





<p><b>Dimension 1.</b></p> <p><b><i>Engage learners in the highest quality learning activities</i></b></p>	<p>INSPIRE INCLUDE IMPROVE</p>	
<p><b>Activity</b></p> <ol style="list-style-type: none"> <li>1. Support establishments in improving practice in Learning and Teaching <b>(E)</b></li> <li>2. Improve the use of ICT in Learning and Teaching through the use of Interactive Whiteboards and the implementation of Glow <b>(E)</b></li> <li>3. Engage target groups in quality learning activities <b>(CLD)</b></li> <li>4. Ensure and promote relevant lifelong learning opportunities <b>(L&amp;M)</b></li> </ol>	<p><b>2009- 10</b></p> <p></p> <p></p> <p>✓</p> <p>✓</p>	<p><b>2010-11</b></p> <p></p> <p></p> <p>✓</p> <p>✓</p>

## Evidence of Impact

### Activity 1

- a) Almost all pupils are making good progress from their prior levels of attainment
- b) Most teachers use an appropriate range of skilful and well-paced teaching approaches
- c) Pupils are successful, confident and can work effectively with others
- d) Most pupils are secure in their knowledge, understanding and skills and are able to reflect on their thinking

### Activity 2

- a) Most pupils surveyed report that ICT is enriching teaching and supporting and motivating learning
- b) Classroom observation shows an improvement in the effective use of ICT during teaching and learning

### Activity 3

- a) Target groups are identified
- b) New "Hard to Reach" learners are enrolled on a range of learning opportunities
- c) Learners achieve qualifications
- d) New learners become involved in Community activities

### Activity 4

- a) A range of courses are promoted, delivered and further developed
- b) New learners are attracted
- c) Enhanced qualifications of learners
- d) Literacy, numeracy and family learning programmes lead to increased library membership particularly in areas of previously low involvement
- e) Learning activities and initiatives developed and delivered by the Museums Service demonstrate clear learning outcomes within the "Inspiring Learning for All" framework

## Partners

<b>Activity 1</b>	Scottish Executive, Learning and Teaching Scotland, Partner Authorities, MAGS
<b>Activity 2</b>	Learning and Teaching Scotland; RM (Glow Provider); Managed Service ICT Provider
<b>Activity 3</b>	Moray College, Libraries & Museums, Private Sector, Voluntary Sector
<b>Activity 4</b>	Community Development; Community Planning Partners; BCS; SMC; Friends of Falconer Museum; Learndirect Scotland

## Person(s) Responsible

<b>Activity 1</b>	Marion Davidson (Literacy); Edel Connolly (Numeracy); Irene Ross (AifL, Critical Skills)
<b>Activity 2</b>	Donnie Macdonald
<b>Activity 3</b>	Graham Jarvis
<b>Activity 4</b>	Alistair Campbell

## Links

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	2.1, 3.1, 7.3
<b>2</b>	2.1, 3.1
<b>3</b>	2.1
<b>4</b>	2.1, 4.1, 4.2

<b>Dimension 2.</b>  <b><i>Focus on outcomes and maximise success for all learners</i></b>	INSPIRE INCLUDE IMPROVE	
<b>Activity</b>	<b>2009 - 10</b>	<b>2010 - 11</b>
<ol style="list-style-type: none"> <li>1. Continue to inform and support staff in their implementation of the agenda for Curriculum for Excellence <b>(E)</b></li> <li>2. Continue to address underachievement at credit level and in S5/6 <b>(E)</b></li> <li>3. Continue to address issues of underachievement in lowest attaining 20%<b>(E)</b></li> <li>4. Address the needs of target groups such Looked after Children and those in need of More Choices and More Chances <b>(E, CLD, L&amp;M)</b></li> <li>5. Develop procedures and processes to ensure systematic use of Individual Learning Plans <b>(CLD)</b></li> <li>6. Identify and implement a tracking system to support operational planning and service delivery <b>(CLD)</b></li> <li>7. Develop and support access to high quality information for communities and Council services <b>(L&amp;M)</b></li> <li>8. Roll out the Solution Oriented Schools Programme across all Moray schools <b>(E)</b></li> </ol>	✓  ✓ ✓ ✓  ✓ ✓ ✓	✓  ✓ ✓ ✓  ✓ ✓ ✓

