experience	The Curriculum	Meeting Learning Needs	Improvement through self-evaluation
August 2007 - July 2008 Average	3.6	3.6	3	3.6	2.6
August 2008 - July 2009 Average	3.4	3.8	3.8	3.9	3.3
August 2009 - July 2010 Average	4.3	4.5	4.1	3.9	3.9

6 – Excellent, 5 – Very Good, 4 – Good, 3 – Satisfactory, 2 – Weak, 1 – Unsatisfactory



HMIe Activity

Follow-through Report on Educational Services

In January 2008, HMIe published a report on an inspection of the education functions of The Moray Council. Following this, The Moray Council was asked to prepare an action plan indicating how it would address the points for action in the initial report and a return visit by HMIe took place in April 2010 to evaluate progress. The Follow-through report for this inspection was published on 29 June 2010.

During the return visit, HMIe found that Educational Services has continued to build on the key strengths identified in the 2008 HMIe report. The senior management team has been successful in fostering a culture of open discussion and staff feel valued and supported. A range of well-planned initiatives are underway which are having a positive impact on learners' experiences and the development of the educational workforce.

"The service had become more proactive in seeking out and learning from best practice nationally and internationally and Moray education staff were now invited with greater frequency to share their effective practice with the wider Scottish education and learning community."
HMIe Follow Through Report, Educational Services, 29 June 2010

Partnership working has continued to develop and is increasingly impacting positively on children and young people. Close working between schools, Skills Development Scotland and Moray College has supported the development of specific courses tailored to the needs of particular groups of learners. This has led to a greater number of young people achieving positive destinations.

Satisfactory progress has been made in addressing the continual improvement in the quality of attainment. Effective support for literacy and numeracy has maintained good levels of attainment at the primary stages and attainment has shown steady improvement in the early secondary years. Attainment in SQA examinations at Levels 3 and 4, or equivalent, continues to be above comparator and national averages. By the end of S4, the percentage achieving five or more awards at Level 5 or better shows steady improvement and by 2009 is now above both comparator and national averages. By the end of S5, the percentage of young people attaining three or more awards at Level 6 has increased steadily over recent years.

HMIe also found that Educational Services has made very good progress in bringing about improvement through self-evaluation.

Establishments have been well supported by officers in strengthening their approaches to self-evaluation. Evaluations by HMIe, at the time of school inspections, have shown consistent improvement.

"An increasing number of establishments in Moray are now identifying, through self-evaluation, outcomes for learners which are observable, directly measurable and capable of being evaluated, in their strategic improvement plans."
HMIe Follow Through Report, Educational Services, 29 June 2010

The service will now continue to monitor self-evaluation progress and the impact of all related work in all establishments and continue to offer training for senior staff on self-evaluation.

In conclusion, HMIe found that considerable progress has been made since the original inspection. The report stated that Moray Council's Educational Services has continued to develop its strengths and is now a more forward and outward looking organisation and as a result, no further visits in connection with the January 2008 report will be made.

The Context of our Plan

Our Service Improvement Plan for 2009/2012 focuses on four key priorities:

- Attainment & Achievement: How our learners perform in the national examinations along with a focus on the wider achievements of all learners.
- Skills for Life: Addressing the wider issues of learning and supporting people in their preparation for life at work, in the community and at home.
- Health & Wellbeing: Developing approaches and opportunities to improve both the physical and mental health of the people of Moray.
- Integrated Working: Further developing the partnership working which is key to delivering those cross-agency/departmental agendas.

To achieve these four key priorities, a number of action areas have been identified for improvement. These action areas, which may cover more than one of the key priorities, are supported by local delivery plans with milestones set that aim to drive improvement for the year.

The table below shows how these action areas link in against each of the key priorities for Educational Services:

	Action Area	Attainment & Achievement	Skills for Life	Health & Wellbeing	Integrated Working
1	Leadership	✓			
2	Self-evaluation	✓			
3	Equally Well			✓	✓
4	Health Promotion			✓	✓
5	Mental Health			✓	✓
6	Early Years Framework	✓	✓	✓	✓
7	Protection of/Support for Vulnerable Learners			✓	✓
8	Vulnerable Learners	✓	✓		
9	Development of Locality Team Working				✓
10	Corporate Parenting				✓
11	Curriculum for Excellence	✓	✓	✓	✓
12	Teaching, Methodology & Development	✓			
13	Literacy & Numeracy	✓	✓		
14	Attainment S4, S5 & S6	✓			
15	GLOW/Management Information Systems	✓			
16	Wider Achievement	✓	✓		
17	Sports/Arts/Leisure			✓	✓
18	Skills Development		✓		✓
19	Parent/Pupil Voice	✓	✓	✓	✓
20	Library Services to Older People		✓	✓	

Attainment & Achievement

Achievements during 2009/10

Developing leadership capacity, particularly in head teachers and those aspiring to headship, continues to be a main priority. Teacher Development has also been reviewed and improved through the introduction of Teacher Learning Communities, an updated Critical Skills Programme and mentor training and support.

"The headteacher provides clear direction and very strong leadership for improvement. She has worked very effectively to lead and encourage various developments to improve children's learning and achievement."

Alves Primary School, HMIe Report, 02 March 2010

To improve staff and the service overall, team leadership development training has been provided to library and museum staff. This training encourages staff to be effective leaders by realising how others react to them, what others expect from them, whether others believe they are doing a good job and ultimately realising what they can do to improve.

"The service has successfully developed its capacity for improvement through a commitment to the development of its staff and through a focus on improved leadership at all levels."

HMIe Follow Through Report, Educational Services, 29 June 2010

All Community Learning and Development (CLD) staff are provided with continuous professional development and practice opportunities. Refresher training has also been provided on self-evaluation and all CLD staff continue to evaluate each piece of work undertaken.

"A programme of quality training opportunities published by the CLD Service is available to both staff and community groups. Take up and awareness of these opportunities has increased. In addition, one-off training, tailored to the needs of groups, is also provided."

HMIe Inspection of the learning community surrounding Forres Academy, 25 August 2009

Self-Evaluation training has been provided for head teachers and in-service days have been held to share practice across schools.

The Community Learning and Development service continues to offer a varied range of accredited learning opportunities for young people who are benefiting from the support provided.

"There is a wide range of quality learning opportunities for young people and adults. Young people benefit from access to a comprehensive range of accredited awards. Uptake and completion rates are high."

HMIe Inspection of the learning community surrounding Forres Academy, 25 August 2009

The delivery of literacy & numeracy across the curriculum in schools has been developed with new guidelines issued to all schools. A course to support pupils' literacy through the use of new technologies has also been created and will be delivered in 2010/11.

"The Education authority's literacy officer has made a very positive contribution to developing the school's literacy approaches." Burghead Primary School, HMIe Report, 24 August 2010

'Determined to Succeed' officers have worked with associated school groups and school co-ordinators to support the implementation of Enterprise policies. These policies follow the values, purposes and principles of Curriculum for Excellence and stress that schools must prepare young people for the challenges they will face in our rapidly changing world. All primary and secondary schools in Moray have implemented an Enterprise policy and developments within this area are ongoing.

Forres Academy enterprise success

A Moray school did exceptionally well in the Highland and Moray area finals of the Young Enterprise Scotland competition for innovative businesses. At its first attempt in the competition, Forres Academy collected three of the 11 top awards. The sixth-year team demonstrated the best sales pitch to a mystery shopper at a Christmas trade fair in Inverness and won the Baxters Foundation award for the best presentation, while team member James Moreland was judged the outstanding speaker and personality. The academy team made a business-like profit from making and selling window boxes and kit for grow-your-own vegetables and herbs. Another Moray school, Milne's High from Fochabers, also made the finals.

Moray Council Press Release, 28 April 2010

Improving attainment in S4, S5 and S6 continued to be a key focus of Educational Services in 2009/10. Strategies have been developed and a data working group established to ensure the sharing of good practice. This focus has ensured that for the academic year 2009/10 results were the best ever.

