



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
18 DECEMBER 2013**

**SUBJECT: INVOLVING YOUNG PEOPLE IN SERVICE AUDITS - AFTER
SCHOOL ACTIVITIES REVIEW**

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 The Children and Young People's Services Committee is asked to scrutinise and note the outcomes of the recent thematic review on the availability of after school activities in Moray for young people, undertaken by young secondary school students: the Young Continuous Improvement Team (YCIT), supported by the Continuous Improvement Team (CIT).
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Administrative Scheme relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 In February 2013, The Moray Council issued a questionnaire to parents to establish data against one of the benchmark indicators for children's services, 'the percentage of adults satisfied with schools'. An area of concern noted from responses was; children benefiting from after school activities.
- 3.2 Against this background the CIT undertook a thematic review with the support of young reviewers. These reviewers were made up of S4-S6 representatives from each one of our secondary schools.
- 3.3 The YCIT underwent training with the CIT to enable them to facilitate a number of focus groups and interviews within schools in Moray. In total 8 secondary schools and 16 primary schools were visited and a number of focus groups were conducted with pupils, parents, staff and the wider community.

3.4 From this process the following findings can be made;

- there is a wealth of after school activities available to young people within Moray with a big focus on sports;
- some young people would welcome more activities relating to the arts;
- activities are mainly school based, however, local communities are well catered for across the board;
- secondary schools appear to offer a wider, more diverse range of options
- it is recognised that some of the more rural communities make great efforts to engage their young people in activities, to ensure that their needs are met.

3.5 The young people attend these activities as they find them fun, a way of making friends, learning new skills and keeping fit. In secondary schools, the young people commented that they also saw these activities as a way to improve their future prospects, particularly if they were involved in the running of them.

3.6 Some of the young people were unable to attend clubs, either in school or in their community, due to there being a clash between times, prices being too expensive and a lack of transport to access the facilities. Parents also commented that finding venues for possible clubs and an appropriate number of volunteers could be an issue. As transport can be a barrier to inclusion, some schools organise different activities at lunch times to overcome this issue.

3.7 School staff expressed that out of school activities can be a big commitment, particularly if sporting events are held at the weekends. They regretted that at times with busy schedules, after school activities sometimes have to be cancelled. Some school staff reiterated parental views in respect of the challenge of recruiting volunteers.

3.8 The communication of information in relation to these clubs and opportunities was generally found to be good, i.e. through the use of newsletters, assemblies, posters and notice boards. However, this was very dependent on the school's commitment to promoting these. Many of the young people interviewed suggested better co-ordination of information would allow them to view what was on offer. They expressed the view that the best way to communicate with them, was through social media and technology. Parents also endorsed this point.

3.9 The majority of Active Schools Co-ordinators are well known to the young people, particularly in primary schools.

3.10 It can conclude from this that Moray offers a wide range of activities, however, the following points require further investigation in light of this review:

- Active Schools Co-ordinators should have a higher profile in secondary schools;

- There is an interest in more artistic activities which are generally not well catered for;
- More use could be made of school websites, email, Twitter and Facebook to improve communication; this may necessitate a review of the Moray Council ICT policy.

3.11 The data on individual schools was fed back to them for consideration and action where appropriate, and the results of the survey provide a useful baseline position against which, the continued involvement of young people as reviewers in future service audits, can be considered.

4. SUMMARY OF IMPLICATIONS

(a) Council / Community Planning Priorities

This report relates to the Department's priority of further embedding integration, specifically evaluating services and demonstrating impact through the development, piloting, evaluation and implementation of a scheme involving young people in service audits.

(b) Policy and Legal

This report is submitted in terms of the Education and Social Care policy on Continuous Improvement.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

None.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities

This report is to inform Committee therefore, an equalities impact assessment is not required.

(h) Consultations

The Corporate Director (Education and Social Care); members of the Education and Social Care Senior Management Team; members of the

Continuous Improvement Team; Deborah Brands, Principal Accountant; Margaret Forrest, Legal Services Manager; Katrina McGillivray, Senior Human Resources Adviser; Don Toonen, Equal opportunities Officer; and Sheila Kennedy, Committee Services Officer have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

5. CONCLUSION

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

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Background Papers:

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