## Evidence of Impact

### Activity 1

- a) Most staff surveyed consider themselves well placed to contribute to the implementation of Curriculum for Excellence
- b) Improved cross sectoral working is reported by schools surveyed
- c) Consultations take place on 33 period week and plans made for August 2009 based on the outcome of consultations

### Activity 2

- a) The majority of identified learners achieve in line with their baseline predictions

### Activity 3

- a) The majority of identified learners achieve in line with their baseline predictions

### Activity 4

- a) Pupil achievements are recorded and attainment levels show progress
- b) Effect of intervention is tracked through employment take-up and further education enrolment

### Activity 5

- a) Almost all learners working with Community Learning and Development will have a learning plan which will identify appropriate, achievable targets and timescales, including levels of potential achievement and attainments.

### Activity 6

- a) All learners working with Community Learning and Development will have a record of achievement and attainment. Targeting of resources and service planning will be undertaken on an informed basis thus ensuring inclusion, equality and fairness.

## Activity 7

- a) Sampling shows that citizen's and children's information handling skills are improved
- b) Morinfo becomes a key community resource
- c) Processes for delivering, measuring and monitoring Records Management, Freedom of Information, Data Protection and Archives care are effective, ensure the Council meets its duties, and are applied corporately
- d) Health and Welfare information is improved and bibliography is implemented

## Activity 8

- a) All schools across Moray adopt the Solution Oriented School approach as an overarching philosophy in their approach to managing pupil behaviour
- b) The SEBN needs of almost all pupils are met by the Solution Oriented School approach
- c) The Solution Oriented School approach is adopted by partners to support the development of integrated working systems

## Partners

<b>Activity 1</b>	North East Scotland Project Manager and Project Team, Aberdeen City, Aberdeenshire, LTS Area Adviser
<b>Activity 2</b>	Health, Social Work, Voluntary Sector, Moray College, SQA
<b>Activity 3</b>	Health, Social Work, Voluntary Sector, Moray College, SQA, NCH, Voluntary Sector, Police, Youth Offending Team, Careers Scotland, Job Centre
<b>Activity 4</b>	Social Work, Voluntary Sector, Careers Scotland, Moray College, Chief Executive's Office, Business Sector
<b>Activity 5</b>	Learners' Forum, staff and volunteers tutors, Learning Connections, MALP
<b>Activity 6</b>	Communities Scotland, Private Sector (potential providers of systems), Library Service, MALP, Community Learning and Development Managers (Scotland)
<b>Activity 7</b>	Community Learning Development, Chamber of Commerce, Community Planning Partners, Schools, SMC
<b>Activity 8</b>	Communities Services, NHS Grampian, Voluntary Sector

## Person(s) Responsible

<b>Activity 1</b>	George Sinclair
<b>Activity 2</b>	George Sinclair, Vivienne Cross
<b>Activity 3</b>	Mark Elvines; Vivienne Cross
<b>Activity 4</b>	Mark Elvines, Vivienne Cross, Karen Delaney, Sheila Campbell
<b>Activity 5</b>	Karen Delaney; Ian Todd
<b>Activity 6</b>	Graham Jarvis
<b>Activity 7</b>	Alistair Campbell
<b>Activity 8</b>	Graeme Gordon

## Links

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	1.1, 2.1, 5.1
<b>2</b>	2.1
<b>3</b>	2.1
<b>4</b>	1.1, 2.1, 3.1
<b>5</b>	2.1, 3.1, 5.3
<b>6</b>	2.1, 6.3, 8.4
<b>7</b>	1.2, 2.1, 4.1
<b>8</b>	1.1, 2.1, 3.1, 5.2

