

# Moray Collaborative Improvement

***Tuesday, 21 February to Thursday, 23 February 2023***

*This report has been completed in July 2023 and also details next steps undertaken, post Collaborative Improvement event.*

## Collaborative Improvement

Collaborative Improvement is an approach to bringing about improvement through shared work involving staff from the local authority, Education Scotland and ADES. This approach was secured through the Education Reform Joint Agreement published in June 2018 and all local authorities are committed to the process. All 32 local authorities will be visited by colleagues from Education Scotland (including HMI, Heads of Scrutiny, Senior Regional Advisors, DYW National Lead) and ADES (Directors/Heads of Education from other local authorities) leading to a report on findings and next steps based on fieldwork undertaken during the visit. Moray was the seventeenth local authority to participate in February 2023.

In each Collaborative Improvement a range of evidence underpins a self-evaluative statement highlighting what works well, and areas requiring improvement, within an agreed area of focus. Thereafter, fieldwork is undertaken in the local authority. This enables colleagues from ADES, Education Scotland and those from within the host local authority, and those who work in partnership with the local authority, to come together to take a closer look at identified areas of priority and to look for ways to help address identified challenges.

## Moray Collaborative Improvement

Following on from initial work with the Education Scotland Curriculum Innovation Team in the early part of session 2022-2023, we identified raising attainment and achievement through Curriculum development as a key focus following on from our October Curriculum Innovation day and self-evaluation gathered. This report focusses on the work undertaken by Moray Education to establish a shared understanding of current baseline and barriers to change across our Moray Education system with a view to strengthening our Curriculum in the Broad General Education and Senior Phase.

It was envisaged that our initial 2030 vision for Curriculum and short, medium and longer term actions would be identified as a key product of the Collaborative Improvement visit and planned activities. Our initial activities on day one included comprehensive overview of our context and context-related data. This included attainment, achievement and wider partnership data. A pre-information pack was provided to core participants from ADES and Education Scotland including our Education Committee reporting papers on attainment, Education National Improvement Framework self-evaluation and plan, Strategic Priority overview and Curriculum related information pertaining to Senior Phase including option breadth and depth reports from our schools. Background pre-information pack shared provided overview of areas of strength and development required, particularly with regard to curriculum breadth, attainment and achievement profile and potential next steps in relation to the curriculum now required.

Leading on from our previous work to date on Curriculum Innovation and based on all self-evaluation, including pre-information pack documentation shared with core participants, our chosen overarching question was identified as follows:

- **How do we raise attainment and achievement of all children and young people in Moray through delivery of a high quality curriculum: satisfying their desires, talents and the future needs of the world that will surround them?**

In order to structure work required over the Collaborative Improvement Event, the following four themes were identified, with the overarching question above further divided into four areas of key focus for desired impact. This allowed us to ensure our professional dialogue sessions were structured appropriately in order to gather extensive self-evaluation for service improvement in relation to our identified area of work:

| Theme 1<br>Baseline and Barriers  | Theme 2<br>Strengthening Foundations  | Theme 3<br>New Opportunities  | Theme 4<br>Future Planning  |
|---|---|---|---|
| <p><i>Development of shared understanding and collective ownership of core data messages as they stand based on current curriculum offers and delivery approaches, where are we now?</i></p> <p><b>What are the contextual and wider barriers to attainment and achievement that exist, impacting on improving outcomes for our children and young people through high quality curriculum delivery?</b></p> | <p><i>How well does the BGE prepare our young people for the Senior Phase across our schools and develop learners in the four CfE capacities – how do we strengthen this?</i></p> <p><b>What are current strengths of existing approaches to our BGE curriculum delivery and what are the opportunities for further development to strengthen readiness for the Senior Phase?</b></p> | <p><i>Looking to the present to inform the future – how strong is our Senior Phase offer in Moray in supporting all young people to leave school with the right qualifications, skills and experiences. What changes are required?</i></p> <p><b>What are current strengths of existing senior phase learning pathways and working with wider partners, how could this be strengthened further to prepare young people for learning, life and work, improving learner attainment and achievement?</b></p> | <p><i>Shaping our approaches to curriculum delivery and joining our resources (central, schools, partnership) to strengthen equity of offer across Moray for our young people, ensure quality post-school positive and sustainable destinations, improving outcomes for all – where do we want to be?</i></p> <p><b>Working in collaboration how can we overcome barriers and collectively offer our young people in Moray to improve outcomes moving forwards as we look to 2030 in the short, medium and longer term?</b></p> |

A range of professional dialogue sessions and discussion activities were planned and undertaken during the core Collaborative Improvement activity days (see page 3) using a range of improvement methodologies and tools including SWOT analysis, Diamond Nine, Clarify Canvas, Forcefield Analysis, Issues and Solutions Map, Mapping Grid and Short-Medium-Long Term Action Planning Grid.

Four colleagues representing ADES were welcomed to Moray in addition to seven colleagues from Education Scotland and two colleagues from Scottish Government. Over seventy colleagues from within Moray participated in the event through dialogue and discussion groups over the course of the two core days. This included Secondary Head Teachers (8), Secondary Depute Head Teachers (24), Principal Teacher Curriculum (8), Principal Teachers of Guidance (8), DYW Moray colleagues (6), Skills Development Scotland colleagues (6), Moray College UHI colleagues (6), Education Resources and Communities colleagues (6), Central Education colleagues (6). We were grateful to ongoing support from the Education Scotland Curriculum Innovation Team (1) and Scottish Government Insight (1) who also supported our discussions over the event with representation on the first day of the Collaborative Improvement Event.

