

EDUCATION COMMITTEE

1 DECEMBER, 1998

NOTICE IS HEREBY GIVEN that a Meeting of the EDUCATION COMMITTEE will be held within the The Gallery, Elgin Library, Cooper Park, Elgin on Tuesday 1 December, 1998 at 10.00 a.m.

Karen B. Williams
Depute Chief Executive (Corporate Services)

24 November, 1998

Business

1. Education Department Key Service Plan 1999/2000 – Report by Director of Education
2. School Admissions Policy: Support for Learning – Report by HSA Support for Learning
3. Policy on Admission to Pre-School Education – Report by ESO Service Development
4. Meeting the Childcare Challenge: SOEID Guidance on Planning Pre-School Education and Childcare and the Establishment of Childcare Partnerships – Report by Director of Education
5. New Community Schools – Report by ESO Service Development
6. Proposed Relaxation of Current Age and Stage Restrictions for Presentation in External Examinations in Scottish Secondary Schools – Report by Higher Still Development Officer
7. Education Library Service – Report by ESO Service Development
8. Your Children Matter – Report by HSA Service Development

9. Conference: Cracking the Childcare Challenge: Partnerships not Conflict - Report by Director of Education
10. Conference Reports
 - (a) Working Together – Report by Director of Education
 - (b) The Edinburgh Conference 6 November, 1998 and Scottish Parent Teacher Council Conference 7 November, 1998 – Report by Chair of Education

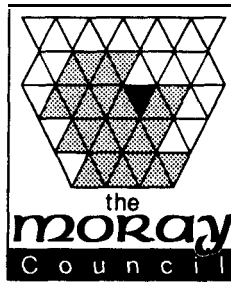
CONTACT NAME: Ron Ritchie
TELEPHONE NO: 0 1343 5630 15
ROOM NO: 207a

THE MORAY COUNCIL
EDUCATION COMMITTEE

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COUNCILLOR D CRAWFORD (VICE-CHAIR)
COUNCILLOR E ALDRIDGE
COUNCILLOR M ANDERSON
COUNCILLOR H M CUMISKIE
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COUNCILLOR J STEWART
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MISS F WARDHAUGH

CLERK TO THE COMMITTEE - MR R RITCHIE
ROOM 207: TEL No 01343 563015



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: EDUCATION DEPARTMENT KEY SERVICE PLAN **1999/2000**

BY: KEVIN GAVIN, DIRECTOR OF EDUCATION

1. Reason for Report

- 1.1 In order to meet the requirements of the Council's approach to strategic planning and the requirements of the Accounts Commission and the Scottish Office to demonstrate the requirements of the Best Value approach, the Education Department has formalised its Key Service Plan for 1999/2000. (A copy of this Key Service Plan is available in the Member's library).

2. Background

- 2.1 This is the third Service Plan for the Education Department produced in the lifetime of The Moray Council. This Plan draws upon information gleaned from schools and builds upon the experience of recent Accounts Commission evaluation of planning in previous years. It includes strategic planning and the operational elements of that plan initiated by HQ sections within the Education Department. In addition known developments planned under SOEID initiatives such as the Excellence Funding and expansion of pre-school education of three year olds are also included.
- 2.2 The Key Service Plan is the second to have been produced within the new Best Value regime. Section 4 of the Key Service Plan provides more information in respect of those areas subject to service review in 1998/99 and the areas planned for review in 1999/2000. An indication is also given of Best Value reviews and indeed of service planning priorities for a three year period.
- 2.3 The purpose of the Key Service Plan is to identify the main priorities in areas of activity over the period 1999/2000. The Plan has two main purposes:
- To assist the identification of priorities and the achievement of shared understanding for departmental work on the part of a wider audience;
 - To put in place procedures to monitor and measure our effectiveness – by setting targets and outcome measures and creating the potential to demonstrate the achievement of these targets over time.

- 2.4 The Plan provides a comprehensive working document reflecting key areas of work. It will be the subject of regular monitoring by the departmental management team and will comprise of other monitoring arrangements including those proposed for reporting to Education Committee.
- 2.5 This Key Service Plan is more concise than the one for 1998/99. Whilst drawing on information from schools plans submitted to date there will be the requirement to tailor specific areas such as In-Service training more closely to immediate requirements emerging during the course of 1998/99. These elements will be covered in more detailed action plans underpinning the main Key Service Plan.
- 2.6 In the formation of 1998/99 Key Service Plan the Education Department produced an information leaflet for schools to embrace the main elements of the Service Plan. A similar leaflet for the 1999/2000 Plan will be produced but will not be issued until the beginning of the 1999/2000 financial year. Senior managers in schools will receive copies of the 1999/2000 Key Service Plan in full on approval from Education Committee.
3. **The Proposals**
 - 3.1 It is proposed that Committee approves the Education Department Service Plan for 1999/2000 and instructs the Director of Education to prepare an information leaflet for issue to staff at the start of financial year 1999/2000.
4. **Financial and Staffing Implications**
 - 4.1 The financial and staffing implications concerned with the Key Service Plan are embraced in other papers submitted to Education Committee and Full Council.
5. **Environmental Implications**
 - 5.1 Development of planning on a three year basis should aid schools and the service in general in obtaining Best Value **from** both material and human resources. In achieving this, sustainability will be improved in terms of education service for the community of Moray.
6. **Consultations**
 - 6.1 This Key Service Plan will be shared more widely with the recently established Policy Consultation Forum. Copies of the Key Service Plan and the information leaflets will be made available to all schools.
 - 6.2 It is not intended to consult the public at this stage on the Education Department Key Service Plan, but in the spirit of openness, it is suggested that parents and other interested parties be invited to access the Key Service Plan through their local school should they require to do so.

7. Recommendations

- 7.1 It is recommended that the Education Committee approves the Education Department Service Plan for **1999/2000** and instructs the Director of Education to produce an information leaflet for staff and parents for the start of financial year 1999/2000.

Author of Report: Kevin Gavin, Director of Education

Background Papers:

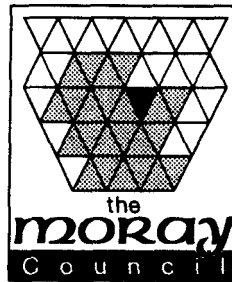
Ref: KGG/LCW/Reports/EdCom/1 Dec 98/Key Service Plan 1999-2000

Signature:



Designation: Director of Education

Name: Kevin Gavin



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: SCHOOL ADMISSIONS POLICY – SUPPORT FOR LEARNING

BY: HEAD OF SERVICE AREA - SUPPORT FOR LEARNING

1. Reason for Report

- 1.1 To ask the Committee to consider an addition to the existing policy for admissions to schools in Moray to take account of developments in Support for Learning and if so minded to undertake a consultation in this regard.

2. Background

- 2.1 The Committee received an extensive report on 11 June 1996 (**para. 3** of the minute refers) considering proposed policy statements on the following:

- (a) School Capacities
- (b) School Zones and Transfer Entitlements
- (c) Admissions, Placing Requests and **Enrolments**
- (d) Displaced Staff – Staffing Arrangements

- 2.2 The Committee agreed to the adoption of advice (2.1 (c)) on admissions and enrolments as the basis of an outline policy statement for advice to schools.

- 2.3 This advice enables the Department to effectively monitor the extent of Placing Requests, particularly in the primary sector.

- 2.4 In January 1998, Education Committee agreed the proposal for a Staged Model of Education Provision for Special Educational Needs (**Para 6** (ii) (g) of the Minute refers).

- 2.5 Ongoing developments within Support for Learning have seen projects undertaken at Keith Grammar School and Keith **Primary** School to develop facilities for provision at levels 5 and 6 within the Keith area. Moreover proposals are in hand for similar facilities at **Millbank** Primary School in Buckie. It is also proposed to review the existing facilities at Buckie Community High School. Additional facilities within Moray which cater for provision at levels 5 and 6 exist at Elgin High School (Kestrel House); Greenwards Primary School and **Kinloss** Primary School within the base for pupils with autism.

- 2.6 Details of provision at levels 5 and 6 were set out in the Report to Education Committee on 27 January 1998 and are as follows:

Level 5 provision is required for a small number of pupils who require an intensive level of support for a large part of the school day, including access to a specialised environment. This will include the facilities at Elgin High, Greenwards, the Kinloss Unit, the Buckie SEN Unit, Ogilvie Special School and Cranloch St Andrew's School. Multi-agency support will be required, including highly specialised provision in certain cases. Close liaison with Community Services (Social Work) and Moray Health Services NHS Trust will be the norm. Less than 1% of Moray pupils will require Level 5 provision.

Level 6 provision is concerned with a very small number of Moray pupils with exceptional severe and complex needs which can only be met by highly specialised arrangements. This would include placement in residential special schools **outwith** the Authority and 'total cost packages' where intensive provision is made as an alternative to residential provision. There will be a high level of multi-agency involvement, including joint funding arrangements where possible.

- 2.7 All of the above present a network of facilities within Moray within which provision for children with severe, complex and profound special educational needs may be met. It is necessary therefore to consider this provision within a total Moray context and to provide a strategy for managing admissions to each.

3. **The Proposal**

- 3.1 It is proposed to monitor admissions to this provision within an overall Moray strategy by way of a series of Admissions and Review Groups for each of our establishments offering provision at level 5 and above. A series of appendices are attached to this paper (APPENDICES 1 to 7).
- 3.2 The Admissions and Review Groups should offer the means of ensuring the equitable operation of the Support for Learning policy across Moray as a whole and should ensure the means of safeguarding the efficient operation of each of these facilities as part of an overall Moray resource.
- 3.3 Normally, placement will be determined by Area School Grouping (ASG).

(i)	Forres Lossiemouth Elgin Academy Elgin High School Milne's	} } } }	Elgin High School Kestrel House Greenwards Kinloss Autism Unit
(ii)	Keith Speyside	} }	Keith Grammar School Keith Primary School
(iii)	Buckie	} }	Buckie Community High School Millbank Primary School

A qualification will operate to the effect that where a child or young person lives close to an ASG boundary, the Education Authority (on behalf of The Moray Council in relation to duties concerned with the Children (Scotland) Act 1995) will also take into account the welfare of the child and the efficiency of the service when nominating the school to be attended or responding to a Placing Request (e.g. where a child lives close to an existing transport route and it would necessitate significant additional time or expenditure in transporting the child to the 'ASG' provision).

- 3.4 This could arise in parts of Speyside ASG and the Milne's ASG.
- 3.5 The provisions at paragraph 3.4 above will be reviewed on an annual basis in the light of any developments in provision or changes in the existing school zoning arrangements.
- 3.6 The rights of parents to make Placing Requests under Section 28A of the Education (Scotland) Act 1980, as amended is not affected by these proposals.
- 3.7 It is further proposed that a consultation exercise as outlined at 7.3 be carried out in respect of these proposals.

4. Financial Implications

- 4.1 The formalising of admissions procedures to establishments providing level 5 and 6 provision will minimise the potential for out-of-zone placements which carry additional transport and escort costs and should reduce the possibility for any one establishment to come under inordinate pressure on its capacity.

5. Staffing Implications

- 5.1 There are no staffing implications arising from this report.

6. Environmental Implications

- 6.1 The Support for Learning Admissions and Review Groups should help to ensure that all facilities providing level 5 provision and above are better placed to safeguard the quality of education experience in their specialised environments.

7. Consultation

- 7.1 The need to define the authority's position in relation to admission to those establishments making such provision has been discussed by senior officers in the Education Department, including the Principal Educational Psychologist.
- 7.2 The proposal for Admissions and Review Groups represents the formalising of arrangements which have previously operated at Greenwards and Kinloss. The proposals to extend this model to the other establishments has involved initial consultation with the Head Teachers of the following establishments:

- Buckie Community High School
- Elgin High School
- Keith Grammar School

- Millbank Primary School
- Greenwards Primary School
- Keith Primary School
- Kinloss Primary School

7.3 The Education Department has a duty to consult formally on these proposals and wishes to do so. The proposed consultation is as follows:

- Newspaper advertisement outlining briefly the proposals and advising where full details can be obtained stating a date (at least 28 days) for submission of representations in writing.
- Full details of the proposals in writing to School Boards at: Elgin High, Buckie Community High, Keith Grammar, Greenwards Primary, Millbank Primary, Keith Primary and Kinloss Primary inviting submissions of representations in writing within 28 days. In addition views will be sought **from** all remaining School Boards.
- Full details of the proposals in writing to the Church representatives inviting submissions of representations in writing within 28 days.

8. Recommendations

8.1 It is recommended that Education Committee:

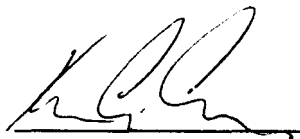
- Note the** proposal for Admissions and Review Groups to oversee placements for level 5 and 6 provision set out at 3.1 to 3.6;
- Approve the proposal to move to formal consultation on the above set out at 3.8 and 7.3:
- Approve the proposal to receive a further report following this consultation.

Author of Report: Frank Reynolds, HSA Support for Learning

Background Papers:

Ref: KGG/LCW/Reports/EdCom/1 Dec 98/Schools Admiss Policy

Signature:



Designation: Director of Education

Name: Kevin Gavin

Policy for Placement at **Elgin** High School. Kestrel House and Access to the Enhanced Facilities

1. Placement at Elgin High School, Kestrel House operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local **school-or**, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at Elgin High School, Kestrel House are specifically designed to replace the provision formerly available at Hamilton Drive Special School and to cater for children for whom provision at level **5/6** of the Moray Council Education Department Staged Model of Provision is appropriate. In broad **terms** this potential population can be defined as children of secondary school age who satisfy the following 2 criteria:-
 - are resident in the following **ASG's:Forres**, Lossiemouth, Elgin High, Elgin Academy, Milne's High and parts of Speyside High. A map is attached showing the relevant areas shaded grey and hatched in black.

 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other secondary schools **and/or** have high dependency needs arising **from** severe medical or physical problems necessitating access to specialist facilities and a protected environment.

3. The placement of children at Elgin High School, Kestrel House will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes careful negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.

4. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to Elgin High School, Kestrel House is in line with the overall policy. An Admissions and Review **Group** will therefore be established to consider all possible placements.

5. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.

6. **Elgin High School, Kestrel House Enhanced Facilities - Admissions and Review Group**

6.1 The purpose of the Admissions and Review Group will be to:-

- consider all possible placements at **Elgin** High School, Kestrel House where the purpose is to access the enhanced facilities and to give advice to HSA, Support for **Learning**
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

6.2 The membership of the Group will **be:-**

HSA, Support for Learning
Head Teacher and/or appropriate representative
Principal Educational Psychologist
ESO, Support for Learning
Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

6.3 The group will meet on a **termly** basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Buckie Community High School and Access to the Enhanced Facilities

1. Placement at Buckie Community High School operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will **only** be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at Buckie Community High School are specifically designed to cater for children for whom provision at level 5/6 of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of secondary school age who satisfy the following 2 criteria:-
 - are resident in the following **ASG's**: Buckie and parts of Milne's High. A map is attached showing the relevant areas shaded grey and hatched in black.

 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other secondary schools **and/or** have high dependency needs arising **from** severe medical or physical problems necessitating access to specialist facilities and a protected environment.

3. The placement of children at Buckie Community High School will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes careful negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.

4. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to Buckie Community High School is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.

5. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.

6. Buckie Community High School Enhanced Facilities - Admissions and Review Group

6.1 The purpose of the Admissions and Review Group will be **to:-**

- consider all possible placements at Buckie Community High School where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

6.2 The membership of the Group will **be:-**

HSA, Support for Learning
 Head Teacher and/or appropriate representative
 Principal Educational Psychologist
 ESO, Support for Learning
 Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

6.3 The group will meet on a terrnly basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Keith Grammar School and Access to the Enhanced Facilities

1. Placement at Keith Grammar School operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at Keith Grammar School are specifically designed to cater for children for whom provision at level **5/6** of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of secondary school age who satisfy the following 2 **criteria**:-
 - are resident in the following **ASG's**: Keith and parts of Speyside. A map is attached showing the relevant areas shaded grey and hatched in black.