<b>Dimension 3.</b>  <b><i>Develop a common vision across the service and staff</i></b>	INSPIRE INCLUDE IMPROVE	
	<b>2009 - 10</b>	<b>2010 - 11</b>
<b>Activity</b> 1. Develop the strategic direction of our work in line with the mission statement and aims <b>(E)</b> 2. Review and update Community Learning and Development Strategy <b>(CLD)</b>	✓	

### Evidence of Impact

#### Activity 1

- a) Most staff are aware of the values and the implications for daily practice
- b) Feedback indicates that most staff believe the senior officers reflect the values
- c) Most schools have begun to utilise values to support action

#### Activity 2

- a) Community Planning Partnership has relevant CLD strategy outlining direction for all CLD activities.
- b) Partners are involved in service planning at strategic level

### Partners

<b>Activity 1</b>	Aims Group, CPD Providers
<b>Activity 2</b>	CLD Strategy Partners ( Moray College; Careers Scotland); Voluntary Sector; Chief Executive's Section

### Person(s) Responsible

<b>Activity 1</b>	Donald Duncan
<b>Activity 2</b>	Graham Jarvis

### Links

Activity	QMIE 2
1	9.1
2	6.1, 6.3, 9.2

<b>Dimension 4.</b>  <b><i>Foster high quality leadership at all levels</i></b>	INSPIRE IMPROVE	
<b>Activity</b> 1. Continue to develop leadership including the role of senior managers (E)	<b>2009 - 10</b> ✓	<b>2010 - 11</b>

### Evidence of Impact

#### Activity 1

- a) Almost all senior managers engage more effectively as senior officers of the Council
- b) Almost all staff directly involved in leadership projects can identify improvements in their practice
- c) A majority of staff in the targeted schools can identify changes or improvements as a result of involvement in leadership projects

#### Partners

<b>Activity 1</b>	Scottish Teachers for a New Era; Scottish Executive; Steve Quinn and Associates
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#### Person(s) Responsible

<b>Activity 1</b>	George Sinclair
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#### Links

Activity	QMIE 2
1	9.3

<b>Dimension 5.</b>	INSPIRE IMPROVE	
<b>Work in partnerships with other agencies and the community</b>		
<b>Activity</b>	<b>2009 - 10</b>	<b>2010 - 11</b>
1. Develop integrated work with Community Services and other partners <b>(E, L&amp;M, CLD)</b>	✓ ✓	✓ ✓
2. Develop effective inter-agency locality teams focusing on "Getting it Right for Every Child" <b>(E)</b>	✓	✓
3. Strengthen provision and staff development in specific areas (e.g. Autism, Challenging Behaviour, Child Protection) <b>(E)</b>	✓	✓
4. Ensure libraries and museums meet the needs of communities <b>(L&amp;M)</b>		

## Evidence of Impact

### Activity 1

- a) Effective Integrated Assessment and Planning Framework is in place and utilised to deliver integrated services for children and young people in line with "Getting it Right for Every Child"

### Activity 2

- a) Locality teams are established to manage the delivery of integrated service for almost all children and young people in line with the "Getting it Right for Every Child"
- b) Reviews and self-evaluation show improved partnership working

### Activity 3

- a) A range of provision is in place to meet the needs of a range of targeted groups in each locality
- b) A range of provision is in place centrally to meet the needs of a range of children and young people whose needs cannot be met in their locality
- c) Ongoing training in child protection is available

### Activity 4

- a) Effective promotional programmes are demonstrated by an increase in the number of users
- b) Re-launch of Falconer Museum leads to uptake of learning opportunities
- c) Foreign language users are supported by materials and programmes that encourage increased membership and greater family involvement