## Moray Collaborative Improvement Event | Overview of activities

| Moray Collaborative Improvement Outline<br>Tuesday, 21 February 2023 |   |                               |                              |
|--|---|-------------------------------|------------------------------|
| Time   | Overview  | Location                      |                              |
| 08.45  | Arrival<br>Registration; coffee/tea   | Assembly Hall   Elgin Academy |                              |
| 09.00  | Welcome to Elgin Academy; Housekeeping<br>Kyle Scott   Head Teacher   Elgin Academy   |                               |                              |
| 09.05  | Welcome to Moray, introductions, our Moray context<br>Vivienne Cross   Head of Education (Chief Education Officer)  |                               |                              |
| 09.35  | Data overview for Moray – data asks questions?<br>Stewart McLauchlan   Quality Improvement Manager  |                               |                              |
| 10.15  | Overview of Collaborative Improvement<br>Michael Wood   ADES<br>David Gregory   Education Scotland  |                               |                              |
| 10.30  | Our Moray Collaborative Improvement Focus – key questions and themes<br>Vivienne Cross   Head of Education (Chief Education Officer)<br>Stewart McLauchlan   Quality Improvement Manager  |                               |                              |
| 10.45  | Time for reflection and clarification – discussion points/questions<br>All supported by Moray, ADES and Education Scotland colleagues   |                               |                              |
| 11.00  | Break; tea/coffee and scones  |                               |                              |
| 11.25  | Programme overview for Tuesday to Thursday<br>Rachel Wilson   Quality Improvement Manager   |                               | Assembly Hall                |
| 11.35  | <b>Theme Discussions [1] – 4 discussion groups covering 1 theme/mix</b><br><b>1: Baseline and Barriers</b>  |                               | B42<br>B51<br>C-Room<br>Hall |
|  | <ul style="list-style-type: none"> <li>• ADES colleagues</li> <li>• Education Scotland colleagues</li> <li>• Partners/links</li> <li>• Moray Secondary Head Teachers</li> <li>• Moray Primary HTs Consultative</li> <li>• Moray Central Education; Education Resources and Communities</li> </ul>   |                               |                              |
| 12.45  | Whole group discussion/reflection<br>Points for clarification   Learning Wall   | Assembly Hall                 |                              |
| 1.00   | Lunch – buffet style<br>Networking   Learning Wall Review   Discussion  | Assembly Hall                 |                              |
|  | <b>Theme Discussions [2] – 4 discussion groups covering 2 themes/mix</b><br><b>2: Strengthening Foundations</b> <b>3: New Opportunities</b>   |                               |                              |
| 1.45   | <ul style="list-style-type: none"> <li>• ADES colleagues</li> <li>• Education Scotland colleagues</li> <li>• Moray Primary HTs Consultative</li> <li>• Moray Secondary Head Teachers</li> <li>• Partners/links</li> <li>• DHT Curriculum/Timetable/DYW</li> <li>• Moray Central Education; Education Resources and Communities</li> </ul> | B42<br>B51<br>C-Room<br>Hall  |                              |
|  | Debrief – individual themes – high level messages from groups<br>Strengthening Foundations   <i>strengths and next steps</i><br>New Opportunities   <i>existing approaches which work and proposed change</i>   |                               |                              |
| 3.00   | Debrief – individual themes – high level messages from groups<br>Strengthening Foundations   <i>strengths and next steps</i><br>New Opportunities   <i>existing approaches which work and proposed change</i>   | Assembly Hall                 |                              |
| 3.40   | Close   Day 2 refinement as CI team based on Day 1 findings   Learning wall   |                               |                              |

| Moray Collaborative Improvement Outline<br>Wednesday, 22 February 2023 |  |                                    |
|--|--|------------------------------------|
| Time   | Overview   | Location                           |
| 08.45  | Arrival<br>Registration; coffee/tea  | Staff Room                         |
| 09.00  | Welcome and scene setting<br>Stewart McLauchlan  | Staff Room                         |
| 09.30  | <b>Theme Discussions [3] – 3 discussion groups covering 2 themes/mix</b><br><b>3: New Opportunities</b> <b>2: Strengthening Foundations</b>  | Staff Room<br>B42<br>B51<br>C-Room |
|  | <ul style="list-style-type: none"> <li>• ADES colleagues</li> <li>• Education Scotland colleagues</li> <li>• DHT Curriculum</li> <li>• PTs Guidance</li> <li>• Moray Central Education (small team)</li> </ul>   |                                    |
| 10.45  | Whole group discussion/reflection<br>Points for clarification   Learning Wall  | Staff Room                         |
| 11.00  | Break; tea/coffee and scones   | Staff Room                         |
| 11.30  | <b>Theme Discussions [4] – 4 discussion groups covering 2 themes/mix</b><br><b>2: Strengthening Foundations</b> <b>3: New Opportunities</b>  | Staff Room<br>B42<br>B51<br>C-Room |
|  | <ul style="list-style-type: none"> <li>• ADES colleagues</li> <li>• Education Scotland colleagues</li> <li>• DHT L&amp;T/SQA/Qualifications</li> <li>• DHT Pupil Support/Pastoral</li> <li>• Moray Central Education (smaller team)</li> </ul>   |                                    |
| 12.45  | Whole group discussion/reflection<br>Points for clarification   Learning Wall  | Staff Room                         |
| 1.00   | Lunch – buffet style<br>Networking   Learning Wall Review   Discussion   | Staff Room                         |
| 1.45   | Afternoon Overview – Future Planning<br>Learning wall   Key message sharing  | Staff Room                         |
| 2.00   | <b>Theme Discussions [5] – 4 discussion groups covering 2 themes/mix</b><br><b>4: Future Planning</b> <b>4: Future Planning</b>  | Staff Room<br>B42<br>B51<br>C-Room |
|  | <ul style="list-style-type: none"> <li>• ADES colleagues</li> <li>• Education Scotland colleagues</li> <li>• Head of Education (CEO)</li> <li>• Head of ER&amp;C</li> <li>• Partners/links</li> <li>• Moray Secondary Head Teachers</li> <li>• Central Education Team (reduced)</li> </ul> |                                    |
| 3.15   | Debrief – individual themes – high level messages from groups<br>Short-Medium-Long Term actions overviews  | Staff Room                         |
| 3.45   | Close   Thank you   Day 3 arrangements   | Staff Room                         |
| 3.50   | Discussion with CI team on Day 3 arrangements  | Staff Room                         |

## Moray Data Overview




A range of data was presented across the Collaborative Improvement event in presentation, PowerPoint and videoscribe formats in order to provide background to key data baselines and where strengths and areas for improvement were identifiable. This included data in relation to:


- Moray Context
  - Moray Council overview
  - Education Service structure
  - Service plan (including change over time)
  - Moray Education contextual information
  - Best Value Audit Report findings
  - Rejuvenation
  - Attainment messages
- BGE Achievement of a Curriculum for Excellence level data
  - Senior Phase SQA and SCQF attainment and achievement data
  - Key comparator analysis – LGBF and Northern Alliance
  - Overall messages for attainment – BGE and Senior Phase
  - Data filters and drilldown – key messages



In order to provide context for all participating groups, Videoscribes were created to summarise key data messages at the time of Collaborative Improvement event taking place, providing key overview of status quo at that time:



## ADES-EDUCATION SCOTLAND MORAY COLLABORATIVE IMPROVEMENT




**CFE Achievement of Curriculum for Excellence Levels**

**P4/P4/P7 ACEL** - overall, % has stayed the same over the last 2 years, or shown some improvement

**P4/P4/P7 ACEL** - noting in a number of literacy elements and/or Numeracy, national averages also increasing


National Averages also increasing from 2020/2021, which means a small gap between Moray-National measures



Key Messages...

Northern Alliance + L&BF Family Groups

Middle to bottom of tables, but a few % would make a notable difference




**S3 ACEL** - variable over time and across schools; literacy of particular note; Numeracy nearer National average


**ASU**

Increase in ASU/SEBU impact on ACEL achievement overall


Girls outperforming boys in literacy overall




Numeracy performance more equal - boys & girls



Impact of lower SIMD Quintile 2 (+1) on overall ACEL




Let's now consider key Senior Phase messages.



**Positive Destinations...**

Increased over last 3 years and over 90% but slightly below comparators - some schools above average




**Literacy**


Literacy - SCQF level 4 + 5 are improving over time and in line with or above comparators

**Leaver attainment...**

Increasing year to year but remains below comparators in a number of measures - need to maximise all achievements by point of exit



**KEY MESSAGES**



**Numeracy**

Numeracy - SCQF level 4 + 5 improving over time and in line with comparators at level 4 with work ongoing at SCQF level 5

5


**SENIOR PHASE**


**Breadth and Depth**

**S4** 2022 performance better than pre-pandemic 2019 across all measures and better than 2021 for 6+@SCQF5 and 7@SCQF5


**S5** 2022 performance better across all measures than in 2019 1+, 3+, 5+ @SCQF6, slightly lower than 2021

**S6** 2022 performance is slightly lower than 2019 and 2021 attainment at 3+, and 5+@SCQF6/4+@SCQF7





**Improving attainment for all...**



**Attainment versus Deprivation**

**S4** highest 20% of young people perform well against comparators. Middle 60% and lowest 20% slightly below comparators

**S5:** lowest 20% of young people perform well against comparators. Middle 60% and highest 20% below comparators

**S6:** lowest 20% of young people perform well against comparators. Middle 60% and highest 20% below comparators

**S4-S6** variable performance of young people at lower and mid-upper end of SIMD deciles.

Graphs indicate a number of young people across SIMD deciles exceed averages; a number are also achieving few qualifications

**Need to consider...**

- Quality of Passes?
- Levels of courses/qualifications?
- Levels of ambition/aspiration?
- Range of SQA and SCQF courses offered?
- and... assertiveness of coursing?

?

## Summary of findings on Key Themes

The following are a summary of key messages identified from self-evaluation gathered during the Collaborative Improvement event in Moray. For full findings, please see the **Moray Collaborative Improvement Self-evaluation key messages by theme document**.

In Moray, we recognised that this Collaborative Improvement was an opportunity to consider our strengths in Curriculum and identify next steps in order to realise our ambitions as outlined in our overarching question on page 2. We further recognised – as with all self-evaluation activities – that further key messages may emerge which we will take forward as we look to future developments and review of our Education Strategic Plan.

Throughout the Moray Collaborative Improvement Event, a **Learning Wall/Table** supported ‘building’ of our self-evaluation overview and profile, informing groups as we moved forward and providing a key reference point for collaborative improvement activities. This contained end products using improvement tools and methods of all key collaborative discussion groups and activities, capturing dialogue and views for informing future improvement and direction. We will now consider key findings from each theme as outlined on page 2.

### Theme 1: Baseline and Barriers

| Identified baselines to build upon:   | Identified barriers to overcome:   |
|---|--|
| <ul style="list-style-type: none"> <li>○ Moray is a smaller local authority which can be flexible and agile to change and means changes have potential to impact on children and young people quickly</li> <li>○ The range of strong and effective partnerships across Moray to build upon (wellbeing and employment related) – including DYW and College</li> <li>○ The ambition and commitment within Moray to meet the needs of all our learners through a cohesive and broadened curriculum</li> <li>○ The number and range of small medium enterprises, partnerships already in place and keenness to extend further</li> <li>○ Importance of attainment and achievements of young people, broadening their skills</li> <li>○ Good practice already in existence/developments underway which have potential for further collaboration and sharing across Moray</li> <li>○ Attainment profile in a number of measures where with focussed work and considered partnership working across Moray, further improvements could be realised</li> <li>○ Wide skills set and experiences of a range of staff and partners</li> <li>○ Desire to change and improve across the system</li> </ul> | <ul style="list-style-type: none"> <li>○ Lack of space to consider curriculum change/make links with partners to support a wider curriculum offer across our community</li> <li>○ Not making the best use of secondary school common timetable (consortia/partnership working)</li> <li>○ Attainment in some measures is not improving quickly enough</li> <li>○ Shifts in culture required around pace of change and perception of certain aspects (e.g. attainment and achievement, parity of different qualifications)</li> <li>○ Secondary curriculum offer across secondary schools could be shared further for learner equity</li> <li>○ Not working well enough to develop joined up curriculum pathways from 2-18</li> <li>○ Consistency about the purpose of education required further work across all partners</li> <li>○ Issues around amount of data leading to difficulties in analysis and identifying where interventions may have most impact – variability across schools</li> <li>○ Need for greater empowerment to support partnership working across Moray</li> <li>○ Team Around the Child – not always joined up with some wellbeing partners having limited engagement with schools in support of pupil participation/achievement</li> </ul> |