 - have severe, profound or complex learning difficulties which cannot be catered for within the support for **learning** provision available in other secondary schools **and/or** have high dependency needs arising **from** severe medical or physical problems necessitating access to specialist facilities and a protected environment.

3. The placement of children at Keith Grammar School will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes careful negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.

4. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to Keith Grammar School is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.

5. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.

6. Keith Grammar School Enhanced Facilities – Admissions and Review Group

6.1 The purpose of the Admissions and Review Group will be **to:-**

- consider all possible placements at Keith **Grammar** School where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

6.2 The membership of the Group will **be:-**

HSA, Support for Learning
Head Teacher and/or appropriate representative
Principal Educational Psychologist
ESO, Support for Learning
Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

6.3 The group will meet on a termly basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Greenwards Primary School and Access to the Enhanced Facilities

1. Placement at Greenwards operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at Greenwards are specifically designed to replace the provision formerly available at Hamilton Drive Special School and to cater for children for whom provision at level 5/6 of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of primary school age who satisfy the following 2 **criteria**:-
 - are resident in the following **ASG's**: Forres, Lossiemouth, Elgin High, Elgin Academy, **Milne's** High and parts of Speyside High. A map is attached showing the relevant areas shaded grey and hatched in black.

 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other primary schools **and/or** have high dependency needs arising from severe medical or physical problems necessitating access to specialist facilities and a protected environment.

3. Children would usually begin their school education at the normal school entry age following a supported nursery school placement. The Greenwards facility may, however, admit children **from** the age of three years in exceptional circumstances **including**:-
 - where supported nursery school placement does not have the facilities to meet the needs of the child

 - where exceptional educational medical or social factors apply.

Pre-School placements will be planned on an individual basis but a system of phased entry or part-time attendance will be carefully considered.

4. The placement of children at Greenwards will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes careful negotiation with key parties in respect of the needs of the child, the provision required

and the school placement. In the vast majority of cases agreement is reached.

5. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to Greenwards is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.
6. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.
7. **Greenwards Enhanced Facilities - Admissions and Review Group**

7.1 The purpose of the Admissions and Review Group will be to:-

- consider all possible placements at **Greenwards** Primary School where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

7.2 The membership of the Group will be:-

HSA, Support for **Learning**
Head Teacher and/or appropriate representative
Principal Educational Psychologist
ESO, Support for Learning
Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

7.3 The group will meet on a termly basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Millbank Primary School and Access to the Enhanced Facilities

1. Placement at **Millbank** operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.
 2. The extended facilities at **Millbank** are specifically designed to cater for children for whom provision at level **5/6** of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of primary school age who satisfy the following 2 **criteria**:-
 - are resident in the following **ASG's: Buckie** and parts of Milne's High. A map is attached showing the relevant areas shaded grey and hatched in black.
 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other primary schools **and/or** have high dependency needs arising **from** severe medical or physical problems necessitating access to specialist facilities and a protected environment.
 3. Children would usually begin their school education at the normal school entry age following a supported nursery school placement. The **Millbank** facility may, however, admit children **from** the age of three years in exceptional circumstances **including**:-
 - where supported nursery school placement does not have the facilities to meet the needs of the child
 - where exceptional educational medical or social factors apply.
- Pre-School placements will be planned on an individual basis but a system of phased entry or part-time attendance will be carefully considered.
4. The placement of children at **Millbank** will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes **careful** negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.
 5. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a

mechanism to ensure that admission to **Millbank** is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.

6. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.

7. **Millbank Enhanced Facilities – Admissions and Review Group**

7.1 The purpose of the Admissions and Review Group will be **to:-**

- consider all possible placements at **Millbank** Primary School where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

7.2 The membership of the Group will **be:-**

HSA, Support for Learning
 Head Teacher and/or appropriate representative
 Principal Educational Psychologist
 ESO, Support for Learning
 Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

7.3 The group will meet on a termly basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Keith Primary School and Access to the Enhanced Facilities

1. Placement at Keith Primary School operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). Normally the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at Keith Primary School are specifically designed to cater for children for whom provision at level **5/6** of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of primary school age who satisfy the following 2 criteria:-
 - are resident in the following **ASG's**: Keith and parts of Speyside. A map is attached showing the relevant areas shaded grey and hatched in black.

 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other primary schools **and/or** have high dependency needs arising from severe medical or physical problems necessitating access to specialist facilities and a protected environment.

3. Children would usually begin their school education at the normal school entry age following a supported nursery school placement. The Keith Primary School facility may, however, admit children **from** the age of three years in exceptional circumstances **including**:-
 - where supported nursery school placement does not have the facilities to meet the needs of the child

 - where exceptional educational medical or social factors apply.

Pre-School placements will be planned on an individual basis but a system of phased entry or part-time attendance will be carefully considered.

4. The placement of children at Keith Primary School will normally be considered as part of a comprehensive multi-professional assessment in connection with the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes careful negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.

5. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to Keith Primary School is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.
6. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.
7. **Keith Primary School Enhanced Facilities - Admissions and Review Group**

7.1 The purpose of the Admissions and Review Group will be **to:-**

- consider all possible placements at Keith Primary School where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

7.2 The membership of the Group will **be:-**

HSA, Support for Learning
 Head Teacher and/or appropriate representative
 Principal Educational Psychologist
 ESO, Support for Learning
 Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

7.3 The group will meet on a termly basis to be determined, but possibly as **follows:-**

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new arrivals for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.

Policy for Placement at Kinloss Primary School Unit for Autism and Access to the Enhanced Facilities

1. Placement at **Kinloss** Primary School Unit for Autism operates within the broad policy of the Education Authority to meet Special Educational Needs in the least restrictive environment. In other words, provision will wherever possible be made within the child's local school or, failing that, within an alternative school within the locality or Associated School Group (ASG). **Normally** the possibility of placement at a school with such highly **specialised** resources will only be considered when it is not possible to meet the needs in a local school.

2. The extended facilities at **Kinloss** Primary School Unit for Autism are specifically designed to cater for children on the autistic spectrum for whom provision at level 5/6 of the Moray Council Education Department Staged Model of Provision is appropriate. In broad terms this potential population can be defined as children of primary school age who satisfy the following 3 **criteria**:-
 - are resident in the following **ASG's**: Forres, Lossiemouth, Elgin High, and Elgin Academy. A map is attached showing the relevant areas shaded grey and hatched in black.
 - have severe, profound or complex learning difficulties which cannot be catered for within the support for learning provision available in other primary schools **and/or** have high dependency needs arising **from** severe medical or physical problems necessitating access to specialist facilities and a protected environment.
 - have language, communication and behavioural disorders associated with the autistic spectrum.

3. Children would usually begin their school education at the normal school entry age following a supported nursery school placement. The **Kinloss** Primary School Unit for Autism facility may, however, admit children **from** the age of three years in exceptional circumstances **including**:-
 - where supported nursery school placement does not have the facilities to meet the needs of the child
 - where exceptional educational medical or social factors apply.

Pre-School placements will be planned on an individual basis but a system of phased entry or part-time attendance will be carefully considered.

4. The placement of children at **Kinloss** Primary School Unit for Autism will normally be considered as part of a comprehensive multi-professional assessment in connection with

the existence or opening of a Record of Needs. This statutory process ensures that parental views and wishes are taken fully into account, including the right to be informed about the range of provision available and the right to make a placing request. It includes **careful** negotiation with key parties in respect of the needs of the child, the provision required and the school placement. In the vast majority of cases agreement is reached.

5. In the case of children who fall on the borderline for access to the enhanced provision or those where there is a strong parental request for placement it is necessary to establish a mechanism to ensure that admission to **Kinloss** Primary School Unit for Autism is in line with the overall policy. An Admissions and Review Group will therefore be established to consider all possible placements.
6. The admissions and review group will advise the Education Authority in respect of all possible admissions. The final decision rests with the HSA, Support for Learning.
7. **Kinloss Primary School Unit for Autism Enhanced Facilities - Admissions and Review Group**

7.1 The purpose of the Admissions and Review Group will be **to:-**

- consider all possible placements at **Kinloss** Primary School Unit for Autism where the purpose is to access the enhanced facilities and to give advice to HSA, Support for Learning
- ensure that the facilities are being used effectively and for the purposes for which they are intended
- oversee the development of the integrated facilities and respond to any major issues which may arise.

7.2 The membership of the Group will **be:-**

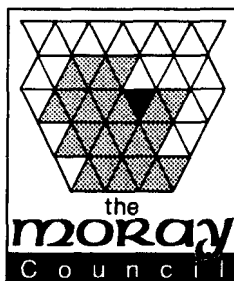
HSA, Support for Learning
 Head Teacher and/or appropriate representative
 Principal Educational Psychologist
 ESO, Support for Learning
 Senior Clinical Medical Officer - medical adviser to the group

The group members will have responsibility for consulting colleagues and assembling detailed information for the consideration of the group.

7.3 The group will meet on a termly basis to be determined, but possibly as follows:-

- (1) October - immediately prior to the mid-term break.
- (2) March - around the time for considering placing requests.
- (3) Early June - to consider any new **arrivals** for the following year.

Possible placements can also be considered at any time by the group which will meet on an extraordinary basis as required.



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: POLICY OF ADMISSION TO PRE-SCHOOL EDUCATION

BY: EDUCATION SERVICES OFFICER - SERVICE DEVELOPMENT

1 **Reason for Report**

- 1.1 To seek the Committee's approval for a change to the Policy of admission to Pre-school Education as a consequence of the government's new funding arrangements.

2 **Background**

- 2.1 At its meeting on 25 August 1998, the Committee considered the issue of costs for pre-school education (**para 4** of minute refers) and in particular noted the cost implication of deferred entry to Primary School and requested a further report be brought forward on a major review of pre-school admissions policy.
- 2.2 In terms of the specific grant allocations to local authorities "eligible children" are those in their pre-school year and this is deemed to be the year prior to that in which they are first entitled to seek admission to school. In terms of **S.32(b)** of the Education (Scotland) Act 1980, a parent can defer entry for a year despite the fact that their child is eligible to attend school. This **occurs** when a child's birthday falls between the start of the school session, normally in August, and the last day of February in the succeeding year.
- 2.3 In the current academic year 65 such children have deferred entry. They are not entitled to a grant allocated Pre-School place because they are not in their pre-school year as strictly defined by the SOEID. Their places are being funded by the Education Authority. Previous consideration of this matter led the Committee to conclude that future repetition of this arrangement cannot be sustained.
- 2.4 It may be possible, where capacity exists, to continue to make provision for such deferred entry children. The cost of such provision could be met by raising charges on parents who choose this option.
- 2.5 It should be noted that the Council has already developed, together with its partner providers, sufficient capacity to offer all eligible children a free half-day education place. All children therefore will be able to take up at least one full year of pre-school education before they reach the statutory minimum age for admission to Primary One.

- 2.6 In line with the most recent Government initiative to provide education for 3 yr olds, the Council will be developing capacity, in partnership with other providers, which will extend Pre-School education for all children to a minimum four terms (one full year plus one term), maximum six terms (two full years). These developments significantly reduce the number of parents who choose to defer entry on the grounds of readiness for school as all 3 and 4 yr olds will have access to a minimum of 4 terms of quality Pre-School education.

3 Policy for Admission to Pre-School Education

- 3.1 The Committee last agreed a revised Policy for Admission to Nursery Education on 27 August 1997 (para 9 of minute refers) a copy is attached at **Appendix 1**.
- 3.2 In terms of the existing policy, priority is given to
- (a) those children aged 4 before 1 March whose parents choose to defer entry to primary one;
 - (b) those children aged 4 between 1 March that year and 28/29 February the following year.
- 3.3 The revised policy removes the priority previously given to children whose entry to primary School has been deferred.
- 3.4 As The Moray Council is committed to providing, wherever possible, a **free** half-day place for every eligible child, earlier priorities based on age which were necessary when fewer places existed than eligible children, are no longer necessary and have been removed.
- 3.5 Where more than one provision exists within a secondary school's area, and where any one provision attracts more applications than its capacity, priority will be given to those children whose place of residence is closest, as measured by a safe walking route when accompanied by a responsible adult.

4 Proposals

- 4.1 It is proposed that the admission policy relating to nursery education be amended to reflect the new arrangements made by the government in its funding provision.
- 4.2 A statement of revised policy is proposed at **Appendix 2** and is retitled Policy for Admission to Pre-School Education.
- 4.3 It is proposed that Committee considers whether or not charges are to be set, and at what level, for making provision for non-eligible children where these can be accommodated.
- 4.4 It is proposed that the enrolment procedures for admission to primary education be annotated to highlight to parents who have children eligible to defer entry that these children will not be eligible for a grant funded place during the year in which entry is deferred.

5 Financial Implications

- 5.1 This proposal will eliminate the costs of providing pre-school education where parents have deferred the entry of their children to primary school and who are accordingly not covered by the specific grant allocation. In the year 1998/99 this is estimated to total £74,100.

5.2 Government Grant is presently set at £1,140 per place (5 x half-day sessions per week). To recover this level of funding, charges would require to be set at £5.85 per session.

6 **Staffing and Environmental Implications**

6.1 There are no staffing and environmental implications associated with this report.

7 **Consultations**

7.1 Consultation with the wider public and parents of pre-school children is not required by legislation.

7.2 Karen Wiles, Principal Solicitor (Litigation & Licensing) has been consulted in the preparation of this report and agrees with its terms.

7.3 The education department Senior Management Team has been consulted in the preparation of this report and agrees with the recommendations.

8. **Recommendations**

8.1 **It is recommended that the Committee:**

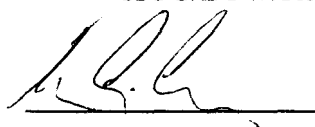
- (i) **withdraws the existing policy for admission to nursery education, and existing policy of priority admission to nursery school P.A.N.S,**
- (ii) **adopts the revised Policy of Admission to Pre-School Education as contained in Appendix 2 of this report;**
- (iii) **determines whether or not charges are to be set, and at what level, for making provision for non-eligible children where these can be accommodated.**

Author of Report: Jim Gibson, Education Services Officer

Background Papers:

Ref: KGG/LCW/Reports/Ed Corn/1 Dec 98/ Nursery Admission

Signature:



Designation: **Director of Education**

Name: **Kevin Gavin**

APPENDIX 1

THE MORAY COUNCIL EDUCATION DEPARTMENT

POLICY FOR ADMISSION TO NURSERY EDUCATION

INTRODUCTION

1. ZONING

The catchment area for all nursery classes/schools will be the catchment areas of the secondary schools in which the nursery is situated. This now means that all children resident within the catchment area of a secondary school have equal opportunity for enrolment and admission to any of the nursery units within the catchment area providing they meet the other criteria for admission which are detailed later.

In this situation, "resident" normally means the home of the child's parents/guardians or the home of a child minder or other carer.

2. CRITERIA FOR ADMISSION

The Authority takes the view that as many children as possible should be afforded the opportunity for nursery education in their immediate pre-school year.

For children resident within their own secondary school catchment area, priority for entry to nursery classes/schools in that area will be to:

- (a) those children aged 4 before 1 March whose parents choose to defer entry of these children to primary one;
- (b) those children aged 4 between 1 March that year and 28/29 February the following year.

If there should be more applications than places available in any secondary school catchment area, the oldest children enrolled will be admitted first.

