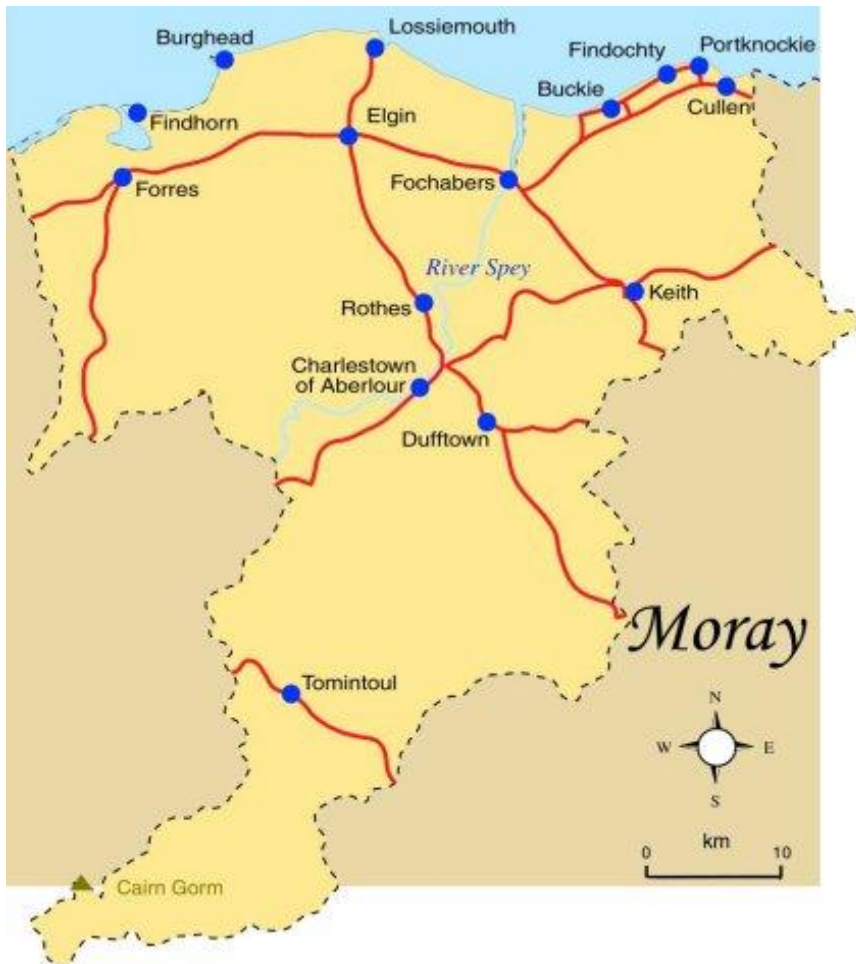


MORAY SMARTER



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STRATEGIC ASSESSMENT

2009/10

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1 Introduction

The 2007 concordat between the Scottish Government and local government changed the relationship between central and local government in Scotland by removing much of the control the Scottish Government had over service delivery at local level. Much of the ring-fencing around funding provided to local authorities has been removed enabling decisions on spending to be made at a local level based on local need and circumstances.

The direction of policy and the over-arching outcomes expected of the public sector have been set by the Scottish Government based around a common Purpose "*To focus Government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.*" The Purpose is underpinned by 5 Strategic Objectives: Safer & Stronger, Smarter, Wealthier & Fairer, Healthier and Greener. Progress towards the Purpose is tracked by 7 high level Purpose Targets and it is supported by 15 National Outcomes (see Appendix 1). Progress towards achievement of the National Outcomes and ultimately the Purpose is tracked by 45 national performance indicators.

Central to the new regime are the Single Outcome Agreements (SOAs) reached between each of the 32 Community Planning Partnerships and the Scottish Government. In SOAs Community Planning Partnerships define and agree with the Scottish Government Local Outcomes that contribute towards achievement of the National Outcomes and therefore the Purpose.

The aim of this strategic assessment is to provide an evidence base that assists with strategic decision-making and identification of local priorities under the Smarter theme, informing the setting of local outcomes for inclusion in the Single Outcome Agreement 2012-15.

The Scottish Government's 'Smarter' strategic objective is to expand opportunities for people to succeed from nurture through to life long learning, ensuring higher and more widely shared achievements. Moray's contribution to the achievement of this objective is being progressed by the Smarter Strategic Group in their responsibility for the following national outcomes:

- 3) We are better educated, more skilled and more successful, renowned for our research and innovation.
- 4) Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- 5) Our children have the best start in life and are ready to succeed.
- 8) We have improved the life chances for children, young people and families at risk.

In addition, although overall accountability sits with the Safer and Stronger Strategic Group, there are aspects of the following national outcome for which the Smarter Strategic Group is responsible.

- 7) We have tackled the significant inequalities in Scottish society.

The information and analysis contained within this strategic assessment will be based on the four national outcomes for which the theme group has full responsibility and also those

aspects of national outcome 7 for which the theme group is responsible. The range of issues that could reasonably be included under these national outcomes is too extensive for individual inclusion in this document. Therefore priorities identified by partner organisations, legislative requirements, local factors such as the rural nature of Moray, and areas identified in previous strategic assessments have provided the focus for this assessment.

2 Methodology

A consultation exercise was carried out with the Smarter strategic partners and lead officers in order to determine the topics to be included and ensure that the content took account of the issues mentioned above.

Wherever possible, data and contextual information has been obtained from partners in order to ensure that the analysis is detailed and credible and accurately describes the local situation. However, in some cases it was necessary to expand this with publicly available material in order to build a more complete picture and ensure a more rounded and balanced portrayal. Additionally, as mentioned previously, the Scottish Government's National Outcomes provided the principal framework within which to develop the assessment.

Input from the strategic partners and lead officers was also provided in relation to the identification of PESTELO issues (Political, Economic, Social, Technological, Environmental, Legal and Organisational). These are included in a table in section 5 and for ease of reference the specific issues relevant to each topic are cross-referenced at the beginning of each section. The PESTELO issues relevant to all areas are highlighted in pink in the table in section 5.

Some of the recommendations put forward for consideration were identified by the author. However, it is anticipated that further inferences and recommendations will be pulled out from this research by strategic partners and other local experts who work in the Smarter arena.

The risk analysis was undertaken in consultation with strategic partners to ensure a balanced and comprehensive identification of risk factors.

3 Budget savings

The budget savings faced by the public sector over the next few years are unprecedented and will play a major role in the determination of priorities and present a significant challenge in relation to service delivery.

Over the short, medium and longer terms the UK Government will need to significantly reduce public spending, increase taxes or a combination of both in order to reduce the national debt. This will have a significant impact on the amount of money available throughout the UK's public sector.

The overall Scottish budget will be significantly lower in real terms by 2013/14 than it is currently, which will clearly impact on the Scottish public sector.

The recommendation for Scottish local authorities is to assume a 12% reduction over the period 2011/12 to 2013/14, although it is likely that reductions will continue after this point and a figure of 20% in real terms by 2017 has been indicated. This would amount to £40million of budget savings for the Moray Council. Property rationalisation will be a key element of the financial strategy.

The next few years are likely to be very challenging making it even more imperative that funding decisions are based on sound evidence to ensure that essential services are provided and those most in need receive the services they require.

4 A Profile of Moray

Moray is the 8th largest Council area in Scotland, covering an area of 2,238 square kilometres [1], from the Cairngorm Mountains in the south to the coast of the Moray Firth in the north. However, in terms of its population, it ranks 26th out of 32 with a population of just 87,770 [1]. Over 27% of Moray is covered by woodland [2]. The average population density is low at just 39 people per square kilometre, compared with 66 people per square kilometre nationally [1]. However, approximately 57% of the population live in the 5 main towns of Elgin, Forres, Buckie, Lossiemouth and Keith [3], where the population density is approximately 2,500 people per square kilometre [4].

Overall, Moray is one of the least deprived areas in Scotland, as defined by the Scottish Index of Multiple Deprivation (SIMD), having just one data zone, in Elgin, in the 15% most deprived, representing 0.9% of Moray's datazones, the lowest proportion in Scotland with the exception of the islands. Only 3 of Moray's data zones are in the 20% most deprived, two of which are in Elgin, the other is in Buckie. This represents 2.6% of Moray's data zones, the 2nd lowest in Scotland with the exception of the three island groups and Aberdeenshire. However, the rural nature of Moray means that 27.6% of its data zones are within the 15% most access deprived in Scotland, due to the financial cost, time and inconvenience of travelling to basic services [5].

4.1 Population

(All figures in this sub section are sourced from the General Register Office for Scotland Mid-2008 population estimates)

The total population of Moray is 87,770 of which 44,404 (50.6%) are male and 43,366 (49.5%) are female. Nationally, the gender split is reversed with 48.4% male and 51.6% female. The situation in Moray is likely due to the presence of the two RAF bases with predominantly male personnel and as such would be affected by the closure of one or both bases, a potential outcome of the strategic defence review.

The following table shows the age breakdown of Moray's population by broad age group, which is very similar to the national picture.

	Proportion	Number
Under 16yrs	17.8%	15,654
Working Age¹	60.6%	53,192
Pensionable Age²	21.6%	18,924

A gender breakdown for under 16s shows a similar situation to the total population, with 51.9% male. The working age population is 55% male; however the pensionable age population in Moray is predominantly female,

accounting for 63.0% of that age group. This is the same as the breakdown nationally for under 16s and those of pensionable age but not for the working age population, which shows the same gender breakdown nationally as total population.

The following table shows an age breakdown by gender, which highlights the differences in the numbers and proportions

	Males		Females	
	Proportion	Number	Proportion	Number
Under 16s	18.3%	8,130	17.4%	7,524
Working Age	65.9%	29,276	55.2%	23,916
Pensionable Age	15.8%	6,998	27.5%	11,926

¹ 16-59yrs for females; 16-64yrs for males

² 60yrs+ for females; 65yrs+ for males

of working age and pensionable age populations in Moray. The position closely resembles the national picture.

4.2 Prosperity

Although categorised as one of the least deprived local authority areas in Scotland, the median gross weekly wage of all full-time workers in Moray is the lowest in Scotland, at £407.50 compared with £472.20 nationally [6]. The SIMD 2009 states that 12.5% of Moray is income deprived, which accounts for 11,015 residents. However, the level of income deprivation in Moray varies greatly across the area, from 1% in East Kinloss to 32% in Buckie Millbank [5].

Around 86% of the working-age population (around 54% of the total population) is economically active, higher than the national figure of 80% (about 50% of total population). In Moray, 96% of the economically active population is in employment, around 12% of whom are self-employed, compared with 94% & 10% respectively for Scotland as a whole. Almost $\frac{3}{4}$ of employee jobs are in the service industry, a further 16% are in manufacturing and 6% are in construction. About 9% of employee jobs are tourism-related but this includes jobs that are also part of the service industry. Equivalent figures for Scotland show the main differences to be in the proportions of employees in manufacturing and the service industry (Finance, IT other business activities subgroup), which are approximately 8% lower and 9% higher respectively [6].

Of the working-age population that is economically inactive, approximately 67% report not wanting a job and about 69% of these are female. The picture is similar nationally. Between July 2008 and June 2009, 4.1% (1,900) of the economically active population in Moray were unemployed, compared with 5.9% nationally. However, there were a further 2,400 people within the economically inactive (4.5% of the working age population) in Moray who wanted a job. They are not classed as unemployed because they have either not sought work in the last four weeks or are not available to start work. The equivalent figure for Scotland is 5.7% [6].

In August 2009, 12.4% of the working age population in Moray were key benefits claimants (claiming one or more key DWP benefits³), a 0.5% increase since August 2008 compared with 17.8% in Scotland (16.6% in August 2008). Claimants are categorised according to the main benefit they receive and the most common main benefit in Moray was Employment and Support Allowance / Incapacity Benefit, the main benefit claimed by 3,360 (51%) of key benefits claimants. A further 1,180, 18% of key benefits claimants' main benefit was job seekers allowance (JSA). The number of claimants of job seekers allowance has increased by 30% since August 2008, due to the ongoing recession and resulting business closures and cutbacks. The split nationally was very similar to Moray [6].

In total there were 1,678 JSA claimants in February 2010, 71% of whom were male. Approximately $\frac{1}{2}$ of all claimants were aged 25-49yrs and a further 32% were aged 18-24yrs, a slight drop since February 2009 although the total number of claimants has risen by about 17% in this time, from 1,436. The majority of claimants, 77%, had been claiming for 6 months or less, a further 14% between 6 and 12 months, and the remainder over 12 months [6].

¹ Key DWP (Department of Work & Pensions) benefits include: bereavement benefit, carer's allowance, disability living allowance, incapacity benefit, severe disablement allowance, income support, jobseeker's allowance, and widow's benefit.

The SIMD 2009 identifies 3 data zones in Moray that are in the 15% most employment deprived, compared with none in 2006. Two of the datazones are in Elgin and one is in Forres [5].

4.3 Health

General health in Moray is reported as being slightly better than nationally with nearly 93% of Moray's population reporting good or fairly good health and just 7% reporting not good health. This compares with 90% and 10% respectively for Scotland [7]. The percentage of the population that has a limiting long-term illness is approximately 3% lower in Moray than nationally, at 17% of the population compared with 20% [7].

The relationship between health and tenure indicates that a smaller proportion of occupants of social rented accommodation report good or fairly good health than occupants of owned or privately rented/rent free accommodation, at 88% compared with 94%. This is reflected in the incidence of limiting long-term illness, which is 10% higher for occupants of social rented accommodation, at 24%, than for occupants of owned or privately rented/rent free accommodation. The spread across age groups is comparable, with 65-84yr olds representing the largest proportion having a long-term illness for each tenure type. The national picture is similar with 82% of those in social rented accommodation reporting good or fairly good health, 93% of those in owned and 89% of those in private rented/rent free. The proportion of those living in social rented accommodation with a limiting long-term illness is twice that of those living in owned accommodation, at 31% compared with 15%. As with Moray, spread across age groups is comparable, with 65-84yr olds again representing the largest proportion of each tenure type having a limiting long-term illness [7].

In 2008 the standardised death rate in Moray was slightly lower than nationally at 9.8 per 1,000 population compared with 10.7 per 1,000 population. The main cause of death in Moray in 2008 in both females and males was diseases of the circulatory system, accounting for 37% of female and 33% of male deaths. This was closely followed by cancers, which accounted for a further 27% of all female deaths and a further 31% of male deaths. The picture is very similar nationally [8]. The SIMD identifies just 1 data zone, 0.9% of the total in Moray that is within the 15% most health deprived; this is in Elgin [5].

2008-based population projections for Moray suggest that by 2013 the under 16 population will reduce by 7%, the working age population will increase by 2% and the population of pensionable age will increase by 7% [9]. This would mean 2013 population numbers of 14,600 under 16s, 54,300 of working age and 20,200 of pensionable age. These changes will mean that the proportion of the population that is of pensionable age will increase to about 22.7%. National figures suggest a much smaller reduction in under 16s of 1% and a slightly smaller rise in the number of pensionable age, of 4%. The proportion of the population of pensionable age nationally is projected to be about 20%, up marginally from 19.7%. Both in Moray and nationally, about 55% of the pensionable age group is female [9]. The growth in the pensionable aged population will place a greater demand on age-related health and social care services such as home care.

4.4 Education

4.4.1 Young People

There is a total of 54 schools in Moray – 46 primary and 8 secondary. Average occupancy for the 2008/09 session⁴ was 71% in primary schools and 89% in secondary schools. Provisional figures for 2009/10 based on the 2008/09 functional capacity and the September 2009 school roll, suggest an average occupancy of 68% in primary schools and 90% in secondary schools. The projected 7% reduction in the population aged under 16yrs by 2013 is likely to reduce the overall occupancy level of Moray's schools. In Moray in 2009⁵ there were 6,530 primary school pupils and 5,801 secondary school pupils, an overall drop of around 10% since 2003 (comprising a 16% drop in primary pupils & a 2.5% drop in secondary pupils). Between 2003 and 2008 the number of pupils over 16yrs has increased by 59%. The number of pupils from ethnic minority groups has increased from 171 in 2004 to 231 in 2008, a rise of 35%. Nationally, there has been a much smaller drop, of 8%, in the number of primary school pupils and a slightly larger reduction, of 4% in the number of secondary school pupils. The rise in pupils aged 16yrs+ is comparable to Moray but there has been a smaller increase in the number of ethnic minority pupils nationally than in Moray [10]. There are 4 data zones in Moray, 3.4% of the total, that are within the 15% most education deprived in Scotland, two of which are in Elgin, the other two being in Buckie [5].

In primary schools, absence figures for 2004/05 to 2008/09 are very consistent, accounting for around 4.5% of half days, 17% of which was unauthorised in 2008/09. These figures are slightly lower than nationally [11].

In secondary schools the overall absence rate rose between 2004/05 and 2006/07 from 7.5% to 9.1%, but has since fallen to 7.4% in 2008/09. Of this, the proportion of unauthorised absence has increased from 24% to 35%. Nationally the overall absence rate has fallen steadily over this period from 9.6% in 2004/05 to 8.8% in 2008/09. The proportion of unauthorised absence nationally has remained fairly constant at around 21%, considerably lower than in Moray [11].

Further breakdown of absence figures is not possible as the Scottish Government national Statistics have amalgamated absence figures due to ongoing concerns over the quality and consistency in the recording of the reasons for absence.

Between 2003/04 and 2008/09, the rate of exclusions in Moray's primary schools has remained fairly constant at about 12 per 1000 pupils. Since 2005/06 Moray's rate has been lower than the national rate, which rose between 2003/04 and 2006/07 from 11 to 16 since when it has fallen to 13 per 1,000 in 2008/09. In Moray's secondary schools, the rate increased from 59 per 1000 pupils in 2003/04 to 76 per 1000 pupils in 2007/08. However, in 2008/09, the rate had fallen to 49 per 1,000 pupils. Scotland's rate rose from 105 per 1000 pupils in 2003/04 to 120 per 1000 in 2006/07, falling back to 91 per 1000 in 2008/09. The vast majority of exclusions in both Moray and nationally are temporary. In Moray between 2003/04 and 2008/09 about 6 pupils were removed from the register each year – approximately 1% of total exclusions – with the exception of 2006/07 when 2 pupils were removed, and 2008/09 when there were 3 pupils removed. The level nationally was around 0.5% every year from 2003/04 to 2007/08 but fell to 0.25% of all exclusions in

⁴ Based on September 2008 school roll and functional capacity.

⁵ School roll figures from Moray Council website:

http://www.moray.gov.uk/moray_standard/page_58530.html

2008/09 [12]. Pupils removed from the register are then either educated at another school or some other provision is made for their education.

Of 1,036 school leavers in Moray in 2008/09, 88.1% went on to positive destinations⁶, 10% were unemployed but seeking employment and the remainder were either unemployed and not seeking employment or their destination was unknown. The numbers going on to higher and further education have both risen by about 5.5% and 2% respectively since 2006/07, while the number going into employment has fallen by about 5%. The numbers in all other categories have either remained fairly consistent or fallen slightly over the same period. Nationally, a slightly smaller proportion, 85%, has gone on to a positive destination and the split within the positive destinations category was slightly different, with a higher proportion going into higher education and training, and less into employment. The proportion going into further education was about the same [13].

4.4.2 Adult Education

During 2007/08 there were about 7,000 enrolments at Moray College in Elgin, 56% of who were aged over 20. However, the proportion of students over 20 has reduced from 74% in 2005/06. This is due at least in part to the recruitment of school pupils into vocational programmes, which has led to an increase in the proportion of students aged under 14 from 2% to 22% over the same period. The mean age of students has fallen from 34 to 29.

It is estimated that approximately 800,000 adults (23% of the adult population aged 16yrs+) in Scotland have low levels of literacy. With an adult population of 72,116 [1], this translates to a potential figure of around 16,600 adults in Moray.

Over the last 3 years, the Essential Skills service in Moray has supported around 200 learners each year with a slight increase between 2007/08 and 2009/10. Approximately $\frac{2}{3}$ of learners are new each year, the remainder continuing from the previous year. The number of new learners shows a net increase of about 15% between 2007/08 and 2009/10.

4.5 Housing

The total number of dwellings in Moray in 2008 was 41,649, a rise of 6% since 2003, slightly higher than the rise nationally of 5% [10]. In Moray, and nationally, approximately 64% of the population live in owner-occupied accommodation. However, Moray has a smaller proportion of people living in social rented accommodation, at 20% compared with 24%, but a higher percentage renting privately, 11% compared with 6%. A smaller proportion of Moray's population lives in lone parent families – 8% compared with 13% nationally, and a slightly smaller proportion of people living alone, at 12% compared with 14%. However, the same proportion of people aged 65yrs and over lives on their own, in both Moray and Scotland as a whole, at 5.7% [7].