## Theme 2: Strengthening Foundations (BGE)

Key messages identified from improvement tools used within Theme 2 are as follows:

### Theme 2: Key messages noted by participants, building on existing strengths:

- Develop the Broad General Education with importance of skills and knowledge, 4 contexts of learning at the forefront and consistent approach to curriculum making reflective of the seven principles of curriculum design
- Ensuring learner voice is captured and acted upon, asking young people what they want and building a narrative about learning with planned next steps in place
- Map our curriculum strategies ensuring appropriate progression across stages (including ELC to P1, P7 to S1 and S3 to Senior Phase)
- Ensure the BGE Curriculum in secondary supports progression to the Senior Phase
- Renewed focus on pedagogy and importance of high quality learning, teaching and assessment hand in hand with curriculum development to ensure learner engagement and ownership of learning
- Provision of curriculum thinking time and collaboration on curriculum change in a culture not afraid to challenge existing norms
- Consistent approach across the local authority to tracking, monitoring and reporting
- Review approaches to academic and vocational curriculum and role of partners in supporting curriculum delivery and wider opportunities
- Development of skills for learning, life and work and place of inter-disciplinary learning (secondary in particular) for development in unfamiliar contexts
- Review priorities and initiatives underway and ensure focus on those which will make the biggest difference and embedding

## Theme 3: New Opportunities (Senior Phase)

Key messages identified from improvement tools used within Theme 3 are as follows:

### Theme 3: Key messages noted by participants which could result in improvements:

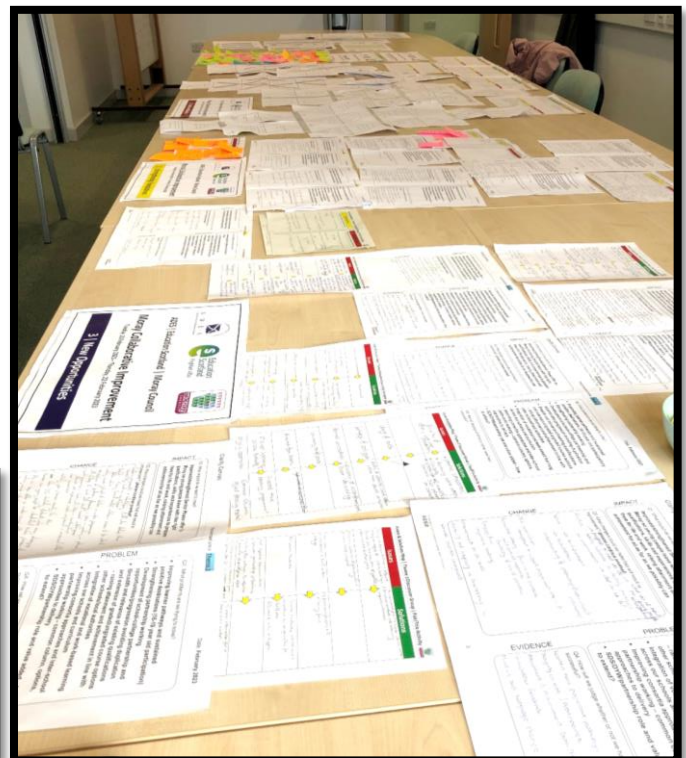
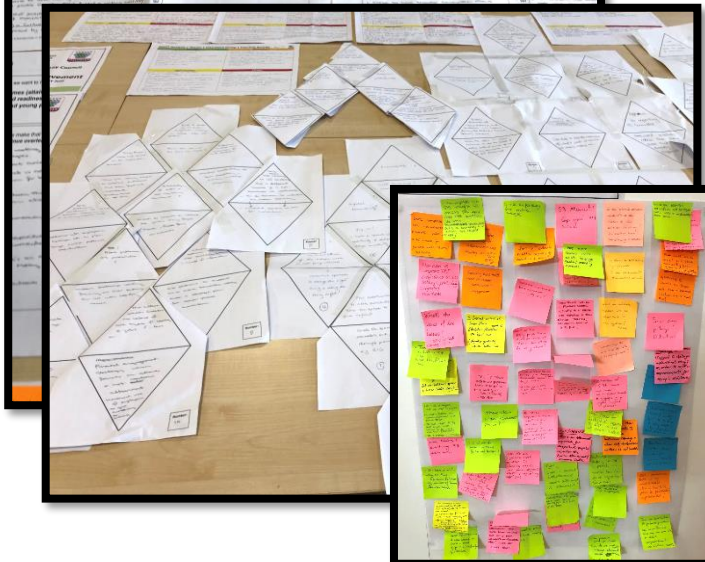
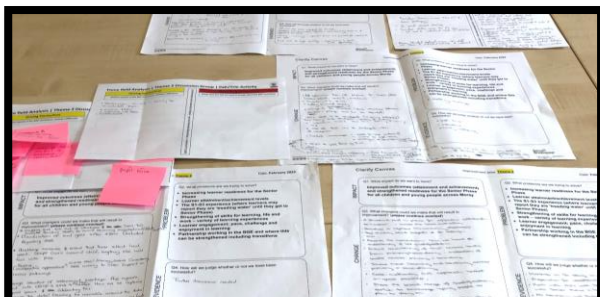
- Need to further broaden range of qualifications, accreditation routes, opportunities and partnership working across schools and with partners
- Development of increased and front-ended consortia arrangements to increase curriculum opportunities and equity of experience across Moray
- Ask young people to ensure voices are heard and for clarity regarding what we want children and young people to experience in Moray
- Increased empowerment of staff at all levels to work together with colleagues across Moray in extending opportunities, pathways and qualifications/accreditation
- Child-centred approach to partnership working and ensuring those young people on flexible/part-time timetables are support to achieve (multi-agency, multi-partner approaches)
- Flexibility and collegiality in timetabling to maximise consortia arrangements (currently a barrier)
- Develop pathways into employment further with a learner driven curriculum with increased pathways (e.g. greater Foundation Apprenticeships offered) and consideration of Senior Phase offer (based on staying on rates and variation between schools)
- Review of the Moray ICT system which is a barrier to online learning and virtual collaboration between schools and continues to impact on learning and teaching/curriculum delivery in schools (1:1 devices)
- Input of wider teams to support curriculum access for young people – Educational Psychology, SEBN and wider ASN
- Perceptions of wider stakeholders including elected members in relation to attainment versus achievement and change over time (SQA v SCQF)

## Theme 4: Future Planning

The following key messages were identified by participants:

### Theme 4: Key messages and actions identified as next steps:


- The need for whole system ownership of Curriculum development and empowerment within a framework
- Collaboration across Moray (schools and with partners) and collegiate working is required to realise changes now required in light of emerging national reform and report publication
- A 'bottoms up' approach from schools, driving improvement and working together
- The ASN review needs to be completed at pace due to impact on schools and delivery of the curriculum including consistent approaches/training for positive behaviour management
- Extend use of schools as community hubs for partnership working and improved communication
- Further develop wider accreditation routes and in particular, Foundation Apprenticeships with wider work-based learning
- Share practice across schools with increased collaboration/consortia working
- Simplify reporting processes and reduce extent of data provided
- Strategic development of ASN pathways and extended curriculum/accreditation across schools
- Clarify the roles of all partners, ensuring cohesive contributions and focus on progressive pathway on skills
- Create time to engage across the local authority on curriculum development
- Ensure a cohesive and multi-partner approach to pathway planning across our secondary schools
- Streamline priorities and ensure those focussed on are ones adding value required
- Strategic approach to staffing in order to ensure a curriculum offer that is equitable and informed by learner views and key intelligence (e.g. labour market)
- Look across Scotland and internationally, creating learning visits to explore interesting practice and inform planning/implementation
- Work towards embedding a fully cohesive and progressive curriculum for 2-18
- Ensure offers from wider partners – e.g. College – is flexible and meets the needs of all pupils (which may bring the learning to pupils rather than pupils travelling to access College offer)



Learning Wall/Table

## Exit Pass Activity

In order to gather final thoughts in relation to *what will make the single greatest difference* based on our key question, on reflection of background and contextual data/information presented, and collaborative dialogue/discussion supported by improvement tools provided to group facilitators, the following comments are noted by core participants.

|  |   |
|--|---|
| <p><b>Beginning at the end</b></p> <p><i>What will make the single greatest difference...</i></p>  <ul style="list-style-type: none"> <li>• All secondary schools providing qualifications that employers require and meeting the young people demands; schools collaborating on qualifications offered</li> <li>• Strip back all asks and priorities so that Head Teachers can free up time to meet regularly and develop our curriculum and structure</li> <li>• Develop our wider curriculum offer (NPAs, level 4, 5, 6)</li> <li>• Creation of protected time to identify priorities – prioritise these priorities</li> <li>• Collaborate to co-construct small number of priorities which are coherent</li> <li>• Senior Phase curriculum review across Moray Senior Phase bringing in partners, schools, SEBN, Moray College UHI and collaborators</li> <li>• Joint consensus and agreement of first priority #wearemoray</li> <li>• Focus on learning and teaching, strategy, consistency, real chance to raise attainment</li> <li>• Collaboration between schools and partners to deliver broader curriculum</li> <li>• Focus on fewer priorities and allow time to instil and evaluate</li> <li>• Engagement with partners in curriculum planning, making use of expertise across the region</li> <li>• Simplify and/or reduce the priorities</li> <li>• Take control of the agenda – harness positivity of staff to address Moray curriculum for all, enable young people to take control of and influence their learning</li> <li>• Design curriculum offer/pedagogy around the needs of young people including their views</li> <li>• Understanding and explaining the purpose of education to all stakeholders</li> <li>• Giving staff time to collaborate to drive the changes needed</li> <li>• School services based in schools</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum mapping – ELC to Senior Phase including skills</li> <li>• Greater breadth and depth to curriculum offer</li> <li>• Collaboration – streamlining service offers, College, 3<sup>rd</sup> sector, CLD etc to oversee and distribute with equity</li> <li>• Creating structures that will enhance communication/collaboration amongst stakeholders</li> <li>• Decide on priorities for 2023-2024 and 2024-2025 and beyond, plan how you are going to work towards improving</li> <li>• Ensure we look at achievement before attainment</li> <li>• Morale and positive messages – invest in staff – consistency</li> <li>• Get the curriculum offer right, much will fall into place from there</li> <li>• Complete the ASN review ASAP and communicate the outcomes to all staff</li> <li>• Make your priorities THE priority – is it literacy strategy, extending the Senior Phase offer? If so, make it this</li> <li>• Develop a local authority strategic curriculum to plan more strategically – include parents, pupils, partners</li> <li>• Designing the curriculum to suit individual needs across the board and ensure that achievement is as important as attainment, not every young person is academic so celebrate success across the board</li> <li>• Better collaboration – schools/ASGs – more flow across BGE-Senior Phase to ease transition and develop skills, involve partners in this to embed in curriculum</li> <li>• Prioritise! Decide region wide what needs to be focussed on and do it, including employers. Build up teachers, invest in them. Revise curriculum, make it relevant for the current world</li> <li>• Professional learning for schools on youth work awards, case studies, sharing good practice from within Moray/Scotland, examples of schools using partnerships and wider awards to increase offer</li> </ul> <p><i>...the above comments are taken from the end activity on the final day, asking for what would make the single greatest difference based on the CI focus question and themes, following discussions across the two days</i></p> |
|--|---|

Comments above articulate with Theme 1 to Theme 4 self-evaluation findings outlined on page 5 to 7, providing further clarity on next steps required for change and improvement based on existing strengths and opportunities identified.