For all the examination indicators in fourth year, Moray's figures are above national averages and either better than, or equal to, our comparator authorities.

Two of the seven indicators in fifth and sixth year show the best performances in the 14-year history of Moray Council. All other indicators in S5 and S6 are either the equal best ever or second best ever on record.

"It is very clear that, without being complacent, we should take a great deal of satisfaction from the results, especially from the overall improvements seen in S5 and S6. We should also note that we have seen a clear trend of improvement over the past few years, which is extremely heartening."

Councillor Jeff Hamilton, Chairman, Children and Young People's Services committee

Wider Achievement in schools is encouraged through participation in various library and museum events. Most primary schools are involved in museum and heritage events and an increasing number of secondary school pupils are undertaking courses at Learning Centres within local libraries.

"Staff place a strong emphasis on promoting and celebrating children's wider achievements. Wall displays showcase children's art, craft and class work. Staff also take opportunities to display children's work around the community, including through contributions to the local library."

Anderson's Primary School, HMIE Report, 25 August 2009

The CLD Youth Team also deliver a number of courses that promote wider achievement to secondary pupils including youth apprenticeships, financial awareness, U Can and Drinkaware, all of which are award bearing.

Financial Awareness Course

Financial Awareness is consistently listed by young people as something they have little or no knowledge of. Along with Moray College and Lossiemouth High School, a class on this was developed where young people met weekly with Youth Workers. At the end of the project young people were able to demonstrate financial knowledge and discuss financial matters. The evidence they had collected also allowed them to complete a youth achievement summary.

Illuminating Practice 2010, Case Studies in Community Learning and Development, Moray Council

"In 2009/10, the percentage of school leavers in Moray entering a positive destination (higher education, further education, training, employment, voluntary work) was 90.9%, an increase from 88.2% in 2008-09. This is the 6th highest level of positive destinations in Scotland. The proportion of school leavers entering further and higher education in 2009/10 was 60.5% an increase of 4% from the previous year."
Moray Council School Leaver Destination Report 2009/10, Skills Development Scotland

Areas for development 2010/11

Aspects of Self Evaluation will be developed further with support focused on the schools that require it.

Pupils' literacy will be strengthened with the launch of a course supporting the use of new technologies.

Improving attainment in S5/S6 will continue to be a priority.

Wider achievement opportunities will be developed by improving partnerships between the CLD Youth Team and secondary schools.

Skills for Life

Achievements during 2009/10

Libraries and museums throughout Moray have increased their support to families and the 0-3 year age group with a revised provision of Rhymetime sessions and the introduction of a family event programme. As a result of this, there has been a significant increase in users across the service.

An action plan has been developed for the implementation of 16+ Learning Choices in Moray and all secondary schools are involved in identifying educational opportunities for 16+ learners. Learning opportunities for young people have also been developed within Library Learning Centres with a high uptake achieved amongst 16+ learners.

"Moray Council is currently the only authority in Scotland to deliver the Art Awards programme, a national qualification certificated by Trinity College London. Participation helps young people back into education and helps shape their future choices".
HMIe Inspection of the learning community surrounding Forres Academy, 25 August 2009

A programme of reader development events was successfully held within libraries in Moray including a Summer Reading Challenge that recorded its highest level of participants. The 'Get Moray Reading' Book Festival featuring a number of Scotland's most celebrated writers, publishers and illustrators was also a great success attracting audiences from across Moray. These events not only support literacy & numeracy provision but also increase the number of users of library services.

"The aim is to celebrate Scottish writing, publishing and illustration and to promote the enjoyment of reading"
Sheila Campbell, principal librarian at Elgin Library, Get Moray Reading Book Festival

A number of schools are involved in a pilot project on skills development using the Skills Ladder. This will now be evaluated with a view to rolling out the project to other schools in Moray.

Through our business engagement strategy we are working towards bridging the gap between schools and business. Schools have been encouraged and supported to develop practical and applied learning courses that involve partner employers. An example of this is the 'STEM' pilot project to develop the use of K'NEX construction kits and the K'NEX Challenge as a context for developing Science, Technology, Engineering and Mathematics in a world of work context. This involves 21 business ambassadors working with schools to develop young engineer clubs.

