



**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON
22 JUNE 2016**

**SUBJECT: EDUCATION SCOTLAND TRY- OUT INSPECTION – SENIOR
PHASE THEMATIC REVIEW**

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the outcomes of the recently published report on a Senior Phase Thematic Review following inspection by Education Scotland.
- 1.2 This report is submitted to Committee in terms of Section III C (1) of the Council's Scheme of Administrative relating to exercising the functions of the Council as Education Authority.

2. RECOMMENDATION

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

3. BACKGROUND

- 3.1 When a school or local authority is inspected by Education Scotland a report is published (by Education Scotland) which gives commentary on the performance. These reports are presented regularly to this Committee, where possible at the first available opportunity after publication.
- 3.2 During the 2014-15 academic session, Education Scotland reviewed their inspection formats and began a "try-out" of a range of new and creative approaches to education inspections. Moray Council volunteered to take part in these 'try-out' inspections and undertook a Senior Phase Thematic Review.
- 3.3 In our 'try-out' review a cross-sectoral team of inspectors, working across Moray Council, focused on answering the question 'how well are learning pathways through the senior phase leading to positive destinations?' Education Scotland explored how well arrangements and provisions are working for learners within Moray. Inspectors did not make evaluations using the six point scale outlined in any of the '*How good is our school?*' series.

- 3.3.1** A summary of the conclusions to this inspection are contained in **Appendix 1**. The Thematic Review inspection does not contain quality indicator evaluations. The report can be viewed at:

http://www.educationscotland.gov.uk/Images/ThematicReviewMorayArea160516_tcm4-875738.pdf

4. SUMMARY OF IMPLICATIONS

(a) Moray 2023: A Plan for the Future/Service Plan

The contents of this report relate to Moray 2023 Priority 2 – ‘Ambitious and confident children and young people’.

(b) Policy and Legal

This report relates to Section 66 of the Education (Scotland) Act 1980, which concerns the inspection of educational establishments.

(c) Financial implications

There are no financial implications arising directly from this report.

(d) Risk Implications

There are no risk implications arising directly from this report.

(e) Staffing Implications

There are no staffing implications arising directly from this report.

(f) Property

None.

(g) Equalities

An Equality Impact Assessment is not required as this report is to inform Committee on performance.

(h) Consultations

The Corporate Director (Education and Social Care); members of the Education and Social Care Senior Management Team;; Deborah Brands, Principal Accountant; Legal Services Manager (Litigation and Licensing); Human Resources Manager; Equal Opportunities Officer and Caroline Howie, 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 Committee scrutinises and notes the contents of this report.**

Author of Report: Karen Lees, Quality Improvement Officer
Background Papers:

http://www.educationscotland.gov.uk/Images/ThematicReviewMorayArea160516_tc_m4-875738.pdf

Ref:



Senior Phase Thematic Review of Moray Council

Authority commentary on the inspection report

The thematic review of the Moray Area was one of a range of new approaches to inspection and review which was tried out in December 2015. The main focus was to explore how well different learning pathways in the senior phase of Curriculum for Excellence lead to positive destinations for young people.

The inspection team comprised inspectors from a range of teams - secondary schools, college and community learning and development. The focus was to answer four questions:

1. How well do senior phase pathways ensure high levels of attainment and achievement and positive destinations for young people from all backgrounds and circumstances?

The findings noted strengths in the curricular provision in all secondary schools and partnerships which existed with Moray College (University of the Highlands and Islands) and consortia approaches which are developing between schools. Another area was the learning pathways through the senior phase which support almost all young people into positive destinations, although some work is required to ensure that these are sustained.

Personal achievement in areas such as volunteering, sporting, cultural and outdoor learning as well as leadership development opportunities are continuing to develop and the partnership working in this area is improving. There was opportunities to extend groups such as Duke of Edinburgh to a wider range of young people to ensure inclusion and equity. The pattern of young people's attainment in National Qualifications over the senior phase is improving in some key measures.

2. How well do partnerships enhance learning pathways in the senior phase?

There has been progress with partners working together to provide and enhance flexible learning pathways for young people in the senior phase. There is potential for further data-sharing between partners and this should be considered for further action; the service level agreement between Moray Council and Moray Chamber of Commerce will support this and the progress of Developing the Young Workforce (DYW).

3. How good is the support for young people in the senior phase and during transitions?

Staff in secondary school are successful in meeting the needs of all learners and are identifying groups of young people who benefit from targeted support in the senior phase. Career Ready, Skillforce and Reach programmes were also highlighted in developing skills for learning, life and work. There is

potential to ensure the multi-agency coordinated approach is more effective, especially for those who require additional support with their learning.

4. How effective is the strategic leadership and management of senior phase learning pathways?

Recognition was given to the clear vision that senior leaders within the partnership had for the senior phase provision and the strategies that were being implemented. The impact of this was beginning to emerge although there were improvements to be made in the communication of this to all partners. The plans for Employability Moray were acknowledged as an encouraging step and have the potential to act as an incentive for further improvements within the senior phase in Moray.

The partnership between Johnstons of Elgin and Moray Council was highlighted as highly effective practice and has been shared nationally.

(Karen Lees, Quality Improvement Officer)