## ADES-Education Scotland Collaborative Improvement Team

On day three, representatives from ADES and Education Scotland met with the Head of Education and overseeing QIM to provide feedback from all data, observations and views gathered and reviewed before and during the Moray Collaborative Improvement event. This also included observations and findings from discussions groups facilitated by ADES and Education Scotland colleagues during the main two days of the Collaborative Improvement Event.

Overview of areas for further exploration by Moray Education in relation to Curriculum and wider themes captured are provided on page 9 and 10. This external scrutiny view further adds to our service self-evaluation and provides areas for further focus as we look to the future and review our Education Strategic Plan and Priorities for session 2023/2024 in light of emerging national reform and change.



1. The Curriculum - The current offer is traditional and is not always meeting the needs of learners. There are implications for transitions at key stages including pre-school into P1, P7 into S1 and S3 into S4. ASGs have a pivotal role to play. Staying on rates from S4-5 and S5-6 are well below the national average. The curriculum requires to be reviewed at all levels to ensure that the needs of all learners are being met fully. This to include:

- Early Years (in light of 1140 hours)
- BGE (Primary)
- BGE (Secondary)
- Senior Phase

There is enthusiasm for the development of a Local Authority Curriculum Strategy group to include parents, pupils, staff and partners. The group should also include colleagues from ASN and the 16+ teams. Work to include:

- What should the BGE in Moray look like? What should a learner leaving Moray look like (skills, knowledge, attributes)?
- Clarification of what is currently on offer in establishments across the Local Authority.
- Clarifying the curriculum vision for 2030.
- Communication on developments in the curriculum across the Local Authority.
- Development of plan with timescales to work towards a consistent, strategically planned offer for learners across Moray.
- Include subject groups (extended to primary and college) to review curriculum areas in the BGE.
- Work and plan with partners from the start to ensure what they can offer is embedded in the curriculum offer.
- Build quickly on the Curriculum Innovation day and the Collaborative Improvement

Undertake a local authority audit of IT problems which are stopping Moray pupils from becoming digital learners. Prioritise quick wins and work with other areas of the local authority to further understand where progress can be made. Work with other LAs to understand how they have resolved their problems.

Continue to develop Learning, Teaching and Assessment - This relates directly to the curriculum. This must be developed in such a way that all children and young people receive a quality experience. Build on the pockets of teacher-led PLL to develop a consistent approach to PLL in the classroom.

2. Issues raised related to:

- Capacity of SEBN provision
- Variability of support for vulnerable young people
- The increased use of flexible timetables across secondary schools
- Input from Ed Psychologists is too variable
- Training in Behaviour Management strategies
- Non-attendance of key staff at key meetings (Team around the Child etc.)
- How ASN provision is included in the strategic development of the curriculum 3-18

|  |
|--|
| <p>3. Data Management and Reporting - there are opportunities to review and reduce the amount of data required at establishment level. Consideration should be given as to the relevance and use of data. A 'bottom up' approach could be useful so that schools produce their own data sets re attainment etc. This could then be moderated by the central team. Authority wide data has a place but should sit alongside school specific data.</p>                               |
| <p>4. Reframe and reclaim – the relationship between the central team and elected members needs to be revisited. The number of committee reports could be downsized significantly and replaced by periodic briefings. Elected members should not form part of a school review activity. Consider how they can be used in an appropriate manner re accountability</p>   |
| <p>5. Planning – The current NIF priorities could all be met with a focus on two priorities:</p> <ul style="list-style-type: none"> <li>• Improving learning, teaching and assessment to meet the needs of all learners</li> <li>• Improving the curriculum to meet the needs of all learners</li> </ul> <p>This more simple focus could become a mantra for what Moray is about. Stick to these areas for a number of years and pull other developments under their umbrella.</p> |
| <p>6. There is an openness, willingness and desire to make changes to the curriculum but also to learning, teaching and assessment. Practitioners are ready to be empowered within a framework which is consistent and supported by QIOs etc. They want clear timelines for work to be completed and are keen to work in cross authority groups to take developments forward.</p>  |

All feedback has been noted and incorporated within service plan actions moving forwards as we navigate further internal structural changes as a local authority following the Collaborative Improvement Event in February 2023.

## Next Steps

Following the Moray Collaborative Improvement Event, considerable work has been undertaken in identifying how the extensive self-evaluation findings and feedback can be taken forward. As a direct result of the Moray-ADES-Education Scotland Collaborative Improvement Event, the following have been actioned:

- All self-evaluation gathered has been reviewed with *Self-evaluation key messages by theme* document created from all learning wall/table notes from collaborative discussions and information capture/data with key actions resulting from findings presented
- Model for Curriculum Strategy Group and Moray Improvement Groups drafted and endorsed by Head of Education and Education SLT, for taking forward changes required
- Education Strategic Meeting – 19 April 2023: Moray Curriculum Strategy Group and Moray Improvement Group Outlines presented for taking forward areas of curriculum development and ensuring collaboration across our Moray Education system (see page 11 for outline) following CI event findings
- Following meeting above, Terms of Reference developed for Curriculum Strategy and Moray Improvement Groups including further consultation with partners (SDS, DYW, ES), to be taken back to next Education Strategic Meeting for endorsement and sign up to follow across our system
- Based on feedback, Education Strategic Plan streamlined for session 2023/2024 with focus on two core areas – Curriculum; Learning, Teaching and Assessment. Both driven by empowered leadership across

our system. Head of Education agreed with Education Leaders at Education Strategic Meeting in April 2023 and presented shared vision based on self-evaluation evidence from CI event

