

**REPORT TO: AUDIT AND PERFORMANCE REVIEW COMMITTEE ON
14 SEPTEMBER 2011**

**SUBJECT: PROGRESS TOWARDS IMPLEMENTATION OF CURRICULUM
FOR EXCELLENCE**

BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)

1. REASON FOR REPORT

- 1.1 The purpose of this report is for Committee to scrutinise and note the report on the recent review of progress towards implementation of curriculum for excellence.
- 1.2 This report is submitted to Committee in terms of Section D (1) of the Council's Administrative Scheme relating to exercising the functions of the Council as an Education Authority.

2. RECOMMENDATION

- 2.1 **It is recommended that Committee scrutinises and notes the contents of the report contained in Appendix 1.**

3. BACKGROUND

- 3.1 The current '*Quality Improvement Framework for Schools*' was approved by Education and Social Services Committee on 9 April 2008 (paragraph 6 of the minute refers).
- 3.2 Under the '*Quality Improvement Framework for Schools*' the authority periodically evaluates the impact of developments, initiatives or policies across the authority. An overall authority evaluation report is then published following the review.
- 3.3 The report on "Summary Report on School Review Visits June 2011" is attached as Appendix 1.
- 3.4 The Head of Schools, Learning and Development [together with Quality Improvement Officers and Head Teachers] was keen to capture a picture of implementation of *Curriculum for Excellence* across Moray schools. The outcome of this review has established a baseline authority position against which future progress and developments may be compared.
- 3.5 This report contains qualitative, rather than quantitative evaluations in order to assess progress. In the report the following terminology is used:
almost all = 90% or more of schools or people
most = 75 - 89% of schools or people
majority = 50 - 74% of schools or people
minority or some = 25% - 49% of schools or people

few = less than 15% of schools or people

3.6 Scottish Government strategy on the implementation of *Curriculum for Excellence* in schools has identified as, “*the most significant challenge*” for 2011-2012 as the need to focus on, “*enhancing teachers’ and practitioners’ understanding of the curriculum, and their confidence and skills to improve outcomes for all learners at all stages with a particular emphasis on assessment, reporting and profiling.*” The report confirms our direction of travel is the same with the need for support for Moray schools to continue with these priorities.

3.7 Recognising these needs, even before the review visits to schools and the report, Officers have developed a ‘Rubric for Curriculum for Excellence’ as a tool to assist in evaluating developing practice. The Rubric structure is based upon the characteristics identified by HMIE for successful implementation of Curriculum for Excellence:

- Planning
- Continuous Professional Development
- Teachers working with Experiences and Outcomes
- Assessment and Tracking
- Literacy and Numeracy
- Partnerships
- Vision and Leadership

3.8 A number of schools have used the Rubric to assist them in their analysis of progress with Curriculum for Excellence. Feedback from schools and more recently from the District HM Inspector confirms the worth of the Rubric as a tool to support self-evaluation of progress. Officers and Head Teachers will continue to develop and use the Rubric to encourage and to monitor progress with the implementation of Curriculum for Excellence in Moray.

4. SUMMARY OF IMPLICATIONS

(a) Single Outcome Agreement/Service Improvement Plan

The report provides Committee with information relevant to:

- (i) The Local Priority ‘Attainment and Achievement’ within the Single Outcome Agreement , and
- (ii) Action Area 11 – *Curriculum for Excellence* and Action Area 12 – *Teaching Methodology and Development within the Educational Services Service Improvement Plan 2009-2012.*

(b) Policy and Legal

This report is submitted in terms of:

- (i) The Moray Council’s Policy ‘Quality Improvement Framework for Schools’ (2008), and
- (ii) The Standards in Scotland’s Schools etc Act (2000)

(c) Financial Implications

There are no financial implications arising 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

There are no property issues.

(g) Equalities

There are no equality issues.

(h) Consultations

Senior Officers within Education and Social Care have been consulted and support the recommendation.

5. CONCLUSION

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

Author of Report: Jim Gibson, Quality Improvement Officer
Background Papers:
Ref: