

Moray Education



Elgin Academy



Linkwood Primary School



Seafield Primary School



Keith Grammar School



Lossiemouth High School



Lady Cathcart Nursery



Kinloss Primary School

National Improvement Framework Plan | 2023-2024

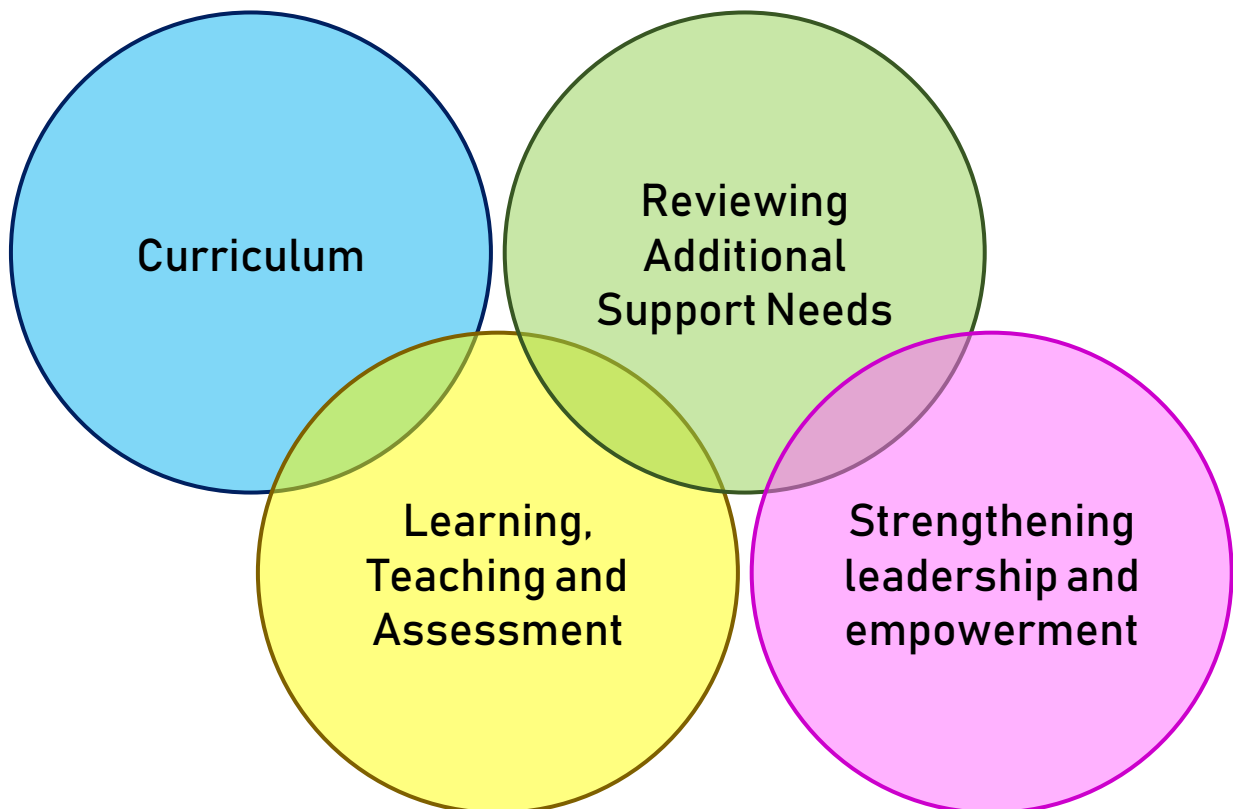


Our Moray Education Strategic Plan has been redeveloped in order to ensure delivery of key priorities to improve outcomes for Moray's children and young people in a changing operating context, both nationally and locally as we navigate service changes and wider pressures. The National Improvement Framework priorities and key drivers for improvement remain central to our service actions. Following review as a service, this document contains Stretch Aims set based on data intelligence and revised Service Priorities and Actions founded on considerable service self-evaluation over the course of last session.

A one year plan with focus outlined in the diagram below focusses our direction in 2023/2024:

Moray Education Strategic Priorities | 2023-2024

Together we are Moray Education and we will focus on...



...in order to meet the needs of all learners in Moray



"It takes a village to raise a child"
African Proverb

Education Strategic Plan: National Improvement Framework



Our plans are continuously developing in order to reflect changing National and Local priorities, Scottish and local authority guidance. At this time, we look to the following key National and Local policies and frameworks in order to guide our work across Moray Education:

National Policy and Strategy	Local Policy and Strategy
UNCRC and Children's Rights/Participation	Local Outcomes Improvement Plan (LOIP)
Children and Young People (Scotland) Act	Moray Council Corporate Plan (CP)
National Improvement Framework (NIF)	Moray Children's Services Plan (CSP)
Curriculum for Excellence (CfE)	Corporate Parenting Strategy and Pillars
Developing the Young Workforce (DYW)	Education Strategic Plan
Getting it right for every child (GIRFEC)	Education Resources Plan
Scottish Attainment Challenge/Pupil Equity Funding (SAC/PEF)	ASN Strategy and Policies
Corporate Parenting and 'The Promise'	Raising Attainment Strategy and Toolkit
Scottish Schools (Parental Involvement) Act	Learning and Teaching Strategy and Resources
Standards in Scotland's Schools Act	Curriculum Strategy and toolkit
Better Relationships, Better Learning, Better Behaviour	Senior Phase Curriculum Guidance
Digital Learning and Teaching Strategy for Scotland	Early Years Play Strategy
Learning for Sustainability	Professional Learning Strategy
Child Poverty Strategy for Scotland	Supporting all Learners Strategy
Education Scotland/HMiE Guidance and Practice	Parental Involvement and Engagement Strategy
Scottish Government publications/Audit Scotland The Morgan Review/OECD Reports/Muir Review	Assessment and Moderation Strategy
Covid-19 Guidance and Policy	Tracking and Monitoring in the BGE Strategy/Guidance
CLD Regulations and Standards	iImpact Moray Strategy
Wellbeing and Child Protection Guidance	Progression Frameworks/pathways
Key National Reviews including: All Learners in Scotland Matter Independent Review of Qualifications & Assessment Independent review of skills delivery landscape (see pictorial capture above on page 9)	<i>...and ongoing work captured through revised Education Governance and Moray Curriculum Strategy and Moray Improvement Groups</i>

Education Strategic Plan: National Improvement Framework Plan

The following pages contain our Education Strategic Plan (incorporating the National Improvement Framework Plan for Moray Education). The following legend provides a key to the National Improvement Framework priority and driver column references in the final two columns of our progress report templates on subsequent pages.

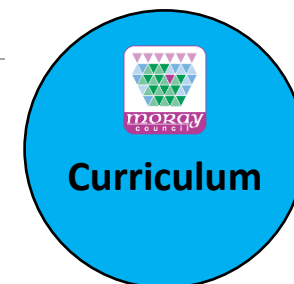
Legend:

National Improvement Priority*:		National Improvement Driver*:	
1	Placing the human rights and needs of every child and young person at the centre of education	A	School and ELC leadership
2	Improvement in children and young people's health and wellbeing	B	Teacher and Practitioner Professionalism
3	Closing the attainment gap between the most and least disadvantaged children and young people	C	Parent/carer involvement and engagement
4	Improvement in skills and sustained, positive school-leaver destinations for all young people	D	Curriculum and Assessment
5	Improvement in attainment, particularly in literacy and numeracy	E	School and ELC Improvement
		F	Performance Information

**updated following review of the 2022/2023 National Improvement Framework Self-evaluation and Improvement Plan*

Priority 1: Curriculum

With ongoing national reform, reviews and wider national consultation ongoing, we recognise the importance of further developing our curriculum across the BGE and into Senior Phase, in order to improve curriculum breadth and opportunities for all children and young people in Moray.