## Partners

<b>Activity 1</b>	Children and Families Section of Community Services
<b>Activity 2</b>	Community Services, NHS Grampian, Voluntary Sector, Grampian Police
<b>Activity 3</b>	Community Services, NHS Grampian, Voluntary Sector, Grampian Police
<b>Activity 4</b>	CP Partners, Community Organisations, NLS, Friends of Falconer Museum

## Person(s) Responsible

<b>Activity 1</b>	Eric Scarborough, Wendy Jamieson
<b>Activity 2</b>	Eric Scarborough, Wendy Jamieson
<b>Activity 3</b>	Eric Scarborough, Graeme Gordon
<b>Activity 4</b>	Alistair Campbell

## Links

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	1.2, 2.1, 2.2, 5.1, 5.2, 8.1, 9.3
<b>2</b>	1.2, 2.1, 2.2, 5.1, 5.2, 8.1, 9.3
<b>3</b>	1.2, 2.1, 2.2, 5.1, 5.2, 8.1, 9.3
<b>4</b>	2.1, 4.1, 5.1

<b>Dimension 6.</b>  <b><i>Work together with parents and the wider community to improve learning</i></b>	<b>INCLUDE</b>	
<b>Activity</b>	<b>2009 - 10</b>	<b>2010 - 11</b>
1. Parental Involvement Act Phase 2 (E)	✓	✓

### Evidence of Impact

#### Activity 1

- a) Almost all schools using HGIOS Partnership with Parents document to evaluate progress
- b) Each school is contributing to updated Moray Good Practice Guide (2008-09)
- c) All schools using Moray Guidelines for volunteering to produce evidence of a variety of roles (2008-09)
- d) Involving parents in their children's education

#### Partners

<b>Activity 1</b>	Parental Involvement Strategy Group, Headteachers, School Staff
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#### Person(s) Responsible

<b>Activity 1</b>	John Trodden
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#### Links

<b>Activity</b>	<b>QMIE 2</b>
1	2.2

**Dimension 7.**

IMPROVE

**Reflect on our work and thrive on challenge****Activity**

1. Improve systems for self evaluation and improvement planning across the service **(E, L&M, CLD)**
2. Develop further the use of available data, particularly attainment data in schools, at all levels **(E)**
3. Ensure the delivery of services to appropriate standards **(L&M)**
4. Address variability in school inspections **(E)**

**2009 - 10****2010 - 11**

✓

✓

✓

✓

✓

✓

✓

**Evidence of Impact****Activity 1**

- a) Evidence obtained through questionnaires and focus groups indicates that almost all establishments agree that the authority provides high quality and support advice on self evaluation
- b) Self-evaluation and planning for improvement through HMIE is rated as at least 'good' in most establishments inspected
- c) Most staff surveyed report improved self-evaluation of their work
- d) Reviews and HMIE reports show improvements in support for pupils with additional support needs, assessment, record keeping reporting and leadership in pre-schools

**Activity 2**

- a) Staff surveyed in secondary schools report increased ability to use data to support improvement

**Activity 3**

- a) The Public Libraries Quality Improvement Matrix is further developed with two indicators being assessed in the current year and demonstrating continuing improvement
- b) Museums Accreditation is secured

**Activity 4**

- a) Schools inspected report high quality support for improvement in advance of inspections
- b) Quality Improvement Officers report on decrease in the schools where leadership or self-evaluation are deemed to be satisfactory or poorer
- c) Charter Mark status is attained by the Libraries Service

**Partners**

<b>Activity 1</b>	HMIE
<b>Activity 2</b>	ESS Ltd
<b>Activity 3</b>	SLIC; SMC
<b>Activity 4</b>	HMIE

**Person(s) Responsible**

<b>Activity 1</b>	George Sinclair
<b>Activity 2</b>	Vivienne Cross
<b>Activity 3</b>	Alistair Campbell
<b>Activity 4</b>	George Sinclair