Between 2001 and 2008, the mean house sale price rose by 145% in Moray, from £62,870 to £154,253. The equivalent national figure is 111% although the mean price is higher than in Moray at £165,214. Over the same period, the number of house sales in Moray fell by 12%, from 1,502 to 1,315. The number of house sales also fell nationally, by 14%. The median house sale price in Moray more than doubled, from £52,875 in 2001 to £136,000

² **Positive:** includes higher education, further education, training, voluntary work and employment. This is in line with the definition of positive destinations set out in Indicator 10 of the Scottish Budget Spending Review 2007: <http://www.scotland.gov.uk/Publications/2007/11/30090722/18>

in 2008 and a similar, though slightly smaller, increase was seen nationally although the median price is slightly higher than in Moray at £138,000. The median price being lower than the mean price is reflective of the large proportion of band A-C dwellings in Moray, approximately 68%, slightly higher than Scotland as a whole at 62%. Correspondingly, the proportion of dwellings in bands F-H is small in Moray, at approximately 6%, half that of Scotland. Between 2003 and 2008 in both Moray and Scotland, the proportion of dwellings in bands A-C fell slightly, while the proportion of dwellings in bands F-H rose slightly [10]. The rise in house prices in conjunction with the low wages characteristic of Moray has impacted on the ability of newly forming households to buy a property, which has likely had a knock on effect on the demand for private rental properties and social housing.

There are no data zones in Moray that are within the 15% most housing deprived in Scotland. However, 4 of Moray's data zones (3.4% of the total) are within the 20% most housing deprived in Scotland, 2 in Elgin, 1 in Forres and 1 in Lossiemouth [5].

4.6 Recorded crime in Moray

In Moray in 2008/09 the total number of crimes recorded reduced by 9% from 2007/08 compared with a 2% decrease nationally. The rate of crimes in Moray in 2008/09 was lower than nationally, at 550 per 10,000 population compared with 730 per 10,000 population. The total number of crimes recorded over the last 12 years shows a marginally increasing trend in Moray, compared with a reducing trend for Scotland as a whole [14].

The percentage of crimes cleared up in Moray rose by 4% to 49% in 2008/09, compared with a 1% rise to 49% for Scotland as a whole. The trend in Moray over the last 12 years is virtually level compared with a slightly increasing trend in Scotland as a whole [14].

Within Moray there are 13 data zones in the 15% most crime deprived, representing 11.2% of data zones in Moray [5]. Of the 13, eight are in Elgin, 2 are in Forres and 3 are in Buckie.

Overall for 2008/09, Moray was ranked 20th out of the 32 local authority areas in Scotland for total recorded crimes per 10,000 population (where 1 has the highest rate and 32 the lowest). Moray's highest ranking of 2nd was for the crime category crimes of indecency, while their lowest ranking was for other crimes for which they ranked 25th out of 32. In all crime categories except crimes of indecency Moray's ranking was better than Scotland's.

5 Pregnancy and Birth

PESTELO

Political	1. The Early Years Framework 4. Better Health, Better Care 5. Equally Well 9. Changing Scotland's relationship with Alcohol 10. Drug Strategy – "The Road to Recovery"
Economic	1. Recession and associated issues such as unemployment
Social	4. Health of Young People

The importance of pregnancy and the perinatal period in influencing outcomes later in life are recognised in a number of Scottish Government policies and frameworks including the Early Years Framework [15], the Scottish Government's policy for maximising positive opportunities for children and giving them the best start in life, the Better Health, Better Care Action Plan [16], which aims to ensure better, local and faster health care, Equally Well [17], the report and recommendations for tackling health inequalities in Scotland and Healthy Eating, Active Living [18], the Scottish Government's action plan to improve diet, increase physical activity and tackle obesity. NHS Scotland performance targets [19] also include a measure that reflects the importance of these very early stages in a child's life⁷. The issues identified within these documents that relate to this period in a child's development include the use of alcohol, tobacco and drugs during pregnancy, parenting skills, unintended teenage pregnancies, healthy nutrition during pregnancy, breastfeeding and maternal perinatal mental health.

In Moray, most of these issues are recognised in local plans and strategies. The action plan of the Integrated Service Plan for Children and Young People 2009-10 [20] includes measures regarding drug and tobacco use in pregnancy and maternal perinatal mental health and the Moray Parenting Strategy [20] aims to support positive parenting by providing a framework for relevant services, including occupational standards for work with parents and a definition of parenting work in Moray, which includes building parenting and family capacity from pre-birth. Community Planning Partnership (CPP) activity planned for 2010/11 includes measures relating to breast feeding. Although not specifically targeted, unintended teenage pregnancies is one of the issues addressed as part of the Health Promoting Schools programme, the 100% take up of which is a key action of the CPP. Nutritional issues are addressed through antenatal and parenting skills provision.

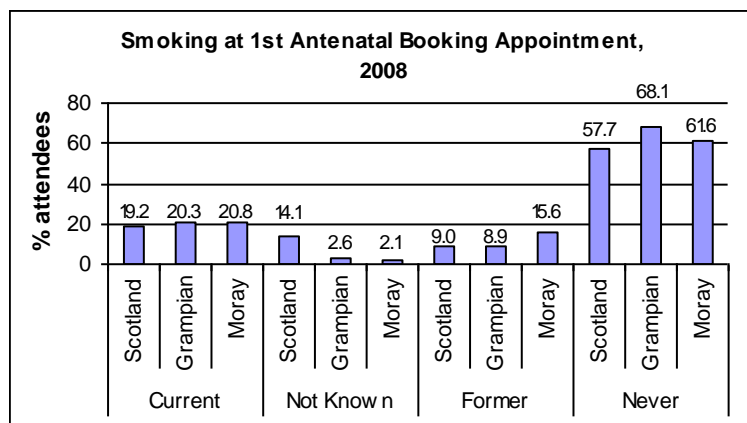
5.1 Smoking in Pregnancy

It is widely accepted that smoking during pregnancy is harmful to both mother and baby. It can influence the health of a woman and is associated with preterm and/or low birthweight babies. Smoking in pregnancy is also associated with increased risk of miscarriage, stillbirth and Sudden Infant Death Syndrome (SIDS).

Smoking behaviour in pregnancy is collected at the first point of contact with the midwife. The formal booking appointment takes place before 12 weeks in the community with the Community Midwife. NICE have recently issued guidance, "How to stop smoking in pregnancy and following childbirth", aimed at NHS and other practitioners who have a direct or indirect role in helping women to stop smoking in pregnancy and following childbirth.

⁷ "Increase the proportion of new-born children exclusively breastfed at 6-8 weeks from 26.6% in 2006/07 to 33.3% in 2010/11".

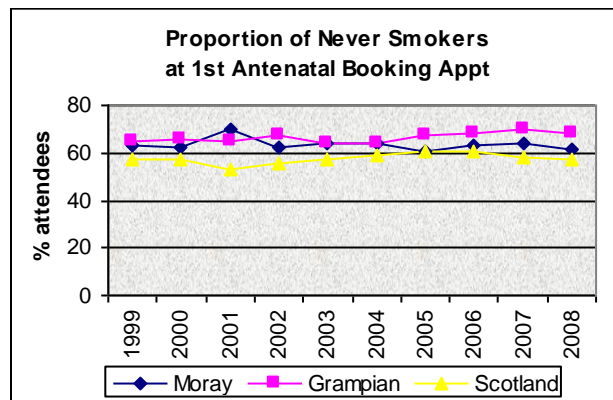
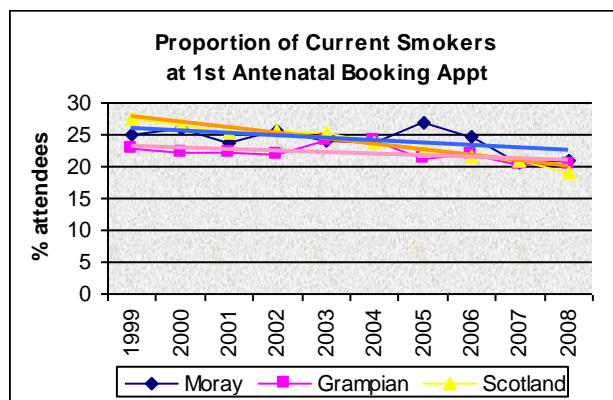
There is considerable pressure on women not to smoke during pregnancy and it is anticipated that some women may not be completely truthful when describing their smoking behaviour at the booking clinic.



The graph opposite shows the smoking behaviour reported by women attending their first antenatal booking appointment in 2008/09 for Moray, Grampian and Scotland. The proportion of women reporting being current smokers is marginally higher in Moray than in Grampian and nationally. The proportion that has never smoked is greater than nationally but less than in Grampian. However, considerably more women report being former

smokers in Moray than in both Grampian and nationally while there is also a considerably smaller "not known" proportion in both Moray and Grampian than nationally [21].

Over the last 10 years the trend in the proportion of women reporting being a current smoker is reducing in all three areas. In Moray there has been a 4.1% reduction, in Grampian a reduction of 2.5% and nationally an 8.4% reduction. The proportion that has never smoked has decreased in Moray by 1.7% compared with increases in Grampian and nationally of 3.1% and 0.7% respectively.



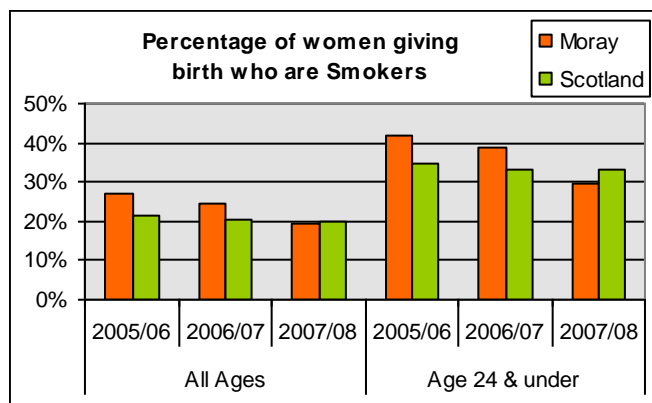
5.1.1 Perinatal Smoking

Data regarding the incidence of mothers who are smokers at birth is recorded for most NHS Boards at the public health nurse/health visitor's First Visit to the mother and baby, which usually takes place about 10 days after the birth. Data from the First Visit is recorded on the Pre-school component of the Child Health Systems Programme (CHSP-PS). Unfortunately NHS Grampian does not participate in this system but data is collated via NHS Grampian Health Intelligence from Child and Family Clinical Services.

Between 2005/06 and 2007/08 in Moray the percentage of mothers of all ages giving birth who were smokers has decreased from 26.8% to 19.3%, taking Moray ahead of the national rate, which fell from 21.4% to 20% between 2005 and 2007⁸.

⁸ Please note Moray stats are for financial year while national stats are for calendar year.

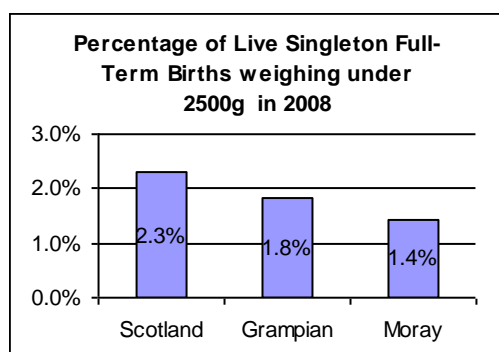
The graph illustrates the considerable difference in smoking at birth according to age. Women aged 24 & under are more likely to be smokers at birth than older women.



5.2 Low Birth Weight

Low birthweight is associated with a variety of social and environmental factors and as such it is often used as a health status indicator. Pre-term and multiple births are often of low birthweight. However, a number of other factors have been shown to contribute to low birthweight, including maternal smoking, maternal age (older and younger mothers are more likely to have a low birthweight baby), deprivation, previous obstetric history, low pre-pregnancy maternal weight, drug/alcohol use and hypertension.

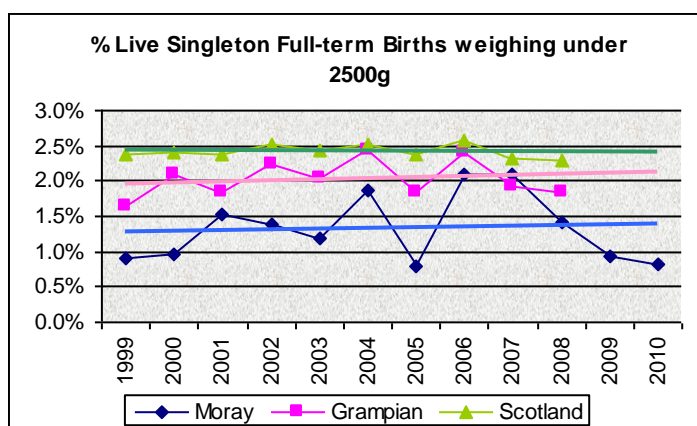
A baby is said to be of low birth weight if it weighs 1500 to 2499g and of very low birth weight if it weighs less than 1500g. For the purposes of this assessment the two are combined. In addition, only singleton, full-term (at or after 37 weeks) births are included to remove the pre-term and multiple birth factors as variables.



As the graph illustrates, the proportion of live singleton full-term births that weighed under 2500g in 2008 is slightly lower in Moray than in Grampian and nationally. Between 1999 and 2008 there is little change in the proportions in Moray, Grampian and nationally although both Moray and Grampian display some fluctuation over this period, likely to be due to the smaller numbers involved. Since 2006 there has been a reduction in all three areas, most noticeably in Moray where the reduction has continued to 2010⁹,

when it fell to below 0.8%.

Over the same period, 1999 to 2008, the number of live singleton full-term births under 2500g shows a net increase from 8 to 12 (50%) in Moray and from 89 to 101 (13.5%) in Grampian. Nationally there was a slight reduction from 1220 to 1182 (3.1%). However by 2010 the number in Moray had fallen to 7, lower than in 1999.



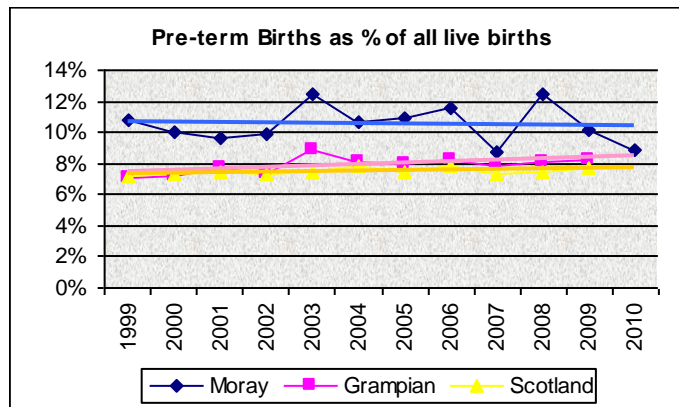
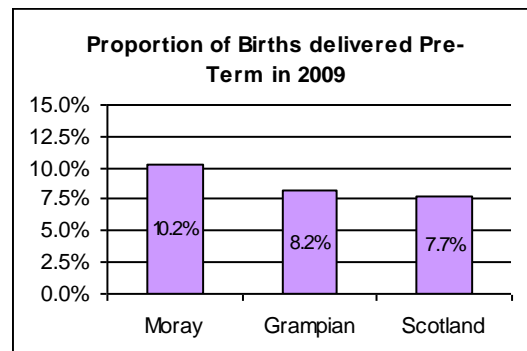
5.3 Pre-Term Births

The factors that can influence whether a birth is pre-term are the same as for low-birth weight: maternal smoking, maternal age (older and younger mothers are more likely to have a pre-term birth), deprivation, previous poor obstetric history, low pre-pregnancy maternal weight, drug/alcohol use, obesity and hypertension.

⁹ Data not yet available for Grampian and Scotland.

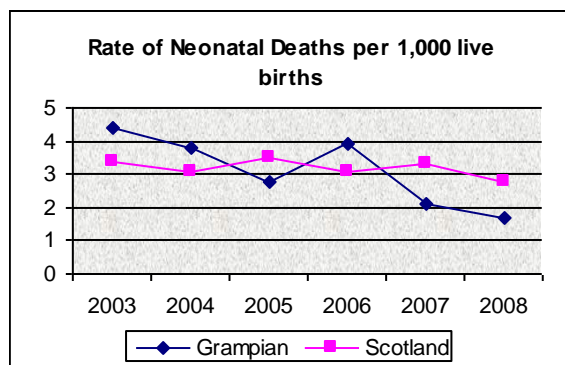
The graph shows the proportion of live births of all weights that were delivered pre-term and illustrates that the rate in Moray is somewhat higher than in both Grampian and nationally.

Comparing rates for Moray, Grampian and Scotland as a whole between 1999 and 2009, shows that Moray has consistently had a higher



rate than Grampian and Scotland although there is a marginally decreasing trend in Moray compared with marginally rising trends in both Grampian and nationally. However, figures for Moray for 2009 and 2010 show a sharp reduction, which brings Moray in line with 2009 Grampian and national levels¹⁰.

5.3.1 Neonatal Deaths



Between 2003 and 2008, the rate of neonatal deaths decreased considerably in Grampian, from 4.4 per 1000 live births to 1.7. Nationally there was a modest reduction from 3.4 in 2003 to 2.8 in 2008. The slight rising trend in the pre-term birth rate in both Grampian and nationally suggests that “this improvement is attributable to ‘better care’ rather than ‘better babies’”¹¹. The number of neonatal deaths in Grampian fell by 52.2% over the period and nationally by 5.6%.¹²

5.4 Teenage Pregnancies

Scotland has a higher rate of teenage pregnancy than most other western European countries and consequently reducing unintended teenage pregnancy is a national target for the Scottish Government [22].

Although for some young people, pregnancy and parenthood is a positive choice, for others, unintended pregnancies and parenthood are associated with negative social and psychological consequences, such as incomplete education, poverty, social isolation and low self-esteem. Such consequences for the young mother are very likely to also impact on the child and may adversely affect his/her later life. The child may experience other negative impacts through a lack of antenatal care - teenage mothers have traditionally started antenatal support later and had less engagement with elements of the service such as antenatal classes [16].

¹⁰ 2010 data not available for Grampian and Scotland.

¹¹ Small Babies in Scotland: A Ten Year Overview 1987-1996
http://www.isdscotland.org/isd/files/mat_bb_small%20babies.pdf

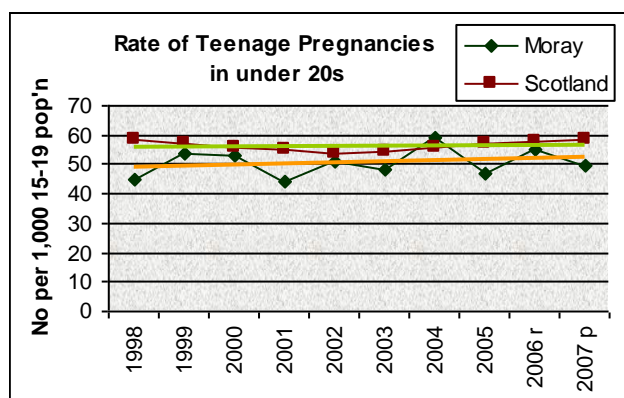
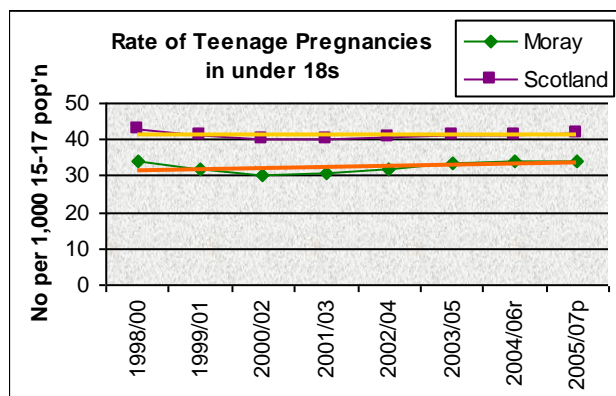
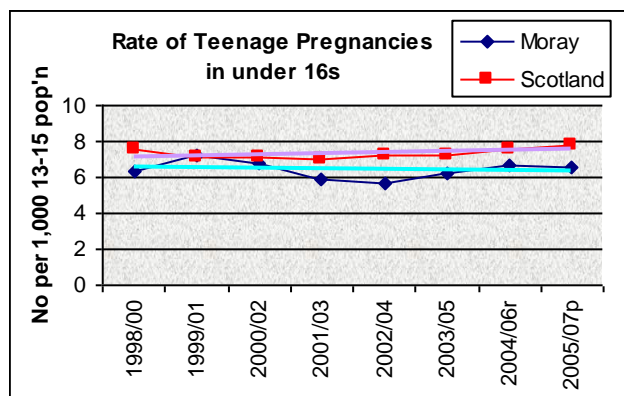
¹² The numbers of neonatal deaths within Moray is too small to report.

Data for teenage pregnancies is divided into three groups: under 16yrs, under 18yrs and under 20yrs. Data for the two younger groups is presented as three year totals due to the small numbers involved at local authority level. The rates for these groups are calculated using the sum of the age-relevant population in each of the three years (under 16s: 13-15yr olds; under 18yrs: 15-17yr old olds). In the under 20yrs group, data is presented for individual years and refers to the 15-19yr old population for the rate.

The rate (per 1,000 age-relevant population) in Moray is better than the national average in all three groups and Moray is ranked 12 or above for all groups (where rank 1 has the lowest rate), as shown in the following table:

	Moray rate	National rate	Moray's rank	Range of rates across Scotland
Under 16s (2005/07)	6.6	7.8	12th	3.0 to 18.6
Under 18s (2005/07)	34.2	41.8	10 th	16.5 to 77.7
Under 20s (2007)	49.4	58.6	9th	29.8 to 96.3

Between 1998 and 2007, there was virtually no change in the rate of pregnancies in under 16s in Moray while the under 18s and under 20s rates show a slightly rising trend.



Nationally, the rate of pregnancies in under 16s showed a slightly rising trend while the rates in under 18s and under 20s remained steady.

Over the ten year period, the numbers of teenage pregnancies in each of the three groups in Moray have increased by 6.3% (under 16s), 5.5% (under 18s) and 20.4% (under 20s) compared with changes of 1.8%, -0.7% and 2.4% nationally. From 2005 to

2007 there were 34 pregnancies in under 16s, 174 in under 18s and 392 in under 20s.

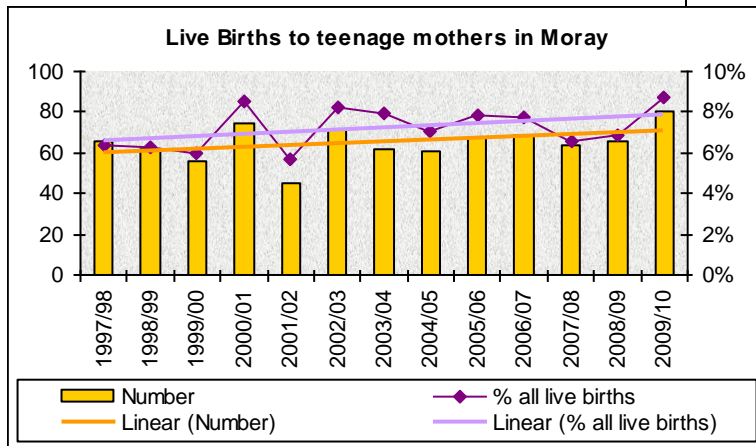
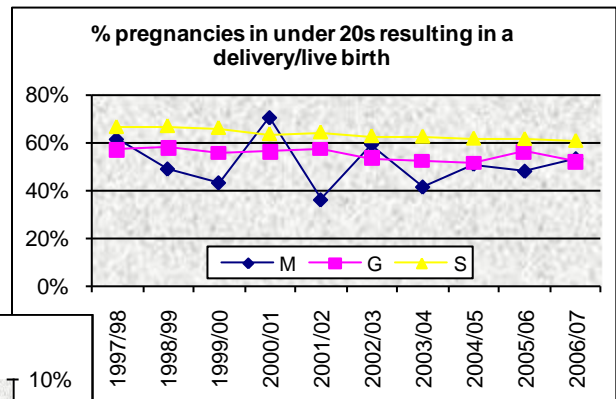
The number of teenage pregnancies that result in a delivery¹³ is considerably lower than the total.

Comparing delivery (Grampian and Scotland) and live birth (Moray) data for pregnancies in the under 20s suggests that a slightly smaller proportion of teenage pregnancies result

¹³ Data for Moray related to the number of live births rather than all deliveries.

in a birth in Moray than nationally although the rate is similar to Grampian. All three areas show a reducing trend over the ten year period.

Statistics for live births show that since 1997 the proportion of all live births that were to teenage mothers aged under 20yrs in Moray



shows a net increase of 2.3%, from 6.4% to 8.7%. Over the same period, the number of live births to teenage mothers aged under 20yrs shows a net increase of 21%, from 66 in 1997/98 to 80 in 2009/10.

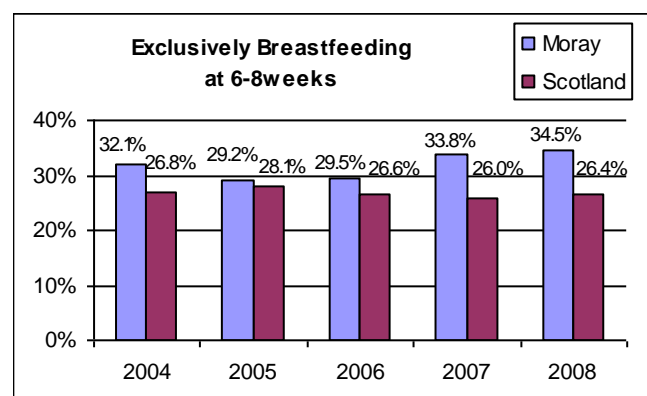
5.5 Breast Feeding

There is good evidence that breastfeeding in infancy has a protective effect against many childhood illnesses. Breastfed infants are likely to have a reduced risk of infection, particularly those affecting the ear, respiratory tract and gastro-intestinal tract. This protective effect is particularly marked in low birth weight infants.

Other probable benefits include improved cognitive and psychological developments, and a reduced risk of childhood obesity. There is evidence that women who breastfed have lower risks of breast cancer, epithelial ovarian cancer and hip fracture later in life.

These benefits are one of the main reasons why NHS Boards have been set a Health Improvement target of increasing the proportion of newborn children who are exclusively breastfed at 6-8 weeks from 26.2% in 2006/07 to 32.7% in 2010/11.

Information on breastfeeding is recorded for NHS Boards that use the Child Health Systems Programme - Pre-School (CHSP-PS) at the public health nurse/health visitor First Visit review (at around 10 days old) and the 6-8 week review. Unfortunately NHS Grampian does not participate in the CHSP-PS system however, locally sourced statistics indicate that Moray is ahead of the national average (based on the 12 participating NHS Boards) in the proportion of mothers exclusively breastfeeding their baby at 6-8 weeks. Additionally, the proportion in Moray has increased between 2006 and 2008 from 29.5% to 34.3% while nationally there has been no change.

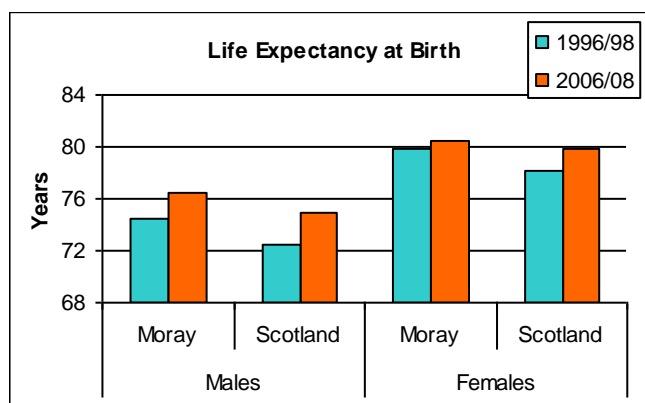


5.6 Life Expectancy at Birth

Life expectancy at birth in Moray is greater for both males and females than the national average and female life expectancy is greater than for males, a trend apparent across all areas of Scotland.

In Moray for the period 2006/08, life expectancy at birth for males was 76.4 and for females was 80.4, compared with 75 and 79.9 respectively for Scotland.

Since 1996/98 there has been an improvement in life expectancy at birth for males and females, both nationally and in Moray, and the percentage improvement is greater for males than females suggesting that the gap in life expectancy between the genders is reducing.



For 2006/08, Moray was ranked 11th in Scotland for male life expectancy at birth and 19th for female, where 1st represents the greatest life expectancy. Both rankings have worsened since 1996/98 indicating that although life expectancy has improved in Moray over the ten years, other areas have improved to a greater degree.

5.7 Summary

The following table summarises the statistical findings above.

Topic	Grampian or Moray	Better or Worse than Scotland in most recent yr	Trend
Smoking during pregnancy	M	Slightly worse. Scotland rate improving faster than Moray.	Improving
Perinatal smoking	M	Equal to Scotland for all ages Better than Scotland for under 24s	Improving for both age categories
Low Birth Weight	M	Better than Scotland	Worsening but improvement since 2007.
Pre-Term Births	M	Somewhat worse than Scotland and Grampian	Marginally worsening though improvement in last 2 years.
Neonatal deaths	G	Better than Scotland	Improving (better care not better babies)
Teenage Pregnancies	M	Better than Scotland for all 3 age groups	Marginally improving (<16s) Slightly worsening (<18s & <20s)
Teenage pregnancy live births/deliveries	M	Smaller proportion of live births than deliveries in Scotland (to under 20yr olds).	
Breastfeeding	M	Better than Scotland	Improving
Life expectancy at birth	M	Better than Scotland	Improving – gap between genders closing.

6 Pre-School Years

PESTELO

Political	<ol style="list-style-type: none">1. The Early Years Framework3. Skills for Scotland4. Better Health, Better Care5. Equally Well9. Changing Scotland's relationship with Alcohol
Social	<ol style="list-style-type: none">1. Immigration – RAF families and foreign workers
Legal	<ol style="list-style-type: none">1. Child Protection – Protection of Children (Scotland) Act 20073. GIRFEC4. Curriculum for Excellence7. Education (Additional Support for Learning) (Scotland) Act 20049. Sarah's Law

The Scottish Government's Lifelong Learning Strategy, Skills for Scotland, highlights that the early years of a child's life lay the foundations of skills for learning, life and work and have a major bearing on wider outcomes including employment. It has been suggested that "the rate of economic return on early years' investment is significantly higher than for any other stage in the education system"¹⁴.

Other research highlights the substantial influence of social circumstances on educational attainment in Scotland and that the "home learning environment in the early years is the largest factor in attainment and achievement at age 10".

Further evidence indicates a connection between early years and a range of physical and mental health outcomes. For example, high-risk behaviours such as smoking and poor diet during pregnancy and the early years can seriously impact on a child's health, development and outcomes. Evidence suggests that exposure to high levels of parental stress, neglect and abuse can have a severe effect on brain development. The gaps created between such children and children brought up in less stressful households can continue throughout life.

In recognition of this evidence, the Scottish Government worked with a variety of partners to develop "The Early Years Framework" [15], which is about achieving the best start in life for our children. It defines early years as pre-birth to 8 years old in recognition of the importance of pregnancy in influencing outcomes and that the transition into primary school is a critical period in children's lives.

Central to the Early Years Framework is the GIRFEC (Getting It Right For Every Child) approach that promotes a holistic view of the needs of children and young people and the necessity for services to work together to meet these needs. Although the approach is the same for all children and young people, it is of particular benefit to those children and young people requiring higher levels of support.

Also essential to giving children the best start in life is ensuring good health and wellbeing. Both the Better Health Better Care action plan [16] and the Equally Well report [17] include actions aimed at pre-school children, such as improving nutrition in under 5s, increasing physical activity, registration with an NHS dentist and the development of support services for families with very young children at risk of poor health and other poor outcomes.

¹⁴ http://jenni.uchicago.edu/Invest/FILES/dugger_2004-12-02_dvm.pdf

6.1 Childcare Providers

The development and expansion of Childcare services in Moray is supported by Moray Childcare Partnership, part of Educational Development Services, Moray Council.

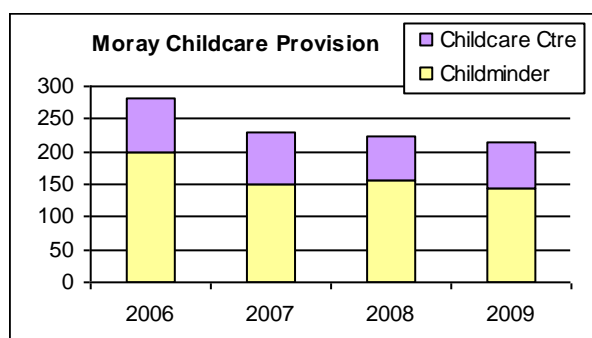
Childcare Partnerships were established across Scotland following the publication of “Meeting the Childcare Challenge: A Childcare Strategy for Scotland” as one of the measures for resolving the key problems with childcare and ensuring high quality, accessible and affordable childcare was available in every neighbourhood. The main aim of Childcare Partnerships was to bring together all those with an interest in childcare along with their knowledge, expertise, ideas and resources. They would identify local need, develop plans and generate proposals for the development of services to meet this need, and mobilise commitment and resources to achieve it.

Childcare Information Services were set up primarily to provide information for parents to help them choose the right childcare as quickly as possible. They are also useful sources of information for, among others, childcare providers and employers. Crucially they also provide information to Childcare Partnerships on the supply of childcare and unmet demand, which is vital for their strategic planning of childcare expansion.

Childcare can be registered or non-registered, depending on how long/how often the provider operates. Registered Care is a service that operates for more than 2hrs and on more than 6 days per year. Non-registered childcare is care that operates for less than 2hrs a day and/or for less than 6 days per year, or where parents remain responsible for their children.

Since April 2002, early education and childcare services have been regulated by the Scottish Commission for the Regulation of Care (known as the Care Commission). They register and inspect all provision which requires to be registered under the Regulation of Care (Scotland) Act 2001 to a set of National Care Standards¹⁵.

From 2005, all those working in early education and childcare must register with the Scottish Social Services Council, a new body set up in April 2002 to regulate the social care workforce, including those working in early education and childcare.



Figures from the Scottish Government indicate that over the last 4 years, there has been a 24% reduction in the total number of childcare providers, from 282 to 214, comprising a drop in the numbers of childminders and childcare centres of 56 (28%) and 12 (15%) respectively.

This compares with a 4% increase in the total number of childcare providers nationally, comprising a rise in the number of childminders

and a drop in the number of childcare centres.

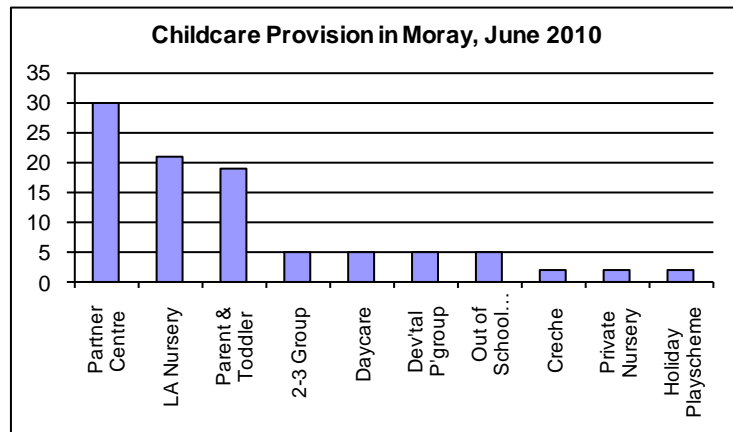
¹⁵ <http://www.scotland.gov.uk/Publications/2002/03/10751/File-1>

Figures from Moray Childcare Partnership (MCP) for June 2010 show a detailed breakdown of the childcare providers in Moray at this time, excluding childminders.

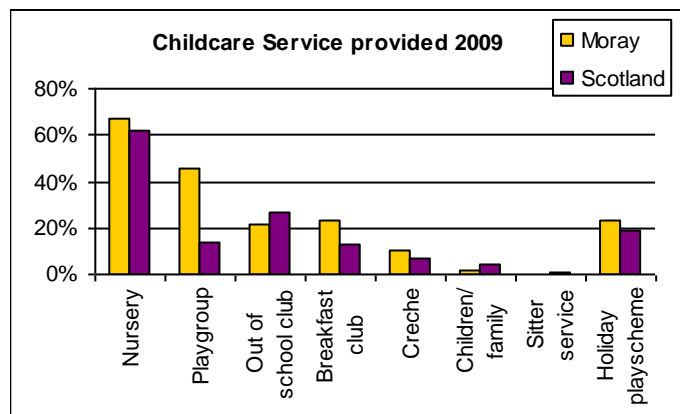
6.1.1 Services and Facilities

The Scottish Government collects information annually concerning the services offered by childcare providers. According to these

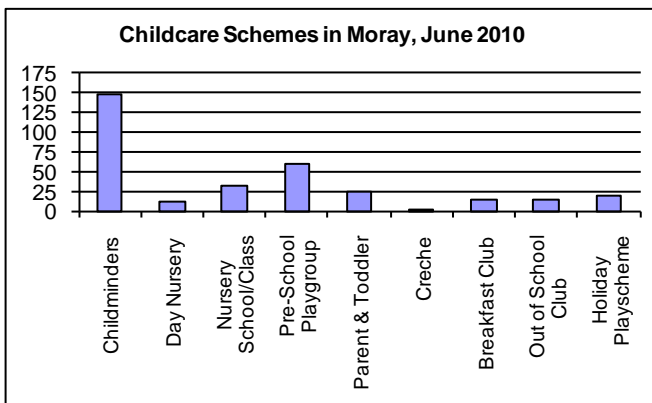
statistics, the most common services in Moray are nurseries and playgroups. Other services include out of school clubs, breakfast clubs, crèches, holiday playschemes, children/family centres and sitter services, although not all are available in Moray. Further information about the different types of childcare provided can be found in Appendix 2.



The graph shows the proportion of each service provided by childcare centres in Moray and nationally, reflecting that a single centre can provide multiple services. It highlights the predominance of nursery services in both Moray and Scotland as a whole and also the similar level of most types of provision in Moray and nationally.



The pattern over the last four years has been the same. The difference in the

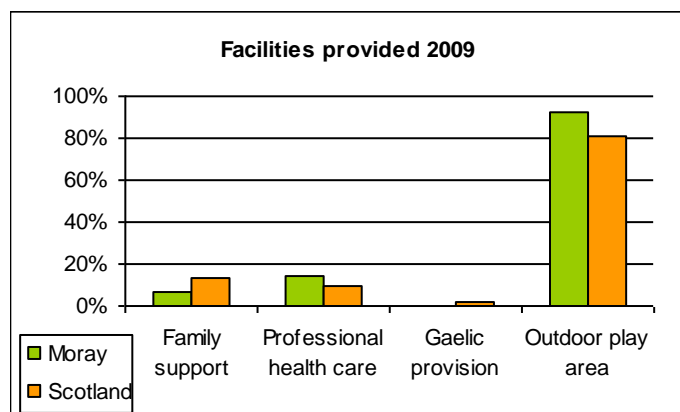


proportion of playgroup services provided is not believed to have significant meaning.

Figures provided by Moray Childcare Partnership for June 2010, which include childminders, show the number of childcare schemes available across Moray and indicates that with the exception of childminders, pre-school playgroups are the most common.

Many of the facilities/activities offered by childcare providers are set out in the National Care Standards, such as opportunities for learning, playing, making friends and quiet time.

Other facilities are not available from all childcare providers, such as outdoor play areas, family support and professional health care. The most prevalent optional facility provided by childcare centres is



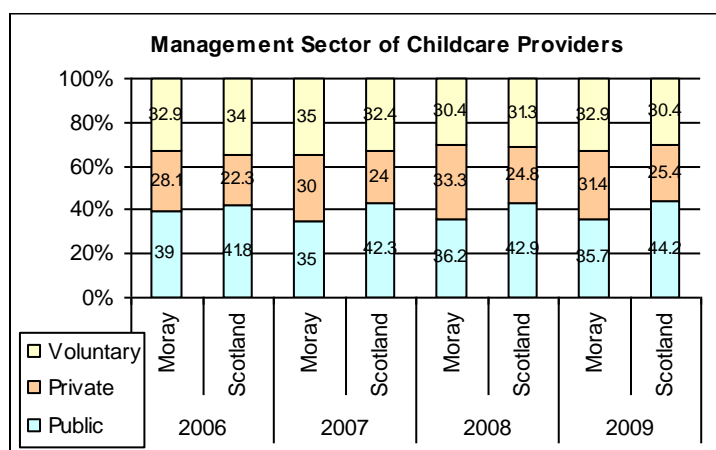
an outdoor play area, available at 93% of childcare centres in Moray and 81% nationally. This proportion has risen over the last 4 years from 80% in Moray in 2006 and from 69% nationally.

Other more specialist facilities such as family support and professional healthcare are provided by a small proportion of childcare centres in Moray and nationally. The exception is Gaelic provision of which there is none in Moray.

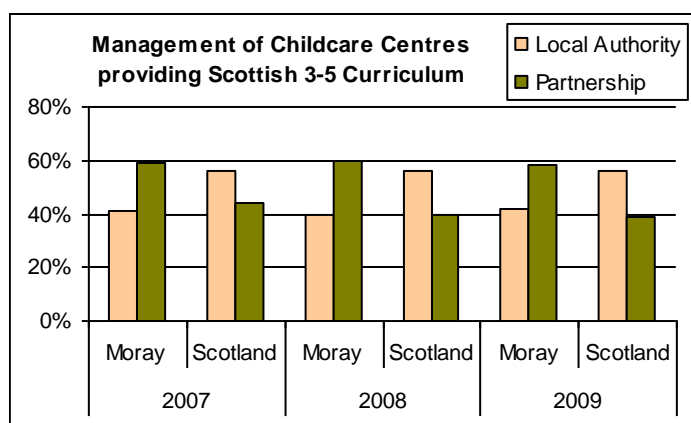
6.1.2 Management

Childcare providers, excluding childminders, can have public, private or voluntary management arrangements, where public includes local authority, health board and other government funded centres.

The predominant management sector is public bodies, accounting for about 36% and 44% in Moray and Scotland respectively. There is a corresponding difference in the proportion of childcare centres managed privately, about 32% in Moray compared with 25% nationally. The proportion of childcare centres with voluntary management arrangements is similar in Moray to nationally at about 32%.



The management of childcare centres providing local authority funded pre-school education places is defined as local authority or partner provider. The majority are partner provider managed, although a larger proportion is local authority managed than is the case for all childcare providers.