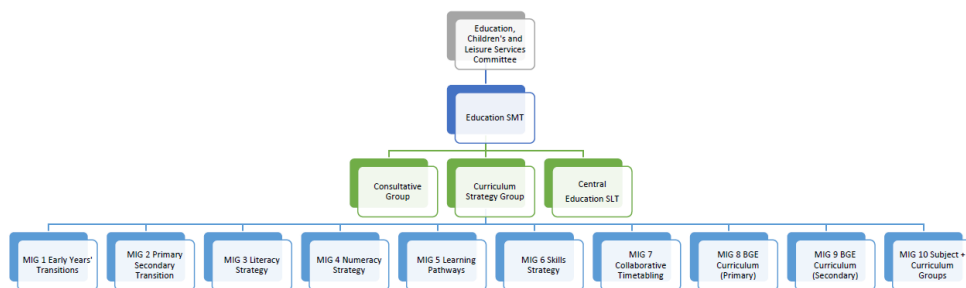
	Key Service Actions:	NIF Priorities:	NIF Drivers:
1.1	Continued engagement at local and national level in ongoing review activities as a system, with key messages from national discussion on Scottish Education and wider reviews noted on page 3 guiding curriculum change and developments	1,2,3,4,5	A,B,C,D,E,F
1.2	Following review of all Education service self-evaluation gathered during 2022-2023 as framed by the Moray Education NIF Progress Report and Self-evaluation 2023, convene the Moray Curriculum Strategy Group as the overarching and governing strategy group for curriculum reform in Moray	1,3,4,5	A,B,D,E
1.3	Guided by the Moray Curriculum Strategy Group, convene the Moray Improvement Groups with representation from across our Moray Education System and wider partners to take forward key developments as noted on page 6 below	1,3,5	A,B,D,E
1.4	Directed by agreed Terms of Reference for each Moray Improvement Group, ensure intended outcomes are met by each Moray Improvement Group in guiding system improvement	1,2,3,4,5	A,B,C,D,E,F
1.5	Review existing transition approaches from Nursery to P1, developing guidance and partnership working approaches in order to enable seamless learning and wellbeing (<i>Moray Improvement Group 1</i>)	1,2,3,5	A,B,C,D,E
1.6	Consider existing Primary-Secondary curriculum transition arrangements, developing guidance and models for curriculum transition, full cohort extended transition Primary-Secondary working (<i>Moray Improvement Group 2</i>)	1,2,3,5	A,B,C,D,E
1.7	Develop our overarching Moray Literacy Strategy based on research and good practice identified from Moray, Scotland and beyond (<i>Moray Improvement Group 3</i>)	3,5	B,D,E
1.8	Develop our overarching Moray Numeracy Strategy based on research and good practice identified from Moray, Scotland and beyond (<i>Moray Improvement Group 4</i>)	3,5	B,D,E
1.9	Explore and extend learner pathways for pupils to progress through the BGE onto Senior Phase and beyond including alternative accreditation, awards, NPAs, Foundation Apprenticeships, SQA and SCQF awards; maximising achievement for all by point of school exit (<i>Moray Improvement Group 5</i>)	1,3,4	A,B,D,E
1.10	Consider skills framework, skills progression and profiling, looking outwards in order to develop guidance, support materials and collate good practice exemplars for Moray schools in development of skills for learning, life and work (<i>Moray Improvement Group 6</i>)	1,3,4,5	A,B,C,D,E

1.11	Explore maximisation of the 33-period week, common column and consortia approaches and wider timetabling models to support a curriculum for the future, taking into account curriculum reform underway and further changes including class contact time reduction (<i>Moray Improvement Group 7</i>)	1,3,4	A,B,D
1.12	Review existing BGE Curriculum content and approaches, including timetabling, progression, project based learning, play based learning and IDL to prepare strong foundations for pupils in Primary as they progress and transition to Secondary (<i>Moray Improvement Group 8</i>)	1,2,3,5	A,B,D,E
1.13	Review secondary BGE Curriculum content and approaches, including S1-S3 progression, project based learning, IDL, wider achievement and creativity to prepare strong foundations for pupils as they progress and transition to Senior Phase (<i>Moray Improvement Group 9</i>)	1,2,3,4,5	A,B,D,E
1.14	Bring together colleagues from across curriculum areas in order to develop widened curriculum approaches and broader delivery models. Secondary Subject Group structure refresh initiated (May Inset) with further work required for Curriculum/partner focus (<i>Moray Improvement Group 10</i>)	1,3,4	A,B,D,E,F
1.15	Through Curriculum Strategy Group reporting and guidance, undertake self-evaluation for system improvement of all Moray Improvement Group activities and impact, in order to direct future year focus and service delivery model as framed through Education Strategic Plan 2024-2025	1,2,3,4,5	A,B,C,D,E,F

Moray Collaborative System Improvement: Reporting Structure



Our Moray Improvement Groups will report in to our Curriculum Strategy Group, with onward horizontal and vertical reporting through the Head of Service HT Consultative Group, Central Education Senior Leadership Team and onwards to Education SMT, chaired by the Deputy Chief Executive (Education, Communities and Organisational Development). Progress will be reported as required to Education, Children's and Leisure Services Committee for elected member scrutiny and noting.



Each Moray Improvement Group Chairperson and group members will be supported by our Moray Education central team. Head Teachers, Nursery Managers, Central Officers and valued partners are asked to consider colleagues best placed in supporting key areas identified, passing on sign-up QR code/link for identified groups. This will enable partnership working across Moray in pursuit of the Moray 2030 vision highlighted on page 1 and foster system wide collaboration for improvement.

Moray Collaborative System Improvement: Curriculum



Following initial preparatory work building on discussions and output from the Moray Curriculum Innovation day in October 2022, and continuation of collaborative discussions and planning through ADES-Education Scotland Collaborative Improvement visit in February 2023, we now plan for the future following review of key self-evaluation gathered to date. Full system collaboration is now planned for working through Moray Improvement Groups (MIGs) from August 2023:

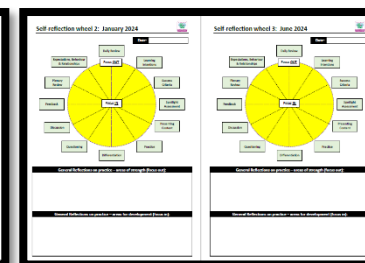
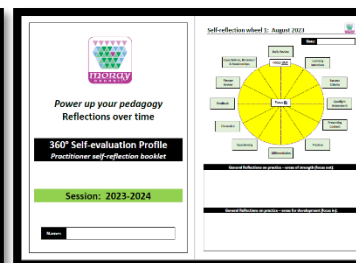
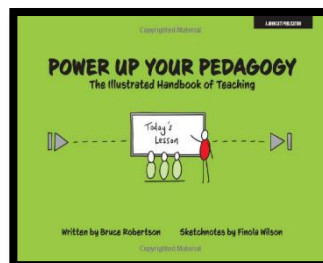
Moray 2030	We will maximise the achievements of all children and young people in Moray through development and delivery of a high quality curriculum; satisfying their desires, talents and the future needs of the world that will surround them				
Curriculum Strategy Group					
Purpose: Overarching Governance of Moray Improvement Groups linked to development of the Curriculum as we plan for the future, based on emerging findings from national discussions informed by local needs analysis and review of curriculum; Appropriate establishment, multi-agency, partnership and stakeholder representation					
Moray Improvement Group 1 Early Years: Transition N>P1	Moray Improvement Group 2 Primary-Secondary Transition	Moray Improvement Group 3 Literacy Strategy	Moray Improvement Group 4 Numeracy Strategy	Moray Improvement Group 5 Learning Pathways	
Purpose: to review existing transition approaches from Nursery to P1, developing guidance and partnership working approaches in order to enable seamless learning and wellbeing transitions at early stages	Purpose: to consider existing Primary-Secondary curriculum transition arrangements, developing guidance and models for curriculum transition, full cohort extended transition Primary-Secondary working	Purpose: to develop our overarching Moray Literacy Strategy based on research and good practice identified from Moray, Scotland and beyond	Purpose: to develop our overarching Moray Numeracy Strategy based on research and good practice identified from Moray, Scotland and beyond	Purpose: to explore and extend learner pathways for pupils to progress through the BGE onto Senior Phase and beyond including alternative accreditation, awards, NPAs, Foundation Apprenticeships, SQA and SCQF awards; maximising achievement for all by point of school exit	
Moray Improvement Group 6 Skills Strategy Group	Moray Improvement Group 7 Collaborative Timetabling	Moray Improvement Group 8 BGE Curriculum [Primary]	Moray Improvement Group 9 BGE Curriculum [Secondary]	Moray Improvement Group 10 Subject + Curriculum Groups	
Purpose: to consider skills framework, skills progression and profiling, looking outwards in order to develop guidance, support materials and collate good practice exemplars for Moray schools in development of skills for learning, life and work	Purpose: to explore maximisation of the 33-period week, common column and consortia approaches and wider timetabling models to support a curriculum for the future, taking into account curriculum reform underway and further changes including class contact time reduction	Purpose: to review existing BGE Curriculum [Primary] approaches, including timetabling, progression, project based learning, play based learning and IDL to prepare strong foundations for pupils in Primary as they progress and transition to Secondary	Purpose: to review secondary BGE Curriculum [Secondary] content and approaches, including S1-S3 progression, project based learning, IDL, wider achievement and creativity to prepare strong foundations for pupils as they progress and transition to Senior Phase	Purpose: to bring together colleagues from across curriculum areas in order to develop widened curriculum approaches and broader delivery models. Secondary Subject Group structure refresh initiated (May Inset) with further work required for Curriculum/partner focus	

Priority 2: Learning, teaching and assessment



High quality learning, teaching and assessment are fundamental for ensuring learners' experiences are matched to their talents, interests and needs in preparation for life and work. This includes planning high quality learning experiences across the four contexts for learning, extending skills, acquiring knowledge and developing in the four capacities of Curriculum for Excellence.

Key Service Actions:		NIF Priorities:	NIF Drivers:
2.1	Looking inwards, outwards and forwards and guided by service self-evaluation, review existing approaches to learning, teaching and assessment across our establishment for raising standards and strengthening core self-evaluation gradings	1,2,3,4,5	A,,B,C,D,E,F
2.2	Using 'Our Moray Standard for Learning and Teaching' as our agreed Learning and Teaching Strategy across Moray, reinforce essential messages across our system, supported by the range of resources available to support pedagogy and practice	1,3,4,5	A,B,D,E
2.3	Support our system through focus during identified Education Strategic meetings and wider meeting fora (including Thursday Head Teacher briefings) on agreed learning and teaching approaches based on research and practice	1,2,3,4,5	A,B,D,E
2.4	Invest in a key 'back to basics' core reference text – Power Up Your Pedagogy – as a reference tool and professional learning community resource across our schools, reinforcing practitioner skills and confidence in high quality learning and teaching	1,2,3,5	A,B,D,E
2.5	Support our system through refocus on key observation toolkits and practitioner self-evaluation resource in order to aid self-reflection and agreed strengths and focus areas for professional and practice development	1,3,5	A,B,D,E,F
2.6	Continue work on moderation in the Broad General Education in order to further improve practitioner confidence in teacher professional judgements for learner level achievement (Achievement of Curriculum for Excellence levels)	3,4,5	A,B,D,E
2.7	Further develop across our schools and Associated Schools Groups, moderation practice based on key data intelligence and messages resulting from ACEL, National Standardised Assessments and wider formative/summative assessment	1,2,3,5	A,B,D,E,F
2.8	Review our approaches to strengthening tracking and monitoring of learner attainment and achievement, working with our system in embedding tracking and monitoring systems with support provided in data interrogation and analysis	2,3,4,5	A,B,C,D,E,F
2.9	Baseline and measure progress in improving the consistency in quality of learning and teaching across our system, using key resources and back to basics approaches, aligned to Our Moray Standard for Learning and Teaching	1,2,3,4,5	A,B,E,F



Priority 3: Reviewing Additional Support Needs

Supporting our learners to progress throughout their learning journeys is essential in order for them to achieve, enabling progression to positive and appropriate post-school destinations and pathways. Ensuring universal and targeted supports and interventions are in place based on clear identification of need ensures we continue to nurture and support our children and young people.



	Key Service Actions:	NIF Priorities:	NIF Drivers:
3.1	Undertake baseline assessment of need across Moray using existing data intelligence and funding category information including central team structures and job roles	1,2,3,4	A,B,E,F
3.2	Look outwards to other local authorities to seek good practice and learning from wider reviews including involvement in ADES-Education Scotland Collaborative Improvement activity focused on Additional Support Needs	1,2,3,4,5	A,B,C,D,E,F
3.3	Seek support from Education Scotland, working towards joint working, planning and co-delivery of professional learning activities and development sessions, in order to support our Moray Education System with focus on Additional Support Needs	1,2,3,4,5	A,E,F
3.4	Refocus Strategic Education Meetings for session 2023/2024 with key focus of Inclusion and supporting all learners in order to meet their needs	1,2,3	A,B,E,F
3.5	Alternative curriculum and strategic commissioning framework developed through procurement service to seek local and national education providers specialising in education provision for children and young people struggling in mainstream schooling or with attendance on a full-time basis, further supporting PEF intervention and planning	1,2,3,4,5	A,D,E,F
3.6	Review the Additional Support Needs Resource Allocation Model through review of school profiles of need, initiating ELC, Primary and Secondary Moderation across our establishments in order to consistently ascertain identified scale and level and of current need across Moray	1,2,3,4,5	A,E,F
3.7	Gather good practice form across our Moray Education System in meeting additional support needs, with extension of key programmes, resources and training to meet the universal and targeted needs identified through moderation processes	1,2,3,4,5	A,B,D,E,F
3.8	Review and roll-out of the Additional Support Needs Handbook and review of key policies in order to ensure statutory compliance and support for all learners with additional and wider social, emotional and behavioural needs	1,2,3,4,5	A,B,D,E
3.9	Initial review of Additional Support Needs training across staged intervention levels, working with teaching and support staff to ensure they are fully equipped to support Moray's children and young people through a Moray training offer	1,2,3,4,5	A,B,D,E
3.10	Undertaking Additional Support Needs Visioning exercises with stakeholders across Moray's Education System to road map new provision and delivery model, engaging stakeholders across our system and ensuring pupil and parent voices are heard	1,2,3,4,5	A,B,C,D,E,F

Priority 4: Strengthening leadership and empowerment

Through leadership and empowerment across our system, we will accelerate progress with our strategic priorities 1-3, supported by professional learning, development experiences and opportunities. Building capacity across our system, we will strengthen leadership at all levels and realise a sustainable service model as we look to the Education service of the future.



Key Service Actions:		NIF Priorities:	NIF Drivers:
4.1	Review approaches to developing leadership at all levels of our Moray system through appropriate professional learning and leadership opportunities delivered by our system, for our system	1,3,4,5	A,B,D,E,F
4.2	Undertake senior leadership workforce planning as a service in order to identified leadership gaps and future needs, highlighting where planning for succession is required in order to maintain service delivery	1,2,3,4,5	A,E,F
4.3	Signpost and support colleagues to Education Scotland and wider provider professional learning and leadership development opportunities, building knowledge and leadership capacity	1,2,3,4,5	A,B,D,E,F
4.4	Support newly appointed Senior Leaders through appropriate induction activity, mentoring and coaching opportunities where appropriate in order to support immersion in new leadership role	3	A,B
4.5	Support our secondary schools to develop middle leaders through appropriate professional learning and development opportunities at school and system level	1,3,5	A,B,D,E,F
4.6	Undertake migration of professional learning records and plans from CPD Gateway to MyGTCS as core platform	-	B,E

Stretch Aims

Part of the Scottish Government and Education Scotland Framework for Recovery and Accelerating Progress (Scottish Attainment Challenge) involves the setting of local stretch aims. Stretch aims for improvement purposes are specifically focussed on the improvement in which a system needs to make in order to reach a particular goal. For example, closing the poverty-related attainment gap.

Local authority plans and stretch aims for the Scottish Attainment Challenge are required to be embedded within existing local authority service improvement plans *to use education to improve outcomes for children and young people affected by poverty, with a focus on tackling the poverty-related attainment gap.*

Stretch aims are required to focus on core attainment measures (**Core Stretch Aims**) and specific aims which, informed by local evidence and data, are identified as local priority areas for improvement (**Core Plus Stretch Aims**). These stretch aims should be both ambitious and achievable within local contexts. In Moray, our Stretch Aims based on existing data and intelligence (Core and Core Plus) are identified as follows:

Moray | Stretch Aims | 2023-2026

Core Stretch Aims	Core Plus Stretch Aims
P1/P4/P7 ACEL Literacy combined	S3 ACEL Literacy (3 rd level and above)
P1/P4/P7 ACEL Numeracy combined	S3 ACEL Numeracy (3 rd level and above)
Leavers: 1+ @ SCQF level 5 (Insight – All SCQF Measure)	Leavers: 1+ @ SCQF level 4 (Insight – All SCQF Measure)
Leavers: 1+ @ SCQF level 6 (Insight – All SCQF Measure)	Leavers: 5+ @ SCQF level 1 (Insight – All SCQF Measure)
Annual Participation Measure 16-19 year old participation	P4 Literacy (Writing) (1 st level)
HWB – LA Identified Attendance (All) – Primary Attendance (All) – Secondary	Secondary Exclusions (Number of incidents)





Stretch Aims

Core

Stretch Aim:	Achievement of Curriculum for Excellence Levels: Literacy P1/P4/P7 combined			
	Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5
2023/24	67-70%	57-60%	82-84%	27-22pp
2024/25	69-72%	60-65%	83-86%	26-19pp
2025/26 Stretch Aim	74%	66%	87%	21pp

...additional information and rationale for aims

The ACEL Literacy (P1, P4, P7 combined) Stretch Aim for 2026 is ambitious based on data trends over time and interventions underway within Moray for raising attainment in Literacy and English. In 2020/21 the overall combined P1, P4, P7 Literacy level was 64%, rising to 65% in 2021/2022. Based on internal data analysis for 2022/2023, ACEL Literacy (P1, P4, P7 combined) has witnessed positive increase (unpublished figures, Scottish Government December 2023). This is as a result of increased focus on moderation, roll-out of local authority progressions to 3rd level for Literacy and English and spotlight focus on learning, teaching and assessment. Our school visit programme has specific focus in term 4 on ACEL data and review.

Our Quintile 1 cohorts remain very small. As such, performance is skewed by cohort size and individual needs. In 2021/2022, Quintile 1 accounts for 3.4% of all learners in Moray across stages (P1, P4 and P7 combined accounting for 0.8% of all Moray learners). Quintile 5 accounts for 112 pupils in 2020/2021 and 97 pupils in 2021/2022 for P1, P4 and P7 Literacy combined. Quintile 5 accounts for 11.6% of all learners in Moray across stages (P1, P4 and P7 combined accounting for 2.9% of all Moray learners). Total pupil population in 2022/2023 - 12,212 learners where in 2023, 12,136 learners in Moray (August 2023) with percentage representation of Quintile 1 (3.2%) and Quintile 5 (11.5%).

Pre-covid levels on average ranged from 59-65 pp where our data has shown recovery and continued improvement through unpublished data (2023). If accelerated progress continues each year within parameters noted above and in similar operating and budgetary conditions, overall levels of 74% by 2026 will be achieved. Our poverty related attainment gap in 2020/2021 (Q1vQ5) was recognised at 20% rising to 26% in 2021/2022, with gap of 35%, 28% and 15% noted respectively in pre-pandemic years with lower Q1 and Q5 attainment noted overall. Stretch aim anticipated for 2026 would result in a narrowing of the gap over the next three years from 27 pp to 21pp based on previous 3-year data trend (2021-2023), with low SIMD Quintile 1 cohort numbers also anticipated to continue impacting on stretch aims due to individual pupil/group performance. An increase in poverty related attainment gap is anticipated in 2023 based on early analysis, impacted by low cohort size in Quintile 1 and impact of underperformance of a few pupils.



Stretch Aims

Core

Stretch Aim:	Achievement of Curriculum for Excellence Levels: Numeracy P1/P4/P7 combined			
	Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5
2023/24	70-74%	58-63%	81-85%	27pp
2024/25	73-77%	62-65%	83-86%	24pp
2025/26 Stretch Aim	78%	67%	87%	20pp

...additional information and rationale for aims

The ACEL Numeracy (P1, P4, P7 combined) Stretch Aim for 2026 is ambitious based on data trends over time and interventions underway within Moray for raising attainment in Numeracy and Maths. In 2020/21 the overall combined P1, P4, P7 Numeracy level was 68%, rising to 72% in 2021/2022. Based on internal data analysis for 2022/2023, ACEL Literacy (P1, P4, P7 combined) has witnessed positive increase (unpublished figures, Scottish Government December 2023). This is as a result of increased focus on moderation, roll-out of local authority resources, further application of the Northern Alliance Numeracy Progression and spotlight focus on learning, teaching and assessment. Our school visit programme has specific focus in term 4 on ACEL data and review.