**Links**

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	5.3, 6.3
<b>2</b>	1.1, 1.2

<b>3</b>	2.1, 3.1, 4.1
<b>4</b>	1.1, 5.3

**DIMENSION 8.****Value and empower staff and young people**INSPIRE  
INCLUDE  
IMPROVE**Activity**

1. Develop a shared understanding of quality CPD experiences for staff which impact positively on learning and service delivery **(E)**
2. Develop more systematic procedures for consulting with staff and service users **(E)**
3. Review Support Staff Structure and Retention **(E)**
4. Develop and implement a recruitment strategy for full-time, part-time and voluntary staff **(CLD)**

**2009 - 10****2010 - 11**

✓

✓

✓

**Evidence of Impact****Activity 1**

- b) Most staff are undertaking a variety of CPD activity to develop skills, knowledge and expertise
- c) Most staff report that their practice has improved as a result of CPD activity.
- d) Most schools are actively evaluating the impact of CPD
- e) Most staff report that the PR & D system is effective and results in an effective CPD plan linked to the framework for strategic development

**Activity 2**

- a) All staff and sample groups of service users are surveyed regularly about aspects of the service
- b) Staff and service users feel that they are consulted about service improvement
- c) Most staff and service users surveyed feel valued and know their views will be taken into account
- d) Most children and young people surveyed felt that they had an effect role in decision making

**Activity 3**

- a) Managers are able to use support staff more effectively in all schools and staff feel valued

**Activity 4**

- a) All service staff are suitably qualified and skilled.
- b) Effective procedures are in place to ensure quality and fairness in staff recruitment
- c) Staff achievements are recognised

**Partners**

<b>Activity 1</b>	CPD Providers, CPD Coordinators, Employee Development Team
<b>Activity 2</b>	Partner Providers, Parents and Children
<b>Activity 3</b>	Personnel Services
<b>Activity 4</b>	Personnel Services, Staff and Volunteers

**Person(s) Responsible**

<b>Activity 1</b>	Lynn Whitelaw
<b>Activity 2</b>	Sheena Duffus
<b>Activity 3</b>	Marion Kessack, Lindsey Stanley
<b>Activity 4</b>	Graham Jarvis

**Links**

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	3.1, 7.3
<b>2</b>	2.1, 3.1, 4.1
<b>3</b>	7.1, 7.2
<b>4</b>	3.1, 6.1, 7.1

<b>Dimension 9.</b>	<b>INSPIRE INCLUDE</b>	
<b>Promote well-being and respect</b>		
<b>Activity</b>	<b>2009 - 10</b>	<b>2010 - 11</b>
1. Address concerns of centrally-deployed staff in respect of workload, morale and feeling undervalued ( <b>E ,CLD, L&amp;M</b> )	✓	✓
2. Promote Health, Well-Being and Respect within all learning communities in Moray ( <b>E</b> )	✓	

## Evidence of Impact

### Activity 1

- a) Staff feel involved in service planning and delivery will adopt fully inclusive practice from the planning stage through to final delivery
- a) Equality issues will be considered for all policies and activities to ensure fairness and equity in meeting the needs of our increasingly diverse community

### Activity 2

- b) Healthy Living is promoted in all communities
- c) Nutrition standards achieved by all centres and most show increased take up of school meals
- d) All schools are accredited as Health Promoting Schools
- e) Almost all pre-school providers use the national guidance for early years in promoting healthy food choices

## Partners

<b>Activity 1</b>	Scottish Executive, Chief Executive's Department, Moray Adult Learning Partnership
<b>Activity 2</b>	NHS Grampian

## Person(s) Responsible

<b>Activity 1</b>	Donald Duncan
<b>Activity 2</b>	Jim Gibson, Nick Goodchild, Sheena Duffus