"Children benefit from clubs and committees which give them good opportunities to work with others and to become responsible citizens."
Anderson's Primary School, HMIe Report, 25 August 2009

Around 200 pupils, teachers and companies from across the North of Scotland took part in the inaugural Young Engineer and Science Club showcase, supported by STEM North of Scotland and the Scottish Government, in Inverness on 25 March 2010. Dallas Primary School competed against other schools in a series of science and engineering challenges and were successfully crowned Primary School Champions.

'Skills for Work' is a range of vocational courses focusing on the generic employability skills needed for success in the workplace. A number of S3 and S4 pupils are involved in this programme at Moray College and were filmed talking about their college experiences and the links they had seen to the school curriculum. They also spoke about how they had been provided with a greater understanding of the real life relevance of what they are taught in the classroom. These films were shown at the Scottish Learning Festival in 2009.

The content of courses offered at Library Learning Centres has been developed and widened to attract new communities and audiences. As a result of this, the number of registered learners at Centres has now exceeded targets set with the new 'Family History Course' proving particularly popular. Learning programmes for Older People are now also embedded in the service and the uptake of ICT by Older People also continues to surpass targets.

Learners Got Talent

"A project, that ran in early 2010 and included learners from Moray, has received the 'Successful Adult Learning Curriculum' award from Scotland's Learning Partnership. This project involved 21 adult literacy learners, from across the 7 northern local authority areas, planning and organising a successful conference for adult learners. The main outcome for this project was to develop the four capacities of Curriculum for Excellence - Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens - in all those who took part. The group of 3 learners from Moray acted as co-ordinators and consultants, with learners from the other areas working on allocated tasks and reporting back to the Moray group. What had seemed a daunting project to lead on, in terms of working with such a widespread group

who had never met, turned out to be extremely successful with all learners in the group reporting positive outcomes for themselves in terms of increased skills and confidence in themselves."

*Essential Skills Development Office,
Moray Council*

Areas for development 2010/11

The launch of the Scottish Book Trust's new early years programme Bookbug, due to replace the current Rhymetime sessions.

Continue the family events and reader development programmes in libraries and museums.

Ensure integrated libraries have adequate ICT provision to deliver learning opportunities to local businesses and target groups.

Assess the Skills Ladder pilot project and develop and roll out accordingly.

Health & Wellbeing

Achievements during 2009/10

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 requires that all local education authorities ensure the food and drink provided in schools, complies with nutritional standards as specified by Scottish Ministers. The statutory nutritional standards for school lunches have been calculated to ensure that the school lunch provides a third of the daily nutritional requirements of primary and secondary school pupils. These national standards were introduced for Primary School meals in August 2008 with secondary school meals following in August 2009. In Moray the implementation of these nutritional standards has been completed and all school meals provided meet the standards set.

"Children gain fitness and confidence through taking part in a range of sporting and cultural activities, including tennis and street dance. They are aware of the benefits of healthy eating and regular physical activity. The school has Health Promoting School status."

Aberlour Primary School & Nursery Class, HMIe Report, 24 August 2010

Work has continued towards ensuring the provision of physical education for every child. Presentations have been held with all head teachers and surveys undertaken to establish current levels of PE.

The national Childsmile oral health programme continues to be developed. In the core element of this programme, all nursery children are offered daily supervised toothbrushing. In addition to this, nurseries and primary schools that fall within the bottom 20% of the National Dental Inspection Programme (NDIP) and those in the bottom 20% of the Scottish Index of Multiple

Deprivation (SIMD) are offered twice yearly fluoride varnish applications, which are carried out by specifically trained dental nurses.

A mobile NHS healthpoint service has been established at Elgin Library. This service runs every Monday and has proved extremely popular. NHS healthpoints tackle health issues relating to self care and offer free information and advice on a number of health concerns. Monthly campaigns are held on various issues along with a range of events including 'Wear it Pink' for Breast Cancer and 'New Year, New You'.