If in a secondary school catchment area one nursery is unable to accommodate all the children enrolled and there are vacant places in other nurseries in the same catchment area, then enrolment details will be transferred from one nursery unit to the other. Headteachers of nursery units in secondary school catchment areas will therefore meet, discuss and determine their nursery classes for the year in question. However, Headteachers should note that following consideration of the collated lists and, where a place has already been secured within a secondary school catchment area through the recognised policy on age criteria, then, where another member of the family is already in attendance at the school requested by the parent, the applicant should be offered a place at that school in the first instance. Notwithstanding the foregoing, Headteachers should try, where possible, to match applications to parents' wishes and/or the primary school which children will subsequently attend.

If, after placement of children in their immediate school year there are still vacancies, Headteachers will allocate places to children in the same age range from outwith the secondary school catchment area providing parents from other areas had applied for a specific nursery place in that school.

If after this second allocation of places, for children in their immediate pre-school year, there still remains unfilled places the above steps will be repeated for children up to 1 year younger.

10% of places in each nursery class will remain reserved for children referred under the Priority Admission to Nursery Schools procedures.

APPENDIX 2

THE MORAY COUNCIL EDUCATION DEPARTMENT

POLICY FOR ADMISSION TO PRE-SCHOOL EDUCATION**1. ZONING**

The catchment area for all pre-school provision will be the catchment areas of the secondary schools in which the provision is situated. This now means that all children resident within the catchment area of a secondary school have equal opportunity for admission to any of the pre-school provision within the catchment area providing they meet the other criteria for admission which are detailed below.

In this situation, “resident” normally means the home of the child’s parents/guardians or the home of a child minder or other carer.

2. CRITERIA FOR ADMISSION

The Government takes the view that all children should be afforded the opportunity for education in their immediate pre-school year. The criterion for admission shall be those children deemed as “eligible children” as defined by the Scottish Office Education Department.

(N.B. The current definition of “eligible children” is those children aged 4 between 1 March that year and 28/29 February the following year.)

3. PRIORITY FOR PLACES

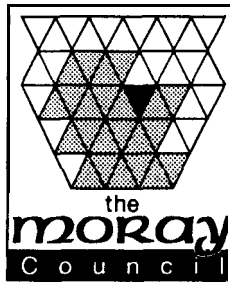
The Moray Council Education Department will attempt, where possible, to match admissions to parents’ wishes. Priority will be given to:

1. Those eligible children who are resident within the same secondary school catchment area as the pre-school provision and, where the requested place is managed by the Headteacher of a Primary School, already have a sibling in attendance at that Primary School.
2. Those eligible children who are resident within the same secondary school catchment area as the pre-school provision.
3. Those eligible children who are resident **outwith** the same secondary school catchment area as the pre-school provision and, where the requested place is managed by the Headteacher of a Primary School, already have a sibling in attendance at that Primary School.
4. Those eligible children who are resident **outwith** the same secondary school catchment area as the pre-school provision.

Priority within any of the four categories above, where it is necessary to be determined, will be given to those children resident closest to the requested provision.

If in a secondary school catchment area one pre-school provision is unable to accommodate all the children in respect of whom applications are received and there are vacant places in other provisions within the same catchment area, then applications will be transferred from one to the other. This process will be managed centrally by the Director of Education. Headteachers of nursery classes and Managers of other provisions will be advised by the Director of Education as to the outcome of this exercise.

If, after placement of eligible children there are still vacancies, places may be allocated to children who are eligible to attend school but whose parents have decided to defer their entry, subject to any charging policy that may from time to time be adopted by the Council.



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: MEETING THE CHILDCARE CHALLENGE: SOEID GUIDANCE ON PLANNING PRE-SCHOOL EDUCATION AND CHILDCARE AND THE ESTABLISHMENT OF CHILDCARE PARTNERSHIPS

BY: DIRECTOR OF EDUCATION

1. Reason for Report

1.1 This report asks Education Committee to note the contents of the recent Government guidance in respect of both planning for pre-school education and childcare. This document is available in the Member's library.

2. Background

2.1 In the summer of 1998 the Government announced its intentions to expand provision of childcare in Scotland through the Green Paper entitled "Meeting the Childcare Challenge: A Childcare Strategy for Scotland". As a result of that announcement the Moray Council brought forward some initiatives in the area of childcare development which are currently underway (25th 1998 August Education Committee para. 3 of the minute refers).

2.2 In order to help focus local authority development and to put a structure into the initial guidance offered to authorities the SOEID promised to bring forward guidance in the autumn of 1998.

2.3 This paper reports the major facets of that advice and guidance which raises various implications for the delivery of childcare in Moray.

2.4 The SOEID Guidance Document

2.4.1 The guidance document makes it clear that the SOEID intention is to maximise the benefits **from** childcare provision and that for this to be obtained it needs to be co-ordinated with education provision.

2.4.2 The SOEID acknowledge that in order to take a strategic view of childcare and education services on an integrated basis is a major strategic planning task. The document further acknowledges that where childcare has been provided by local authorities to date that this has been mainly to meet particular needs, although childcare has often been provided by a range of providers. The development of these related services into a single planning process has to date not been undertaken.

The SOEID now see integrated planning as a pre-requisite to effective expansion of childcare services.

- 2.4.3 The Government advice, whilst seeking to be advisory rather than prescriptive, makes it clear that individual authorities and partnership or forum arrangements are best placed to decide on the detailed approach to planning in their own area. However, the guidance document also makes it clear that childcare partnerships or forums, once established, must have copies of this advice made available to their members.
- 2.4.4 The guidance document outlines that Ministers expect plans in local authorities to focus on how the Government's major objectives are to be translated into action on the ground in their area. Plans require to be geared to outcomes and to set targets together with the establishment of a monitoring process to assess the extent to which objectives are met over time.
- 2.4.5 Government objectives are defined as three medium term policy goals:
- To secure a quality, part time pre-school education place for, a) every pre-school year child whose parents want one by winter of 1998/99; and b) every three year olds whose parents want a place by 2002.
 - To stimulate the expansion of affordable, accessible, quality childcare for children aged 0-14;
 - To secure greater integration of services for young children needing access to care and education in combination.
- 2.4.6 Plans to deal with pre-school education and childcare are therefore required to:
- Explain the policies of the local authority and relevant stakeholders in relation to Government goals;
 - Set out strategies which the local authority intends to adopt for expanding services, enhancing quality and providing information to parents;
 - Outline specific proposals for developments in communities/areas to meet the local demand;
 - Set targets and performance indicators against which progress can be measured.
- 2.4.7 In regard to the context for planning, the guidance emphasises that childcare services for the 0- 14 age group will require to be available in every neighbourhood and require to be affordable. It is heartening that the SOEID make it plain that entitlement to childcare is not a universal free entitlement. This was a key criticism by the Moray Council of the previous Government's statements. In addition, the guidance indicates that further funding will be made available to assist authorities to target childcare support on families with very young children (principally age range 0-3) and that guidance on targeting this support will be provided later this year. In this regard authorities are enjoined to take account of this development in their planning process.
- 2.4.8 The SOEID reinforce that the intention is not only to expand services rapidly but also to ensure that services are of high quality and that the collaborative effort amongst all providers is demonstrated in contributing to the development of services. In this respect a development of "all-through" services offering an appropriate mix of education and care over the whole day is seen as "obviously essential".

- 2.4.9 The planning advice also indicates that school development plans and education services plans require to be shared with forum/partnership developments in order to ensure that plans for pre-school education and childcare are not developed in a vacuum. There is a clear recommendation that combined pre-school education and childcare plans be aligned with, and consistent with, Children's Services Plans.

2.5 Timescale and Planning Cycle

- 2.5.1 The guidance document indicates the need to set up a three year planning "horizon" with the plan being reviewed annually and rolled forward one year in successive years. The first plans are required to take account of the period April 1999 to April 2002 with the proposals for years one and two receiving more detailed coverage than those for year three.
- 2.5.2 In preparing combined pre-school/childcare plan it is seen as sensible for authorities to carry out the information-gathering tasks in parallel with those undertaken for the Children's Services Plans and tri-annual reviews of **daycare** services for children under 8 under the Children Act 1989 in order to ensure consistency and compatibility and thereby minimise the need for the production of separate sets of base data. This development is welcome in avoiding duplication of effort. An indication is given that the SOEID aim to offer local authorities broad indications of specific grant for pre-school education in the December/January period relating to the following school year to enable authorities to take account of these allocations in finalising (by April) the pre-school elements of their combined plans.

2.6 Implementation and Funding

- 2.6.1 The guidance indicates that pre-school education is explicitly a publicly funded service with Government grant underpinning the supply and cost of places, supply of childcare is however seen as directly subsidised by Government only in part. Parents who can afford to pay for the service will be expected to do so. The SOEID lay store on the fact that a parent's ability to pay for childcare will be enhanced by the introduction of the childcare tax credit in October 1999.
- 2.6.2 In relation to pre-school education, the guidance indicates that a key task for local authorities as planners is to say how they will use specific grant to achieve universal provision of high quality services, acting both as providers and enablers of provision (by commissioning places from centres in the voluntary or private sector). Authorities will be responsible for the implementation of plans for pre-school education; and will be expected to report on, and to be accountable for, progress against targets.
- 2.6.3 The guidance states that in relation to care for children-aged 0-14, the local authority may deliver some provision at its own hand, provide financial assistance to some key projects and provide infrastructure to support a range of providers. However, it is stated that local authorities "will not carry sole responsibility for achieving universal provision." The development and implementation of proposals for expansion of childcare services will depend on a "range of stakeholders", including the private and voluntary sectors. The key task in this area is identified as being the need to identify demand and promote co-ordinated response from suppliers of "mainly charged for" childcare places.

2.6.4 The uncertainty of circumstances of the implementation of the childcare plans is recognised by SOEID guidance. It is acknowledged that the childcare elements of plans will involve more monitoring and adjustment than will be the case for pre-school education and that this will influence the size and shape of the childcare provision in areas.

2.6.5 In this respect the organisation of childcare partnerships or forums is seen as vital in extending to individuals and the bodies represented on them a sense of ownership of plans and the development of childcare services locally.

2.7 The Planning Process: The Roles of Local Authorities and Partnerships

2.7.1 The documentation indicates that authorities are expected to actively engage parents and service providers in the development of pre-school education and childcare plans. There is reinforcement of the Government's intention that it is a condition of the Government grant to local authorities for pre-school education that they should have an early years forum or similar body established and that this should be consulted in the local authority's plans for pre-school education in its area.

2.7.2 The guidance document alludes to the establishment of childcare partnerships, which will both contribute ideas and views to the local authority and "promote action by network members at their own hand".

2.7.3 The guidance document is somewhat unclear as to the relationship of Partnerships to early year's forum. However, it does acknowledge at section 6.13 that early year's forums might be translated into childcare partnerships. For Moray this sensible way forward has already been recognised in setting up our Childcare Forum given the small size of the geographical area of the authority and the way in which forum decisions will be informed by representatives of local area groups.

2.7.4 Planning information to inform childcare plans is recommended to include childcare audits. It is expected that these audits will be reviewed in subsequent years to update information and take into account significant changes in the geographical area. The importance of monitoring and assessing parent's and children's needs and preferences is underlined.

2.7.5 As anticipated in the summer time the guidance stresses the importance of the establishment of local help lines to provide detailed information about providers, charges and other childcare/pre-school education information. The guidance offers further advice on the establishment of such help lines and indicates the Scottish Office intention to facilitate the exchange of good practice in developing information services in the coming months.

2.7.6 The aims of childcare partnerships and early year forums are declared as being to:

- Bring together the public, private and voluntary sectors in a spirit of co-operation and partnership to generate debate and seek agreement on meeting the needs of the community;
- Be directed by the diverse needs and aspirations of children and their parents locally and pay attention to the support of families;

- Be further directed by the requirements of the local **labour** market and the needs of local employers;
 - **Recognise** that the private and voluntary sectors have particular strengths and often give support to, and in turn are supported by, parents;
 - Understand the reality of constraints in the local authority both financial and other;
 - Pay regard to value for money, taking both costs and quality into account, including recognition that the majority of childcare provision will normally be self financing or become self-financing within a short period.
- 2.7.7 One childcare partnership is required for each local authority area although strategies to support this in terms of area meetings are left to the discretion of local authorities.
- 2.7.8 The membership of childcare forums covers the categories of people already identified by the authority and recommends that numbers in total do not go beyond twenty but that membership includes both providers from the full 0- 14 range of education and childcare services.
- 2.7.9 The chairperson of the forum is to be elected by members at the first meeting of the forum together with an agreement on the length of office in order to allow some rotation of the position.
- 2.7.10 The Government guidance **recognises** that members of the partnership or forum will represent particular interest groups, although their role is a dual one of representing not only their interest group but also the best interests of children and families in the area.
- 2.7.11 The combination of the previously announced early years forum for education and the childcare forum is acceptable under Government guidance so long as there is suitable provision for the discussion of both pre school education and childcare arrangements.
- 2.7.12 The forum is encouraged to engage in wide consultation.

2.8 Contents of Plans

- 2.8.1 The guidance indicates that there are a variety of topics, which are to be covered in combined childcare/pre-school education plans. These include:
- Provision: planning pre-school education and childcare together – including the views of any subgroups or area forums in contributing to the work of the main forum or partnership;
 - Reporting on the 1998/99 audit of childcare – including the accuracy of the audit and how data collection may be improved in future years.
 - Expansion targets and process to date in:
 - Pre-school education;
 - Including stress on the need to explore and meet the needs of the preferences of children and parents requiring all through care and education provision;
 - “Best Value” as encompassing user needs and satisfaction as well as cost provision;

- A requirement for authorities to set out a proportion of pre-school grant retained for places by private and voluntary sector providers and an explanation of how this is used to support the overall plan implementation.

2.8.2 The plan must also:

- Summarise how the local authority intends to guarantee a place for every pre-school child whose parents wish one (including an estimate of the eligible pre-school year population in the coming school year and proposals for meeting demand in each community/school area including the number of places to be commissioned in the private and voluntary sectors). Any proposals for a significant new provision require to be highlighted;
- An indication of how the authority intends to move towards a target of a guaranteed part time place by 2002 for every three year old whose parents want one. Where authorities intend to adopt interim participation targets these require to be indicated and made explicit with an accurate estimation of the number of eligible three year olds and places which will be available to them in forthcoming school years. This indication requires to be specified in terms of the number of places available to them, where they will be allocated, how they will be filled and the number of places to be provided by the private and voluntary sectors.

2.8.3 The SOEID guidance points out that partnerships will require to reflect “on the plan and the extent to which they expect parents to wish continuity in their child’s education provision throughout the pre-school years. This may affect the volume and distribution of pre-school year places offered by the authority at its own hand”.

2.8.4 With regard to the childcare provision for children aged 0-14 the guidance sets out that the forum or partnership strategy should be to deliver childcare places and support childcare providers including:

- Mechanisms for facilitating an expansion of childcare including local authority expenditure;
- A break down of provision in the age ranges 0-2,3-4,5- 11 and 12- 14;
- An indication of proposals to stimulate childcare projects from the New Opportunities Fund available through National Lottery;
- A clear relationship regarding the expansion of childcare places to the expansion of pre-school places in catering for the needs and preferences of parents.

2.8.5 The guidance also lays down that childcare plans require to indicate the steps to be taken by the local authority to improve the quality of childcare and pre-school education provision. It requires a description of the systems to be operated locally and in particular the regime of local authority inspections and registration under the Children Act 1989. In addition, the staff training to be undertaken by centres in all sectors and training packages to be developed by the local authorities and umbrella organisations require to be made explicit.

2.8.6 In particular the following areas are identified for action:

- Outlining steps to be taken by the authority to ensure the adequacy of on-going inspection arrangements under the Children Act 1989 in respect of expansion plans;
- Proposals by the local authority to support HMI pre-school education programmes for monitoring and support for its own and partner centres;
- Plans for the development of a recruitment and training strategy for childcare;
- Plans to support childcare providers and **carers** in pre-school education partner centres, for example, through dedicated staff, dissemination of best **practise** and sharing of resources;
- A definition and explanation of performance indicators for quality that members of the partnership will require to be applied locally.