## Links

Activity	QMIE 2
<b>1</b>	1.2, 2.1, 5.2
<b>2</b>	2.1, 3.1, 7.1

Dimension 10.	INCLUDE	
<b><i>Develop a culture of ambition and achievement</i></b>		
<b>Activity</b>	<b>2009 - 10</b>	<b>2010 – 11</b>
1. Deliver the Moray Determined to Succeed Plan for 2006 to 2008 (E)		
2. Celebrate the success and achievements of learners (E,CLD, L&M)	✓	
3. Develop indicators of achievement for Moray and collate information on achievement (E, CLD, L&M)	✓	✓
4. Ensure libraries and museums support tourism (L&M)	✓	✓
5. Implement programme of integrated libraries to support community planning and rural development (L&M)	✓	✓

## Evidence of Impact

### Activity 1

- a) Returns from schools and audits indicate that enterprise is becoming more embedded in learning and teaching
- b) Increased scope and uptake of vocational courses, work experience placements and skills for life, skills for life opportunities
- c) Skill Force involved in all secondary schools and evaluation and accreditation show a positive impact on most learners

### Activity 2

- a) Most stakeholders surveyed agree that Moray is good at celebrating success

### Activity 3

- a) Indicators of achievement are agreed for use across Moray
- b) Educational Services can provide information on wider achievement

### Activity 4

- a) Programme of integration of Tourist Information Centres with Libraries and Museums is implemented
- b) Redevelopment programme for Tomintoul Tourist Information Centre/Museum is finalised
- c) Local Heritage Service is refocused to support tourism and community needs
- d) Participation in ancestral tourism strategy is effective

### Activity 5

- a) Portknockie, Rothes and Findochty are implemented in current year
- b) Future programme is planned effectively with stakeholders

## Partners

<b>Activity 1</b>	Moray College, Banff and Buchan College, Careers Scotland
<b>Activity 2</b>	
<b>Activity 3</b>	
<b>Activity 4</b>	Visit Scotland; Museums and Heritage Forum
<b>Activity 5</b>	Parent Councils; Community Planning Partners; Community Councils; Moray Collage

### Person(s) Responsible

<b>Activity 1</b>	John Trodden
<b>Activity 2</b>	Donald Duncan
<b>Activity 3</b>	Vivienne Cross, Karen Delaney, Sheila Campbell
<b>Activity 4</b>	Alistair Campbell
<b>Activity 5</b>	Alistair Campbell

### Links

<b>Activity</b>	<b>QMIE 2</b>
<b>1</b>	2.1, 5.1
<b>2</b>	2.1
<b>3</b>	1.1, 2.1
<b>4</b>	4.1, 4.2
<b>5</b>	4.1, 4.2

<b>Dimension 11.</b>  <b><i>Provide high quality environments for learning and leisure</i></b>	INCLUDE IMPROVE	
	<b>2009 - 10</b>	<b>2010 - 11</b>
<b>Activity</b> 1. Implement the School Estate Management Plan <b>(E)</b> 2. Implement the replacement management information system for Educational Services <b>(E)</b> 3. Embed risk management and business continuity <b>(E, L&amp;M, CLD)</b>	✓ ✓ ✓ ✓	✓ ✓

## Evidence of Impact

### Activity 1

- a) The condition and suitability scores for the school estate have improved
- b) Continued success with the implementation of the Leisure and Healthy Living Programme

### Activity 2

- a) A replacement MIS system, which enables inter-agency operability and improved access for school and central staff, has been identified, installed and operational

### Activity 3

- a) Risk management and business continuity are embedded into routines and is part of on-going work

## Partners

<b>Activity 1</b>	Property Services
<b>Activity 2</b>	ICT Services, MIS Provider
<b>Activity 3</b>	Community Planning Partners, Corporate Partners

## Person(s) Responsible

<b>Activity 1</b>	Alistair Farquhar / Nick Goodchild
<b>Activity 2</b>	Donnie Macdonald
<b>Activity 3</b>	Alistair Farquhar

## Links

Activity	QMIE 2
1	8.3
3	3.1, 4.1, 8.4
4	6.3