Our Quintile 1 cohorts remain very small. As such, performance is skewed by cohort size and individual needs. Quintile 1 accounts for 3.4% of all learners in Moray across stages (P1, P4 and P7 combined accounting for 0.8% of all Moray learners). Quintile 5 accounts for 112 pupils in 2020/2021 and 97 pupils in 2021/2022 for P1, P4 and P7 Literacy combined. Quintile 5 accounts for 11.6% of all learners in Moray across stages (P1, P4 and P7 combined accounting for 2.9% of all Moray learners). Total pupil population in 2022/2023 - 12,212 learners where in 2023, 12,136 learners in Moray (August 2023) with percentage representation of Quintile 1 (3.2%) and Quintile 5 (11.5%).

Pre-covid levels on average ranged from 63-70 pp where our data has shown recovery and continued improvement through unpublished data (2023), with slight dip noted in 2020/2021. If accelerated progress continues each year within parameters noted above and in similar operating and budgetary conditions, overall levels of 78% by 2026 will be achieved. Our poverty related attainment gap in 2020/2021 (Q1vQ5) was recognised at 18% rising to 25% in 2021/2022, with gap of 26%, 21% and 13% noted respectively in pre-pandemic years. Stretch aim anticipated for 2026 would result in a narrowing of the gap over the next three years by 27 pp to 20pp, based on very low SIMD cohort numbers also expected in SIMD Quintile 1. A slight increase in poverty related attainment gap is anticipated in 2023 based on early analysis, impacted by low cohort size in Quintile 1 and impact of underperformance of a few pupils.



Stretch Aims

Core

Stretch Aim:	Leavers: 1+ @ SCQF level 5 (Insight - All SCQF Measure)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	85-88%	75-79%	87-90%	15-8pp
2024/25	86-90%	78-83%	89-91%	13-6pp
2025/26 Stretch Aim	91%	84%	93%	9pp

...additional information and rationale for aims

Overall attainment has varied over time, within the mid to upper 80-90% range overall across a five-year trend. The Stretch Aim identified is to improve attainment by a further 2.9% from current five year average to 2022 of 88.1%, leading to aspirational 2025/2026 Stretch Aim of 91%. It is noted that achievement at SCQF level 5 is impacted by a range of factors including presentation numbers at this level along with additional support needs profile of year groups/cohorts. Further caution is expressed at different assessment models (Alternative Certification Model) and assessment approached during 2020 and 2021, along with changes on return to SQA examinations and amended content/assessment arrangements for 2022.

Our SIMD Quintile 1 numbers within leaver cohorts remain small, with 2018-2022 noting cohort sizes of 9, 8, 11, 25 and 30 respectively. As a result, attainment at SIMD Quintile 1 remains variable based on individual pupil achievements, ranging within individual years from 70.4% to 90.9% over a 5-year period including the pandemic. Based on trend average of 81.5% and 10.3% variance between 2020/2021 (70.4%) and 2021/2022 (80.7%), Quintile 1 attainment is expected to improve by 2.5% based on this average and past two years' performance average (75.6% - SA would mean 8.4% improvement).

Quintile 5 attainment is set to improve by 0.7% based on five-year trend average (92.3%) and 1% increase on 2021/2022. Our eight secondary schools all continue to participate in the SCQF Ambassador programme, widening curriculum, qualifications and wider accreditation offers as we look to the future in order to raise attainment for all. Work on curriculum change is underway, extending senior phase offer through Moray Improvement Groups. Overall Stretch Aim is to reduce the gap between Q1 and Q5 to 10 pp by 2025-2026. Targeted use of additional staffing including equity, inclusion, wellbeing and raising attainment colleagues as appropriate for targeting identified pupils for intervention and support, to maximise achievements. Overall, Q1-Q5 attainment gap average (5-year average) anticipated to improve by 2pp from 11 pp to 9 pp.



Stretch Aims

Core

Stretch Aim:	Leavers: 1+ @ SCQF level 6 (Insight - All SCQF Measure)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	60-64%	47-52%	67-71%	24-15pp
2024/25	62-65%	50-54%	69-72%	23-15pp
2025/26 Stretch Aim	66%	55%	73%	18pp

...additional information and rationale for aims

Overall attainment has varied over time, within a 58-64% range overall across a five-year trend period. The Stretch Aim identified is to improve attainment by a further 5% from current five year average to 2022 of 61.0%, leading to aspirational 2025/2026 Stretch Aim of 66%. It is noted that achievement at SCQF level 6 is also impacted by a range of factors including presentation numbers at this level along with additional support needs profile of year groups/cohorts. Further caution is expressed at different assessment models (Alternative Certification Model) and assessment approached during 2020 and 2021, along with changes on return to SQA examinations and amended content/assessment arrangements for 2022. Schools continue to work with young people in regard to ambition and attendance.

Our SIMD Quintile 1 numbers within leaver cohorts remain small, with 2018-2022 noting cohort sizes of 9, 8, 11, 25 and 30 respectively. As a result, attainment at SIMD Quintile 1 remains variable based on individual pupil achievements, ranging from 40.7% to 63.6% over a 5-year trend period including the pandemic. Based on trend average of 49.0% and 7.7% variance between 2020/2021 (40.7%) and 2021/2022 (48.4%), Quintile 1 attainment is expected to improve by 6.0% based on this average and past two years' performance average (44.5% - SA would mean 10.5% improvement on 2-year average).

Quintile 5 attainment is set to improve by 3% based on five-year gap trend average (70%) and 8% increase on 2021/2022. Our eight secondary schools all continue to participate in the SCQF Ambassador programme, widening curriculum, qualifications and wider accreditation offers as we look to the future in order to raise attainment for all. Work on curriculum change is underway, extending senior phase offer through Moray Improvement Groups. Q1-Q5 2 year gap average (2020/2021: -37 %: 2021/2022: -17%) of 27%. Overall Stretch Aim is to reduce the gap between Q1 and Q5 to 18 pp by 2025-2026 based on variable trend over time. Targeted use of additional staffing including equity, inclusion, wellbeing and raising attainment colleagues as appropriate for targeting identified pupils for intervention and support, to maximise achievements. Overall, Q1-Q5 attainment gap average (5-year average) anticipated to improve by 3pp from 21 pp to 18pp.

Moray Council



Stretch Aims

Core

Stretch Aim:	Annual Participation Measure (16-19 year olds)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	93-94%	84-87%	90-94%	10-3pp
2024/25	94-95%	86-88%	92-95%	9-4pp
2025/26 Stretch Aim	95.5%	89%	96%	7pp

...additional information and rationale for aims

A Stretch Aim of 95.5% has been set, 3.0% higher than the 6-year trend average and 4.3% higher than the lowest recorded APM (2017/2018). Considerable work has been undertaken across the partnership (Skills Development Scotland, Moray Pathways, Moray College UHI, Moray Education, Moray Council CLD Youth Work, DYW Moray) in order to improve accuracy in recording as well as closer monitoring, particularly in the age 18-19 year old categories during session 2022/2023.

Numbers in Quintile 1 remain low (6 year average - 86 young people per year) with Q1 Annual Participation rates from 78.8% to 91.8% across this trend period with average of 86.1% noted. An aspirational stretch aim of 89% has been set for 2025/2026. Annual Participation Measure at SIMD Quintile 5 remains high with a data range from 93.1% to 97.9%, average of 94.9% across a six-year trend period.

Stretch aim is set in context based on data presented over the trend period, with 96% aspirational 2025/2026 stretch aim set for Quintile 5, which would see gap reduction overall on data presented above to 7 pp from 9pp six-year trend gap average (10 pp in 2022/2023). Overall Stretch Aim (95.5%) is positive and above current 2023 national average of 94.3% (1.2% above).