A new NHS Health and Wellbeing in Schools policy, being tested in Moray, will see the redesigning of the school nurse service. Early identification of mental health issues is one area being developed with the launch of the Healthy Minds project. As part of this, links and partnerships with the Rowan Centre (Child & Adolescent Mental Health) and other organisations promoting mental health have been established.

The care, welfare and education of vulnerable people within the service has been developed in a number of ways. Support Plan procedures have been reviewed, an intranet child protection site has been created, Looked after Children data and information has been improved and strengthened, policies have been reviewed and adapted and staff have been trained on the changes. Educational opportunities for vulnerable pupils have also been expanded with the curriculum being modified where necessary.

"The school has very good arrangements in place for child protection and for monitoring attendance. Children have confidence that staff will solve any problems quickly." Knockando Primary School, HMIE Report, 25 August 2009

The vision of the strategy 'Living an Active Life - Physical Activity, Sport and Health for Moray 2007-2012' is to improve the health and well-being of the Moray community through physical activity and sport. To evaluate how effectively this is being implemented, the performance of the Sports Development Unit (SDU) of the Moray Council was measured by QLM assessors through their ISPAL Health and Physical Activity Recognition Programme in August 2009. SDU passed this assessment with an excellent score and were recognised for their strong delivery of the health agenda to the local community.

"A strong working partnership with the NHS was demonstrated tackling health inequalities. Activities run by the SDU take place within local communities removing many transport and accessibility barriers. The organisation directly offers activities for all ages and experiences. Be Active Life Long (BALL) is a great example of not only offering physical activity but social development that aids broader well-being." ISPAL Health & Physical Activity Recognition Programme, Assessment Record, 26/27 August 2009

The Sports Development Unit has also been involved in a range of projects in 2009/10 including delivering Start to Play training to childminders and pre-school groups; devising and implementing an action plan in relation to the 2006 Accord for the Protection of Children in Scottish Sport; organising events such as the Moray Great Bike Ride, term-time and holiday programmes for young people and numerous coach education courses.

A promotional campaign has been conducted to encourage participation in the Libraries Volunteer Programme. This has proved to be particularly successful with a good uptake of new volunteers. These volunteers make a valuable difference to not only the level of service offered at libraries and the Local Heritage Centre in Elgin, but also to the service users themselves as one of the duties undertaken by the volunteers is to visit housebound readers.

The Active Schools initiative has continued successfully in 2009/10, offering children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood - making 'more children, more active, more often'. The 'Fit For Girls' programme, designed to increase physical activity in non-participant girls in early secondary school years, has proved popular in the schools involved with nearly double the number of girls expected taking part. Children with a range of additional support needs have also taken part in activities run by the Active Schools team including cycling sessions, horse-riding and outdoor adventures.

"CLD staff and their partners offer a very wide range of adult learning opportunities. They provide very effective support to hard to reach learners by breaking down barriers to learning and engaging them in opportunities to improve core skills, increase confidence and employability. This results in improvements in mental health and wellbeing support to their children, reduction in isolation and offending." HMIE Inspection of the learning community surrounding Forres Academy, 25 August 2009

Areas for development 2010/11

Continue the development of Physical Education provision for every child.

NHS healthpoints will be introduced in all libraries across Moray.

The Health & Wellbeing policy for schools and early years will be finalised and the success of the Healthy Minds project will be evaluated.

Integrated Working

Achievements during 2009/10

Multi-agency planning has contributed to the effective take up of Child protection awareness raising and training. Successful training events have also taken place for staff dealing with pupils with severe and complex difficulties.

"Staff work closely with a wide range of professionals including psychology, speech and language and health workers. Together, they provide quality support for all children, particularly those with complex needs."

Noahs' Ark Day Care & Development Playgroup, HMIE report, 03 February 2010

Implementation of Curriculum for Excellence has been significantly progressed by staff across all areas within Educational Services. Support has been provided to work on the visions and strategies of Curriculum for Excellence.