- Led by our wider system and schools, Head Teachers welcome and endorse the Head of Education's investment in Power up your Pedagogy as a 'back to basics' pedagogical LTA focus for practitioners across Moray for Professional Learning, Practitioner Enquiry and focus for Teacher Learning Communities. One book purchased for every teacher in Moray with school's empowered to lead as they see appropriate for their context with standard self-reflection tool provided centrally to schools for use as required
- Education Strategic Meeting – 31 May 2023 – draft Terms of Reference presented to Education Leaders at Strategic Meeting for review and changes desired following CI event feedback. Head of Education provided offer of 'time to meet/time to lead' for Curriculum Strategy and Moray Improvement Groups.
- Governance structures and sign-up method launched. ASG planning sheets issued for return, including identification of 'best fit' colleagues to represent schools and ASGs on Moray Improvement Groups
- Ongoing engagement with all key partners around Moray Improvement Groups and representation with sign-up nearing completion - July 2023 (DYW, SDS, Moray College UHI, wider multi-agency and service partner engagement continues with representation and sign-up requested)
- Education Strategic Meeting – 31 May 2023 – five school leaders presented their approaches that have been planned for using Power up your Pedagogy for session 2023/2024 with approaches to professional learning shared including resources, agendas, practitioner enquiry models. System empowerment received well by Education Strategic Leaders – our Head Teachers, central leaders and partners
- Ongoing review of Service Structure and governance including Quality Improvement Team roles and responsibilities moving forwards in support of our Education Strategic plan and revised governance
- Progress will be reported through our ongoing self-evaluation activities and Education Service Plan reporting (quarterly updates) as well as through our NIF self-evaluation and planning

### Moray Collaborative System Improvement: Curriculum

Following initial preparatory work building on discussions and output from the Moray Curriculum Innovation day in October 2022, and continuing discussions and planning through ADES-Education Scotland Collaborative Improvement visit in February 2023, we now plan for the future following evolution 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 of high quality curriculum; satisfying their desires, talents and the future needs of the world that will...


#### Curriculum Strategy Group

**Purpose:** Overarching Governance of Moray Improvement Groups linked to development of the Curriculum for the future, based on emerging findings from national discussions informed by local needs analysis and review. Appropriate establishment, multi-agency, partnership and stakeholder representation

| Moray Improvement Group 1<br>Early Years: Transition N→P1  | Moray Improvement Group 2<br>Primary-Secondary Transition  | Moray Improvement Group 3<br>Literacy Strategy  | Moray Improvement Group 4<br>Numeracy Strategy  | Moray Improvement Group 5<br>BGE Curriculum (Primary)  | Moray Improvement Group 6<br>BGE Curriculum (Secondary)   | Moray Improvement Group 7<br>Collaborative Timetabling  | Moray Improvement Group 8<br>BGE Curriculum (Primary)  | Moray Improvement Group 9<br>BGE Curriculum (Secondary)   | Moray Improvement Group 10<br>Subject Development  |
|--|--|---|---|--|---|---|--|---|--|
| <b>Purpose:</b> 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 | <b>Purpose:</b> to consider existing Primary-Secondary curriculum transition arrangements, developing guidance and models for curriculum transition, full cohort extended transition Primary-Secondary working | <b>Purpose:</b> to develop our overarching Moray Literacy Strategy based on research and good practice identified from Moray, Scotland and beyond | <b>Purpose:</b> to develop our overarching Moray Numeracy Strategy based on research and good practice identified from Moray, Scotland and beyond | <b>Purpose:</b> to review existing BGE Curriculum content and approaches, including timetabling, progression, project based learning, play based learning and IDL to | <b>Purpose:</b> to review secondary BGE Curriculum content and approaches, including 51-53 progression, project based learning, IDL, wider achievement and delivery | <b>Purpose:</b> to explore maximisation of the 33-week week, common column and consortia approaches and wider timetabling models to support a curriculum for the future, taking | <b>Purpose:</b> to review existing BGE Curriculum content and approaches, including timetabling, progression, project based learning, play based learning and IDL to | <b>Purpose:</b> to review secondary BGE Curriculum content and approaches, including 51-53 progression, project based learning, IDL, wider achievement and delivery | <b>Purpose:</b> to review existing BGE Curriculum content and approaches, including timetabling, progression, project based learning, play based learning and IDL to |