Moray Council



Stretch Aims

Core

Stretch Aim:	Attendance - Primary			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	92.5-93.5%	89.0-91.5%	93.5-94.5%	5.5-2pp
2024/25	93.5-94.5%	90.5-92.5%	94.5-95.5%	5-2pp
2025/26 Stretch Aim	95.0%	93.0%	96.0%	3pp

...additional information and rationale for aims

Primary Attendance levels have varied over time, adversely impacted overall - common with other local authorities - by the 2020 and 2021 pandemic years impacting on data measurement. 5 year trend varies overall from 95.0% in 2018/2019 to 92.7% in 2022/2023 with decrease in attendance from pre-pandemic high for Quintile 1 of 94.5% in 2018/2019 to 88.9% in 2021/2022 as lowest in 5-year trend period. Highest Quintile 5 attendance is noted in 2020/2021 based on data available as 97.1% with 93.8% noted in 2021/2022 as lowest over 5-year trend period. Low cohort numbers continue to be observed particularly in Quintile 1. Reviewed attendance policy, increased focus on monitoring attendance and early intervention is anticipated to reduce the Q1-Q5 gap to 3pp by 2025/2026. Based on Q1-Q5 gaps in 2021/2022 and 2022/2023 respectively, this is a 2pp reduction (1pp on 5-year trend average) and positive return to pre-pandemic attendance levels observed with attendance.

Moray Council



Stretch Aims

Core

Stretch Aim:	Attendance - Secondary			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	88-90%	87-89%	91-92%	5-3pp
2024/25	90-91%	88-89%	92-93%	5-3pp
2025/26 Stretch Aim	92%	90%	94%	4pp

...additional information and rationale for aims

Secondary attainment rates vary over time, impacted by the pandemic across SIMD Quintile 1 and Quintile 5, with some recover to pre-pandemic levels for SIMD Quintile 5. 5-year trend varies from 91.9% in 2018/2019 to 88.9% in 2022/2023 as lowest recorded attendance over a five year trend period. Reviewed attendance policy, increased focus on monitoring attendance and early intervention is anticipated to reduce the Q1-Q5 gap to 4pp by 2025/2026 from previous year gaps for 2021/2022 and 2022/2023 of 6pp and 5pp averages respectively.

Our secondary schools acknowledge increased behaviours exhibited by young people on return, coupled with rise in wider wellbeing concerns impacting on attendance at school and creativity required in interventions and supports including counselling and use of additional inclusion, wellbeing, intervention and equity teams to strengthen participation and achievement. Ongoing support from pastoral care teams and interventions funded through Scottish Attainment Challenge monies is further used to support targeted young people, increasing engagement in school. Based on 5-year trend averages, increased attendance compared with 2022/2023 for Q1 (3.2pp) and Q5 (1.8pp) are desired aims, an increase of 1.2 pp and 1 pp against 5-year trend averages for Q1 and Q5 respectively.

Core Plus Stretch Aims



Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Achievement of Curriculum for Excellence Levels: S3 ACEL Literacy (3rd level)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	79-83%	68-71%	82-86%	18-11pp
2024/25	84-87%	70-72%	85-89%	19-13pp
2025/26 Stretch Aim	88%	73%	90%	17pp

...additional information and rationale for aims

S3 ACEL Literacy is identified based on variability identified across secondary schools in determining learner level achievement in Literacy and need for raising attainment. Focussed work through extended QAMSO network, subject network meeting, May Inset Day and Associated Schools Group approaches to moderation have improved data (currently unpublished) in 2022/2023. Further focus is now underway in order to ensure teacher professional judgements remain robust and reflective of learner achievement of CfE levels at 3rd level or above.

Based on all data available including internal local authority data (pandemic years, 2020 and 2021), an overall average of 80% is noted across a six year trend period with variability noted year on year. Improved consistency in moderation and working with cross-sector and inter-school colleagues, a 88% Stretch Aim overall is aimed towards in line with 2019 pre-pandemic National average and 2% above last year's (2022) national average. Numbers in S3 for Quintile 1 (36 young people, cohort size 993, 3.6% of cohort) remain small with Quintile 5 accounting for one tenth of the S3 cohort population (107 young people, cohort size 993, 10.8%) with individual and small group performance anticipated to potentially impact on overall stretch aim achievement. A reduction in Q1-Q5 gap to 17 pp is aimed towards, from current trend average of 24 pp gap (7 pp reduction) and a 15pp reduction on Q1-Q5 gap noted in 2021/2022 (32 pp).

Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Achievement of Curriculum for Excellence Levels: S3 ACEL Numeracy (3rd level)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	86-88%	75-79%	90-92%	17-11pp
2024/25	87-89%	80-84%	91-93%	13-7pp
2025/26 Stretch Aim	89%	85%	94%	9pp

...additional information and rationale for aims

S3 ACEL Numeracy is identified based on greater consistency identified across secondary schools in determining learner level achievement in Numeracy and change post-pandemic of learner achievement in Numeracy across Quintiles 1-5. Focussed work through extended QAMSO network, subject network meeting, May Inset Day and Associated Schools Group approaches to moderation have improved data (currently unpublished) in 2022/2023. Further focus is now underway in order to ensure teacher professional judgements remain robust and reflective of learner achievement of CfE levels at 3rd level or above. Change noted in performance of Quintile 1 cohort (2018 - 90%; 2019 - 100%) in pre-pandemic years compared with post-pandemic (2022 - 79%) and unpublished 2022/2023 cohort performance lower than anticipated also. Performance at Quintile 5 remains strong with 93% year on year trend average noted since 2017/2018.

Based on all data available including internal local authority data (pandemic years, 2020 and 2021), an overall average of 85% is noted across a six year trend period with variability noted year on year across schools. Improved consistency in moderation and working with cross-sector and inter-school colleagues, a 89% Stretch Aim overall is aimed towards in line with 2022 National average. Numbers in S3 (August 2023) for Quintile 1 (36 young people, cohort size 993, 3.6% of cohort) remain small with Quintile 5 accounting for one tenth of the S3 cohort population (107 young people, cohort size 993, 10.8%) with individual and small group performance anticipated to potentially impact on overall stretch aim achievement. A reduction in Q1-Q5 gap to 9 pp is aimed towards, from current trend average of 10 pp gap and a 4pp reduction on Q1-Q5 gap noted from 2021/2022 (13 pp gap, much reducing based on early indication data for 2022/2023 also).

Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Leavers: 1+ @ SCQF level 4 (Insight - All SCQF Measure)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	94-96%	92-94%	95-96%	4-1pp
2024/25	95-97%	93-95%	96-97%	4-1pp
2025/26 Stretch Aim	97%	95%	97.6%	2.6pp

...additional information and rationale for aims

Overall attainment has remained positive over time, at both Q1 and Q5 across a five-year data trend period. The Stretch Aim identified is to improve attainment by a further 0.6% from current five year average to 2022 of 96.4%, leading to aspirational 2025/2026 Stretch Aim of 97%. It is noted that achievement at SCQF level 4 is impacted by a range of factors including presentation numbers at this level along with additional support needs profile of year groups/cohorts. Further caution is expressed at different assessment models (Alternative Certification Model) and assessment approached during 2020 and 2021, along with changes on return to SQA examinations and amended content/assessment arrangements for 2022. An increased attainment gap of 11% is noted in session 2020/2021 during the pandemic with recover to 2% difference in attainment (Q1-Q5) in 2021/2022.