"HMIE inspection reports on schools had shown an improving trend in terms of evaluations and the education department had provided helpful guidance to support schools in implementing Curriculum for Excellence, an approach which had received positive feedback from head teachers and national bodies."

HMIE Follow Through Report, Educational Services, 29 June 2010

Work continues with Moray College and Banff and Buchan College to develop pathways of progression into vocational education. All secondary schools continue to have access to these courses as required with funds allocated for transport to ensure equity of provision for all.

"Local partner organisations, such as Skill Force, feel increasingly welcomed and contribute well to young people's learning. The school is developing effective partnerships with local businesses to help young people improve their skills for work. Most young people know about wider achievement offered within the community."

Elgin Academy, HMIE report, 17 November 2009

The Employment Support Service now works with schools to provide support for vulnerable young people entering into appropriate work experience opportunities. This support is available on a flexible basis according to individual needs.

A programme of Curriculum for Excellence workshops has been provided to all Moray schools and their Parent Councils. Each has been given the resources necessary to work together to develop events for parents.

Parent and pupil participation, in decisions which affect them, has improved through pupil and parent councils. Training for new Parent Council members has now been established.

"Staff, parents and children have worked well together to develop and put into action a new vision for the school. The parent council is very supportive and discuss teaching and learning with the head teacher. Pupil council members contribute to the school's improvement plan."

Anderson's Primary School, HMIE Report, 25 August 2009

The Moray Youth Council has been developed and has been renamed Moray Youth Voices. This group is representative of all Youth Forums and School Councils in Moray and is intended to be the bridge between all young people and local decision makers.

"CLD staff are highly motivated and valued by partners. Providers work well together and highly effective local partnerships, with social work, criminal justice, the NHS, schools and voluntary organisations, are in place. There is a shared sense of purpose."
HMIe Inspection of the learning community surrounding Forres Academy, 25 August 2009

Out of this World Art Project

"Working with a range of partners, Moray Council's cultural co-ordinator team supported the development of a visual art resource box for every primary school in Moray. Cultural co-ordinator manager Claire Wright said "Gallery In A Box was about improving visual arts education across primary schools. It contains not only art materials but also a whole range of practical suggestions and ideas for using visual art to support teaching across the curriculum."
Moray Council Press Release, 17 August 2009

"There are many examples of innovative and imaginative partnership working. There is a strong link between the Sport Development Unit and Active Schools and they work closely together with the same shared outcome expressed. There is also a very positive partnership with the local college where students get the opportunity to carry out work placements with SDU and Active Schools. Any stand out students may also get the opportunity of part time work. This is a good example of partnership working where everyone benefits."
ISPAL Health & Physical Activity Recognition Programme, Assessment Record, 26/27 August 2009

Areas for development 2010/11

The Corporate Parenting Strategy for Moray Council will be developed further and evaluated accordingly.

A Moray approach to forward planning for Curriculum for Excellence will be finalised.

A pilot for Skills Development in schools will be evaluated and developed in line with national advice.

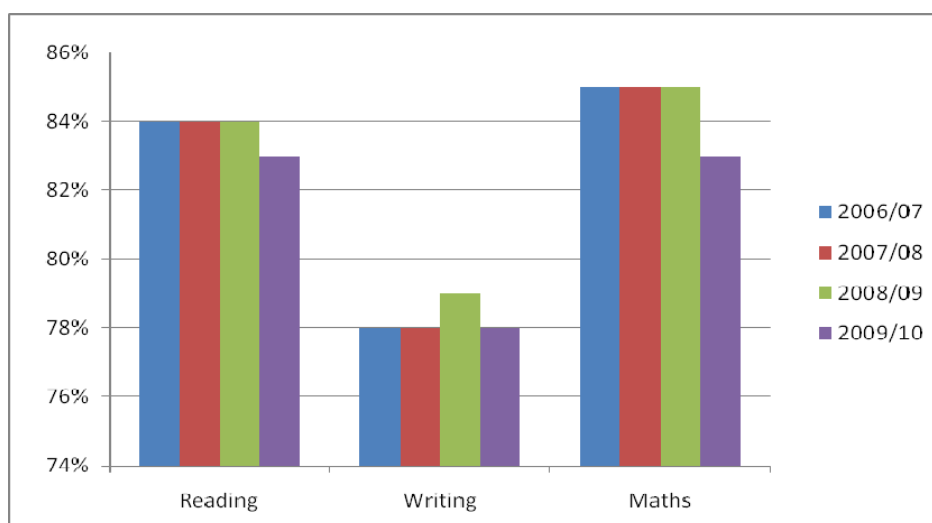
Links to encourage integrated working between Pupil Councils and Youth Councils will be developed.