In Moray in 2009, 42% were local authority managed and 58% were managed by a partner provider. Nationally the situation is reversed, with 56% being local authority managed and 39% managed by a partner provider. (The remaining 5% nationally are neither local authority nor partner provider managed).

That Moray has a smaller proportion of publicly managed childcare centres than

the national average is reflective of the rurality of Moray and the number of small local primary schools that do not warrant an attached nursery school. This has led to more private/voluntary managed childcare centres being established.

6.1.3 Pre-school Education

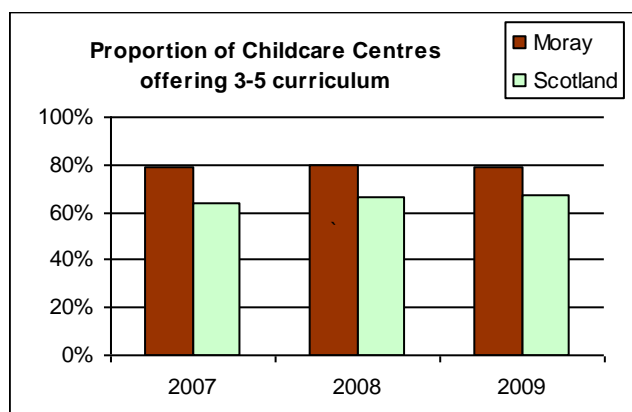
A proportion of childcare centres offer a pre-school education curriculum based on national and local guidelines. Since 2002, Local Authorities have had a duty to secure a funded

part-time pre-school education place for every 3 and 4 year old whose parents wish it. The entitlement is for 475 hours per year, which is usually delivered as five 2½ hour sessions per week, during the morning or afternoon, during school term times (38wks/yr). Depending on their month of birth some children may be entitled to a further year of pre-school education if their parents decide to defer their entry into primary school.

Pre-school education can be provided by:

- A local authority nursery school
- A nursery class in a primary school
- A local authority or private day nursery
- An independent school nursery
- A playgroup
- A registered childminder

Centres providing pre-school education places must be registered with the Care Commission and receive a regular joint inspection by the Care Commission and HM Inspectorate of Education. The curriculum framework sets out 8 curricular areas and looks at the planning of learning experiences. All providers of pre-school education must follow these guidelines. However, the curriculum framework is a flexible guideline and each centre will have its own approach to the learning experiences it offers children.

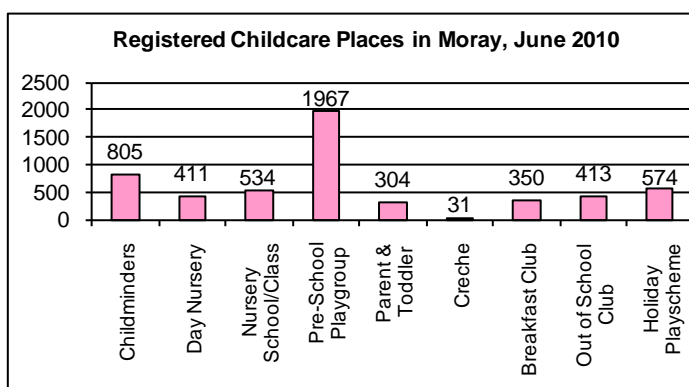
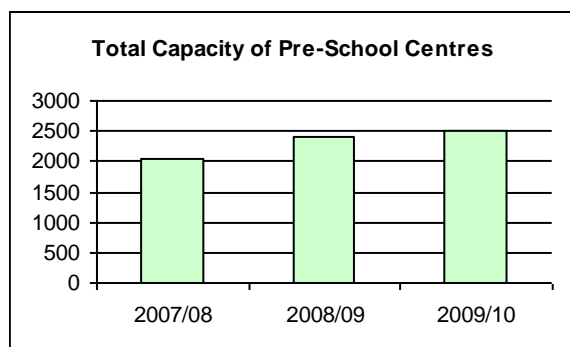


In Moray about 80% of childcare centres offer a pre-school education curriculum based on national and local guidelines, higher than the national average of about 66%. Although these proportions have remained steady over the 3 years depicted, the number of childcare centres offering pre-school education following a curriculum based on national and local guidelines has fallen by 13% in Moray, from 63 to 55, and risen marginally in Scotland as a whole.

6.2 Childcare Capacity and Uptake

6.2.1 Capacity

The total capacity of all childcare providers in Moray as at June 2010 was 5,389 places, broken down as illustrated¹⁶.



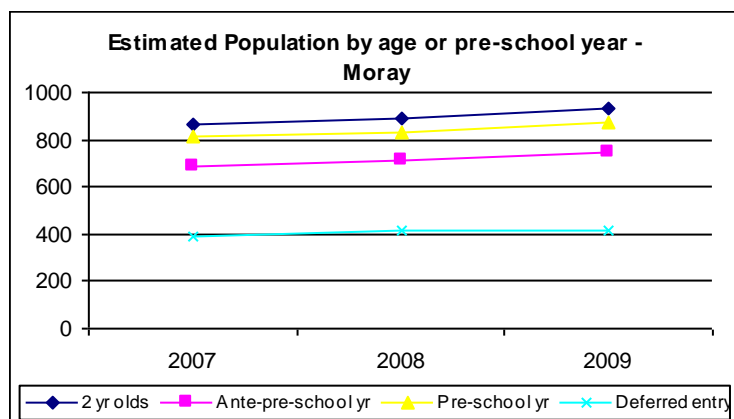
Figures from Educational Services show that the number of places available for pre-school education has increased by 22% over the last 3 years from 2,050 to 2,497 despite the 13%

¹⁶ Data provided by MCP

reduction in the number of childcare centres in Moray offering a pre-school education curriculum based on national and local guidelines.

6.2.2 Population

Mid 2009 population estimates from the General Register Office for Scotland suggest a total population aged 5yrs and under of 5,610, slightly higher than the overall number of childcare places available. Over the last 3 years, the estimated numbers of children aged 2yrs, those eligible for ante-pre-school, pre-school and deferred entry have increased by 7%, 9%, 8% and 7% respectively. The same pattern of change was estimated nationally but by smaller amounts (4%, 4%, 5% and 6% respectively).



The total population eligible for pre-school grew between 2007 and 2009 by 8%, from 1,883 to 2,033. Nationally there was a 5% increase over the same period.

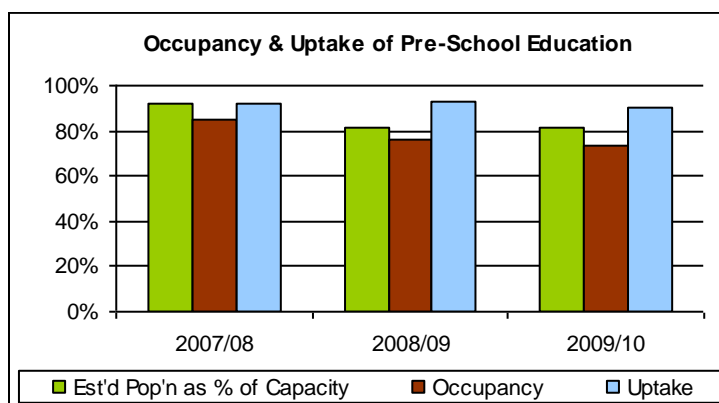
6.2.3 Occupancy and Uptake

In order to determine whether Moray's pre-school centres are able to accommodate all 3 and 4 year olds, if required, a comparison was done between total capacity and estimated population figures for the three years 2007 to 2009. This shows that there has been an excess of places for the estimated population.

It is also important to know what proportion of pre-school capacity is filled. A comparison of the nursery school rolls and total capacity for the same period shows the occupancy rate, which has fallen from 85% in 2007 to 74% in 2009.

Comparing the nursery school rolls with the estimated population gives an indication of the proportion of eligible children that is taking up their entitlement.

Between 2007 and 2009 this proportion shows a marginal net reduction from 92% to 91%.



6.3 Pre-School Additional Support Needs Provision

Children with additional support needs (ASN) are able to attend most childcare providers in Moray. Over the last three years, all providers of childcare to the 0-3yrs age group have received training from NHS professionals on the indicators of possible ASN to look out for. If a childcare worker identifies a potential problem they can seek advice from the relevant

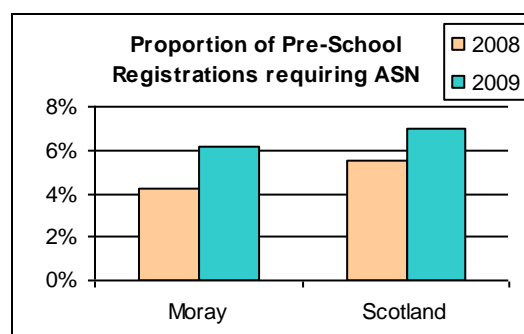
healthcare professional and with parental consent arrange for a visit and assessment of the child. It is hoped to be able to roll the training programme out to all providers of childcare to children up to 8yrs old.

Children with more complex and/or severe ASN can attend a Developmental Playgroup following referral from a single agency such as health, social work or education service, or through MIDAS (Moray Interagency Development And Support). Moray is the only local authority in Scotland with developmental playgroups that specifically cater for children with complex ASN.

There are currently 5 Developmental Playgroups in Moray with a total maximum capacity for 53 children aged 0-5yrs (with the exception of one which accommodates 0-4yr olds). Due to a shortage of places in Developmental Playgroups some children that have needed a place have had to be placed in a partner or other nursery, funded by the local authority, if appropriate.

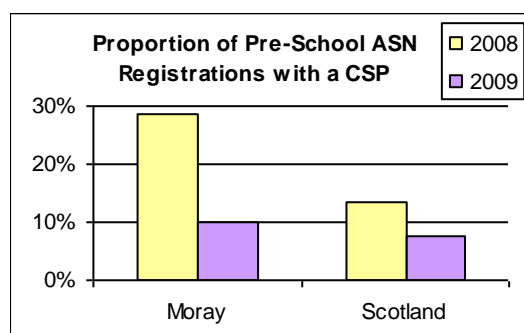
At age 3yrs, the transition process into a local authority nursery can begin, whereby a child may have two supported mornings per week in the local authority nursery, increasing attendance into pre-school year. If the nursery is part of a primary school that offers enhanced provision, then the transition into P1 is a relatively smooth process. However, not all local authority primary schools include a nursery and only one primary school in each Associated School Group (ASG) has enhanced provision, with the exception of Elgin Academy ASG, which currently has no primary schools with enhanced provision. Of the 7 primary schools in Moray with enhanced provision, four include a nursery: Hythehill Primary School in Lossiemouth, Aberlour Primary School in Speyside, Keith Primary School and Millbank Primary School in Buckie. Although the transition to primary school may not be quite so simple for some children, all children with ASN will have extended/enhanced transitions planned regardless of where they attend nursery.

Information collected by the Scottish Government regarding ASN in children registered with a local authority or partner pre-school provider indicates that in Moray the proportion of such children is slightly lower than nationally, at 6.2% in 2009 compared with 7%. However, both Moray and Scotland saw a rise from 2008, from 4.2% and 5.5% respectively.



Of those children with ASN, some will have complex or multiple factors that necessitate a Coordinated Support Plan (CSP), which provides detailed planning for learning for children aged 3yrs and upwards requiring support from at least one agency outwith education¹⁷. The CSP ensures that support for learning is coordinated effectively across agencies.

Despite the rise in the number and proportion of children registered with a local authority or partner pre-school provider that have ASN, the number and proportion that required a CSP fell from 2008 to 2009, from 1.4% to 0.8% in Moray and 0.7% to



¹⁷ Summary Handout on the Additional Support for Learning Act - 2nd Edition
<http://www.scotland.gov.uk/Publications/2004/06/19516/39190>

0.5% nationally. In 2009 the proportion of children with ASN that required a CSP was 10% in Moray compared with 7.5% nationally.

6.3.1 Specialist Provision

There are a number of specialist services for children with specific support needs, including language and communication difficulties, visual impairment, hearing impairment and those for whom English is not their first language.

6.3.1.1 Language Support and Early Years Service

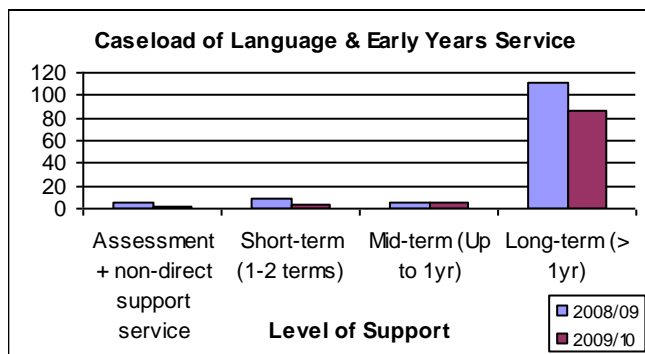
This is a peripatetic service that supports pre-school children (normally in the 3 to 7yrs age range) with pronounced language and communication difficulties. It aims to enable them to gain full access to a full curriculum in their local school, nursery or playgroup. The service also offers support and advice to parents and childcare staff and supports children in the transition to pre-school centres or primary schools. Pre-school officers provide support to pre-school centres in providing high quality pre-school education.

Referrals can be made by the pre-school officers, the Quality Improvement Officer for pre-5s, head teachers, health services, parents, MIDAS and the educational psychology service.

There are 4 levels of support, depending on the needs of the child, and caseloads and level of support are reviewed on a termly basis:

- Monitoring and review – consultancy advice on request
- Fortnightly/monthly visits – advice as required
- Weekly visits
- Intensive work (two or more teaching sessions per week)

Figures for the last 2 years illustrate the predominant requirement of long-term support that lasts more than 1yr, which is necessary for about 85% of the total caseload.



6.3.1.2 Sensory Education Service

The Sensory Education Service includes both the Visual Education Service and the Deaf Education Service.

6.3.1.2.1 Visual Education Service

The Visual Education Service is a peripatetic educational support service for children, teachers and all those concerned with the education of a child with a visual impairment, which provides support in the child's home, playgroup, nursery or school.

It aims to ensure that visually impaired children have full access to the curriculum in order that they can fulfil their potential. Other roles include providing information and advice to parents, schools etc involved with the child, assessing functional vision levels, providing appropriate resources, designing individual programmes of work and providing training in

Braille, touch typing, the use of technology and low vision aids and visual impairment awareness.

Anyone can refer a child to the Visual Education Service with parental consent. There are currently 8 pre-school children registered with the service.

6.3.1.2.2 Deaf Education Service

The Deaf Education Service is a peripatetic educational support service for children, teachers and all those concerned with the education of a child with a hearing impairment, which provides support in the child's home, playgroup, nursery or school.

It aims to ensure that hearing impaired children have full access to the curriculum in order that they can fulfil their potential. Other roles include providing information and advice to parents, schools etc involved with the child, assessing a child's hearing, providing appropriate resources, working alongside teachers for sign-using children, designing individual programmes of work and providing training in sign language and deaf awareness.

Referrals can be made by a parent/carer, health services, school or another professional. There are currently XX (awaiting figure) pre-school children registered with the service.

6.4 Pre-School Health Promotion

The Health Promoting Schools (HPS) initiative was developed in recognition of the role that schools can play in promoting and sustaining the health of children and the wider community. Since the passing of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, local authorities have a duty to try to ensure that all schools are health promoting.

Although the initiative does not apply to pre-schools, local authority nursery schools are health promoting if the primary school is health promoting and in Moray all primary schools have Health Promoting School (HPS) status. As a result the local authority nurseries receive all the health promotion inputs delivered to the relevant primary schools. Partner pre-schools can request health promotion inputs.

However, the emphasis has now moved away from HPS accreditation to helping schools implement the Curriculum for Excellence Health and Wellbeing Framework. Since the CfE applies to children from age 3yrs, the framework will be implemented in all childcare centres providing pre-school education for 3 and 4yr olds.

Health and Wellbeing across learning is the responsibility of all staff. It aims to ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical wellbeing now and in the future. Each establishment should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Many of the experiences and outcomes¹⁸, which include those in mental, emotional, social and physical wellbeing, aspects of planning for choices and changes, and relationships, span two or more levels (early, 1st, 2nd, 3rd and 4th); some are written to span from early to

¹⁸<http://www.ltscotland.org.uk/curriculumforexcellence/responsibilityofall/healthandwellbeing/outcomes/alloutcomes.asp>

fourth level because they are applicable throughout life. All of these should be revisited regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them.

7 School Years

PESTELO

Political	<ol style="list-style-type: none"> 1. The Early Years Framework 2. 16+ Policy and Practice Framework 3. Skills for Scotland 4. Better Health, Better Care 5. Equally Well 6. Class size reduction commitments, statutory and voluntary 9. Changing Scotland's relationship with Alcohol 12. MOD review
Social	<ol style="list-style-type: none"> 1. Immigration – RAF families and foreign families 3. Bullying 4. Health of Young People 5. Community Engagement with young people
Technological	<ol style="list-style-type: none"> 2. Internet 5. Broadband access 6. GLOW
Legal	<ol style="list-style-type: none"> 1. Child Protection 3. GIRFEC 4. Curriculum for Excellence 6. Children (Scotland) Act 1995 7. Education (Additional Support for Learning) (Scotland) Act 2004 8. The schools (Consultation) (Scotland) Act 2010 9. Sarah's Law

The Early Years Framework, although aimed at pre-birth to 8 years old, recognises that many aspects of its vision are equally relevant to children beyond the age of 8. For example:

“Every child fulfils their potential as a successful learner, confident individual, effective contributor and responsible citizen. Every child has access to world class learning and healthcare services that meet their individual needs and which promote resilience and wellbeing.”

“Children are entitled to take part in physical activities and to play, including outdoors, and have an opportunity to experience and judge and manage risk.”

The Getting It Right For Every Child (GIRFEC) approach, which is central to the Early Years Framework, applies to work with *all* children and young people.

Scotland's lifelong skills strategy, Skills for Scotland, states that while the early years is the time when a solid foundation for skills can be laid, the school years (compulsory education) provide an opportunity to encourage and influence attitudes to the importance of skills and the world of work. In addition to equipping young people with high levels of literacy, numeracy and ICT, “pupils should have the opportunity to build up a strong foundation of a wide variety of skills and be able to demonstrate their skills in a way that will be of high value to themselves, their parents and carers, employers, colleges and universities” [23].

The new curriculum in Scotland, the Curriculum for Excellence will “enable schools and other providers to help young people develop and see the relevance of essential skills and other skills of value in developing the capacities that will underpin their personal, social and economic futures”. It will “encourage schools to provide pupils with increased

opportunities to build work-related knowledge, experience and skills through a range of routes, including an expansion in school-college partnerships” [23]. Skills for Scotland: A Lifelong Learning Skills Strategy for Scotland emphasises that Curriculum for Excellence should provide vocational learning and the employability skills needed for the world of work and should be the foundation for skills development throughout life. The strategy also stresses the need to achieve parity of esteem between academic and vocational learning, recognising that vocational learning is a valuable alternative to the academic pathway and important to all.

The Curriculum for Excellence also provides pupils with opportunities for physical activity and learning about health and wellbeing and requires teachers to promote aspects of health and wellbeing from age 3-18. The Scottish Government’s Active Schools initiative aims to promote healthy, active and well-motivated communities and provide new opportunities to get involved in active pursuits. The Equally Well report of the ministerial task force on health inequalities [17] recommends that “the Curriculum for Excellence should take a holistic approach to health and wellbeing outcomes, including active and healthy lifestyles, supported by the new school health team approach. This should cover learning in mental, emotional, social and physical health to promote resilience, confident, independent thinking and positive attitudes”.

The Health-promoting schools legislation (Schools (Health Promotion and Nutrition) (Scotland) Act 2007) underpins the promotion of a healthy lifestyle, the importance of nutritional guidance and the accessibility of a high quality diet in schools. To be health promoting the Act states that a school “must provide on its own or in conjunction with health boards, parents or any other person, activities, an environment and facilities which promote the physical, social, mental and emotional well-being of pupils” [16]. Of particular significance are healthy weight and oral health, both of which have either national and/or local targets.

Better Health, Better Care asserts the necessity and importance of ensuring that children with additional support needs receive appropriate support from health care staff. The aim is a continuum of care for children, young people and their families as they progress through school that ensures smooth transitions between settings and that the most vulnerable receive the services they require.

The Curriculum for Excellence covers not just the compulsory years of education but the progression to post-school and aims at keeping young people in learning after the age of 16. Guidance on the Curriculum for Excellence¹⁹ states that “Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills which *Curriculum for Excellence* can provide. Timely provision of support to meet individuals’ needs will enable children and young people to effectively engage with opportunities for skills development.” As the primary partner for delivering learning during the senior phase (S4 to S6) of Curriculum for Excellence, schools are central to continued delivery of 16+ Learning Choices. In order to ensure a wide range of opportunities for young people wishing to stay in school and also structured processes for the selection of and transition to young people’s preferred learning choices, schools will work closely with other learning providers, skills agencies and parents/carers.

¹⁹ Building the Curriculum 4: Skills for learning, life and work.
<http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc4/>

At all stages there needs to be a particular focus on children and young people known to be more vulnerable to ensure that they receive the support and protection they require, enabling them to achieve improved outcomes and fulfil their potential.