Our SIMD Quintile 1 numbers within leaver cohorts remain small, with 2018-2022 noting cohort sizes of 9, 8, 11, 25 and 30 respectively. As a result, attainment at SIMD Quintile 1 remains variable based on individual pupil achievements, ranging within individual years from 88.9% to 100.0% over a 5-year period including the pandemic. Based on trend average of 94.3%, Quintile 1 attainment is expected to improve by 0.7% based on this average and past two years' performance average (91.2% - SA would mean 3.8% improvement).

Quintile 5 attainment is set to improve by 0.2% based on five-year trend average (97.4%) and 1.6% increase on 2021/2022. Our eight secondary schools all continue to participate in the SCQF Ambassador programme, widening curriculum, qualifications and wider accreditation offers as we look to the future in order to raise attainment for all. Work on curriculum change is underway, extending senior phase offer through Moray Improvement Groups. Overall Stretch Aim is to reduce the gap between Q1 and Q5 to 2.6 pp by 2025-2026. Targeted use of additional staffing including equity, inclusion, wellbeing and raising attainment colleagues as appropriate for targeting identified pupils for intervention and support, to maximise achievements. Overall, Q1-Q5 attainment gap average (5-year average) anticipated to improve by 0.5pp from 3.1 pp to 2.6 pp.

Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Leavers: 5+ @ SCQF level 1 (Insight - All SCQF Measure)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	84-88%	77-83%	87-92%	15-4pp
2024/25	88-93%	84-89%	92-95%	11-3pp
2025/26 Stretch Aim	94%	90%	96%	6pp

...additional information and rationale for aims

Ensuring our young people leave school at all levels with a wide range of qualifications is essential for future learning, life and work, whether identified within the lowest 20%, middle 60% or highest 20% achievers. Maximising achievement of young people to leave school with a portfolio of qualifications will improve outcomes and positive post-school destinations which remain high overall in Moray.

Overall attainment for 5+ @SCQF 1 remains variable at Quintile 1 and Quintile 5, suggesting a number of young people are not maximising their overall attainment and achievement at school by point of exit. Work continues on identification of young people on part-time timetables and with incomplete curriculum options across our secondary schools. Based on data of those young people leaving school with at least 1 qualification at SCQF level 4 (2021/2022 - 97.7%) and at least 1 qualification at SCQF level 5 (2021/2022 - 90.1%), underachievement is noted at this measure and achievement of at least 5 qualifications at SCQF level 1 or above by school point of exit across SIMD quintiles.

In 2018/2019 and 2019/2020 it is also noted that leavers within Quintile 1 performed better overall compared with young people leaving school in Quintile 5 in this measure. A stretch aim of 94% achieved would see a 9.2% improvement overall based on 5-year trend average of young people achieving 5 or more qualifications at SCQF level 1 or above, with positive increase based on 5 year averages for Quintile 1 (9.7%) and Quintile 5 (8.6%) which is achievable based on highest year performance of 100% (2018/2019 - Quintile 1) and 92.4% (2020/2021 - Quintile 5) respectively. Overall reduction in Q1-Q5 gap based on current 5-year average of 7pp to 6pp (highest year's gap noted in 2020/2021 at 26%).

Our eight secondary schools all continue to participate in the SCQF Ambassador programme, widening curriculum, qualifications and wider accreditation offers as we look to the future in order to raise attainment for all. Work on curriculum change is underway, extending senior phase offer through Moray Improvement Groups.

Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Achievement of Curriculum for Excellence Levels: P4 Literacy (Writing) 1st level			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	68-71%	63-66%	71-75%	12-5pp
2024/25	70-73%	65-69%	74-77%	13-5pp
2025/26 Stretch Aim	74%	70%	78%	8pp

...additional information and rationale for aims

P4 Literacy (Writing) is identified as a focus area for Stretch Aim setting due to work continuing within the local authority through moderation at local authority, QAMSO training and support alongside Inset Day focus and planning at Associated Schools Group level. Development and roll-out of Moray Literacy Progressions and focussed need to raise attainment of children at this level with attainment further noted nationally for P4 stage, highlights improvements required. Based on internal data analysis, improvement in overall trend is noted over time from 2017/2018 (57% overall achievement - P4 Writing) to 67% in 2021/2022. Further improvement is noted in Moray through internal data analysis based on 2022/2023 level achievement for P4 (1st level) as yet unpublished figures under embargo.

Our P4 Quintile 1 cohort remains small in session 2023/2024 (P4 - 33 children, 3.3% of P4 stage cohort of 1,006 children) with Quintile 5 accounting for approximately one tenth of the cohort (P4 - 109 children, 10.8% of P4 stage cohort of 1,006 children). Quintile 1, 5-year average noted as 63% where due to low cohort numbers, variation from 44% (2016/2017) to a high of 83% 2018/2019) performance is noted at this Quintile.

Quintile 1, 5-year average of 63% and stretch aim achievement of 70% would lead to 7% improvement. Quintile 5, 5-year average of 76% and stretch aim achievement of 78% would lead to 2% improvement. Based on 2021/2022 figures, 7 pp improvement overall is aimed for from 67 pp to 74 pp. Where attainment gap (Q1-Q5) varies from 28% (2016/2017) to 1% (2020/2021) to 22% (2021/2022), a gap reduction to 8 pp (12 pp 5-year average) is aimed towards by 2025/2026 with caveat of low cohort size and individual/small pupil group performance potentially impacting on aspirational stretch aims set.

Moray Council



Stretch Aims

Core Plus

Stretch Aim:	Reducing Secondary Exclusions Secondary (per 1,000 pupils)			
Annual Trajectory	Overall Levels	SIMD Quintile 1	QIMD Quintile 5	GAP (Q1-Q5)
2023/24	37-42	<i>Low/variable cohort sizes over time make specific stretch aim setting problematic for Q1 and Q5. Few exclusions at Q1 or Q5, principally at Q2 and Q5 based on last available national and local datasets.</i>		
2024/25	33-37			
2025/26 Stretch Aim	32			

...additional information and rationale for aims

Secondary exclusion rates continue to rise, post-pandemic with more extreme behaviours noted by schools for identified young people across SIMD, not discrete to Quintile 1 or Quintile 5 with low numbers reported (linked to Q1 and Q5 cohort numbers). Further work is now required as a wellbeing partnership to ensure interventions are in place on a multi-agency approach in order to support our schools in ensuring young people are supported to attend school and positively participate, achieving a range of qualifications and accreditation to support onward and positive post-school destinations.

Exclusions per 1,000 pupils based on national measures continue to rise, with 42.1 exclusions noted per 1,000 pupils for 2022/2023, increasing from 30.8 in 2021/2022 and 29.2 in 2020/2021. 227 exclusions incidents were recorded in 2022/2023 with further analysis now required to ascertain reoccurrence, interventions and support required as well as wider factors including Additional Support Needs. Fewer pupils with LAC status are noted as having been excluded in 2022/2023. Internal data analysis shows majority of exclusions in relation to gender are identified as male.

As with attendance, our secondary schools acknowledge increased behaviours exhibited by young people on return, coupled with rise in wider wellbeing concerns impacting on attendance at school and creativity required in interventions and supports including counselling and use of additional inclusion, wellbeing, intervention and equity teams to strengthen participation and achievement. Ongoing support from pastoral care teams and interventions funded through Scottish Attainment Challenge monies is further used to support targeted young people, increasing engagement in school. Stretch Aim of 32 pp would see a 2 pp target below the current 34 pp 3-year average, with time to reduce current 42.1 pp exclusion rate per 1,000 pupils.