Performance Indicators

5-14 Attainment Levels

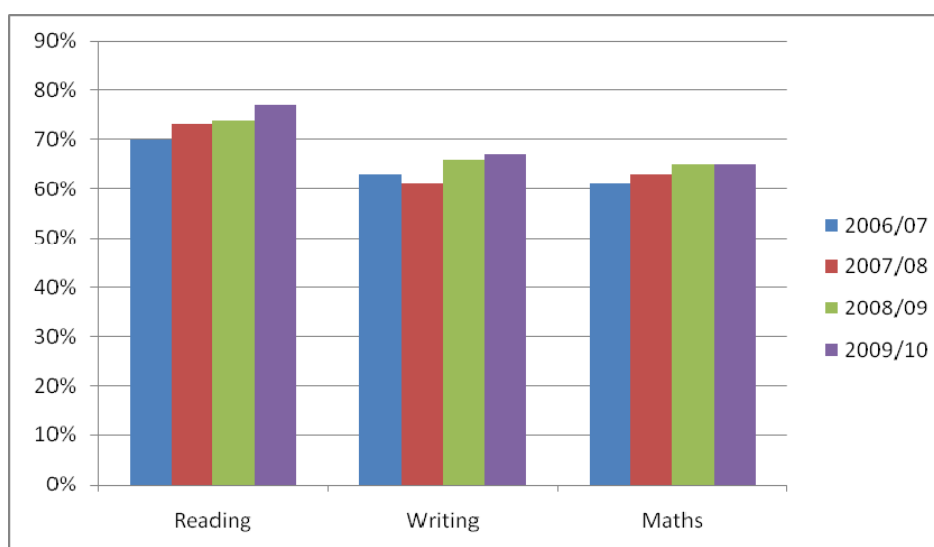
Percentage of Primary Pupils achieving appropriate level

	2006/07	2007/08	2008/09	2009/10
Reading	84%	84%	84%	83%
Writing	78%	78%	79%	78%
Maths	85%	85%	85%	83%



Percentage of S2 Pupils achieving appropriate level

	2006/07	2007/08	2008/09	2009/10
Reading	70%	73%	74%	77%
Writing	63%	61%	66%	67%
Maths	61%	63%	65%	65%



Performance Indicators

SQA Examination Results

Qualifications can be compared using the Scottish Credit and Qualifications Framework (SCQF). This is not a new set of qualifications; it concerns the way in which qualifications can be compared in order to simplify progression between them.

<u>Term</u>	<u>Explanation</u>
Level 3	Standard Grade at Foundation Level or Access 3
Level 4	Standard Grade at General Level or Intermediate 1
Level 5	Standard Grade at Credit Level or Intermediate 2
Level 6	Higher Grade at A-C
Level 7	Advanced Higher at A-C

Percentage of S4 roll attaining, by the end of S4:

		2007/08	2008/09	2009/10
English at Level 3 or better	Moray	94	95	96
	Comparator Average	94	95	95
	National Average	94	94	95
Maths at Level 3 or better	Moray	94	96	95
	Comparator Average	94	94	95
	National Average	94	95	95
English & Maths at Level 3 or better	Moray	92	94	95
	Comparator Average	92	92	93
	National Average	92	92	93
5 or more awards at Level 3 or better	Moray	90	92	93
	Comparator Average	90	91	92
	National Average	91	91	92
5 or more awards at Level 4 or better	Moray	81	83	83
	Comparator Average	78	79	79
	National Average	76	78	78
5 or more awards at Level 5 or better	Moray	37	40	37
	Comparator Average	36	37	38
	National Average	34	35	36