### Moray Collaborative System Improvement: Terms of Reference

| Curriculum Strategy Group   | MIG 1: Early Years Transition N-P1   | MIG 2: Primary-Secondary Transition   |
|---|--|---|
| <b>1. Responsibilities</b> <ul style="list-style-type: none"> <li>Development of overarching Curriculum Vision and Strategy for Moray 2030</li> <li>Governance of Moray Improvement Groups and action plans, including planned development areas, priority actions and progress made</li> <li>Communication on developments in the curriculum across the local authority</li> <li>Review emerging National guidance, advice and direction of travel in relation to ongoing curriculum reform</li> <li>Ensure Moray voices is heard on key National curriculum consultations and reviews</li> <li>Share and disseminate good practice</li> <li>Review and direct as critical friends, MIG progress and impact from actions underway</li> </ul> | <b>1. Responsibilities</b> <ul style="list-style-type: none"> <li>To review and capture existing approaches to Early Years transition (Nursery to Primary 1) across Moray for good practice</li> <li>Consider existing partnership working mechanisms, meeting fora and approaches to ensuring smooth transitions for children from ELC to P1</li> <li>To review existing transition and information sharing guidance in existence for review – wellbeing and learning</li> <li>Develop guidance for ELC settings and schools on what makes for effective transition in Moray</li> <li>Develop case study exemplars/good practice guide for ELC setting and schools for both learning, and wellbeing transition</li> </ul> | <b>1. Responsibilities</b> <ul style="list-style-type: none"> <li>To review existing Primary-Secondary transition approaches</li> <li>To consider good practice emerging in respect of early intervention and transition (including children with identified ASN/SEBN needs and within identified groups/cohorts)</li> <li>To look towards and onwards, reviewing models for curriculum transition</li> <li>To develop Moray guidance for schools on effective curriculum (learning) transition and planned approaches through planned activities (PS-51)</li> <li>To capture good practice and share across Moray, including support provided for individuals, groups and cohorts</li> </ul> |
| <b>2. Meeting frequency/duration</b> <ul style="list-style-type: none"> <li>Six weekly</li> <li>Two hours</li> </ul>  | <b>2. Meeting frequency/duration</b> <ul style="list-style-type: none"> <li>Six weekly</li> <li>2 hours</li> </ul>   | <b>2. Meeting frequency/duration</b> <ul style="list-style-type: none"> <li>Six weekly</li> <li>2 hours</li> </ul>  |
| <b>3. Membership</b> <ul style="list-style-type: none"> <li>Head of Education</li> <li>2 x ELC colleagues (EYS/NM/CIO)</li> <li>2 x ASG HT colleagues (each ASG represented)</li> <li>1 x MSHTA colleague</li> <li>Education Scotland colleague (EC)</li> <li>Head of Academic Partnerships (Moray College UHI)</li> <li>SDS representative; DYW Moray representative; CLD</li> <li>HT SEBN</li> <li>INCT representation</li> </ul>   | <b>3. Membership</b> <ul style="list-style-type: none"> <li>4 x ELC setting linked colleagues (CO/NM/SP/PW)</li> <li>4 x Primary setting linked colleagues (DHT/P1/T1)</li> <li>1 x Health (HV)</li> <li>1 x Social Work</li> <li>2 x Parents</li> <li>1 x Wellbeing/Promise team</li> <li>1 x Educational Psychologist</li> <li>Early Years' Service Manager</li> <li>1 x ASN colleague</li> <li>1 x INCT representation</li> </ul>   | <b>3. Membership</b> <ul style="list-style-type: none"> <li>4 x ASG Primary Representatives (P1-T/DHT)</li> <li>4 x ASG Secondary Representatives (DHT-PS/P1/UG)</li> <li>1 x Educational Psychologist</li> <li>1 x ASN colleague</li> <li>1 x Wellbeing/Promise Team</li> <li>DHT SEBN</li> <li>INCT representation</li> </ul>   |
| <b>4. Key outputs:</b> <ul style="list-style-type: none"> <li>Curriculum vision/overarching strategy</li> <li>Regular progress updates and good practice sharing</li> </ul>   | <b>4. Key outputs:</b> <ul style="list-style-type: none"> <li>Early Years wellbeing and learning transition guidance</li> <li>Moray Good Practice guidance/exemplars</li> </ul>  | <b>4. Key outputs:</b> <ul style="list-style-type: none"> <li>Moray guidance and good practice frameworks – Primary/Secondary Transitions</li> </ul>  |
| <b>5. Supporting Central Officer:</b> <ul style="list-style-type: none"> <li>Rachel Wilson (DIM Curriculum/Partnerships)</li> <li>Stewart McLaughlan (DIM School Improvement/Performance)</li> </ul>  | <b>5. Supporting Central Officer:</b> <ul style="list-style-type: none"> <li>Head of Early Years' Service Manager</li> <li>Rachel Wilson (DIM Curriculum/Partnerships)</li> </ul>  | <b>5. Supporting Central Officer:</b> <ul style="list-style-type: none"> <li>Janine Hilditch (DIO)</li> <li>Willem Smit (DIO)</li> </ul>  |



**Power up your pedagogy**  
Reflections over time

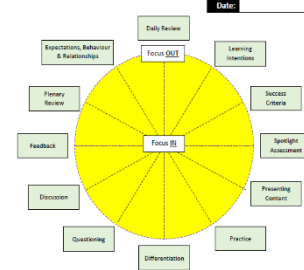
**360° Self-evaluation Profile**  
Practitioner self-reflection booklet

Session: 2023-2024

Name: \_\_\_\_\_

#### Self-reflection wheel 1: August 2023

Date: \_\_\_\_\_




General Reflections on practice – areas of strength (focus out):

General Reflections on practice – areas for development (focus in):

## POWER UP YOUR PEDAGOGY

The Illustrated Handbook of Teaching



Written by Bruce Robertson      Sketchnotes by Finola Wilson

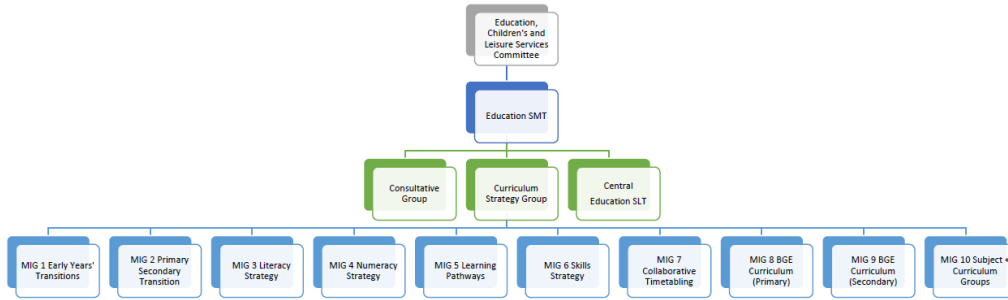
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# Moray Collaborative System Improvement: Reporting Structure



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.

## Curriculum Strategy and Moray Improvement Group Governance



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.



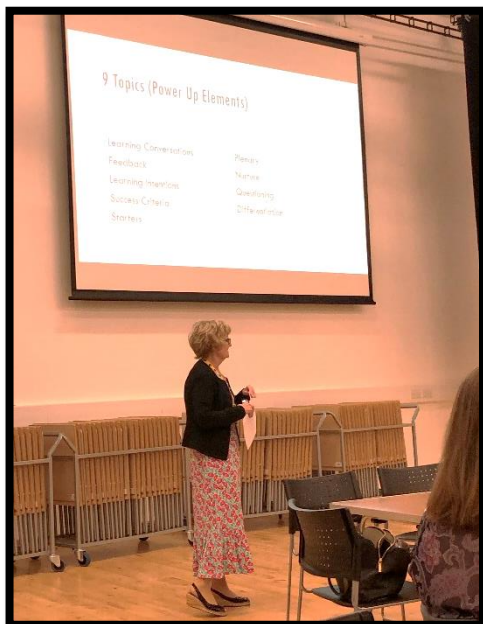
**Vivienne Cross**

**Head of Education – Refocusing Our Vision**



**Kyle Scott**

**HT – Elgin Academy - Professional Enquiry**



**Janice Simpson**

**HT – Lossiemouth High School – Empowered Team**



**Rachel Wolford**

**HT – Kinloss Primary School – Collaboration 12**