In order to address the problems that create or contribute to a child being more vulnerable, it is important to engage with the parents; those parents most in need are often the least likely to access services. In accordance with the GIRFEC approach, it is also essential to ensure that the children and young people involved are consulted and involved in the decisions that affect their well-being.

7.1 Curriculum for Excellence

Curriculum for Excellence (CfE), the biggest reform of Scotland's education system in a generation, aims to achieve a transformation in education in Scotland by providing a seamless curriculum from age three to 18. It will offer pupils greater choice and opportunity and give teachers more professional freedom.

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These include a positive school ethos and respectful school community with shared values; curriculum areas and subjects that allow a wide range of experiences within structured learning that optimises outcomes; learning across subjects, outwith traditional boundaries; and opportunities for achievement in and beyond the classroom. Three areas of the curriculum – literacy, numeracy and health and wellbeing – include aspects that are the responsibility of all staff/adults. In relation to literacy and numeracy, all practitioners must identify opportunities to develop and reinforce literacy and numeracy skills within their own teaching activities. In terms of health and wellbeing, all adults must work together to support the learning and development of children and young people. The purpose of Curriculum for Excellence is to ensure that all children and young people develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future – in short that they achieve the four capacities and become a successful learner, a confident individual, a responsible citizen and an effective contributor.

There are 5 stages to the CfE:

- Early – Pre-school and P1, or later for some
- First – To the end of P4, but earlier or later for some
- Second – To the end of P7, but earlier or later for some
- Third & Fourth – S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit & Qualifications Framework level 4.
- Senior phase – S4 to S6, and college or other means of study.

From 2013/14, new arrangements for national qualifications will be introduced with the current S1 year (2010/11) being the first to undertake them. The new arrangements will retain the strengths of the current system but will be less complex and provide greater autonomy for teachers to raise the standards of learning and teaching for all young people. The new system should make it easier for parents and employers to understand what the qualifications represent. During the transition period pupils will be able to sit the qualifications appropriate to the curriculum they have studied.

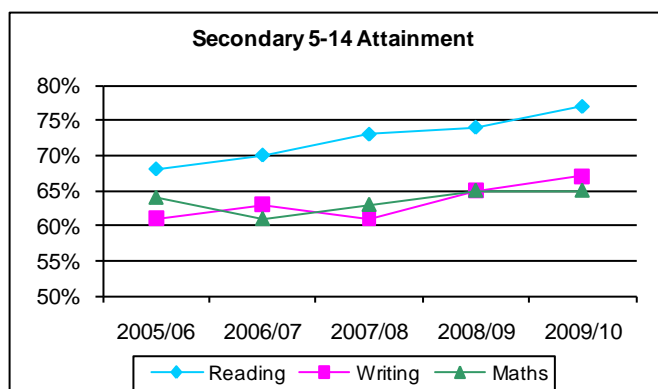
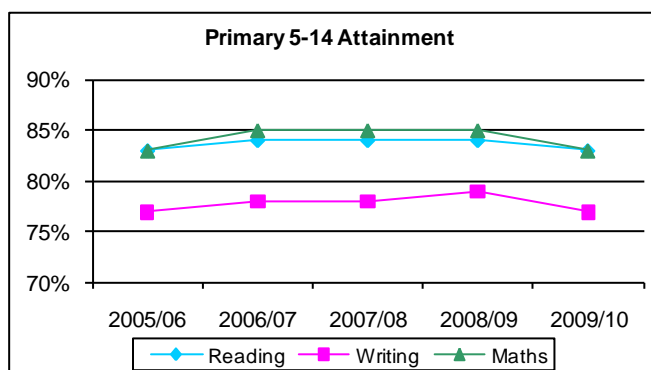
7.1.1 Attainment and Achievement

7.1.1.1 5-14yr olds

Details of attainment for 5-14yr olds used to be collected through the National Survey of 5-14 Attainment Levels. This was discontinued following the publication of the 2003/04 results. From May 2005 the new Scottish Survey of Achievement (SSA) was introduced to provide an overview of attainment levels in each education authority and at national level.

However, many local authorities, Moray included, have continued to collect data regarding the percentage of pupils attaining or exceeding 5-14 levels for their age. For both primary and secondary schools the 5-14 indicators cover the core skills of reading, writing and mathematics.

The graph shows the percentage of P3, P4, P6 and P7 pupils meeting or exceeding the appropriate 5-14 level in Reading, Writing and Mathematics. Between 2005/06 and 2008/09 there was a 1% or 2% improvement in all three skill areas, with mathematics marginally the best at 85% compared with 84% in reading and 79% in writing. However, in 2009/10 all three skill areas have dropped back to 2005/06 levels of 83% in reading, 77% in writing and 83% in mathematics.



This graph shows the percentage of S2 pupils attaining or exceeding minimum 5-14 levels for their stage. Although 5-14 attainment is lower in Moray's secondary schools than in primary schools, there has been improvement in all three skill areas over the last 5 years, most notably in reading where attainment has increased from 68% to 77%. Attainment in writing has increased by 6% to 67% and in mathematics by 1% to 65%.

7.1.1.2 Post 14 Attainment

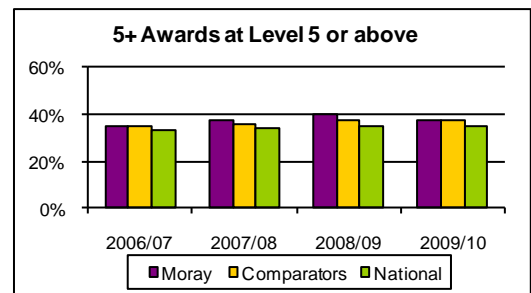
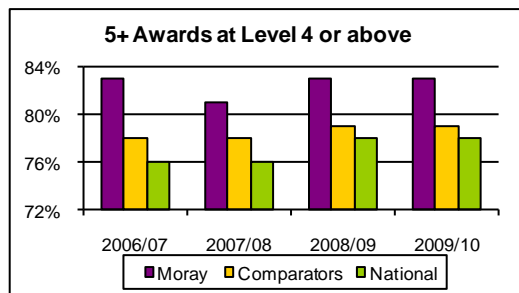
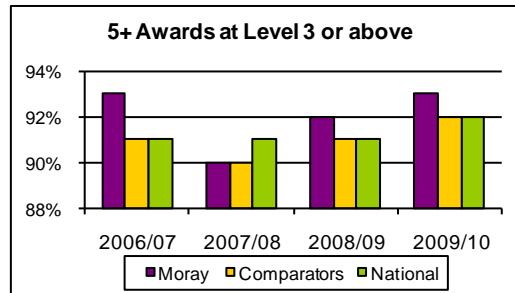
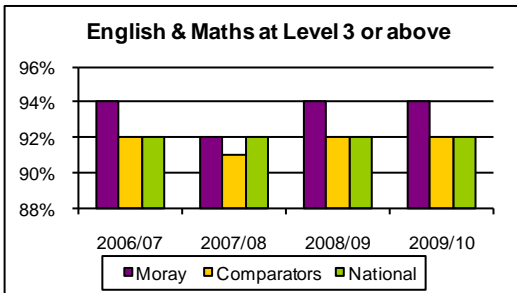
In general in years S3 and S4, young people follow national qualifications courses or Standard Grade. Qualifications can be compared using the Scottish Credit and Qualifications Framework (SCQF), which aids the understanding and comparison of qualifications and also the development of progressions routes to follow. Attainment is measured at the end of S4, S5 and S6 and reports the number of qualifications awarded at various levels.

SCQF Level	Qualification
Level 3	Standard Grade at Foundation Level or Access 3
Level 4	Standard Grade at General Level or Intermediate 1
Level 5	Standard Grade at Credit Level or Intermediate 2
Level 6	Higher Grade at A-C
Level 7	Advanced Higher at A-C

[Figures for 2006/07 to 2008/09 are post-appeal but 2009/10 figures are pre-appeal].

7.1.1.2.1 Attainment at the end of S4

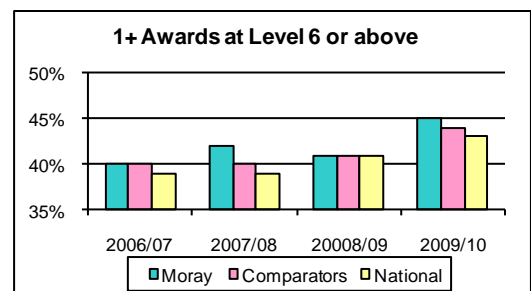
S3 and S4 are normally when pupils take standard grades or equivalent, the level determined by the performance of each pupil. Pupils take two adjacent levels, so foundation and general or general and credit, and are awarded the highest level achieved. The following graphs show the percentage of S4 roll attaining by the end of S4 the number of qualifications at each of the specified levels.



In all years, in all categories Moray has performed better than or equal to our comparator authorities and nationally. The level of attainment over the four years depicted has remained steady with minimal fluctuation.

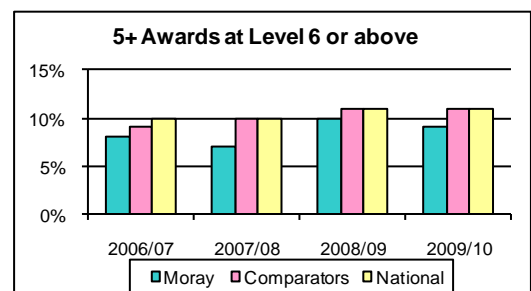
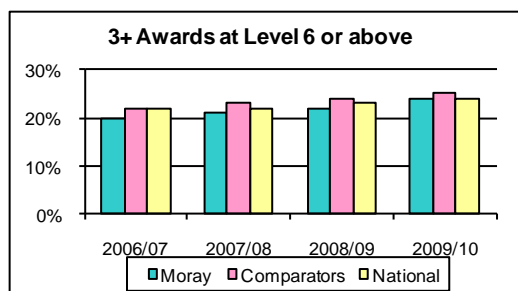
7.1.1.2.2 Attainment at the end of S5

Attainment statistics for the end of S5 relate to the number of awards attained at level 6 or above. The following graphs illustrate the percentage of S4 roll that attained by the end of S5 the number of awards specified, at level 6 or above.



Over the last 4 years the percentage of pupils attaining 1+ awards at level 6 or above is better than or equal to our comparator authorities and nationally, while the percentage of pupils attaining 3+ or 5+ awards at level 6 or better is less than our comparator authorities and nationally.

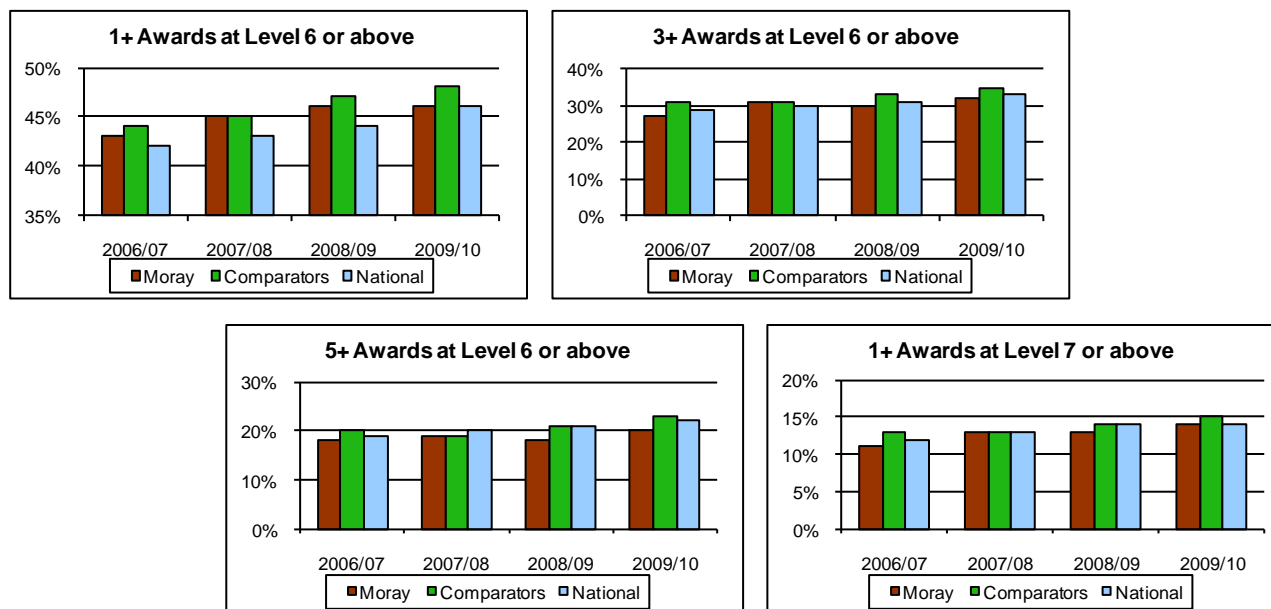
However, in all three awards categories at level 6 or above there has been an improvement over the last four years. The percentage attaining 1+ awards has



risen by 5%, the percentage attaining 3+ awards has increased by 4% and the percentage of pupils attaining 5+ awards has risen by 1%.

7.1.1.2.3 Attainment at the end of S6

In S6 pupils will generally study higher or advanced higher. Statistics are collected regarding the number of awards attained at level 6 or better and level 7 or better. The following graphs illustrate the attainment of the S4 roll at the end of S6.



At the end of S6, the percentage of pupils attaining 1+ awards at level 6 or above is better than or equal to nationally but equal to or less than our comparator authorities, while the percentage of pupils attaining 3+ or 5+ awards at level 6 or above or 1+ awards at level 7 or above is equal to or less than both our comparator authorities and nationally. However, over the last four years all four awards categories show improvement of 2% or 3%, except 3+ awards at level 6 or above where there has been a 5% increase.

7.1.1.3 Curriculum for Excellence - New National Qualifications

Qualifications should both reflect the learning that has taken place and develop pathways to the next stage of learning and life, whilst remaining credible to all parties. The qualifications system must also provide a range of opportunities to meet the needs of all young people and adult learners, whether aspiring to achievements at SCQF level 1 or at SCQF level 7.

For this reason Scotland's National Qualifications have been reviewed to reflect the values, purposes and principles of Curriculum for Excellence. The following table shows the timeline from the beginning of the final certifications of the current qualifications to the last introduction of the new qualifications.

Session	Activity
2012/13	<ul style="list-style-type: none"> Active engagement of teaching staff supported by a programme of CPD on assessment approaches, including moderation, and on familiarisation with content of SCQF level 7 <p><u>April 2013</u></p> <ul style="list-style-type: none"> Publication by SQA of specifications for revised qualifications at Advanced Higher (SCQF level 7) <p><u>August 2013</u></p> <ul style="list-style-type: none"> Final certification of qualifications at Standard Grade (SCQF levels 3-5) and current

	Access 2 & 3 (SCQF levels 2 & 3)
2013/14	<u>August 2014</u> <ul style="list-style-type: none"> • First certification of new/revised qualifications at Access 2, Access 3, National 4 and National 5 (SCQF levels 2-5)
2014/15	<u>August 2015</u> <ul style="list-style-type: none"> • Final certification of qualifications at Intermediate 1 & 2 (SCQF levels 4 & 5) • First certification of revised qualifications at Higher (SCQF level 6) • Final certification of current versions of qualifications at Higher and Advanced Higher (SCQF levels 6 & 7)
2015/16	<u>August 2016</u> <ul style="list-style-type: none"> • First certification of revised qualifications at Advanced Higher (SCQF level 7)

The following table shows the relationship between the existing qualifications and the new qualifications and suggests that it should be possible to compare attainment of old and new qualifications, providing some indication of the success of the CfE.

SCQF Level	Existing Qualification	New Qualification
3	Standard Grade at Foundation Level or Access 3	Standard Grade Foundation level will be removed, with revised Access 3 qualifications providing an appropriate replacement.
4	Standard Grade at General Level or Intermediate 1	National 4
5	Standard Grade at Credit Level or Intermediate 2	National 5
6	Higher Grade at A-C	Revised Higher
7	Advanced Higher at A-C	Revised Advanced Higher

7.1.2 Wider Achievement

Wider achievement includes completion of one of the following: the Duke of Edinburgh's Award, Dynamic Youth Award, Youth Achievement Award, Trinity College Arts Award, John Muir Award, Millennium Volunteers, work experience and community involvement.

7.1.2.1 The Duke of Edinburgh's Award

The Duke of Edinburgh's Award is a voluntary, non-competitive programme of practical, cultural and adventurous activities, designed to support the personal and social development of young people aged 14-25, regardless of gender, background or ability. It offers an individual challenge and encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. It is offered by all 8 secondary schools in Moray. Participants now track progress of their DofE award online through E-DofE.

During 2009/10, there were 228 new recruits for DofE: 162 for the bronze award, 43 for the silver award and 23 for the gold award. There are currently 930 registered participants undertaking the award.

Additionally 35 volunteers were trained to deliver expedition programmes.

7.1.2.2 Dynamic Youth Award

Dynamic Youth Awards are peer assessed awards recognising the contributions and achievements of young people in the 10 to 14 age group. The Awards also provide an introduction and an access route into the Youth Achievement Awards for the 14+ age

group. They are externally accredited by the Award Scheme Development and Accreditation Network (ASDAN).

During 2009/10, a total of 68 young people completed their award.

7.1.2.3 Youth Achievement Award

Youth Achievement Awards recognise young people's contributions in a variety of settings including youth work, volunteering, active citizenship, alternative curriculum and formal education. They are for young people aged 14yrs plus.

The Awards recognise four levels of responsibility taken by young people participating in activities that interest them.

- Bronze is about young people taking part
- Silver young people assist - sharing responsibility with others
- Gold they take individual responsibility to organise
- Platinum they undertake training and lead.

Youth Achievement Awards can be used within existing youth work programmes. The Awards are accredited by ASDAN and are credit rated and levelled by the Scottish Credit and Qualifications Framework (SCQF).

During 2009/10 a total of 26 young people completed their bronze award, 6 completed their silver award, 1 their gold and 2 their platinum. A further 60 young people achieved their first challenge section.

7.1.2.4 Trinity College Arts Award

The Arts Award is a national qualification that supports young people to develop as artists or art leaders. It is offered at levels 1, 2 and 3 (bronze, silver and gold) and is available to anyone aged 11-25yrs. Work towards the award is carried out through an Arts Award Centre, which can be any organisation that supports young people's arts, such as a school, a theatre, an art gallery, a youth club or a youth arts project. The award can be in any arts or media discipline and can be done singly or as a group.

During 2009/10, 3 young people completed their bronze award and 2 completed their silver at Moray Arts Centre. One young person will present their final portfolio in September 2010. A further 15 achieved bronze in curriculum time and joined another 10 undertaking their silver award.

7.1.2.5 John Muir Award

The John Muir Award is an environmental award scheme that encourages people of all backgrounds to connect, enjoy and care for wild places. It encourages awareness and responsibility for the natural environment, in a spirit of fun, adventure and exploration. The Award is open to all, and is the educational initiative of the John Muir Trust. Four Challenges are at the heart of each John Muir Award; discover - explore - conserve - share. There are 3 levels: Discovery, Explorer and Conserver.

7.1.2.6 Millennium Volunteers

The Millennium Volunteers (MV) programme recognises volunteering contributions of young people aged 16-25. It is a free national awards scheme with awards being

presented for 50, 100 and 200 hours of volunteering. The scheme is supported and recognised by Scottish Government ministers.

A total of 950 volunteer hours completed.

7.1.2.7 Other Youth Work Achievements

XL Clubs: A team-based programme of personal development for students in their last two years of compulsory schooling. Run by the Princes Trust, XL clubs help young people who are facing difficulties at school, including those at risk of exclusion. Guided by an XL club Adviser, club members are encouraged to work together to achieve goals relating to their education, training and future lives.

In Moray, 20 pupils were involved in XL clubs. 12 achieved the Royal Environmental Health Institute of Scotland Food Handling certificate and 5 achieved a bronze Youth Achievement Award.

Literacies Support to 16+ group: 22 young people in Elgin have received regular input but many more require literacies support. An analysis of the 231 Youth Achievement Summaries for 2009/10 revealed that nearly half (48% / 110) of the young people (yp) had self-reported that they required some form of literacies or basic skills support. A breakdown of the kinds of support required is as follows:

- Reading/Writing – 67% (74yp)
- Working with numbers – 60% (66yp)
- Information Technology – 30% (33yp)
- People Skills – 90% (99yp)
- Problem solving – 68% (75yp)
- Listening/Speaking – 64% (70yp)

P7 Transition: 135 P7 pupils from all 8 ASGs were supported through enhanced transition programmes to secondary schools.

Accreditation Drop-ins: 11 drop-in sessions across Moray took place, supporting young people with award portfolios and raising awareness of the opportunities available. On average, 120 young people attended per week.

Butterfly Effect Youth Exchange: The Butterfly Effect Youth Exchange is a project hosted by Findhorn College in partnership with youth-related organizations in Germany, Austria, the Czech Republic and Italy. It is mainly funded through the Youth in Action programme.