Spotlight on: Elgin Academy

WINCHESTER HOUSE INITIATIVE



Jack

- History of non-attendance
- Single parent household, SIMD 5
- 06/22 excluded for fighting
- SEBN targeted intervention
- Involvement with Moray Youth Justice
- Rowan Centre (CAMHS) input
- Possible ADHD diagnosis
- 08/22 alternative timetable out of school, with aim of re-introduction into mainstream classes
- Support from Aberlour Youth Point
- 12/22 part-time return to school - involved in a pre-arranged fight
- 26/01/2023 1st session at Winchester House
- 09/03/23 supported to apply for Senior Phase at Moray College (Hospitality course)
- 16/03/23 attended college interview. Informed on the day he had secured a place
- 30/03/23 Passed N3 Numeracy
- Out of 14 possible sessions at Winchester House, has attended 12 (86%)
- Transitioning into Senior Phase programme at Moray SEBN, alongside college plus time with the Achievement Team to complete his academic qualifications in school



Danny

- Disrupted primary education due to family issues
- Time spent with mum/siblings at Moray Woman's Aid
- SIMD 7 (social housing within a new housing estate)
- Out of school from S2 due to a serious fight
- Educational provision provided by Moray SEBN
- 10/22 attempted a return to mainstream but could not sustain due to challenges accessing learning because of additional support needs
- 26/01/2023 1st session at Winchester House. Picked up from home to support engagement
- Has attended 10 out of 14 sessions on offer (71%)
- 30/03/23 Passed N3 Numeracy
- Applied for Moray College Senior Phase course (Construction)
- Coached and supported to attend Moray College interview - offered a place
- Arranged/supported a pre-start visit to Linkwood Campus 25/05/23
- S4 will involve input from Moray SEBN, college plus time with the Achievement Team to complete his academic qualifications



Molly

- Disrupted learning from later stages of primary school
- Friendship issues
- SIMD 9
- Alternative support sought from Moray SEBN 08/21, but not able to engage
- Some engagement with e-Sgoil
- Rowan Centre input
- Involvement with other agencies
- Markers present for ADHD/ASD
- 2022 did some voluntary work at an animal hydro pool, along with starting an online Small Animal Care course
- 26/01/2023 first session at Winchester House.
- Has engaged with 9 out of 14 sessions (64%)
- Working on Practical Cookery qualification alongside N4 Apps of Maths and N4 English
- 11/05/2023 accessed school at the end of the school day
- w/c 29/05/23 transferring Winchester House sessions to learning back in Elgin Academy



Tyler

- Missed the majority of S2 onwards at school
- 2021 low mood, panic attacks and suicidal thoughts
- Support offered from Rowan Centre and other agencies
- Family issues, including alcohol abuse
- SIMD 7 (very conscious of living in social housing within a new housing estate)
- Young carer
- Supported out with school via wellbeing walks with S Manson
- 26/01/2023 first session at Winchester House.
- Has engaged with 11 out of 14 sessions (79%)
- Working on Practical Cookery qualification alongside N3 Apps of Maths and N3 English
- 11/05/2023 accessed school at the end of the school day
- Started a 6 week FireSkills course with a group of 9 peers
- w/c 22/05/23 return to mainstream on a reduced TT
- w/c 29/05/23 transferring Winchester House sessions to learning back in Elgin Academy

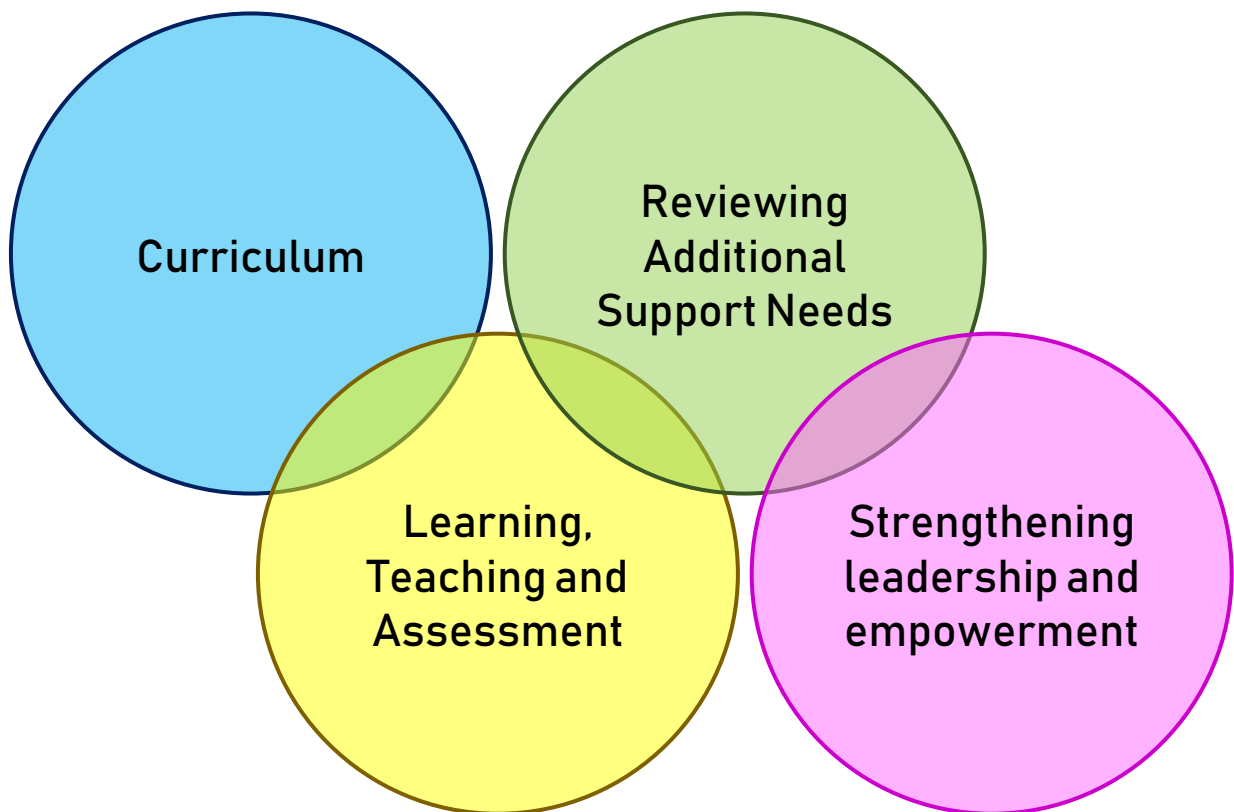


Elgin Academy hired out kitchen space at Action for Children's Winchester House. Sessions are designed to engage S3 pupils not currently accessing mainstream education, for a variety of reasons. Each session lasts for 90 minutes and involves a practical cookery activity, alongside academic learning. Each young person is working towards a N3/4 Practical Cookery qualification, REHIS Elementary Food Hygiene certificate plus Maths and English. The aim is to support these pupils to re-engage with learning and ideally support them back into their school timetable or transition into an alternative positive destination.

Moray Education

Strategic Priorities | 2023-2024

Together we are Moray Education and we will focus on...



...in order to meet the needs of all learners in Moray



"It takes a village to raise a child"
African Proverb



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