Percentage of S4 roll attaining, by the end of S5:

		2007/08	2008/09	2009/10
1 or more at Level 6 or better	Moray	42	41	46
	Comparator Average	41	41	44
	National Average	39	41	43
3 or more at Level 6 or better	Moray	21	22	25
	Comparator Average	23	24	25
	National Average	22	23	25
5 or more at Level 6 or better	Moray	7	10	9
	Comparator Average	10	11	11
	National Average	10	11	11

Percentage of S4 roll attaining, by the end of S6:

		2007/08	2008/09	2009/10
1 or more at Level 6 or better	Moray	45	46	46
	Comparator Average	45	47	48
	National Average	43	44	47
3 or more at Level 6 or better	Moray	31	30	33
	Comparator Average	31	33	35
	National Average	30	31	33
5 or more at Level 6 or better	Moray	19	18	20
	Comparator Average	20	21	23
	National Average	20	21	22
1 or more at Level 7 or better	Moray	13	13	14
	Comparator Average	13	14	15
	National Average	13	14	15

Performance Indicators

School Information

Number of Pupils

	2007/08	2008/09	2009/10
Primary Education	7,038	6,831	6,530
Secondary Education	5,964	5,750	5,801

Number of Teachers

	2007/08	2008/09	2009/10
Primary Education	428	421	408
Secondary Education	510	510	499

Pupil/Teacher Ratio (primary & secondary)

	2007/08	2008/09	2009/10
Moray	13.2	12.9	13.0
Comparator Average	12.9	12.8	12.9
National Average	13.0	13.0	13.2

Pupil Attendance as a percentage (primary & secondary)

	2007/08	2008/09	2009/10
Moray	93.8	94.3	93.9
Comparator Average	94.0	94.0	93.7
National Average	93.6	93.7	93.5

Percentage of pupils registered for free school meals (primary & secondary)

(who were present and taking a free school meal on census day)

	2007	2008	2009	2010
Moray	9.9 (94.5)	9.2 (90.9)	9.9 (94.3)	11.1 (93.0)
Comparator Average	12.7 (87.2)	12.6 (87.2)	13.0 (89.1)	15.7 (88.0)
National Average	17.6 (87.1)	16.9 (88.6)	16.7 (88.8)	19.8 (88.4)

Percentage of school leavers entering positive destinations

(Higher education, further education, employment, voluntary work or training)

	2007/08	2008/09	2009/10
Moray	89.5	88.2	90.9
Comparator Average	88.0	86.3	87.0
National Average	86.4	85.7	86.8

Performance Indicators

Leisure Management

Number of attendances at all pools (Statutory Performance Indicator)

	2007/08	2008/09	2009/10
Moray	483,213	485,161	469,718
Per 1,000 population	5,428	5,585	5,358
National Average	3,520	3,515	3,446

Number of attendances at indoor sports facilities (Statutory Performance Indicator)

	2007/08	2008/09	2009/10
Moray	487,945	477,987	460,190
Per 1,000 population	5,481	5,502	5,250
National Average	4,372	4,761	4,890

Libraries & Museum Service

Number of visits to libraries (Statutory Performance Indicator)

	2007/08	2008/09	2009/10
Moray	655,311	645,614	654,306
Per 1,000 population	7,361	7,432	7,464
National Average	5,623	5,819	5,983

Number of borrowers as a percentage of the resident population

	2007/08	2008/09	2009/10
Moray	29.5	26.1	25.2
National Average	Not available		

Number of visits to/usages of council funded or part funded museums (Statutory Performance Indicator)

	2007/08	2008/09	2009/10
Moray	31,446	62,879	68,056
Per 1,000 population	353	724	776
National Average	1,907	1,836	2,150

Number of visits above made in person (Statutory Performance Indicator)

	2007/08	2008/09	2009/10
Moray	655,311	645,614	654,306
Per 1,000 population	255	381	444
National Average	1,556	1,340	1,341