The aim of the Youth Exchange was to further a heightened understanding of sustainability on a number of levels (including individual, social and global) amongst the participants. At the end of the exchange the participants felt empowered to act within their communities and have the tools to do so. The main objectives were to:

- Deepen the understanding of interdependency with nature through positive personal experience in nature;
- Introduce and broaden different concepts of sustainable community;
- To take a closer look at one's own and other life realities and further intercultural understanding;
- To provide a safe group environment to reflect on one's own strengths and invite personal growth and development.

A total of 30 young people from 5 countries participated in the exchange.

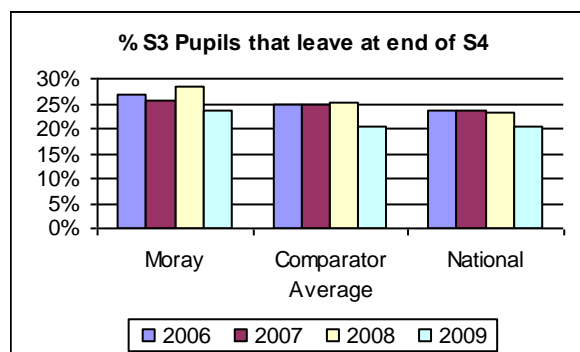
Quines Club: There are 25 regular attendees who can access training opportunities to enhance their work skills, such as planning, fundraising and delivering events. One member has gained the Moray Achievement Award.

Additional Support Groups: Seven groups have been created to respond to pupil/school needs, currently involving 48 young people. Participants are identified by guidance staff mostly through social and emotional behaviour issues. All participants are progressing towards Scottish Group Awards.

7.1.2.8 Work Experience

The original rationale for work experience was to provide young people about to leave compulsory education with a taste of the work environment prior to them entering the labour market. At the time of its inception two-thirds of pupils left school at age 16, with a similar proportion of these going directly into employment²⁰. Figures from the Pupil Census 2009 indicate that just 20% of the 2007 cohort of S3 pupils left at the end of S4, with 18.4% of school leavers going directly into employment²¹.

In Moray the proportion of S3 pupils leaving at the end of S4 is very slightly higher than our comparator authorities and the national rate. All three areas show a marked reduction in 2009 compared with previous years, likely to be a consequence of the economic downturn. The introduction of work experience was also influenced by employers' desire to see school leavers better equipped for work. The concerns of employers about the lack of readiness of school leavers for the world of work are still apparent today.



A study of Scottish employers published in 2006 [32] reported that significant numbers of the case study employers believed school leavers to be poorly prepared for work. This was often identified through frequent absence, poor timekeeping, an inability to work on their own, difficulties communicating and organising themselves, poor attitude to training and career development and an apparent lack of any sense of responsibility to their employer.

Despite the considerable changes since the introduction of work experience, the model used is largely unaltered. For most mainstream secondary schools it takes the form of a one week work placement organised during a pupil's 4th year.

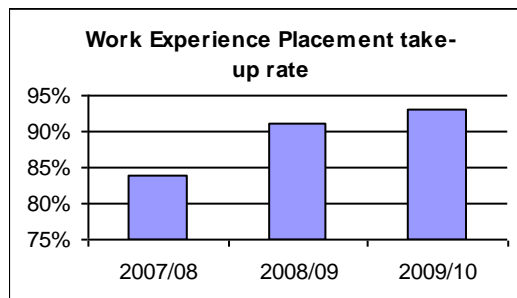
A research report on work experience in Scotland, commissioned by the Scottish Government in 2008, recommended that work experience should be retained and available to all pupils but that the model should be re-engineered to offer a more personalised approach to work experience. Work placements should be considered as part of a well balanced and coherent programme of learning and development throughout the senior phase, making them more relevant to pupils' future pathways. The current framework of education and lifelong learning policies in Scotland represents a coherent set of drivers that point to practical/applied learning - and within that, work experience - as an essential component in the many opportunities to help young people to develop the skills

²⁰ Work Experience in Scotland <http://www.scotland.gov.uk/Publications/2008/11/27092915/4>

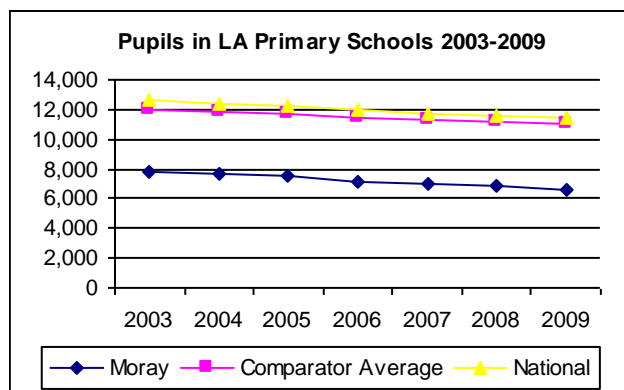
²¹ Destinations of Leaver from Scottish Schools 2008/09

they will need for their future. The recommendations therefore bring the work experience guidance in line with other education policies.

In line with the revised guidance, Moray is likely to move towards a more relevant vocational offer of work experience, which would take place before the pupil leaves school. This could be S4, S5, or S6, depending on the needs of the pupil. Approximate take-up rates for work experience placements indicate that over the last 3 years the take-up has increased from 84% to 93%. Additionally, the data relates to placements taken up during the designated school weeks. Pupils not taking up a placement within the designated school weeks often have placements arranged at another time of year or at a later stage. Information regarding the reasons for non-uptake of places is not recorded centrally.



7.2 School and Pupil Numbers

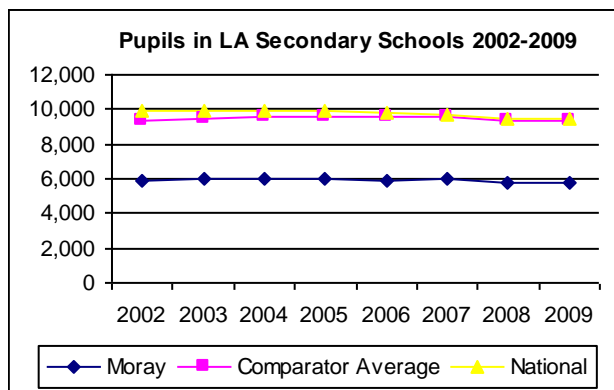


In total there are 54 schools in Moray, 46 primary and 8 secondary. The area is divided into 8 Associated School Groups (ASGs), each of which includes a secondary school and its feeder primaries. Appendix 3 contains a breakdown of the areas covered by each ASG and the schools included.

The number of pupils attending Moray's primary schools has reduced steadily over the last few years, reflecting the comparator

and national average trends.

The number of pupils attending Moray's secondary schools shows a net reduction over the last few years reflecting the national average trend but in contrast to the comparator average, which shows a slight increase over the period.



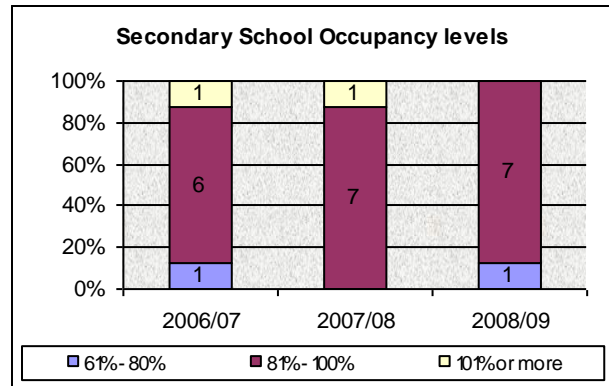
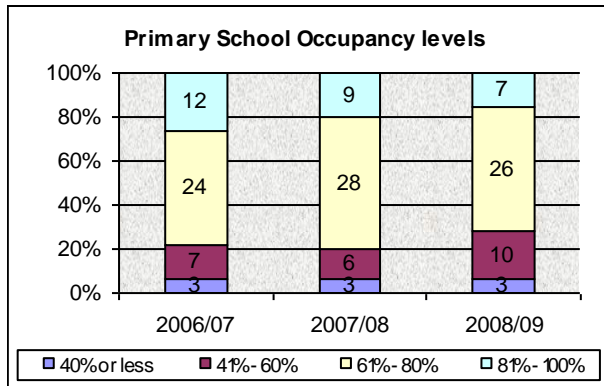
Population projections based on mid-2008 population estimates indicate that the size of Moray's population aged 0-15 is likely to reduce by about 7% by 2013 compared with a 1% reduction nationally. Applying this percentage to the school population represents a reduction of about 850 pupils.

Further, the RAF bases at Kinloss and Lossiemouth account for nearly 2,000 children aged 16 years and under [68], approximately 1,400 of whom are likely to be aged 5-16yrs²², about 11% of the total school population. The potential closure of one or both bases could clearly impact considerably on Moray's school rolls.

²² Based on GROS mid-2009 population estimates for Moray.

7.2.1 School Occupancy

Average occupancy for the 2008/09 session²³ was 71% in primary schools and 89% in secondary schools. Provisional figures for 2009/10 based on the 2008/09 functional capacity and the September 2009 school roll, suggest an average occupancy of 68% in primary schools and 90% in secondary schools.



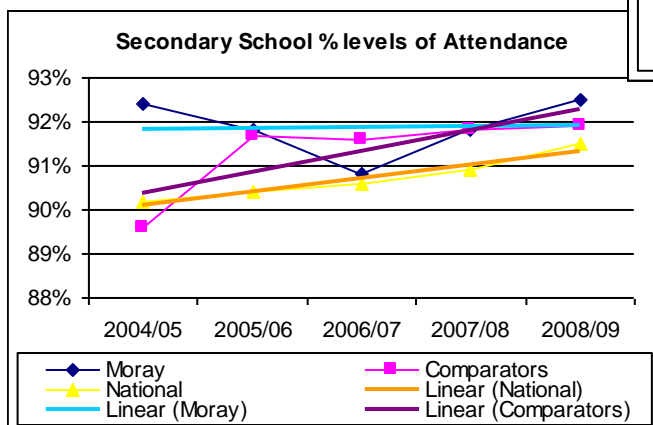
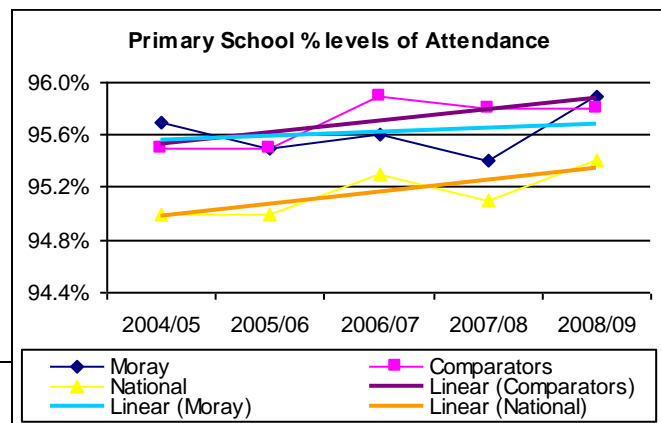
The graphs show the number and percentage of primary and secondary schools at each occupancy level. In Moray's primary schools, the proportion that are 80% or less occupied has increased over the last three years from 74% to 85%. Only one of Moray's secondary schools is less than 81% occupied.

The projected 7% reduction in the population aged under 16yrs by 2013 and the drop that would result from the closure of one or both RAF bases would have a considerable impact on occupancy levels.

7.2.2 Attendance and Absence

Attendance in both Moray's primary and secondary schools is slightly better than the national averages and on a par with comparator authorities, and attendance in primary schools is better than in secondary schools with an average of 95.6% over the last 5 years compared with 91.9%.

The level of attendance in primary schools shows an increasing trend in



Moray, though slightly more slowly than in comparator authorities and nationally.

A similar situation is apparent in secondary schools, with the Moray rate of increase much slower than in comparator authorities and nationally.

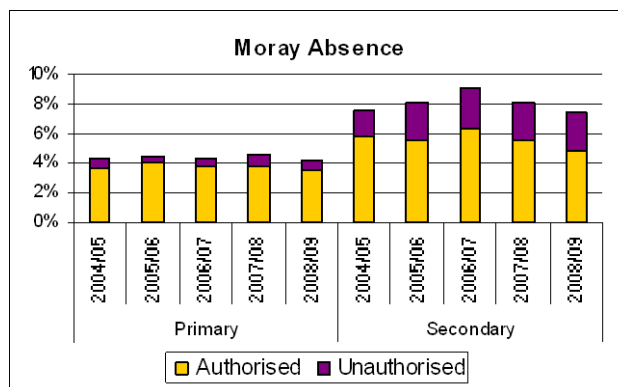
Absence is categorised as authorised or

²³ Based on September 2008 school roll and functional capacity.

unauthorised but unfortunately from 2007/08 statistics published by the Scottish Government combine the two percentages to provide just one absence figure. In order to compare Moray with comparator authority and national figures, the combined figures are discussed here. However, figures showing the breakdown are presented for Moray.

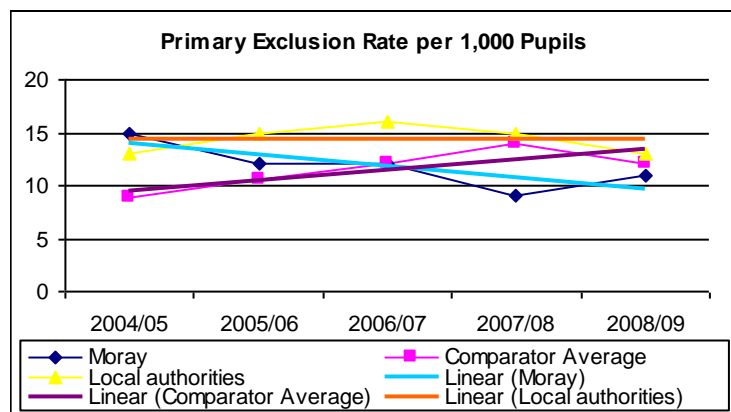
Since the level of absence is represented by the difference between the level of attendance and 100%, the picture for absence is the converse of that for attendance. Thus absence is lower in primary schools than in secondary schools with an average of 4.4% over the last 5 years compared with 8.6%. Also absence has reduced in both primary and secondary schools in Moray but at a slower rate than in comparator authorities and nationally.

The graph opposite presents figures for Moray showing the breakdown of authorised and unauthorised over the last 5 years. It highlights the difference in absence rate between primary and secondary schools in terms of overall, authorised and unauthorised. Data for 2006/07 suggests that the main differences between primary and secondary absences are higher rates in secondary of 'other authorised absence'²⁴, truancy and 'other unauthorised'²⁵.



7.2.3 Exclusions

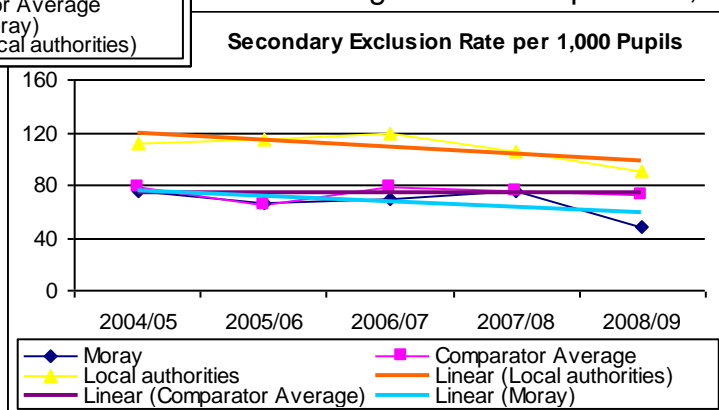
Exclusions can be either temporary or a removal from the register.



The primary school exclusion rate per 1,000 pupils is considerably lower than in secondary schools. In Moray's primary schools the rate is generally lower than nationally and on a par with comparator authorities. However, the rate in Moray is showing a downward trend compared with a rising trend in comparators,

with no change nationally.

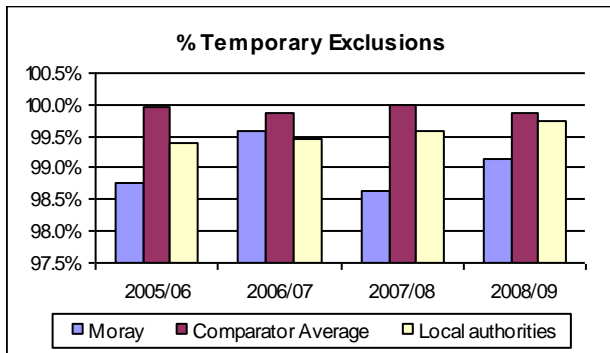
The rate of exclusions per 1,000 pupils in Moray's secondary schools is similar – lower than the national rate and on a par with comparator authorities. The 5yr trend in Moray is again reducing compared with a



²⁴ Other Authorised Absence includes bereavement, lack of transport - including due to bad weather, religious observance, meetings prior to and in court, attendance at or in connection with a Children's Hearing or Care Review, weddings of immediate family, agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school, extended absence in relation to children of travelling families.

²⁵ Other Unauthorised includes e.g. where a parent is in dispute with a school.

steady rate in comparators and a rising trend nationally.



The vast majority of exclusions are temporary with the remainder being removal from register. With the exception of 2006/07 the proportion of exclusions that were temporary in Moray has been lower than both comparator authorities and national statistics. Thus the proportion of removals from register has been higher than comparators and nationally. However, over the last four years the average number of pupils that have been

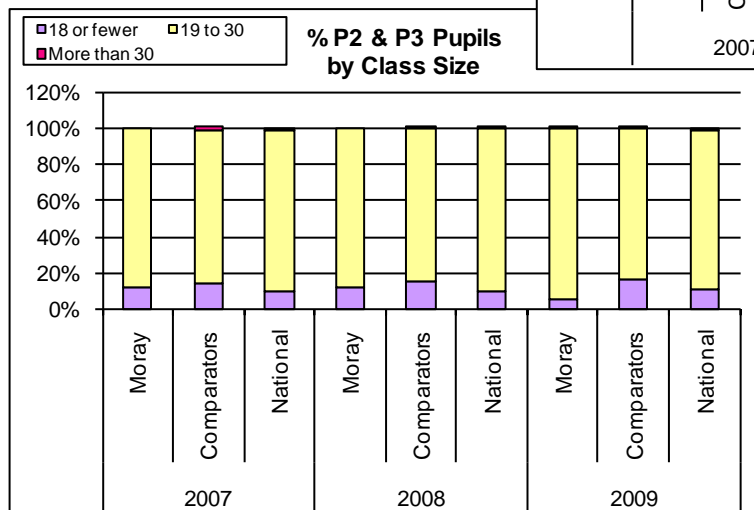
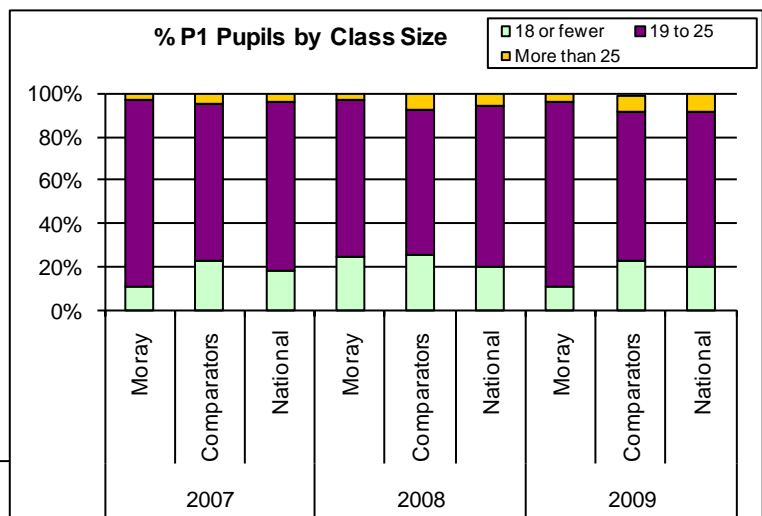
removed from the register each year is just 4.5. For all excluded pupils other arrangements are made for their education to ensure that they do not miss out.

7.2.4 Class Sizes

The statutory maximum class size for P1-P3 pupils is 30. However, subject to parliamentary approval regulations to legally limit primary one class sizes at 25 will come into force on October 11th 2010 and apply for the 2011-12 academic year. During the consultation on the regulations, the Scottish Government also sought views on the possible extension to Primary 2 and 3 classes at a later date.

Although the statutory limit for P1 should reduce to 25, the Scottish Government is committed to reducing class sizes in P1 to P3 further and has reached an agreement with the Convention of Scottish Local Authorities (COSLA) that 20% of P1-P3 pupils will be in classes of 18 or fewer by August 2010. At September 2009 only 8 of Scotland's local authorities had achieved this target.

For the last three years, the class size data collected for P1 pupils has been broken down according to the limit agreed with COSLA and the proposed new statutory limit. The graph shows the proportion of pupils in each of the class sizes,



including classes with over 25 pupils and shows that in two of the last three years the proportion of Moray's P1 pupils in classes of 18 or fewer is considerably lower than in our comparator authorities and nationally.

In all cases the majority of pupils are in classes of 19-25 while Moray has the smallest proportion in classes of 25 or more.

Class size groupings for P2 and P3 pupils are slightly different at 18 or fewer, 19-30 and >30. With the exception of 2009, the proportions of pupils in each of the class size groupings are very similar in Moray, their comparators and nationally, at around 12% in 18 or fewer, 87% in 19-30 and 1% in more than 30. In 2009, only about 5% of Morays P2 and P3 pupils were in classes of 18 or fewer, while 94% were in classes of 19-30 pupils.