2.9 Other Issues Outlined in Central Guidance

2.9.1 A number of other areas are covered by the guidance document including:

- An exhortation for authorities to put in place flexible services to meet a variety of parent requirements including the need to ensure that services meet the needs of working parents in a way that is beneficial to the family as a whole. The role of partnerships or forums in amplifying these needs is made explicit;
- An obligation is placed on local authorities to define the criteria for admission to pre-school education including specific criteria applying to the following groups:
 - Children with special educational needs;
 - Children of statutory school age or deferring entry to primary school (unfortunately the guidance does not offer specific advice with regard to deferred entry and the offsetting of costs involved in agreement to a deferred entry place);
 - Children wishing to access a pre-school education place across a local authority boundary;
 - Children **from** families with economic and/or social needs (including those facing barriers such as rural isolation);
 - Rural provision and transport are identified as unit costs, which can be substantially higher for rural authorities than for those in urban areas. In respect of partnership or forums with significant rural territory it is indicated that plans should involve:
 - Comment on the outcomes achieved in that area with the help of the additional rural grant;
 - A summarising of plans for increasing the availability of childcare in rural areas;
 - An indication of whether or not the local authority or any other supplying of transport is willing to assist transport costs incurred in accessing pre-school education or childcare, or pilot projects in this field;
- Pre-school education and childcare services for children with special educational needs is identified as an area requiring continuing review. The requirement of authorities to ensure there is high quality provision, with the input that teachers qualified to discern and address more transitory needs are seen as essential. In short partnerships are required to summarise the initiatives for improving the provision of appropriate pre-school education and childcare for children with special educational needs;

- Gaelic medium provision is indicated as an area where Ministers wish to support the provision of high quality pre-school education delivered in Gaelic. However, the circumstance which applies in Moray would suggest that we would not respond to Government exhortations that we include in our plans our policy in respect of provision in Gaelic medium for pre-school or any proposals to meet expressed demand from particular communities or areas since evidence to date would indicate little or no demand;
- Plans also have to indicate how the needs of ethnic groups will be met;
- The emphasis on partnership working between the local authority and other suppliers of services is consistently reinforced throughout the documentation. In particular SOEID exhortations to authorities to contract with other suppliers rather than attempt to provide the full range of services is made explicit. Indeed, there is reference to authorities taking action, even when there is no immediate need to commission places **from** the private or voluntary sector. The reference made at 9.22 in the Government guidance refers to “the importance for the long term health of the supplier market in both childcare and early education that links between the authority and centres registered under the Children Act 1989, including those not at present partner, are maintained and developed”. Authorities are required to summarise the steps taken, and propose to be taken, to sustain and develop joint working. In addition it is considered vital that authorities summarise what is being done to maintain and enhance quality amongst private and voluntary childcare providers;
- As well as indicating the need to create and sustain local help lines as a key element in the partnership plan authorities are required to:
 - Spell out the policy objectives of local help line services;
 - Summarise the options for delivery and justification of selected methods of information provision;
 - Set a clear timeframe for the development, piloting and implementation of the service; and assess progress to date against this;
 - Outline the proposals for evaluating effectiveness and user **friendliness** of the service;
- In terms of financial requirements, plans at a minimum, need to show:
 - Proposed expenditure by the education authority (and any other support from public funds) on pre-school education in the coming financial year;
 - Proposed expenditure by publicly **funded** bodies (e.g. the local authority and the LEC) on childcare;
 - In future years, expected **funding** from the New Opportunities Fund; and
 - How in general terms proposed expenditures is allocated in support of objectives in the plan.
- As regards monitoring and evaluation the guidance asserts that partnerships and the forum have a responsibility to take the lead in translating proposals and projects into action. These actions require to be taken within a defined timetable, with costs and results reported to the partnership, with assessment of the effectiveness of the initiatives in relation to the policy and objectives of the plan. It will be for the partnership forum to formulate sensible views about what works, what is efficient, what further measures need to be taken to sustain progress.

2.9.2 Within the guidance document detailed appendices are provided in respect of:

- Childcare partnerships and early years forums;

- The operation of partnerships in childcare planning;
- The New Opportunities Fund;
- Guidance on local audits of childcare services on demand;
- Childcare information services.

Further expansion of these areas is summarised in Appendix 1.

2.10 Implications for the Moray Council

2.10.1 The overriding implication for the Moray Council is that the level of specification of requirements in terms of childcare plans is such that a major investment will require to be made in terms of staff time in order to work up proposals to meet Government criteria. Despite the fact that some initial work has been done with regard to implementation of a childcare approach, the level of detail required for April 1999 is such that there is a clear requirement for dedicated time and effort to be spent on the development of a childcare plan in partnership with the forum which is in the process of being established. The additional time required will certainly involve the services of two full time members of staff until the period of submission of the childcare plan. These members of staff will require to work alongside the already agreed Childcare Forum Co-ordinator in developing specific elements of the plan as outlined previously.

3. The Proposals

3.1 It is proposed that Education Committee note the requirements of the Government guidance in respect of planning for the expansion of childcare and pre-5 education services.

3.2 It is requested that Education Committee approve the allocation of remaining resources to the value of £25,000 to ensure the secondment of staff on a flexible basis to draw up and meet the requirements of the planning regime put in place by central Government.

4. Financial, Staffing and Environmental Implications

4.1 There are significant financial implications in the implementation of the pre-5 and childcare regime as outlined in the Government consultation document and the subsequent guidance document. The lack of specificity in terms of the Government plans with respect to effective costing is a very significant factor and one which needs to be represented to central Government.

4.2 The capacity of the Council to meet all the planning requirements in terms of design of service planning and the implementation of those plans is something to which detailed costing approaches would appear not to have been applied.

5. Staffing and Environmental Implications

5.1 There are no immediate staffing or environmental implications arising from this report, although future reports will require to be brought to Children's Services Strategy Group/Education Committee/Council which may well indicate the need for initiatives in both of these aspects.

6. **Consultation**

6.1 The SOEID guidance with regard to pre-5 provision has been discussed by members of the Children's Services Strategy Group and also by the interdepartmental working group, which has approved the recommendations in this paper.

7. **Recommendations**

7.1 **It is recommended that Education Committee:**

- i. **Note the requirements of the Government guidance in respect of planning for the expansion of childcare and pre-5 education services;**
- ii. **Approve the allocation of remaining resources to the value of £25,000 to ensure the secondment of staff on a flexible basis to draw up and meet the requirements of the planning regime put in place by central Government.**

Author of Report: Director of Education

Background Papers:

Ref: KGG/LCW/Reports/EdCom/1 December 1998/SOEID Guidance

Signature:

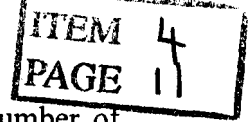


Designation:

Director of Education

Name:

Kevin Gavin



1. The Operation of Partnerships and Childcare Planning.
 - 1.1 The terms of day to day operation for the partnership or forum raise a number of particular issues for the authority, including:
 - Responsibility to ensure that membership have the information necessary to take part in discussion and are fully involved in the decision making process;
 - The need to keep written records of all partnership meetings including subcommittees;
 - The necessity to have a policy for expenses for non-local authority members;
 - To have a stated and active policy for monitoring the effectiveness of the partnership;
 - Meetings should be timed to make them accessible to as many members as possible;
 - Agreement as to whether or not a formal voting procedure or consensus agreement be adopted;
 - Agreement as to whether meetings should be by invitation or open to the public as observers with a strong recommendation for the latter course of action;
 - Provision of training for partnership members on issues such as drawing up a plan and how the local authority operates.
 - 1.2 Local authority responsibilities are described in some detail including the responsibility for:
 - Convening meetings;
 - Arranging accommodation;
 - Providing an officer to act as co-ordinator and secretariat;
 - Providing guidance on the operation of local Government and relative procedures;
 - Providing information to enable local childcare audit and development of plan;
 - Facilitating consultation with local people and the dissemination of information to parents and others;
 - Providing other support for the partnership such as help with travel costs for members, childcare arrangements for meetings and secretariat support.
 - 1.4 The guidance does say that the **costings** for this service have already been recognised as a burden on local authorities and will continue to be recognised in funding arrangements requirements.
 - 1.5 Elements for drawing up partnership childcare plan include:
 - Local authority childcare audit;
 - Consultation with partnership or forum on its plans for pre-school education and how these fit with the results of the childcare audit;
 - Partnership or forum with secretariat support from the local authority to draft the plan for pre-school education and partnership proposals for childcare;
 - Partnership or forum agrees a combined plan which includes an action plan for implementation;
 - Action plan is passed to the relevant Committee of the local authority for approval of actions which rest with the local authority;
 - Relevant organisations are encouraged to endorse the plan;

- Combined plan is submitted to the Secretary of State;
- Local authority plan is implemented from 1 April 1999.

1.6 It is firmly stated that the combined plan must show evidence of genuine, open, collaborative approaches between all early years and childcare providers and services. The timetable for preparing the plan should include dates at which it would be considered by local authority committees. Statistical information made available to the partnership should be made available publicly unless there are strong reasons for not doing so.

1. Funding of Childcare

- 1.1 The advice indicates that local authority funding arrangements will be announced separately but that funding will be allocated for:
- Operation of childcare partnerships and activity in childcare planning;
 - Development workers to support i) the establishment of childcare projects, particularly those funded by NOF, and ii) the achievement of high quality provision;
 - The operation of information services;
 - Provision of support to high priority and effective projects which may not be self-sustaining by providing subsidised places in otherwise self-sustaining projects to allow for example, participation by those with special needs.
- 1.2 For the year 2000/2001 it is anticipated that £30 M will be allocated to authorities for these purposes to implement the childcare strategy. This will allow when necessary further support for development work and increased volumes of regulation and inspection and the provision of support for childcare costs.
- 1.3 A further £9M is to be made available to local authorities in 1999/2000 to support an increase in support for very young children aged around 0-3 and their families in terms of childcare and wider support to parents. This **funding** is to be targeted to areas of greatest need and will begin an expansion across Scotland, which would create additional 5,000 part time places over a three-year period. Further guidance is to be issued on this aspect.
- 1.4 Authorities are exhorted to provide an infrastructure of support for provision funding through NOF and to other projects where employers themselves cannot reasonably organise the necessary support. Local enterprise companies are also urged to give similar support.
- 1.5 The guidance makes it clear that development workers will be required to act upon the findings of local childcare audits to stimulate new provision in areas of need and that this development work might be commissioned as well as provided by the local authorities' own staff.
- 1.6 Quality Assurance arrangements are outlined in some detail, as is the requirement for training for childcare workers to compliment training offered through further education colleges.
- 1.7 Many childcare providers are **recognised** as being small businesses and training and support for people in the running of these businesses is also offered. Local networks of childcare providers are also encouraged by the new guidance.
- 1.8 As well as being encouraged to share resources within rural areas between providers the guidance encourages partnership to market childcare facilities through a range of support approaches which might include:
- Leaflets and posters;
 - Press stories and advertising;
 - Raising employer awareness;
 - Fund raising;
 - Workshops, seminars, fun days;
 - Newsletters.

- 1.1 The NOF is described as being available from 1999 – 2003 to support the establishment of out of school care in Scotland. In total some £25.3 M is to be made available.
- 1.2 £2.3M is to support integrated childcare and education projects and will be distributed by the NOF. Guidance on bidding procedures is to be issued shortly and applications will be invited in early 1999.
- 1.3 The planning assumption is made that in Scotland a target of 50,000 new places will be established on the basis that each place serves two children on a part time basis.
- 1.4 Partnerships will be asked to advise the NOF on areas of particular need for Lottery support.
- 1.5 NOF contracts will be with local authorities and the contracts will be drafted and prepared by local authority officers. Where local authority seeks advice from the NOF on preparation of bids a fee will be charged.

1. The Education Funding Arrangements

1.1 The goals of the childcare initiative are to:

- Provide by the winter 1998 a quality part time education place for every child in the pre-school year whose parents want one;
- Provide by 2002 a quality part time place for every three year old whose parents want one (child in the year before the pre-school year).

1.2 The budget is described as:

- £76M in 1998/1999;
- £112M in 1999/2000;
- £134M in 2000/2001;
- £138M in 2001/2002.

1.3 £1 M each year will meet the cost of central initiatives including quality assurance inspection and research the balance will be distributed to authorities to fund places for eligible children and the development of service.

1.4 The rate of grant is fixed at £ 1,140 per part time place. The rate of a childcare care is paid to the voluntary and private sector is for negotiation between the authority and the provider but it is recommended that a floor of £850 be adopted. Any balance retained by the authority has to be used in support of private and voluntary sector nurseries.

1.5 Whilst eligibility in terms of dates of birth of youngsters entitled to provision are described in the guidance the issue of deferred entry is not tackled.

1.6 Whilst 1998/99 additional £4M was made available to rural authorities it is indicated that support for local authorities will continue but in a different format. However, guidance is not given as to what that format might be.

1.7 The guidance indicates the intention of the Scottish Office to monitor closely the progress made by authorities towards the goal of universal provision and the extent and type of partnership arrangements adopted. Authorities will have to complete an **annual** report in the use of grants allocated under the 1996 Act. Within these reports authorities will require to set out the reasoning, in terms of both costs and quality, which is underpinned in decisions on service provision and the involvement of partners. The Scottish Office is also undertaking a wide ranging review of partnership arrangements to assess the extent to which authorities are responding to the wider agenda of integrated early years services and childcare strategy. This report will be made available in 1999.

1. Local Audits of Childcare Services and Demand

1.1 The guidance indicates that local audits are required to establish:

- The extent of existing childcare services;
- Potential demand for childcare from parents and employers;
- The shortfall between existing supply and potential demand.

1.2 Within the guidance very detailed requirements for local assessments are made, with information to be collected under five main headings:

- Background data;
- Supply;
- Unmet demand;
- Constraints and expansion of supply;
- Anticipated changes in funding.

1.3 In addition to census information, local authority surveys are encouraged, as indeed is co-operation with the health authorities in obtaining detailed information on the number of children under 5. This is a very complex operation and the complexity is perhaps understated in the SOEID advice.

1.4 Data is required in respect of other areas including:

- Proportion of children dependent on income support;
- Number of children attending schools;
- Lone parents;
- Employment of parents including patterns of female employment;
- Number of children in difficult domestic circumstances;
- Evidence of unmet demand for Gaelic medium childcare and that for ethnic groups;
- Information relating to children with special needs, including:
 - Disability;
 - Records of Needs;
 - Children on Child Protection Register;
 - Looked after children;
 - Hard to reach children;
 - Children of travellers;
 - Homeless children;
 - Refugee children;
 - Children with English as an additional language.

In addition to the above information has to be sought with regard to supply of **daycare**, early education and out of school provision including:

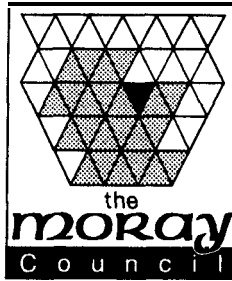
- Pre-school sector in the public sector;
- Private day nurseries;
- Voluntary sector day nurseries;
- Public sector day nurseries;
- Family centres;

- Playgroups;
- Childminders;
- Out of school provision, including school holiday clubs, breakfast clubs etc;
- Nannies;
- Au pairs;
- Informal care provided by elders and friends;
- Information with regard to sports and leisure activities to substitute for more orthodox methods of childcare.

- 1.5 Further details will also be required in respect of the number of places by geographical location and wheelchair accessibility.
- 1.6 Further factors for authorities to assess and report is the unmet demand for additional places where there are shortfalls in projected uptake.
- 1.7 The examples given in the guidance includes reference to door to door surveys on the part of English Councils and commissioned studies to look at employment childcare needs in specific areas. The extent of the task in our providing the information outlined is extensive and very intensive of local authority officer time.
- 1.8 The guidance does **recognise** that there may well be constraints on expanding places for a range of factors including:
- Lack of trained childcare staff;
 - Time taken to register childminders;
 - Changes in the local **labour** market;
 - Demographic changes in the numbers of children and loan parents;
 - Affordability of services in particular areas.

The guidance however, does say that for staff of partnerships to assess extent which local provision meets current demand.

1. Childcare Information Services (CIS)
 - 1.1 The guidance specifies the type of local information service which should be established in order to provide information to parents of pre-school children and those wishing to set up new childcare provision. Information services are also to be available to existing providers for access to training or for advice for employers wishing to ensure that employees have access to children, which they need. The first priority, however, in the establishment of childcare information services (CIS) is to provide information services for parents.
 - 1.2 The Childcare Plan for the Council are for 1999/2000 requires to set out how the local information strategy will be developed incorporating a childcare information service which exploits a range of outlets besides face to face information including information leaflets and documentation.
 - 1.3 Authorities are encouraged to explore the possibility of the childcare information service being combined with any information system to be developed for New Deal purposes.
 - 1.4 The guidance makes it clear that parents should not be charged for access to information although charges may be considered if the information or advice is to be put to commercial use.
 - 1.5 The combined pre-school education and childcare plan should:
 - (a) Set out the existing range of information services in the area and an assessment of the extent to which they meet the minimum standards; or
 - (b) Set out plans for the development of what already exists for a CIS system, which meets the minimum standards. The areas for development outlined include:
 - Developing advice and information about local provision which is available for parents of children with disabilities or learning or behavioural difficulties;
 - Setting up an Internet site to allow provider database to be reviewed remotely;
 - Developing the information advice services for childcare providers or those wishing to set up childcare provision;
 - Making available information from employers such as advice on how to become a “family-friendly” employer or helping to develop networks of smaller employers to provide childcare services.
 - (c) To provide details of how the services will be developed during 1999/2000 to meet minimum standards. This should include:
 - An action plan on the development of the service setting out each of the minimum standards to be met;
 - How the development of the service will be managed bringing on all the relevant interests (form of sector, employment service, employers, LECs, provider representatives);
 - Evidence of consultation to establish the type of service appropriate for the area;
 - The type of service which will be developed – Internet, shop front, telephone help line - and how this meets local needs.
 - (d) Indicate the funding the CIS will receive from the local authority and other sources and how this will be used to **develop** the service as set out in the **plan**.



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: NEW COMMUNITY SCHOOLS

BY: EDUCATION SERVICE OFFICER - SERVICE DEVELOPMENT

1. Reason for Report

- 1.1** This report seeks to inform Education Committee of the Government's proposals for "New Community Schools" and identifies the main issues for consideration and action.

2. Background

- 2.1** "Full service" schools exist in parts of the USA and Canada. A useful definition is that provided by the Florida Department of Education in 1992.

"A full service school integrates Education, Medical, Social and/or Human services that are beneficial to meeting the needs of children and youth and their families on school grounds, or in locations which are easily accessible. A full service school provides the type of prevention, treatment and support services children and families need to succeed."

- 2.2** The Government has taken an increasing interest in the concept of the full service school, as pioneered in the USA, as it is felt that the previous vertical structures of service delivery are not being effective in addressing the many problems which face children and young people today. Earlier this year, the Secretary of State for Scotland made reference to "New Deal" schools. There was criticism of both titles and the term "New Community" school is now in use. The approaches are identical. In the prospectus issued earlier this month (copy in Members library), the Secretary of State for Scotland intimates that:

- New Community schools are central to the Government's radical plan for modernising Scottish schools and to its strategy to promote social inclusion;
- Through New Community schools the Government intends to secure a step change in the attainment of children facing the destructive cycle of underachievement;
- Early and effective intervention to address barriers to children's learning will ensure that every child has the fullest possible opportunity to maximise his or her potential;

- New Community schools embody a new approach to identifying and meeting the needs of every child by organising and focussing the services which support children and their families from their earlier years through their development and education;
- New Community schools will work with parents and families to raise their expectations for their children and themselves and to stimulate their participation in their children's learning and development.

New Community schools will therefore:

- Make integrated provision of school education, family support, health education and health promotion services;
- Have clear management arrangements for the integrated delivery of these services;
- Adopt strategies to encourage pupils and parents, together and separately to develop positive attitudes to learning;
- Focus support on the family unit to encourage and bring out the best in both parent and child through family learning and development of positive parent child interaction.

- 2.3 A national pilot programme will begin in April 1999 funded **from** a specific grant from The Scottish Office excellence fund. The resources for the next three financial years are:

1999-2000	£ 6m
2000-2001	£ 8m
2001-2002	£12m

- 2.4 Subject to authorities submitting satisfactory proposals, the Government wishes to support at least two New Community schools in each local authority area. The grant for each pilot project will be subject to a ceiling of **£200,000** per year.
- 2.5 A pilot project may be **centred** on a single school or on a school cluster, (primary schools plus associated secondary school). The pilot programme will contain three phases. In each phase grant will be offered for a three-year period.
- 2.6 Proposals for inclusion in the first phase of the pilot programme will need to demonstrate the essential characteristics outlined in the prospectus and preference will be given to proposals which:
- Are based on primary schools, either singly or in clusters
 - Demonstrate links to pre-school and childcare provision
 - Demonstrate links between primary and secondary schools
 - Relate to schools serving deprived areas
- 2.7 Applications require to be lodged with The Scottish Office Education Industry department by 5 February 1999 and will require to carry the signed commitment of the Chief Executive, the Directors of Education and Social Work and the General Manager of the local Health Board.

3. **The Proposals**

- 3.1 It is proposed that Education Committee consider the implications of the community schools proposals.

4. **Financial Implications**

- 4.1 The grant will provide the means for the New Community school to operate in the integrated way set out in the prospectus. In principle and in the main, the cost of service delivery will continue to be drawn from existing **resources** for education, social work and health:

The purposes to which the grant will be put might include:

- Supporting the management structure necessary to provide for integration among services;
- **Staff** development and training in multi-disciplinary working;
- Activities to establish and develop the New Community school including consultation with parents, families, local community and local partners and development work/business planning.

It is important to note, however, that the prospectus clearly states “service providers should demonstrate that they plan to allocate additional resources to the New Community school to enhance **service** delivery and/or to aid integration and to complement the resources sought under the grant. As a minimum contribution, service providers must at least match from their own resources any grant that they seek to extend service delivery.”

5. **Staffing Implications**

- 5.1 The prospectus indicates that authorities may consider appointing an integration manager to manage the delivery of integrated services within the New Community school. This issue will require very careful and considered **further** exploration on an inter-departmental basis.

6. **Environmental Implications**

- 6.1 There are no environmental implications associated with this report.

7. **Consultations**

- 7.1 Initial contact has been established with the Education Department of Aberdeenshire Council who have a pathfinder pilot project underway at Peterhead.

8. Recommendations

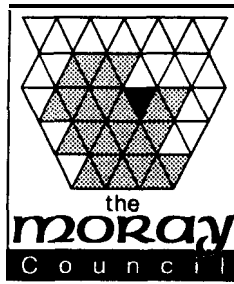
8.1 It is recommended that Education Committee:

- i. Consider the implications of the community schools proposals;
- ii. Instruct the Director of Education to proceed with joint working through an Inter-agency group.

Author of Report: A Farquhar, Education Services Officer
Background Papers: SOEID Publication: New Community Schools The Prospectus
Ref: ACF/LW/Reports/Ed Corn/1 Dec. 98/Community Schools

Signature: 

Designation: Director of Education Name: Kevin Gavin



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: PROPOSED RELAXATION OF CURRENT AGE AND STAGE RESTRICTIONS FOR PRESENTATION IN EXTERNAL EXAMINATIONS IN SCOTTISH SECONDARY SCHOOLS

BY: BRIAN STEWART, HIGHER STILL DEVELOPMENT OFFICER

1. Reason for Report

1.1 **The purpose of this report is to inform the Education Committee of the nature of the SOEID's proposals to relax current restrictions on presentation** for examinations administered by the Scottish Qualifications Authority, and the possible consequences of these. A further purpose is to obtain committee approval for the proposed Moray Council response to SOEID on this issue, as outlined in **Appendix 1**.

2. Background

2.1 Current age and stage restrictions

2.1.1 Standard Grade

Students should be in S4, S5 or S6 to be presented for Standard Grade, or be age 17 in the calendar year of presentation.

2.1.2 Higher Grade

Students should be in S5 or S6 to be presented for Higher Grade, or be age 18 in the calendar year of presentation.

2.1.3 Higher Still courses

The restrictions for Higher Grade would automatically apply to all Higher Still courses.

2.1.4 Exceptional presentation

A student may be entered at an earlier stage for Standard Grade or Higher where the presenting body "certifies that the candidate has completed the course with such competence that it is probable that the standard specified by the Scottish Qualifications Authority in the subject concerned will be attained".

2.2 Other considerations

2.2.1 Pace of learning

There are concerns (expressed by HMI, and within schools) that the 2-year Standard Grade programme slows down the pace of learning in S3/4. In particular, some able pupils take a steady pace to Credit Standard Grade over S3/4, and are then faced with the daunting challenge of Higher at a much faster pace. Many subject departments bring some elements of the Higher course into S4 as extension work for able pupils. However, the perceived emphasis on exam performance produces downward pressure on this. HMI have commented that performance in Moray at Standard Grade is well above the national average (+7.3% at 5+ SG 1-4, +4.1% at 5+ SG 1-2), but is actually slightly below in Higher (-0.4% 3+ H). This may suggest that able pupils are not being sufficiently challenged during S3/4 and are finding Higher courses too demanding by contrast. It is an issue which will be addressed by the Service Development Section through its work on raising attainment. In some cases, pupils are reckoned to reach a “ceiling” at the end of S3, and make very little - if any - real progress in S4.

2.2.2 Appropriateness of Standard Grade

While the draft SCCC guidelines secure Standard Grade as the most suitable course for most pupils, a significant minority of pupils require a different provision. Also, in some subjects within schools, Standard Grade is not felt to be the most suitable course in S3/4. Currently, National Certificate modules or SEB Short Courses are used, and Higher Still units will replace these in due course. While there is currently no barrier to presenting and assessing Higher Still units in S3/4, presentation for the external course assessment could only be done under the conditions for exceptional presentation

2.3 The SOEID proposals for consultation

SOEID have put forward the following alternatives to the current age and stage restrictions policy:

1. Amend the restrictions to allow able pupils to take credit level Standard Grade in s3;
2. Remove all age and stage restrictions;
3. A limited relaxation of age and stage restrictions by one year at both Standard Grade and Higher.

The SOEID's preference is for Option 3.

2.4 Education Department comments on the proposals for consultation

Option 1

While this option addresses the problem of pace for the most able in S3/4, it does not go any way to tackle the other issues. It attempts to create a fast-track for able pupils, which would not be sustainable in most of our secondary schools;

Option 2

This option meets all requirements. However, we agree with SOEID's belief that such a complete relaxation of restrictions would lead some schools to view Standard Grade as an **S2/3** (or even an **S 1-3**) course. This would have detrimental effects on Standard Grade and the 5-14 programme;

Option 3

The part of the option that deals with allowing presentation for Higher Still courses in S4 meets the needs of Moray schools. The option to present for Standard Grade in S3 is valuable in certain circumstances. Most S4 pupils are currently presented for two levels at Standard Grade; if the lower level were to be sat - and passed - at the end of S3, pupils would be more **focused** in S4. Alternatively, Higher Still units could be taken in S4 if it was felt that a whole level of progression was not feasible. Schools would have to make sure that any policies introduced did not lead to fragmentation of teaching in classes, or of the curriculum as a whole.

3. The Prouosals

- 3.1 It is proposed that the Education Committee support SOEID Option 3: A limited relaxation of age and stage restrictions by one year at both Standard Grade and Higher.
- 3.2 It is also proposed that the Education Committee note that the Education Department will assist schools to take advantage of the operation of the new regulations in terms of suitability of curriculum, attainment and progression.
- 3.3 It is further proposed that the Education Committee note that the Education Department will continue to address issues of attainment in schools.

4. Financial, **Staffing** and Environmental **Implications**

- 4.1 There are no financial or environmental implications arising **from** this report. There are no staffing implications in respect of the preferred option.

5. Consultations

- 5.1 Individual schools are making their own response to SOEID. The view set out in this paper is based on discussion with senior managers in the Education service.

6. Recommendations

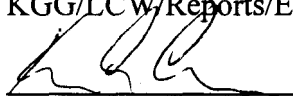
- 6.1 It is recommended that the Education Committee note the SOEID proposals and approve the response which is appended to this report.

Author of Report:

Background Papers: SOEID publication "Age and stage restrictions at Standard Grade and Higher"

Ref: KGG/LCW/Reports/EdCom/1Dec 98/Age and Stage

Signature:



Designation: Director of Education

Name: Kevin Gavin

Appendix 1

Response to SOEID

1. Is a relaxation of the age and stage provisions appropriate to allow more flexibility in the use of Higher Still courses and Scottish Group Awards in the middle school?

Yes. Higher Still units will be used within the S3/4 curriculum in Moray schools in a number of ways:

- Where a subject leader feels they provide a better curricular provision than Standard Grades.
- Where there is not enough time allocated to the S3/4 curriculum in the subject for Standard Grade courses to be overtaken.
- For pupils for whom a 2-year Standard grade provision is unsatisfactory, either through special learning needs or social or behavioural difficulties.

It is thus essential that pupils be allowed to sit external examinations at the end of S4.

2. Do you share the Government's view that a 2-year Standard Grade programme remains appropriate for most students?

Yes. Our views on the exceptions to this are listed in section 1 above.

3. Which option do you prefer, and why?

Our support lies with Option 3. Option 1 does not meet our needs, and would create an unsustainable fast-track set of pupils, so we reject it. We agree with SOEID that Option 2 would seriously undermine Standard Grade.

Option 3, then, meets our main need to provide entry for external examinations in Higher Still courses at the end of S4.

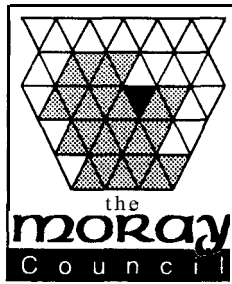
The embedded relaxation of Standard Grade examination at the end of S3 is of less concern. We do not visualise our schools being able to manage a "fast-track" credit cohort in S3 who then begin Higher at the start of S4 (although we do expect many pupils to begin Higher work during S4). However, there may be scope for, say, General/Credit pupils sitting General at the end of S3 so that they can concentrate on Credit (and part of Higher) in S4.

4. Does the Government's preferred option (option 3) offer a suitable balance between flexibility and reinforcing the value of Standard Grade for the majority?

Yes. Reasons are given in Section 3

If you have any other comments, please add an additional sheet

No additional comments.



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: EDUCATION LIBRARY SERVICE

BY: EDUCATION SERVICES OFFICER - SERVICE DEVELOPMENT

1. Reason for Report

1.1 To report to Education Committee on the first full year of operation of the Education Library Service.

2. Background

2.1 Education Committee at its meeting on 27 August 1996 (Item 6 of the minute refers) agreed proposals from a Library Working Party to establish an Education Library Service in Moray to replace the Schools Library Service operated jointly with Aberdeen City and Aberdeenshire Councils.