The maximum class size for P4-7 is 33 and around 85%-90% of pupils in Moray, their comparators and nationally are in classes of 30 or fewer with an average over the last 3 years of less than 1% in classes with more than 33 pupils.

Secondary class size maxima are: S1 & 2 – 33; S3-6 – 30; Practical subjects – 20. By exception, the Scottish Government is aiming for S1 and S2 Maths and English classes to be 20 or fewer, although this is not statutory. The 2003 Partnership Agreement for a Better Scotland, in relation to the recruitment of extra teachers, stated that “*We will target these additional teachers on reducing class sizes to a maximum of 20 in S1 and S2 for Maths and English*”. In 2007, the then Scottish Executive committed to the average class size for S1 Maths, S2 Maths, S1 English and S2 English being 20 or fewer.

A special survey of S1 and S2 Maths and English class sizes carried out in 2007 found

	S1 Maths	S2 Maths	S1 English	S2 English
Moray	17.2	17.3	17.6	17.7
Scotland	18.5	18.7	18.4	18.6

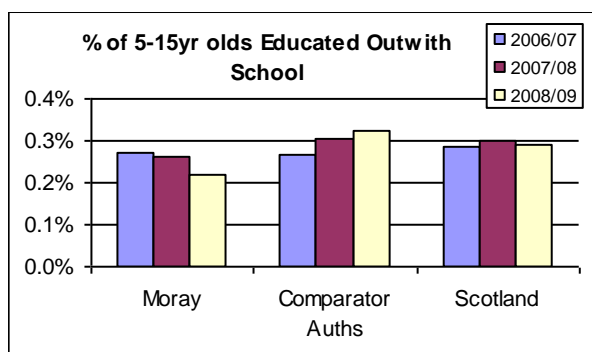
that in Moray the average class sizes for all four areas were under 20 and lower than the national average.

Although the averages were less than the desired maximum, a proportion of classes had more than 20 pupils. In Moray, around ¼ of S2 Maths and English classes had more than 20 pupils, while nationally the proportion of S2 Maths classes with more than 20 pupils was about ⅓.

	S1 Maths	S2 Maths	S1 English	S2 English
Moray	14%	27%	8%	25%
Scotland	25%	33%	10%	23%

7.2.5 Education Outwith School

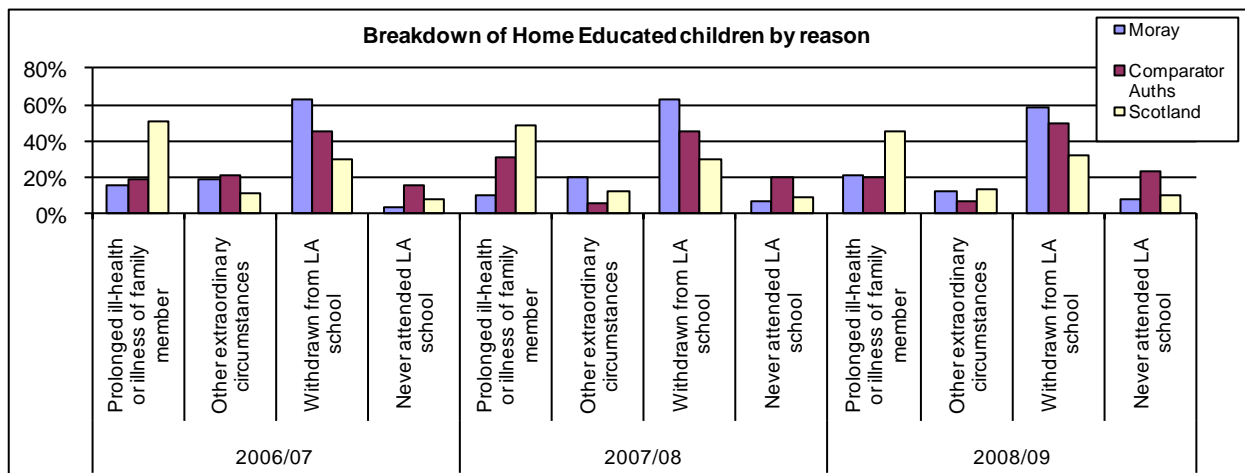
A proportion of children across Scotland are educated outwith school either through necessity (Section 14 of the Education (Scotland) Act 1980) or by parental choice (Section 30).



In 2008/09 about 0.2% (24) of 5-15yr olds²⁶ in Moray were educated outwith school, marginally less than their comparator authorities and the national average. Over the last three years, the proportion in Moray has fallen slightly compared with a similar rise in comparator authorities. Nationally the proportion has remained unchanged.

Below is a more detailed breakdown of the data according to whether the non-school education was through necessity (prolonged ill-health or illness of family member/other extraordinary circumstances) or parental choice (withdrawn from Local Authority School, never attended LA school).

²⁶ Mid-year population estimates as at 30th June 2008. Please note, however, that children being educated outwith school may be aged under 5 or over 15 years old.



The graph shows that by far the most common reason for non-school education in Moray is withdrawal from a LA school, through parental choice. The same is true of comparator authorities although the margin is smaller than in Moray. National however, the most common reason is due to prolonged ill-health or illness of a family member. Over the last 3 years there has been little change in the situation in Moray, our comparator authorities or nationally.

7.3 Additional Support Needs

“A child or young person has additional support needs for the purposes of this Act where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person.”

The concept of 'additional support needs' (ASN) refers to any child or young person who, for whatever reason, requires additional support for learning. It replaces Special Educational Needs, which traditionally only applied to children and young people with particular types of learning needs. ASN can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; is a parent; has a sensory or mobility impairment; is at risk; or is bereaved.

Some ASN will be long-term while others will be short-term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

The Education (Additional Support for Learning) (Scotland) Act 2004 provides a framework for local authorities and other agencies to support all children. It came into force in November 2005 and its main provisions introduce:

- the concept of additional support needs
- new duties on local authorities and other agencies
- rights for parents

In 2009 the Education (Additional Support for Learning) (Scotland) Act 2009 was passed, which contained some amendments to the 2004 Act²⁷.

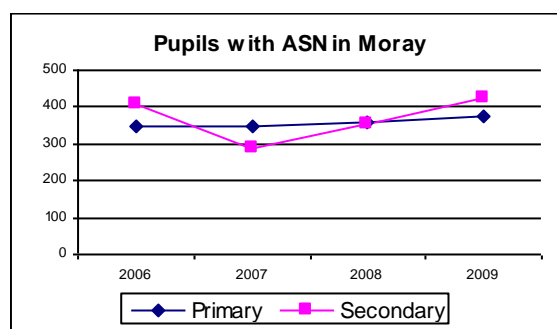
²⁷ <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL/aslcircular/>

In response to the new Act, the Additional Support for Learning Framework was developed in Moray by an inter-agency team, which included representatives from elected members, educational services, community services (social work division), NHS Grampian, unions and partners in the voluntary and not-for-profit sector.

The framework provides information about the changes brought about by the act and how they will be implemented in Moray and aims to “secure for every individual the entitlement to those opportunities which enable them to achieve their fullest potential” [24]. It also outlines the procedures for Local Assessment and Planning (LAP) in Moray, which are designed to coordinate the services delivered by partner agencies with the aim of promoting and sustaining social inclusion. The process enables the child/young person and those working with him/her to discuss the circumstances and difficulties experienced and decide together how they can be addressed.

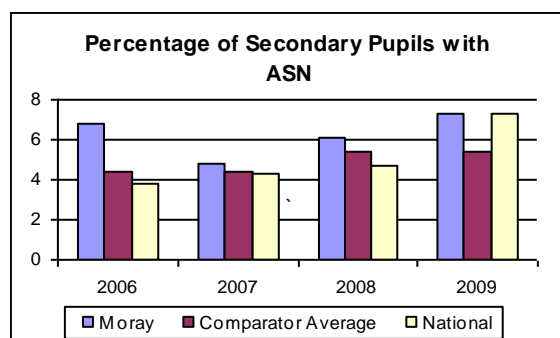
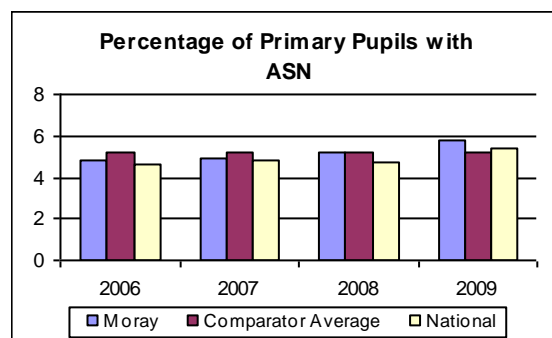
7.3.1 Prevalence

Over the last 4 years the number of primary school pupils with ASN has risen by nearly 8% from 349 to 376. The number of secondary pupils with ASN fell sharply from 405 in 2006 to 287 in 2007 but has since risen steadily to 424 in 2009, a net increase of about 5%. In total there was a 6% rise in the number of pupils with ASN between 2006 and 2009. There are several possible reasons why the numbers have increased, including improved and earlier diagnosis, higher survival rates of premature babies and increased parental understanding and greater expectations.



In Moray in 2009, 71% of all pupils with ASN were male – 74% of ASN pupils in primary school and 68% of ASN pupils in secondary school pupils.

The proportion of primary school pupils with ASN in Moray is comparable with rates in both national and comparator authorities. The main difference is that the proportion in Moray has increased from 4.8% in 2006 to 5.8% in 2009. This compares with an increase of 0.8% nationally, while the proportion of primary school pupils with ASN in our comparator authorities has remained constant over this period at 5.2%.



The proportion of secondary school pupils with ASN in Moray in 2006 was 2% to 3% higher than in comparator authorities and nationally. Although the drop in 2007 brought the rate in Moray in line with its comparators and national levels, the proportion has since grown at a faster rate than in comparator authorities although a 2.5% rise nationally made the national level equal to Moray at 7.3% in 2009.

7.3.2 Support Providers

There are various services provided in Moray for children and young people with additional support needs (ASN), including the Educational Psychology Service, Inclusion and Support Services, the Language Support and Early Years Service, the Sensory Education Service, English as an Additional Language Service and specialist provision for children with Autistic Spectrum Disorder. All these services work closely with other agencies including paediatrics, physiotherapy, occupational therapy, speech and language therapy, developmental groups and specialist social workers.

7.3.2.1 Educational Psychology Service

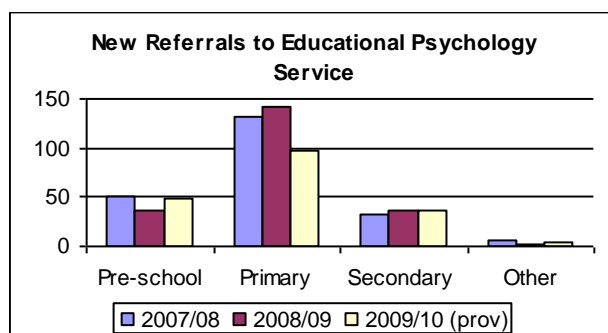
The Educational Psychology Service is a statutory service and has a wide remit. The following list provides an illustration of the types of activities provided within the remit of the Educational Psychology Service:

- Detailed assessment and advice concerning children and young people who have or may have additional support needs.
- Advice to the Education Authority concerning children with additional support needs
- Advice and support to schools on a consultation basis.
- Advice on school placements
- The co-ordination of inter-authority transfers
- Support and advice to a range of professionals in order to meet legislative requirements (particularly the Education (Additional Support for Learning) (Scotland) Act 2004 and the Code of Practice)
- Research and evaluation work
- Development work in respect of policy and provision for children with additional support needs
- Inter-agency liaison and, where appropriate, the co-ordination of services.
- Contribution to training and staff development within schools and within children's services.
- Advice to the Children's Hearing and/or Social Work Authority concerning children's developmental needs.

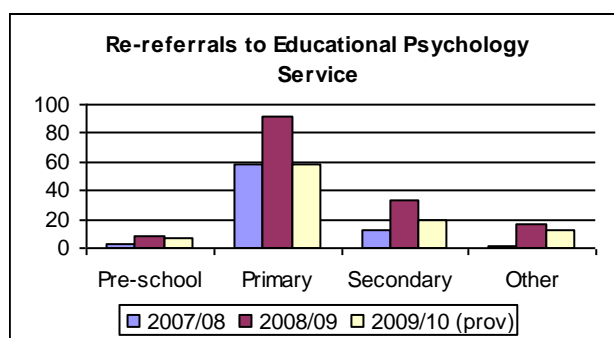
Each Associated School Group (i.e. a secondary school and feeder primaries) has a named contact or 'patch' psychologist who is the initial point of contact for each school. Referrals can be accepted from a professional agency, from parents, and, on occasion, from older children and young people, with highest priority being given to:

- statutory duties
- cases where there is a high risk of the educational placement breaking down
- early identification of additional support needs
- children moving into the area
- pre-existing formal commitments

A key aspect of the work of the Educational Psychology Service is casework. The majority of referrals to the service, both new and re-referrals are primary school pupils, who account for between 52% and 65% of new referrals and 60% and 78% of re-referrals. Over the last three years the number of new referrals to educational



psychology has fallen by 16%, reflecting a drop in the number of primary school pupils being referred with little or no change in referrals from the other sectors.



Over the same period, the number of re-referrals shows a net increase of 31%, reflecting a rise in referrals from all sectors except primary schools, where there has been no change.

7.3.2.2 The Inclusion and Support Service

The main aim of the Inclusion and Support Service is to provide an integrated range of education and social work services to children of school age who experience serious social, emotional and behavioural difficulties. The services are provided within schools by teaching staff and others with additional support provided through a team of outreach staff.

For children with particularly challenging behaviour Beechbrae Education Centre and Pinefield PARC are specialist centres in Elgin where more individual help can be provided. Beechbrae and Pinefield PARC normally work with approximately 10 - 15 pupils.

Over the last three years the service has worked with around 38 pupils per year, although only a proportion are new each year, many continuing from the previous year. The majority of pupils (75% to 80%) are boys.

Outreach varies in its approach, for example it can mean working with staff and pupils, groups of pupils and individual pupils. The table provides a breakdown of the number of pupils receiving the varying types of support. (Numbers do not sum to the number of children supported since many pupils receive more than one means of support).

	2007/08	2008/09	2009/10
N° of children supported	38	38	36
Individual Support	25	23	20
Group Work	6	5	4
Teacher time	27	23	13
Project Work	7	6	7
Circle Time	13	6	2
Circle of Friends²⁸		10	5 + 8 ²⁹
Monitor		1	4

In addition to individual pupils receiving support, the outreach service also delivers whole class interventions.

	2007/08	2008/09	2009/10
Circle Time			3 classes / 3 schools
WOWW		10 classes / 6 schools	8 classes / 6 schools

²⁸ An approach to enhancing the inclusion, in a mainstream setting, of any young person who is experiencing difficulties in school because of a disability, personal crisis or their challenging behaviour towards others. <http://www.inclusive-solutions.com/circlesoffriends.asp>

²⁹ Pupils receiving Circle of Friends as their only intervention.

- WOWW: 'Working On What Works' is a solution-focused approach to school behaviour problems and is provided to classes identified by teaching staff.
- Circle Time: Jenny Mosley's Quality Circle Time³⁰ model is a whole approach to setting up and maintaining a positive management system to:
 - Promote positive relationships
 - Create a caring and respectful ethos
 - Help children develop their self-esteem and self-confidence
 - Provide efficient and effective systems and support for all staff
 - Create great lunchtimes and playtimes
 - Nurture the creativity in all people in school
 - Promote social and emotional development of all children

Circle Time should be used by all class teachers in all classes with support from the outreach service for those teachers and/or classes who are experiencing difficulties.

As well as the standard service, Forres ASG further benefits from having 1 FTE teacher from the Inclusion and Support Service permanently deployed in the area. A number of initiatives take place throughout the year in Forres ASG to support P7 pupils to transfer successfully from primary to secondary school. Among these is the Connexxtions group, a P7-S1 extended transition group for 6-10 pupils. Through professional discussion, schools identify pupils who they feel will benefit from a longer transition programme in a small group to build their confidence, improve their intra and interpersonal skills and gain a practical knowledge of Forres Academy to facilitate a successful transition.

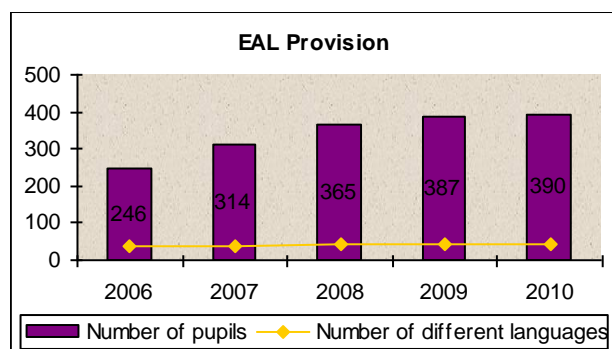
7.3.2.3 The Language Support Service and The Sensory Education Service

These services, previously discussed in the Pre-School section (pp.28-30), also provide support to children and young people of school age.

For school age children, the focus of the Language Support Service is upon those with specific language, communication and Autistic Spectrum Disorders.

7.3.2.4 English as an Additional Language Service (EAL)

This service aims to facilitate access to the mainstream curriculum for bilingual pupils and to ensure equality of opportunity in Moray's schools. It aims to enable pupils to take a full part in the life and work of the school and the wider community, working in partnership with parents. Support is available to pre-nursery, nursery, primary and secondary pupils.



Since 2006 there has been nearly a 60% increase in the number of pupils requiring support from the EAL service although the number of different languages spoken by pupils has hardly changed, although the trend is levelling off.

³⁰ <http://www.circle-time.co.uk/>

The most common languages spoken by pupils requiring EAL support have remained virtually unchanged since 2006, with Polish remaining by far the most common and showing the greatest increase over the five year period, from 52 to 137 pupils.

Portuguese has replaced German as the second most common language, though is still considerably less common than Polish. There have been slight reductions in the numbers of pupils whose first language is Cantonese or Spanish and similar increases in the numbers whose first language is Lithuanian, Latvian, Dutch or Urdu.

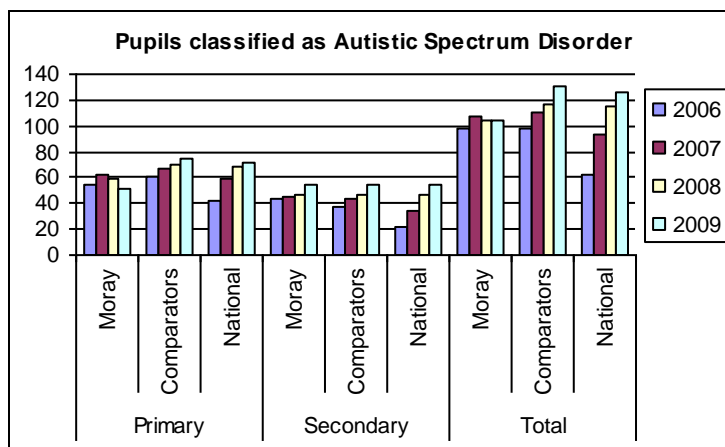
	2006	2007	2008	2009	2010
Polish	52	109	125	141	137
German	26	22	28	26	25
Cantonese	19	19	18	14	14
Portuguese	19	22	31	33	33
French	16	14	13	16	15
Punjabi	16	16	20	17	16
Spanish	15	9	11	8	7
Latvian	4	14	14	13	13
Dutch	5	9	10	10	10
Lithuanian	0	3	6	9	11
Urdu	6	5	6	7	10

7.3.2.5 Specialist Provision for children with Autistic Spectrum Disorder

Pupils on the autistic spectrum currently attend mainstream schools where their needs are met with additional support for learning. For pupils with more severe and complex difficulties, provision is usually at a school that can offer enhanced provision. This includes all 8 secondary schools and seven primary schools³¹.

Over the last four years the total number of pupils in Moray classified as Autistic Spectrum Disorder has increased marginally from 98 in 2006 to 105 in 2009, just 7%. Contrastingly, the average totals in our comparator authorities and nationally have risen by 33% and 100% respectively. This is possibly due to improvements in identification of pupils on the Autistic Spectrum Disorder in other areas, whereas in Moray identification has been good for some time.

A further breakdown shows that in Moray, it is only the number of secondary pupils that has increased, whereas in our comparators and nationally, there have been increases in the numbers of both primary and secondary pupils. In both cases, the increase in secondary pupils was greater.



7.3.3 Support Planning

Most children who require additional support will have their learning needs met by the day-to-day classroom practice in pre-school and school settings, which is subject to the normal evaluation and monitoring procedures for school education. Where additional support is needed from other education services and other appropriate agencies, more formal planning may be required.

7.3.3.1 Personal Learning Planning

This clarifies the learning goals, including personal development goals, for children, young people and parents. All children with additional support needs should be engaged in

³¹ Applegrove PS (Forres); Hythehill PS (Lossiemouth); Greenwards PS (Elgin High); Aberlour PS (Speyside); Keith PS; Lhanbryde PS (Milnes); Millbank PS (Buckie).

personal learning planning, which will, for many, be sufficient to address their additional support needs.