2.2 This earlier report agreed proposals on:

- a) Policy;
- b) Management Structure;
- c) Service Levels, and
- d) Costs of the Service (year 1 –1997/98)

4.1 As a result of Committee's decision the Education Library Service was established during early 1997 with certain operational principles:

- a) Based at Library Complex, Elgin, but offering access and advice at local level, in schools and through public libraries;
- b) Co-ordinated with the Public Library Service to meet the library and information needs of young people and those working in education;
- c) Delivering a service based on user needs identified through consultation, and
- d) Staffed by professional librarian supported by an assistant, the librarian also having responsibility for young people's services provided by the public library.

2.4 A brief report is attached (Appendix 1) which summarises important features relating to the development of the service in its first full year.

- 2.5 The Users' Group and Management Group have recently approved the first detailed Development Plan for the service (copy available in the Members' Library). This plan identified four main development priorities:
- i) To provide an advisory service giving support and guidance to schools in terms of resources management and organisation;
 - ii) To support curricular activities through the provision of current and relevant resources;
 - iii) To encourage the efficient and effective use of resources through the exchange of specific stock between schools and **ASGs**, and
 - iv) To provide a clear service level agreement between the Education Library Service and Schools.
- 2.6 A leaflet has also recently been prepared (Appendix 2) which summarises the scope and level of service now available to schools and other users.
- 2.7 COSLA's Education and Cultural Forum will shortly publish a report, "*Standards for School Library Services in Scotland 1998*". This report, based on survey evidence from all 32 Scottish Authorities and detailed visits to 12, including Moray, will make specific recommendations on standards and improvements.
- 2.8 "*How Good is Our School? Taking a Closer Look at the School Library Resource Centre*" will shortly also be published to assist schools and authorities to monitor and improve standards.

3. **The Prososals**

- 3.1 Committee is asked to note the content of this report and associated appendices and Development Plan.
- 3.2 Committee is asked to consider whether and with what frequency further reports may be required.

4. **Financial Implications**

- 4.1 Annual costs for the Education Library Service are met **from** Education Department central budgets. Currently annual costs are **£73,111**. It should be noted that 25% of the salary costs for the post of Principal librarian (Young People's Services) are met from budgets managed by the Department of Technical and Leisure.
- 4.2 There are no additional costs associated with this report.

5. **Staffing and Environmental Implications**

- 5.1 There are no staffing or environmental implications arising **from** this report.

6. **Consultations**

6.1 **There have been extensive consultations with the Users' Group and the Management Group in the preparation of the Development Plan and service level documentation.**

6.2 **Alastair Campbell, Library and Museums Manager, has been consulted and supports the recommendations.**

6.3 **The Education Department Senior Management Team has been consulted and is in agreement with the recommendations.**

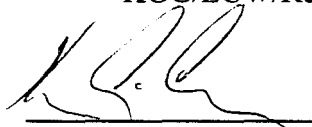
7. **Recommendations**

7.1 It is recommended that Committee:

- i) notes the content of this **report and associated appendices and Development Plan.**
- ii) considers whether and with **what frequency further reports may be required.**

Author of Report: Jim Gibson, Education Services Officer
Background Papers: Education Library Service Development Plan
(Members' Library)
Ref: KGG/LCW/Reports/ Ed Com/ 1 Dec 98/Library Update

Signature:



Designation: Director of Education

Name: Kevin Gavin

APPENDIX 1**THE MORAY COUNCIL - EDUCATION LIBRARY SERVICE****KEY FEATURES - YEAR 1****Establishment of the Service**

- ✓ Appointment of Principal Librarian Noun (People's Services)
- ✓ Transfer of Support Staff from Schools' Library Service (Grampian)
- ✓ Users' Group established and maintained
- ✓ Management Group established and maintained
- ✓ Budget approved

Development of the Service

- ✓ Regular liaison with schools and school librarians
- ✓ Organised "information and learning collection"
- ✓ Additional book and non-book resources purchased
- ✓ Teachers' support service and materials established
- ✓ Multi-media Reception Area (Elgin Library) established with extended Opening hours
- ✓ Resource Kit service maintained
- ✓ All loan and delivery services maintained
- ✓ Extended support to pre-school classes and groups
- ✓ Extended support provided to the Early Intervention project
- ✓ Extensive support provided for new school resource provision (Lhanbryde)
- ✓ Staff Development Support for teachers provided
- ✓ Guidelines on Library and Resource Centre Management prepared and distributed
- ✓ Mentor Support provided for unchartered School Librarian
- ✓ Newsletter produced and distributed
- ✓ Clear links established with the Public Library Service
- ✓ Storytelling Sessions and Authors in Schools arranged and supported
- ✓ Developing calendar of events/activities to support National Year of Reading

Staff Development

- provision of and co-operation in, training for teachers, library resource centre co-ordinators, parents and volunteers in a range of relevant skills - including information handling and storytelling

Resource Management

- a review and evaluation service to ensure that resources match curriculum needs and specific learning objectives

Individual Borrowing Requirements

- up to 30 items per teacher

Links with the Public Library Network

- The Services to Schools and Teachers leaflet outlines the range of services available through the public libraries including the provision of teachers' tickets and the encouragement to organise class visits to local libraries.
- It is a priority to share expertise and resources throughout The Moray Council area. To this end staff in the public libraries and the education library service work together very closely to improve the quality and standard of services to young people and teachers
- By working together a greater range of knowledge, information and resources can be utilised and ways of enhancing the delivery of services locally or in response to a particular local initiative can be furthered.

Contact Details

Location:

Elgin Library, Cooper Park, Elgin, IV30 1HS

Opening Hours:

Monday - Friday 9.00am - 5.00pm

Monday - Friday 5.00pm - 8.00pm if requested prior to 5pm

Phone numbers:

01343 562635 General Enquiries

01343 56261 | Principal Librarian (Young People's Services) Helen Adair

Fax: 01343562630

Email: lib_support@techleis.moray.gov.uk



Education Department in partnership with the Department of Technical and Leisure Services

1354 0698

Education Department
in partnership with the
Department of Technical and Leisure Services

Games
Books
CDs
Videos
Project Kits
Artefact Boxes
Information Services
Tapes and CDs
Posters

Education
Library
Service

Education

Library

Service

The key focus of The Moray Council Education Library Service is to concentrate on enriching the experiences and supporting the learning of individual young people. In providing an Information and Learning Service for Schools, Community Education and the Education Department this service will:

- provide a responsive, efficient and quality service to pupils and teachers
- promote learning and teaching through access to a broad range of education information and ideas
- provide a resource to support continuing education throughout life
- support teachers and schools in regard to library and information needs of young people
- liaise with teachers, library resource centre co-ordinators, schools, parents and the Education Department to encourage a co-operative and practical approach to the provision of services

Resources

The Education Library Service provides:

- a comprehensive and well organised information and learning collection covering a range of abilities and levels - from pre-school to primary, secondary and post-school level
- an extensive collection of materials encompassing a range of formats including books, story tapes, book and tape sets, videos, slide-sets, posters, artefacts boxes, games and toys
- access to specialist support materials and services including a teachers' support collection and materials specifically for special education needs and learning support
- relevant, up-to-date and appropriate resources capable of extending and enriching the curriculum
- a multi-media Reception Area for evaluating resources, discussion, advice or guidance

Services

A range of services are available to both library resource centre co-ordinators and teachers:

Resource Kits

- boxed resources to support activities for popular 5- 14 curriculum topics
- up to ten kits per school per term

Information Services

- provision of bibliographic information and resources
- access to periodicals and related information on education issues

- comprehensive request service (including a charge for processing inter-library loans)

Professional Support

Advice and support on a full range of professional activities:

- resource selection and management in schools
- design of library resource centres (there is an additional charge for this service)
- developing pupils' information seeking and handling skills

Delivery Service

- secondary schools - weekly
- primary and pre-school centres - as required
- local public libraries - weekly

Resources Support

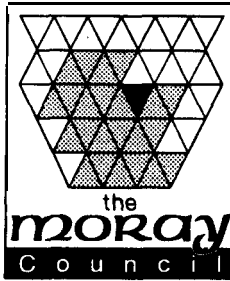
A range of services to support reading developments and information activities:

- stock exchanges (primary schools)
- story chests (primary schools)
- support collections (secondary schools)
- exchanges of early learning materials for pre-school centres

Outreach Services

Monitoring current knowledge of curricular developments and priorities through:

- participation in, and contribution to, in-service training
- talks to teachers, school boards, parents' groups and other related organisations



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: YOUR CHILDREN MATTER

BY: HEAD OF SERVICE AREA - SERVICE DEVELOPMENT

1. Reason for Report

- 1.1 **The purpose of this report is to advise the committee about the Scottish Office initiative to give information on parents' responsibilities and rights in Scotland and to report this Council's response to the Scottish Office request to assist with its distribution.**

2. Background

- 2.1 The Scottish Office has published a **free** booklet called "Your Children Matter" giving information on parents' responsibilities and rights in Scotland, a copy of which has been placed with the Members' Support Unit. It is intended to provide information on the legal situation of parents under the Children (Scotland) Act 1995.
- 2.2 It is aimed "not only at existing parents, whether or not they are experiencing legal difficulties, but also at young people who may shortly become parents".
- 2.3 Authorities were asked to indicate how many copies they would need in order to meet the requirements identified at 2.2 above. This was an interesting exercise, particularly given the identification of the latter group. Following some considerable discussion with the Scottish Office regarding the number of copies available nationally, the figure of 6000 copies was agreed. It is worth noting that subsequent discussion with the same department indicated that a formula-driven approach had been arrived at, based on a notional one copy per 100 of population (this model would give Moray 850 copies).
- 2.4 Regardless of the above, 6000 copies are available and are being distributed as follows:
- copies to be issued to all parents registering their children for education in January 1999;
 - copies to be issued to all parents of P7 pupils along with the Scottish Office Information to Parents in December 1998;
 - an appropriate number of copies to be issued to each school for use with pupils in a curricular context and also to issue to other parents on demand. Schools would require to advise other parents of their availability;

- copies to all School Board members;
- a supply to Community Development Services for use in their work with young people and adults;
- a supply to the Library Service for public display, reference and issue;
- a copy for members of Education Committee (available from Members' Support);
- copies have also been passed to Social Work Department and Moray Voluntary Services Organisation for their information/use.

2.5 It is anticipated that with this level of distribution and activity the Council will have more than met the original Scottish Office expectations.

3. **The Proposals**

3.1 It is proposed that Education Committee notes the document and retrospectively approves the action taken in terms of co-operating with the Scottish Office request.

4. **Financial and Staffing Implications**

4.1 There are no financial or **staffing** implications arising from this report.

5. **Environmental Implications**

5.1 The aim of the exercise is clearly to create a better informed pupil and parent body and to seek to help young people in their preparation for parenthood.

6. **Consultations**

6.1 This matter has been the subject of discussion and agreement amongst all of the parties involved.

7. **Recommendations**

7.1 **It is recommended that Education Committee notes the document and retrospectively approves the action taken in terms of co-operating with the Scottish Office request.**

Author of Report: Donald Duncan, HSA Service Development

Background Papers:

Ref: KGG/LCW/Reports/EdCom/1Dec 98/Your Children Matter

Signature:

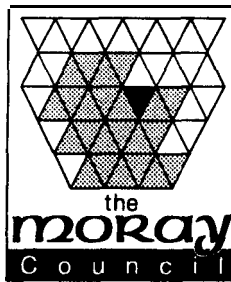


Designation:

Director of Education

Name:

Kevin Gavin



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

**SUBJECT: CONFERENCE: CRACKING THE CHILDCARE CHALLENGE:
PARTNERSHIPS NOT CONFLICT**

BY: DIRECTOR OF EDUCATION

1. Reason for Report

1.1 **The purpose of this report is to inform Education Committee of the forthcoming COSLA conference: Cracking the Childcare Challenge: Partnerships not Conflict, which has been organised to coincide with the publication of the Government's Guidance of the Planning of Pre-School Education and Childcare and the Establishment of Childcare Partnerships.**

2. Background

2.1 **The conference is to be held on Friday 4th December in Rosebery House, Edinburgh and will address the implementation of the Government's Child Care strategy and provide participants with contributions from key central, local government and voluntary sector stake holders.**

2.2 **The conference is organised in conjunction with the Scottish Out of School Care Network and promises to be of interest to members with responsibilities in the childcare field, from education and social work and officers with responsibility for under 8s and out of school provision. Representation is also expected on the day from the voluntary sector.**

2.3 **Further details on the draft programme are attached at Appendix 1.**

2.3 **As booking forms were to be returned by 27th November 1998, two places have been provisionally booked.**

3. The Proposals

3.1 **It is proposed that Education Committee consider appropriate attendance at this conference.**

4. Financial Implications

4.1 **The fee for the seminar includes morning coffee, lunch, afternoon tea and all documentation:**

- One delegate £95 plus VAT
- Two delegates £90 plus VAT each delegate
- Three or more £85 plus VAT each delegate

5. **Staffing and Environmental Implications**

5.1 There are no staffing or environmental implications associated with this report.

6. **Consultations**

6.1 The Children's Services Strategy Group has considered the conference material and recommends that the Education Department should be represented at this conference.

7. **Recommendations**


7.1 **It is recommended that Education Committee consider appropriate attendance at this conference.**

Author of Report: Director of Education

Background Papers:

Ref: KGG/LCW/Reports/EdCom/1 Dec 1998/COSLA Conference

Signature:



Designation:

Director of Education

Name:

Kevin Gavin

CRACKING THE CHILDCARE CHALLENGE: PARTNERSHIPS NOT CONFLICT

Friday 4 December 1998

Draft Programme

10.00am	COFFEE AND REGISTRATION
10.30am	Introduction from the Chair - Cllr Brian Cavanagh - COSLA Social Work Spokesperson
10.35am	Childcare Partnership Guidance - Jane Morgan, Scottish Office
10.50am	Partnership or Conflict Resolution - Irene Audain, Scottish Out of School Care Network
11.10am	Ensuring Quality Standards - Drew McCafferty, Chair, National Steering Group
11.30am	Tea/coffee
SERVICE DELIVERY FOR 0-14 YEAR OLDS	
11.50am	The Children's Agenda -
12.10	Family Centres for Communities - North Tyneside
12.30pm	Educare - Buzzword or Reality ? Bob Mackay, Director of Education, Perth and Kinross
12.50	Questions
1.00pm	LUNCH
1.45 and- 2.45pm	WORKSHOPS - MAKING CHILDCARE PARTNERSHIPS WORK Information Services - Using Public Buildings Creatively - Integrating Health and Childcare Services - Financing Quality Childcare - The Funding Matrix -
3.40-4.00	Plenary Session and Concluding Remarks

Convention of Scottish Local Authorities, Rosebery House,
9 Haymarket Terrace, Edinburgh EH12 5XZ.

Booking information

Tricia Shaw on 0131474 9274 Fax: 0131 474 9292

Technical information

Sylvia Murray on 0131474 9251. Fax: 0131 474 9292

Seminar Outline

This seminar has been organised to coincide with the publication of The Scottish Office Education and Industry Department Guidance on the Planning of Pre-School Education and Childcare and the Establishment of Childcare Partnerships. It will address the implementation of the Government's Child Care strategy and provide participants with contributions from key central, local government and voluntary sector stake holders.

Who should attend

Elected members **with** responsibilities in the childcare field, directors of education and social work, senior officers with responsibility for under 8s and out of school provision and child care agencies in the voluntary and private sectors.

Why you should attend

Delegates will be informed of opportunities for developing quality, affordable child care where it is needed, and will have the opportunity to discuss key aspects of the Government's Child Care strategy and the Guidance.

Dates, fees and venue

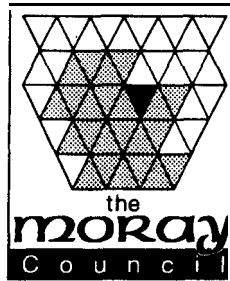
The seminar will be held COSLA's offices, at Rosebery House, 9 Haymarket Terrace, Edinburgh on **Friday 4 December 1998**. Coffee and registration will be available from 1 Oam with the seminar itself from **10.30am to 4.15pm**. The fee for the seminar includes morning coffee, lunch, afternoon tea and all documentation.

One delegate		f95 plus VAT (f 111.63) per delegate
Two delegates		f 90 plus VAT (f 105.75) per delegate
Three or more delegates	-	f 85 plus VAT (f94.00) per delegate

Booking and further information

To book a place on the seminar, please complete and return the enclosed booking form **no later than 27 November 1998**. Places will be allocated on a first come first served basis. While no refund or reduction is possible for cancelled places, delegates may substitute at any time; please inform **Tricia** Shaw if a colleague will attend in your place.

For further information or details on the content of the programme, please contact **Sylvia Murray** on **0131474 9251**.



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

**SUBJECT: WORKING TOGETHER: REPORT ON CONFERENCE FRIDAY
4TH SEPTEMBER 1998**

BY: DIRECTOR OF EDUCATION

1. Reason for Report

- 1.1 The purpose of this report is to advise Members of the outcomes relating to the conference "Working Together" which was held in Elgin Town Hall in September 1998.

2. Background

- 2.1 This conference was one of a number of initiatives undertaken by the interdepartmental working group to take forward the childcare debate in Moray.
- 2.2 The main focus of the conference was to enable delegates to contribute to the evolution of a **daycare** strategy for Moray including consideration of the provision for three year olds, children with special needs and after-school care post pre-5.

Delegates were asked to draw on their own experience to discuss these issues with professionals and experts in various aspects of childcare.

- 2.3 The specific aims of the conference were:
- To provide information about childcare issues, particularly the national and local strategies for childcare in relation to practice in participants' own settings;
 - To explore and share specific issues and relate them to participants' own settings;
 - Explore the potential for information services, particularly the Moray Childcare Forum and local information services;
 - Consider future actions and support the providers of childcare.

3. Outcomes

- 3.1 The conference was organised around key inputs from the Moray Council, the Scottish Office and the Scottish Out of School Care Network and Highland Pre School Services. The main points covered by the contributors are reported in the outline report attached as Appendix 1.

3.2 A number of workshop sessions covering a range of topics were run. The outcomes from these sessions are also covered in the conference report. The topics for workshops included:

- Involving employers;
- Childminding;
- Developing information services;
- Developmental playgroups;
- Quality assurance and standards in pre-school provision;
- Models for delivery in rural areas;
- Children Services Plan;
- Childcare Forum in Moray;
- Out of school care;
- Health Promotion in the early years.

3.3 In addition to the workshops discussion groups considered a number of important questions including:

- What should be the main priorities for Moray Council in developing an effective childcare strategy?
- What kind of communication links should the Moray Council develop between itself and various providers – including consideration of how these links could be maintained and extended?

3.4 The outcomes as reported in the conference report will be used to inform the deliberations of the Moray Childcare Forum in due course and also the various planned initiatives indicated as being undertaken by departments towards developing a childcare strategy.

4. **Financial Implications**

4.1 There are no immediate financial implications although the ideas put forward will invariably influence the directions in which childcare funding is disposed of in the future.

5. **Staffing and Environmental Implications**

5.1 There are no immediate **staffing** or environmental implications in **this** report.

6. **Consultations**

6.1 There has been no consultation on the contents of this report. The report is itself a report of a consultation exercise.

7. **Recommendations**

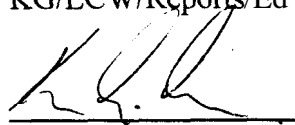
- 7.1 It is recommended that Education Committee note the conference report "Working Together".

Author of Report: Kevin Gavin, Director of Education

Background Papers:

Ref: KG/LCW/Reports/Ed Com/1 Dec 98/Working Together

Signature:



Designation:

Director of Education

Name:

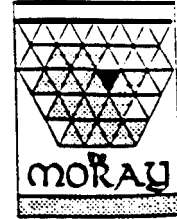
Kevin Gavin

**WORKING
TOGETHER**

Childcare in Moray: A Future Strategy

Friday 4th September 1998 Elgin Town Hall

DRAFT



CONFERENCE REPORT

Analysis of Delegates

	No.
<u>Total number of organisations making formal bookings</u>	40
<u>Types of organisation</u>	
Playgroups	12
Area support Groups	7
Community Development	7
Developmental Playgroups	6
Health	5
private Nurseries	4
Highland Pre-School Services	3
Childminders	2
Moray College	2
WCH Action for Children	2
Children in Scotland	2
Moray Leisure Centre	2
Scottish Out of School Care Network	2
Community Services	1
New Deal Support	1
Aberlour Trust	1
SSAFA-FH	1
Employment Services	1
<u>Number of delegates attending</u>	70

Aims:

The main focus was to enable delegates to contribute to the **evolution** of a Day Care Strategy for Moray. **Delegates** were given the opportunity to discuss strategies for the care of three year olds, for children with special needs, for after school care and the promotion of good health in our **children**. Delegates were asked to draw upon their own experience in their own settings to discuss a wide range of issues **with** other **professionals** and experts in various aspects of childcare.

Specific Aims:

To provide information about childcare issues, in particular the national and local strategies for childcare in relation to practice in participants' own settings.

To explore and share **specific** issues and relate them to participants' own settings.

To explore the potential for information **services**, in particular the **Moray** Childcare Forum and local information **services**.

To consider future actions in support of providers of childcare.

Programme

9.15 Coffee and Registration

9.30 Introduction and Welcome

9.45 Meeting the Child care Challenge	The National Picture	Peter Willman
	The Moray Picture	Kevin Gavin

10.45 **Coffee**

11.05 **Workshop Sessions**

12.15 Scottish Out of School Care Network

12.30 Lunch

1.30 Issues for Moray Providers	The Moray Council	Jim Gibson
	Private / Voluntary sector	Ann Brady

2.00 Discussion Groups

2.40 Plenary - **Panel**

3.25 Closing Remarks and Evaluation

Speakers

The National Picture - Mr. Peter Willman: Scottish Office

Appendix I

The Moray Picture - Mr. Kevin Gavin: Director of Education

Main Points:

Agreed principles for four year olds
 Scottish **Office priorities** for three **year olds**
 Implications of funding for Moray
 Timetable for Local Authorities
Childcare Developments
 The Moray Childcare Forum

Irene Audain & Paul Williamson: Scottish out of School Care Network

Main Points:

Principles of SOSCN:

Children

Play

Opportunity

Partnership

Partners in Out of School Care:

Statutory Bodies – Scottish Office, Scottish Enterprise, **HIE**, Local Councils, LEC,
Schools etc.

OSC Clubs – Management Commit&es, Play leaders, Play workers, Volunteers,
 Parents

Local OSC Networks

Childcare **Organisations** – Scottish Childminding Association, **SPTA**, **SSBA**, Fair Play
 in Scotland, One Parent Families Scotland, **KCN**, **ENSAC**, **CHIC**, **SCVO**
 Scottish Out of School Care Network – **Staff**, Members

Issues for The Moray Council – Jim Gibson: ESO – Curriculum Development

Main Points:

- **Effective support** for children **requires** a *flexible* and integrated approach
- **Current provision is fragmented** and **undermined** by 'cultural differences' between service providers
- **Early years services** are patchy, particularly for children aged 0 – 3
- **Young children's health** should be an explicit priority in all relevant Government legislation
- **Implementing change** will require adequate training and distribution *Of* information across sectors
- **Collaborative working** should include participation by children and parents
- **There is a need to establish models and structures** appropriate to those rural and cultural issues which are particular to areas of Scotland
- Issues **most relevant for Moray providers are:**
 - Quality**
 - Cost**
 - Availability**
 - Accessibility**
 - The pace of change**

Issues for Voluntary and Private Sectors – Ann Brady: Chief Executive Highland Pre-School Services

Main Points:

- Issues of concern are similar between Local Authority and Voluntary Sector i.e.:-
- **Timing**, Changing Goalposts, changing expectations, and roles & responsibilities
- Voluntary sector feels that Local Authority does not value their contribution causing demotivation and frustration
- Voluntary sector continues to struggle to cope
- Childcare Strategy offers new opportunities for partnership
- Voluntary sector wishes to contribute and be a **valued** partner in policy making and service **delivery** within the **Childcare / Early** Years Sector
- Voluntary Sector must deliver high standards and good quality of **service**. Current developments present **opportunity** to **learn from** past experiences and **develop** equitable partnerships.
- Partnerships **must** be clearly **defined**:
 - Set targets and objectives
 - Evaluate and review progress
 - Redefine** partnership goals / aims as **necessary**

Workshops:

Workshop 1:

Involving Employers – Dick **Ruane**: Moray, Badenoch and **Strathspey** Enterprise and Sheila McGregor: Children in Scotland

Main Points:

- Background – Accessibility, **affordability**, availability, local childcare partnerships, **MBSE** involvement, currently little industry involvement
- Cost – **including** social cost of not providing **after** school care
- Cultural Influences i.e. no need for employer involvement in past, employees relied on extended **family** care
- Employment trends
- Employer costs – Replacement, absence, re-training
- Examples of good local practice – Forres, New **Elgin, Lossiemouth, Moray Leisure Centre, Buckie OOS**
- Possible solutions – Childcare vouchers, raising awareness, job share, **flexi-time**, term time emphasis, **flexibility**
- Action – **Audit**, information, funding
- National Examples – Motorola, Highland **Mystery** World, Allied Distilleries, Hewlett Packard, Scottish Borders Enterprise, National Savings, The Scottish **Office**

Workshop 2:

Childminding – Elaine Herron: Scottish Childminding Association

Main Points:

- Information was provided about the role of the association at National level
- **Information** was provided about the role of the childminder

Issues discussed:

- Number of children a childminder is **responsible** for
- Negotiation **of fees**
- Requirements for registration
- Training issues

Workshop 3:

Developing Information **Services – Councillor Margo** Howe: Chair Education Committee, Jim Gibson: Education Department

Main Points:

- **Outlined aims** of **Government** proposals
- Stressed the importance of developing national and local information services and
Considered the following questions:

Who are the services for?

Users of the **services**

Providers

Partners, employers etc.

What information is required?

Types of childcare available

Locations

How to access **childcare**

Quality Issues

Cost

Advice

How is the information to be provided?

By whom?

In what form?

Who will contribute?

How will this information be kept up to date?

How will the service be funded?

Confidentiality issues?

sponsorship / **Advertising?**

How is this to be **funded?**

Workshop 4:

Moray Developmental Playgroups – Anne Bates: Chair Moray Developmental Playgroups Forum

Main Points:

- Background explained
- Aims and Objectives of groups stated
- **Staffing** and Training explained
- Support **from** Health Service
- **Structure** of sessions explained

- Parental involvement a priority
- **Finance**
- Role and structure of **Forum** described

Issues Raised:

- **Biggest issue is funding – transport costs** alone can reach **£24,000** per year
- **Status of staff – staff on minimum pay**
- Future of Developmental Playgroups – need to remain voluntary, consider contract with LA, possible transport fund

Workshop 5:

Quality Assurance & Standards in Pre-School Provision – Dr. R Duncan: **HMI**, Irene Grant: Principal **Registration** and **Inspection Officer**

Main Points:

- **The** process of **registration inspections were** reviewed **referring** in particular to:
- The system of setting up the **inspection**
- The personnel involved
- The use of performance indicators
- The procedures **followed** during the **inspection**
- **The language used in the report**
- The **procedures** leading up to publication

Issues Raised:

- All providers must be **kept** informed of developments
- **Concern** was expressed about the role of the private sector in **future** developments, especially **regarding** access to new **information** e.g. assessment materials
- Sectors should work together to avoid ‘reinventing the **wheel**’
- There should be continuity of education between **pre-5** and **P1**
- A ‘clean slate’ approach is undesirable

Workshop 6:

Models for Delivery in Rural Areas – Linda Kinney: Head of Children’s Services, Stirling council

Main Points:

- Description of how provision works in Stirling
- Special events are organised and parents are encouraged to attend
- Mobile provision – ‘Super Bus’ visits more rural areas – **prioritises** areas with no pre-school provision

Issues Discussed:

- Rural transport strategy - Used by community **outwith** nursery use
- **Parents can also use transport**
- Bus owned by authority
- Local Authority should provide accommodation for parents to meet
- Should offer a 50 week childcare service **from 8am** to 6pm daily
- Childminders included in strategy
- Council should support parents to apply for grants with no expectation to **fund** raise
- Integrated training policy

- Good **quality** education achieved by **integration** of early child care and pre-school education – key worker system to ensure curriculum is developed for the individual
- Packages of Pre-School provision is utilised including Scottish Childminding Association
- Monitoring and evaluating strategy crucial
- **Nursery Nurses trained in care from 0 - 5 years**
- **Staff** development includes nursery nurses and nursery teachers in curriculum development
- Authority also **offers** HNC modules
- Stirling integrates pre-school year and ante pre-school year
- Parents are encouraged to **participate** in nursery sessions

Workshop 7:

Children's Services Plan – John Sullivan: **Community Services**

Main Points:

- Background to the plan
- Purpose
- Process of developing the plan
- Consultation experience
- Future planning / development of **childcare** services in Moray
- The need to access information when children are in need was highlighted

Workshop 8:

- A **Childcare** Forum in Moray – Kevin Gavin: **Director** of Education
- Following an outline of the proposals for establishing a childcare **forum**, members of the group **discussed** a number of issues:
- **Concerns** regarding the process for **estimating** the 'need' for child care
- The need to avoid duplicating work already on-going e.g. in special educational needs
- Concern that **publicising** meetings needs to be given a high profile to ensure:-
 - involvement of as many people as possible
 - encouraging attendance
 - encouraging representation to the Moray-wide Forum
- There was discussion around how representatives would be elected – it was decided that it would be best for groups who would attend area meetings to have decided in advance who they may put **forward** for election
- It was considered vital that things are 'open right **from** the start' and that the various groups and partners are involved **fully** across the Moray area
- Steps should be taken within the forum **framework** to **restore** the confidence previously felt by all childcare partners in Moray
- A real concern that after-school care should be separated out **from** the childcare forum, which should focus on provision for pre-school, at least in the early stages. It was felt that a separate forum for after-school care could be established and **run** through Community Development Services
- There would be a clear need to hold area **meetings** prior to Christmas **and if** possible to establish Moray-wide forum meetings prior to Easter

- It would be important **to involve** health professionals at every stage of this process
- The role of the **Co-ordinator needs to be clearly** articulated and developed. There is a particular priority for the Co-ordinator in establishing good relationships with local representatives, including:-
 - **Effective** communication strategies
 - Information **gathering strategies**
 - **Liaison with representatives in area**
 - **Facilitating** requests for information and input
 - **Links with training?**
 - Ensuring **continuity** of information and liaison
 - Assistance in managing any budgetary / administrative arrangements
 - Information gathering for quality assurance / any strategy in groups
- The childcare plans ultimately should be subsumed within the Children's Services Plan so that a single **document is** produced rather than a multiplicity of childcare documents.

Workshop 9:

Out of School Care – Irene Audain & Paul Williamson: Scottish Out of School Care Network

Main Points:

- Partnership in Practice – respect diversity and ensure equal & y of participation
- Flexible strategy – local area childcare partnerships should be encouraged
- Local Authorities should contribute local resources to enhance local initiatives
- Wrap around Care - all services (including pro-school education, **after** school care, **peer** tutoring, **recreational** activities, **family** planning **etc**) should be located at one **centre** within the local school
- Equal opportunities / **accessibility** – including special needs, ethnic minorities, social exclusion and men and childcare
- Quality issues – National, **co-ordinated** standards, well trained **staff**, monitored process, information to **parents**
- Parents – **information**, help, advice and support
- A trained profession
- Transparent, consistent approach

Workshop 10:

Health Promotion in Early Years – Janet Owens and Kate Philip: Health Promotions

Main Points:

- Guidelines for administration of medicines are **necessary**
- Importance of working together – e.g. joint **funded** posts, Health Promoting Schools
- We must 'practice what we preach'
- Health promotion includes education, prevention and protection in order to **improve access to health**
- New Health Promotions shop is opening **in Elgin at 239 High Street** and will provide:
 - Information**
 - Leaflets**

Videos / teaching packs
 Advice on all health topics
 Training
 Direct services around all health issues e.g. stress, smoking, healthy eating

Discussion Groups:

Groups were asked to discuss the following questions:

What do the group consider to be the main priorities for The Moray Council to consider in developing an effective Childcare Strategy in Moray?

Main Issues Discussed:

- Real **partnership** – within Local Authority **departments**, other providers, with parents, **carers, families** etc.
- Real parental **involvement**
- Forum development
- Developing a Rural Transport **Strategy**
- Giving parents clear **information**
- Considering matching needs given the **diversity of Moray**
- Considering what people expect **from** out of school care – Study Clubs or Childminding?
- The **inclusion** of Developmental Playgroups in **future** discussion
- **Access** to training – **concern** expressed about **cost** and who can opt in

What kind of communication links would you like to see between The Moray Council and Providers? How could these communication links be maintained and extended?

Main Issues Discussed

- **There** should be one contact – role of Co-ordinator considered to be crucial
- **Information** must be clear and unambiguous
- Private sector needs to be included
- Local Authority should use E-mail, ICT and set up database of all **organisations who cater for children 0 – 14**
- Develop a ‘Kids Directory’
- Information should be co-ordinated across statutory / voluntary / private sectors
- **Carry** out mapping exercise of all child care groups
- The importance of Childcare Forum as communication **link:-**
 - Hold a series of Mini Conferences that will serve as Forum meetings
 - Concern was expressed about how Forum representatives will be ‘appointed’
 - The **first set** of area meetings should focus on pre-school
 - The next set of meetings would then focus on Out Of School Care
 - The Co-ordinator must attend all above meetings

Plenary Session

Panel Members:

Peter Willman	Scottish Office
Kevin Gavin	Director of Education
Dr R Duncan	HMI
John Sullivan	Community Services
Ann Brady	Chief Executive Highland Pre-School services
Graham Jarvis	Community Development

The following questions were put to the **plenary** panel:

Q1 When will The Moray Council **integrate Education and** Day Care provision - either by **itself** or in partnership?

A

Kevin Gavin - The needs of 3 year olds are **different** to four year olds but overarching principle is what is best for the child. The policy is not **fixed** and will evolve over 3 - 4 years. Nothing is ruled out at this point.

Councillor **Margo** Howe - Policy must be flexible

Councillor Rhona **Paterson** - Moray Council want to **investigate 'Educare'**

Comment **from** floor - Not in best interest of child to shunt child between nursery school and day care provider

Q2 How do providers access the rural **funding** provided by Scottish **Office** in relation to transport to rural provision?

A

Peter **Willman** - '**Rurality**' = **extra funding**. This year's allocation is needed to establish an **infrastructure**. Rural **funding** must be considered with **future** funds

Kevin Gavin - The Moray Council is looking at transport issues in one or two areas. Not a statutory **responsibility** at this stage

Q3 **Several issues regarding** communication have arisen. How would you like to see the new **co-ordinator** deliver an **effective** exchange of ideas / needs?

A

Ann Brady - Would like to **see** this role as one of **facilitator** to develop a **training strategy involving all sectors**

Q4 How will The Moray Council develop an appropriate, local training strategy that meets Quality Approved standards for age groups?

A
Kevin Gavin – **SVQ/ NVQ** hierarchy will **come** into place through Moray College.
Local Authority needs to have training strategy in place

Q5 How will vulnerable **families** access appropriate support, care, education required to **meet their needs**?

A
John **Sullivan** – Main **focus** will **be accessible services** focusing on vulnerable **families**.
Those involved **will** include Family Services and **NCH** Action **for** Children

Q6 Should 3 **year** olds be automatically considered for educational provision and why?

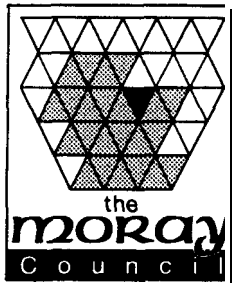
A
Dr Duncan – In pre-school **centres** emphasis is on children’s development and development through play. Aim is to make provision available not to make it **statutory**. Provision **should** provide support to children and families

Q7 What support **will** be available for parents who wish to provide childcare at home?

A
John Sullivan – This is a real issue because Government strategy is based on out of home provision. The issue of care at home **is** not being addressed yet it is fundamental
Ann Brady -We **must** support parents to make their own choice.
Kevin Gavin – This issue has been **put** to The **Scottish Office**. Must also take account of **contribution** of older people
Peter Willman – Accepts that this is one of the weaker areas of the Green Paper. A **survey** is being carried out that considers parenting skills

Q8 What would be the predominant role of the Local Authority in the development of a Childcare strategy?

A
Kevin Gavin – The role of Local Authority is evolving and increasingly becoming **facilitators**. However, LA has direct **statutory** responsibilities in education and child **care**
Peter Willman – Agrees with **Kevin Gavin**



REPORT TO: EDUCATION COMMITTEE ON 1 DECEMBER 1998

SUBJECT: CONFERENCE REPORTS: THE EDINBURGH CONFERENCE 6TH NOVEMBER 1998 AND SCOTTISH PARENT TEACHER COUNCIL CONFERENCE 7TH NOVEMBER 1998

BY: CLLR. M HOWE, CHAIR OF EDUCATION

1. Reason for Report

1.1 The purpose of this report is to advise Members of the general outcomes relating to the two conferences – The Edinburgh Conference (**Appendix 1**) and SPTC Conference (**Appendix 2**).

2. Background

2.1 At its meeting on 20 October 1998 (**para. 15** of the minute refers) it was agreed that the Chair of Education and an officer should attend these conferences.

2.2 The Edinburgh Conference

2.2.1 **This conference was run under the auspices of Edinburgh City Council and the Times Educational Supplement for Scotland. The keynote address was given by Donald Dewar MP Secretary of State for Scotland. In his overview of change the Scottish education system he mentioned key principles of Government policy including:**

- Making opportunity available to all including the raising of standards;
- The centrality of raising achievement for future planning within the education system.

Within his presentation he then went on to cover a range of recent initiatives put forward by the Scottish Office and made reference to:

- Community schools as providers of interdepartmental/interagency services embracing education, social work, health and childcare services;
- Government initiatives on pre-school education with emphasis on the flexibility of childcare to deliver education and childcare services;
- Heightened Government priority for early intervention strategies;
- Commitment to the Higher Still programme and its introduction;
- The importance of links between schools and industry;
- The significance of developing a citizenship focus for pupils through links not only with industry but also wider community involvement;

- The importance of initiatives to avoid exclusion and to tackle the problem of bullying in schools.

Overall this presentation was largely a resume of the initiatives already announced by central Government.

2.2.2 Delegates attended a number of seminar sessions:

The Achieving Citizen – this session was presented by Ron Tuck the Director of the Scottish Qualifications Authority and covered the evolution of the qualifications structure in Scotland over the past few years. Mr Tuck highlighted the overlaps between Standard Grade, Scotvec and Higher qualifications and went on to indicate the matching of vocational qualifications with academic qualifications in the new Higher Still structures. In an interesting session a number of issues were discussed including:

- The future of Standard Grade;
- The possibility of relaxing Age and Stage requirements in terms of sitting examinations;
- Debate on the issue of match of academic qualifications and vocational qualifications;
- The overriding need to establish a qualification system with which the Scottish population are confident and knowledgeable.

The Communicative Citizen - this presentation session was run by Professor Nigel Payne the Director of Scottish Council for Educational Technology. In general terms the presentation covered current development in National Grid for Learning and the significant opportunities for youngsters in exploiting modern technology for the purposes of communication and learning and teaching. In lively and interesting debate issues regarding quality control of material on the Internet, access to the Internet and training for staff dominated the agenda. Other important issues covered were strategies to put in place the necessary hardware support for the education system:

The Democratic Citizen - the presenter for this session was Esther Robertson, a member of the government's All Party Consultative Steering Group on the Scottish Parliament. She highlighted a few facts like: - the turnout for the 1997 election was the lowest ever; the highest opt out rate was in the 18 -24 age group; 55% of youth never read a newspaper and their knowledge of party politics at 18 is the same as at age 11. These comments stimulated many debates about how to develop knowledge and interest in the democratic process at all levels of government, a scheme of civic education. All agreed that there should be greater consultation with young people but that action is also necessary to prove that we had listened. Suggestions ranged from A Youth Parliament in the Royal High School; A Primary Pupil Council; committees in the New Parliament made up of members and non members with an active interest i.e. EDP having business people as well as elected members, Education having teacher, parent and pupil representation. There were also questions around the voting system, should voting be compulsory; postal; electronic; done in supermarkets the post office or at home? The consensus of opinion was that the New Parliament was a perfect opportunity for change.

A World Citizen - the session presenter was Robbie Robertson, a consultant on English, Scots, Scottish Culture and Media Education. He began by posing the question, does the education system develop in young people a sense of identity in their own country and culture as well as an understanding of this perspective in a European and World context? Robbie then launched an attack on past teaching methods which he believed developed nothing but the “Scottish Cringe” whereby it was instilled in people that Scottishness was strictly for the lower classes. The discussion that followed brought out a few relevant points. Much more is being taught in schools with regard to Scottish and World Cultures so pupils are much more aware of differences and commonalities. People’s perceptions are an amalgam of personal and social cultural identities intertwined with past and present conditions which will evolve through exposure to new experiences. Youth have more opportunities to travel so are less likely to be isolationist. Modern technology makes it almost impossible for youth to remain untouched by outside influences.

- 2.2.3 The afternoon session was **characterised** by a keynote address by Mr Frank Pignatelli Chief Executive of Scottish Business in the Community. This address was concerned to draw parallels between developments in the education system and the world of business. Mr Pignatelli was concerned to promote links with business and education in terms of developing towards common goals with regard to educational priorities.

An important feature of Mr Pignatelli’s address was the recognition that a number of commercial concerns were already beginning to pursue alternative educational routes including the establishment of learning centres and colleges to provide appropriate training for their staff. He posed two issues for education authorities to consider, particularly in respect of their relationship with business:

- How can organisations enhance their knowledge and creativity?
- How can society develop a learning structure to support the skills needs of the community?

Mr Pignatelli highlighted that things moved slowly in the educational world and he exemplified this in terms of the discussion on Higher Still having started some ten years ago and still not being in a position of delivery. He warned that the pace of requirements in industry were such that education would require to act more positively in terms of supporting a strategic agenda which should include:

- A clear system of awards;
- The establishment of a research database to support the needs of the community and industry;
- Refined access to European Funding;
- The development of ICT;
- The development of better dialogue with parents;
- The need for core skills awards;
- The necessity of future skills demand surveys;
- The requirement to look at more consortium arrangements in terms of microelectronics development.

Mr Pignatelli went on to indicate the working of the Scottish Business in the Community organisation and how it exists to give support to joint education/industry initiatives.

2.3 Scottish Parents Teachers Conference

2.3.1 The agenda for this conference is attached at Appendix 2.

2.3.2 Input from Nicola Sturgeon – SNP Education spokesperson. Nicola Sturgeon had been asked to stand in for Helen Liddell who had been unable to meet the commitment to speak to this conference which had been undertaken by her predecessor. Miss Sturgeon indicated that the SNP approach would in future be characterised by:

- Avoiding confrontation in terms of previous pressures towards opting out and league tables;
- Avoidance of blame – in terms of teachers, Councils and parents. She indicated that the SNP view would be to work away from dogged ideology in education and to look towards a consensus agreement on the way forward. To this end she indicated that on 7th December a people's assembly on education would be held in Edinburgh. This event would be an "asking" event in which the views of the public and professionals would be sought in respect of education priorities.

Miss Sturgeon also indicated that the SNP view was that the Education Committee of the new Parliament should be an open event and the event of an SNP administration that this would involve representation from parents, authorities and other agencies.

She indicated some areas for future action on the part of the SNP including:

- Developments in pre-5 including a full time place for all three year olds and four year olds, together with closer integration of after-school care initiatives;
- Further development of early intervention;
- Confirmed access to the internet for all pupils;
- Improvements to school buildings;
- A focus within 5-14 on the primary/secondary transition arrangements;
- A commitment to raise standards and a questioning of the current initiative in respect of target setting;
- The importance of developing post 16 reforms within a context of full resourcing.

Following her input Miss Sturgeon took a range of questions relating to areas such as:

- Classroom assistants;
- Inclusive approaches to SEN;
- The levels of funding for education;
- The recognition of dyslexia;
- A policy for training teaching staff in regard to ICT;

2.3.3 Input from Mr Nisbet Gallacher, formerly HMCI. Mr Gallacher gave some personal reflections on the development of Scottish education over the last fifty years. This presentation was very subjective in character and focussed on broad changes including the expansion of services, greater involvement of parents and increasing levels of accountability.

2.3.4 Alison Kirby – President of SPTC gave an overview of fifty years of the development of the organisation and highlighted a number of aspects within the organisation's history over the past fifty years.

2.3.5 The afternoon session was taken up by a debate on the future of Scottish education.

3. The Proposals

3.1 It is proposed that Education Committee note the areas covered by these two conferences.

4. Financial, Staffing and Environmental Implications

4.1 There are no financial, staffing or environmental implications associated with this report.

5. Consultations

5.1 There have been no consultations on this report.

6. Recommendations

6.1 **It is recommended that Education Committee note the areas covered by these two conferences.**

Author of Report: Cllr. M Howe, Chair of Education

Background Papers:

Ref: KGG/LC W/Reports/Ed Corn/1 Dec 98/Conference Report

Signature:



Designation:

Director of Education

Name:

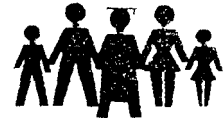
Kevin Gavin

Programme

9.00-9.30 am	Registration and Coffee
9.30-9.35 am	Welcome and Introduction Mr Willis Pickard Editor Times Educational Supplement Scotland
9.35-10.35 am	Keynote Address The Right Honourable Donald Dewar MP Secretary of State for Scotland Chaired by Councillor Elizabeth Maginnis Convener of Education Committee City of Edinburgh Council
10.35-11.00 am	Coffee
11.00-12.30 pm	Group Presentations: Session 1
12.30-1.40 pm	Lunch
1.40-2.40 pm	Keynote Address Mr Frank Pignatelli Chief Executive Scottish Business in the Community Chaired by Mr Graham H C Donaldson HM Depute Senior Chief Inspector
2.40-4.10 pm	Group Presentations: Session 2
4.10-4.30 pm	Closing Address Mr Roy Jobson Director of Education The City of Edinburgh Council



*Scottish
Parent Teacher
Council*



50th ANNIVERSARY 1948 - 1998

ANNUAL CONFERENCE

OLD ROYAL HIGH SCHOOL, EDINBURGH

7th November 1998

P R O G R A M M E

10.00	Coffee and Registration
10.30	Nicola Sturgeon - SNP Education Spokesperson
11.30	Nisbet Gallacher - Reflections on Scottish Education
12.00	Alison Kirby - 50 Years of SPTC
12.15	LUNCH
1.45	AGM
2.00	DEBATE - <i>The Future of Scottish Education</i>
	Debate led by: Mr Ronnie Smith, EIS Professor Sally Brown, Stirling University
	Chaired by: Judith Gillespie, SPTC
	Conclusions by: Dr Brian Boyd, University of Strathclyde
3.30	Conference ends