7.3.3.2 Individualised Educational Programmes (IEPs)

IEPs provide detailed planning for learning, which includes a profile of the child, objectives, short-term targets, factors giving rise to additional support needs, parent views and pupil views. The IEP also describes how the education authority will work with other agencies to ensure objectives and services are coordinated. An IEP is the main educational planning process for children and young people with ASN.

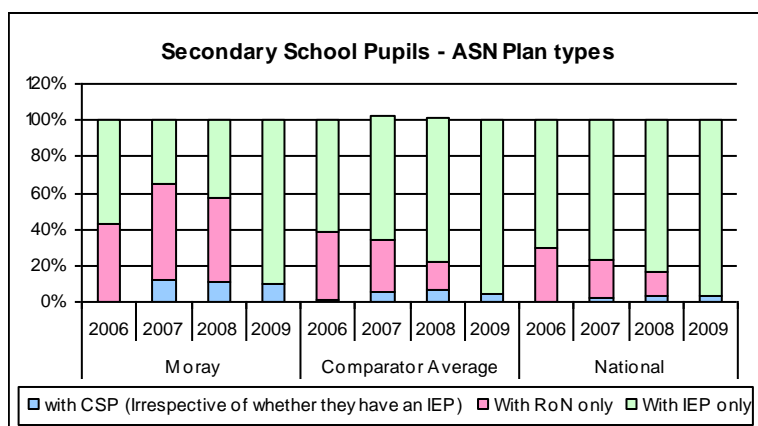
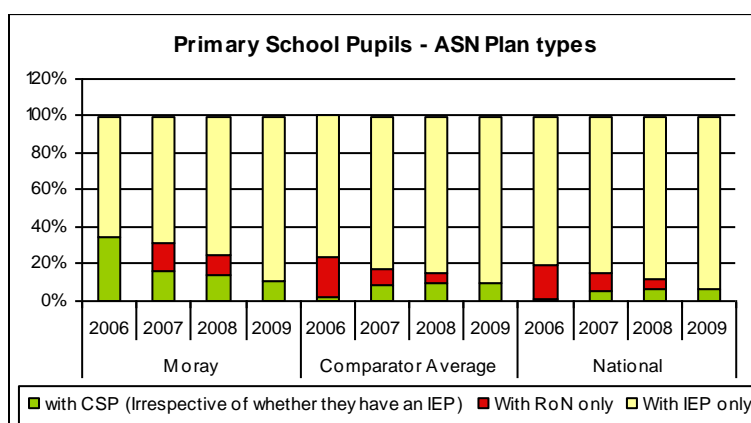
7.3.3.3 Co-ordinated Support Plans (CSP)

For a small number of children and young people with significant ASN arising from complex or multiple factors who require support from at least one agency outwith education, a CSP builds on the IEP to ensure that the support for learning is co-ordinated effectively across agencies.

Coordinated Support Plans replaced the Record of Needs previously prepared for children and young people with ASN. In contrast to the Record of Needs, which focused on deficits and weaknesses, the CSP will plan for the achievement of learning outcomes.

7.3.4 Plan Type

In 2006, 66% of primary school pupils' ASN plans in Moray were Individualised Education Programmes (IEPs), the remainder being either Records of Need (RoNs) or Coordinated Support Plans (CSPs)³². By 2009 89% of ASN plans in Moray were IEPs, the remainder being CSPs. In our comparator authorities the proportion of IEPs rose from 77% to 90% and nationally, from 80% to 94%. The slightly larger proportion of CSPs in Moray than nationally may suggest that there are more primary pupils with more severe and/or complex needs in Moray – 11% compared with 7%, although it may also reflect the criteria used in Moray to determine the type of plan required.



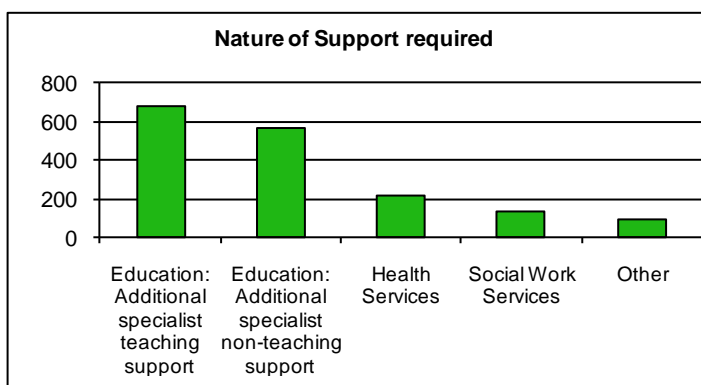
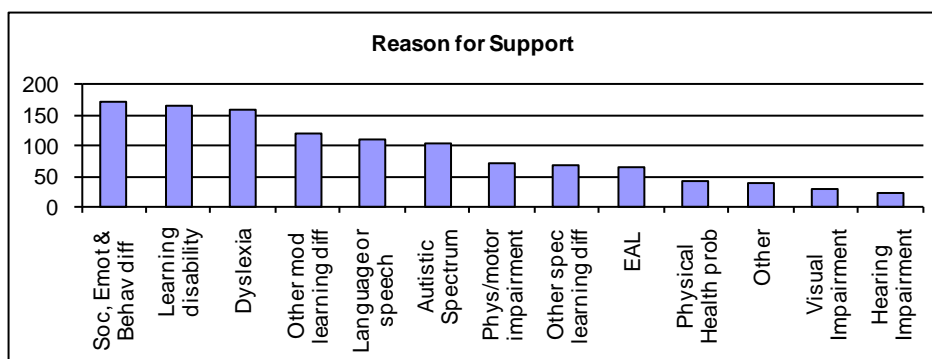
In Moray in 2006 about 57% of secondary school pupils' ASN plans were IEPs, the remainder being RoNs. In 2009, 90% were IEPs, the rest being CSPs. In our comparator authorities and nationally about 95% and 97% respectively of ASN plans were IEPs in 2009, the remainder being CSPs. As in primary schools, the slightly larger proportion of CSPs in Moray indicates a greater

³² In 2006, these two figures were combined as there were fewer than 5 CSPs.

proportion of pupils with more severe and/or complex needs in Moray – 10% compared with 5% (comparators) and 3% nationally, although again it may be a reflection of the criteria used for assessment.

7.3.5 Reason for and Nature of Support Provided

There are many reasons why a child or young person may require support in school. The graph shows a breakdown for 2009, reflecting that there may be more than one reason why a pupil needs support. Reasons

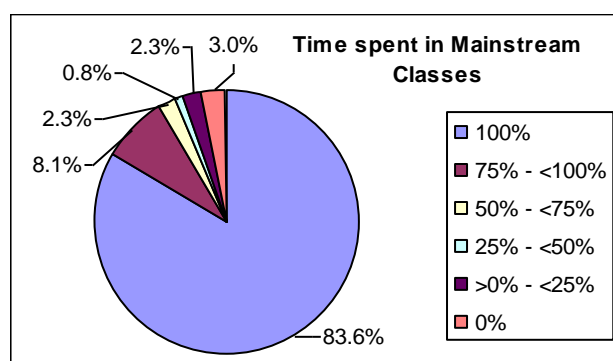


that apply to less than 5 pupils are not depicted but include interrupted learning, deafblind, looked after, mental health problem and more able child.

The nature of the support required also varies, the most common being specialist teaching support. Again, a pupil may require more than one type of support.

7.3.5.1 Integration into Mainstream Classes

The reason for and nature of the support required by a pupil will contribute to whether or not they can be integrated into mainstream classes. As the chart illustrates, the vast majority of pupils spend 100% of their time in mainstream classes with just 3% spending no time in mainstream classes.



7.4 Health and Activity

7.4.1 Health Promoting Schools

Health-promoting schools (HPS) developed in recognition of the role that schools can play in promoting and sustaining the health of children and the wider community. The importance of this role was underlined by the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which places a duty on Scottish ministers and local authorities to endeavour to ensure that schools are health promoting.

The Act states that a school is “health promoting if it provides on its own or in conjunction with health boards, parents or any other person, activities, an environment and facilities,

which promote the physical, social, mental and emotional well-being of pupils”. There were nine priority areas covered by HPS:

- Mental Health
- Sexual Health
- Accident protection
- Physical activity
- Healthy eating
- Drugs
- Alcohol
- Tobacco
- Oral Health

There was an emphasis on gaining HPS accreditation and each school would choose three priority areas on which to concentrate over a period of 2 years. Although all schools in Moray are accredited as health promoting, the emphasis has developed from HPS accreditation to supporting schools implement the CfE health and well-being framework. This is one of three cross-curricular areas that are the responsibility of all staff. Whilst individual schools may have identified priorities specific to them, there is a focus on mental health and well-being across Moray.

7.4.2 Oral Health

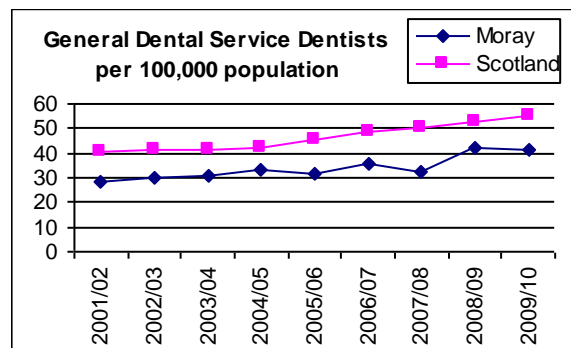
The relationship between oral health and general health is well documented, with oral disease and non-communicable chronic diseases having many common risk factors³³. The World Health Organisation emphasised the importance of oral health, stating that: “Oral health means more than ‘good teeth’ – it is integral to general health, is essential for wellbeing, and is a determinant of quality of life. It allows us to speak, smile, kiss, touch, taste, chew, swallow and cry. Conversely, oral disease can lead to significant time lost from school, work and other activities³⁴.”

There are various factors that influence oral health, including lifestyle factors such as diet, smoking and alcohol but also access to and use of oral health services, which play an important role in preventing oral disease.

Recruitment and retention of NHS dentists in remote and rural areas, of which Moray is one³⁵, is problematic creating access issues for residents, which in turn results in lower registration levels. However, recruitment and retention of appropriate personnel into rural and remote areas is crucial in maintaining adequate access to NHS dental services.

In 2009/10, Moray had the 3rd lowest number of General Dental Service (GDS) dentists per 100,000 population in Scotland at 41.1, compared with a national rate of 54.8.

The graph shows the fairly steady increase in the number of GDS dentists per 100,000 population in both Moray and nationally, but highlights the difference in numbers between the two.



³³ An Analysis of Dental Workforce in Scotland (2008) <http://www.isdscotland.org/isd/workforce-planning-projects.jsp?pContentID=1442&p>

³⁴ The World Oral Health Report 2003, P.E Peterson, World Health Organisation. http://www.who.int/entity/oral_health/media/en/orh_report03_en.pdf

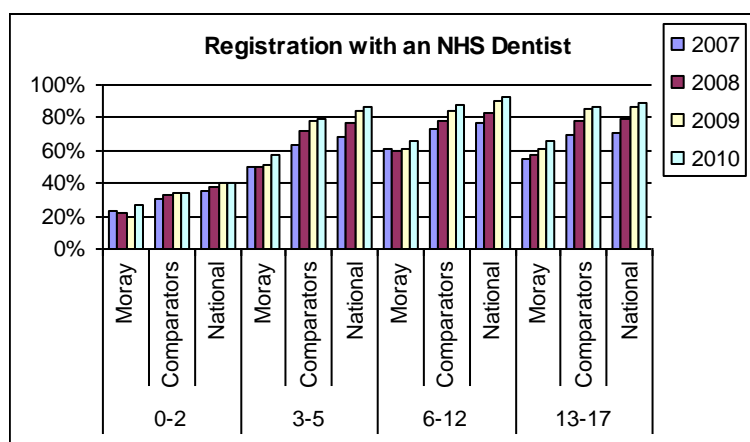
³⁵ Needs Assessment Report on Remote and Rural Dentistry, March 2007 <http://www.scottishdental.org/index.aspx?o=1546>

Successive national oral health surveys have revealed very high levels of dental decay in young children in Scotland, with children from the most disadvantaged communities commonly demonstrating the highest levels of decay. The problem often starts at a very early age.

- By the age of 3, over 60% of children from areas of deprivation have dental disease.
- By the age of 5, over 56% of all Scottish children have dental disease.
- By the time they are 14, 68% of children have suffered from dental caries (tooth decay) in their adult teeth.

The Action plan for improving oral health and modernising *NHS* dental services in Scotland³⁶ stresses that services for children and young people should be focused on prevention. It set several targets for oral health in children and young people:

- By March 2008:
 - The number of children aged 0-2 yrs under dental care/supervision will increase from 35% to 55%.
 - The number of children aged 3-5 yrs under dental care/supervision will increase from 66% to 80%.
 - % of primary school children aged 6-12 years under dental care increasing from 75% to 90%.
 - The proportion of 13-17yr olds registered with a dentist will increase from 68%.
- By 2010:
 - 60% of P1 children will have no signs of dental disease by 2010.
 - 60% of P7 children will have no signs of dental disease in permanent teeth by 2010.



The graph shows the level of registration with an NHS dentist for various age groups in Moray, our comparators and nationally as at March each year.

In the 0-2yrs age group all three areas fell short of the 2008 target of 55% but the shortfall was worse in Moray where only 22% were registered, compared with 33% in our comparators and 38% nationally. By March 2010, all three

areas still fell short of the 2008 target with Moray continuing to have the greatest shortfall at 26.5% compared with 34.2% and 40.2% in our comparators and Scotland respectively.

All three areas were also short of the 2008 target of 80% for the 3-5yrs age group. As with the 0-2yrs age group, Moray again had the greatest shortfall with only 50% of the target group registered compared with 72% in our comparators and 77% nationally. By March 2010, the target had been achieved nationally (86%) and very nearly so by our comparators (79%). However, Moray was still short although there had been a marked improvement to 58%.

³⁶ Action plan for improving oral health and modernising *NHS* dental services in Scotland, 2005. www.scotland.gov.uk/Resource/Doc/37428/0012526.pdf

By 2008, there was a similar situation with regards to the target of 90% for 6-12yr olds – all three areas were short and Moray had the greatest shortfall with 60% of the age group registered compared with 79% in our comparator authorities and 83% nationally. By March 2010, the level of registration had improved in all areas and the target achieved nationally and nearly so in our comparators with 92% and 87% respectively registered. In Moray the proportion of 6-12yr olds registered with a dentist in March 2010 was 65%, considerably short of the target.

For the 13-17yr old age group, although no specific target level was set it was expected that the national level of registration would increase from 68%. By 2008 both nationally and in our comparators, the proportion registered had increased to 79% and 78% respectively. In Moray, the proportion of 13-17yr olds registered had increased to 58%. By 2010 all three areas had showed further improvement to 66% in Moray, still less than the national starting level, 87% in our comparators and 89% nationally.

The National Dental Inspection Programme of Scotland, which commenced in 2004 following a pilot study in 2003, gathers information regarding the prevalence of oral disease in Scottish children, alternating annually between P1 and P7 pupils. The proportion of P1 pupils in Grampian showing no obvious decay experience in deciduous teeth has increased from 56.9% in 2004 to 58.6% in 2008, very slightly below the 2010 target. Nationally the proportion increased from 50.7% to 57.7%. The proportion of P7 pupils in Grampian showing no obvious decay experience in permanent teeth has increased from 49.6% in 2005 to 63.7% in 2009, above the 2010 target. Nationally, the proportion rose from 52.9% to 63.6%.

7.4.2.1 Childsmile

Childsmile is a national government programme designed to improve the oral health of children in Scotland and reduce inequalities both in oral health and access to dental services. It was piloted in 2005 in the central belt and has been rolled out across Grampian since 2008.

The programme consists of four elements: Core, Nursery, School and Practice.

7.4.2.1.1 Childsmile Core

All nursery children are offered daily supervised toothbrushing within their establishment. In addition to nurseries, it is also offered to the lowest 20% of P1/2 classes highlighted through the National Dental Inspection Programme (NDIP) figures.

Currently in Moray, Childsmile Core is operating in all nurseries and P1/2 classes within Keith, Buckie and some within Speyside.

7.4.2.1.2 Childsmile Nursery

In addition to the Core programme, nurseries that fall within the bottom 20% of the NDIP and those in the bottom 20% of the Scottish Index of Multiple Deprivation (SIMD) are offered twice yearly fluoride varnish applications, which are carried out by specifically trained dental nurses.

In Moray during 2009/10, fluoride varnish applications were offered in Keith, Buckie and Speyside in nurseries that were in the bottom 20% of the NDIP and all local authority nurseries, a total of 13 nurseries. During 2010/11, nurseries within the bottom 20% of the SIMD will be included bringing the total number of nurseries to 15.

7.4.2.1.3 Childsmile School

The Childsmile School programme offers twice yearly fluoride varnish applications to P1/2 children in schools that fall within the bottom 20% of the NDIP and those in the bottom 20% of the Scottish Index of Multiple Deprivation (SIMD).

In Moray during 2009/10, P1/2 children within qualifying schools in Keith, Buckie and Speyside, 23 schools in total, were offered fluoride varnish applications twice a year. In 14 of these schools where the school roll was 50 or less, the fluoride applications were offered to the whole school. During 2010/11, the programme will also be offered to P1/2 pupils in a further 6 schools highlighted through the SIMD, and to P3 pupils in those schools where only P1/2 were targeted during 2009/10. In each successive year an additional year group will be offered the programme until P1-7 are included.

7.4.2.1.4 Childsmile Practice

Children are targeted from birth with those deemed most vulnerable being referred by their Health Visitor to Dental Health Support Workers who will then go into the family home and offer basic oral health advice and help them register with a Childsmile dentist. Once those children become registered into Childsmile they will receive oral health sessions within the practice with an extended duties dental nurse who will apply fluoride varnish and give oral health advice tailored to the individual needs of the child/family. However, there are currently no Childsmile dentists in Moray although work is being undertaken to recruit practices to the programme.

7.4.3 Healthy Weight

	1998	2003	2008
Boys aged 2-15yrs	29.2%	33.9%	38.2%
Girls aged 2-15yrs	30.4%	30.7%	28.7%

The table shows the proportion of Scottish children aged 2-15yrs whose BMI (Body Mass Index) is outwith the healthy range³⁷.

NHS Grampian estimate that in 2007, 22.1% of 2-15yr olds in Moray are overweight.

There are numerous consequences associated with obesity in children including an increased likelihood of risk factors associated with cardiovascular disease and diabetes, an increased risk of developing or exacerbating existing asthma and it is also associated with poor self esteem, being perceived as unattractive, depression, disordered eating, bulimia and body dissatisfaction.

Consequently, the rising prevalence of overweight and obese children, particularly boys, is a cause for concern that the Scottish Government are keen to address. The National Performance Framework includes the national indicator "*Reduce the rate of increase in the proportion of children with their Body Mass Index outwith a healthy weight*".

Various initiatives and policies, some of which build on earlier work, have been introduced to help in the achievement of this outcome, based on improving diet and increasing physical activity.

The CfE includes the promotion of active and healthy lifestyles. The broad general education to which every young person is entitled includes health and wellbeing up to S3. From S4 to S6 there will continue to be an emphasis on health and wellbeing, including the relationship between food, health and wellbeing. Schools are expected to continue to

³⁷ Scottish Health Survey 2008

work towards the provision of at least two hours of good quality physical education for every child, every week.

Hungry for Success, the report on school meals, has led to an improved standard and uptake of school meals. The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 requires local authorities to ensure that food and drink provided in school comply with the nutritional requirements specified in Scottish Ministers regulations, which apply to all food sold or served including tuck-shops and vending machines.

The Active Schools programme is responsible for providing high quality opportunities for children to be active in and around the school day. It includes a wide range of planned sport and physical activities in both school and community settings as well as encouraging healthy choices in relation to everyday activities such as travel.

Healthy Eating, Active Living: An action plan to improve diet, increase physical activity and tackle obesity (2008-2011) published in 2008, draws these factors together into a single Government approach and makes obesity a central focus. It also introduces some new initiatives such as family-focused (engaging parents and carers), multi-stranded (addressing dietary, physical inactivity, social and behavioural causes of weight gain) child healthy weight intervention programmes.

Within Moray there is a long-running screening programme of P1 pupils carried out by the school nurses which includes height and weight measuring, whereby the BMI of every P1 pupil is calculated each year. Following the introduction of the HEAT target “Achieve agreed completion rates for child healthy weight intervention programme by 2010/11”, the BMI information gathered was used to target interventions to specific children. In Grampian as a whole the approved intervention – Eat Play Grow Well has been used with identified P1 children and their families by the Dietetics Departments. However, due to the sensitivity of the issue the take up from parents was poor and it is thought that a whole-school/class/group non targeted approach would be more successful, working with other partners including schools, Active Schools Coordinators, Moray Council Active Travel Officer and Moray Council Sports Development Sports coaches.

All interventions whether targeted or non-targeted need the essential components of physical activity, healthy eating, goal setting and family involvement.

In Moray, two further interventions have been approved by the Scottish Government

1. Change 3: (targeted approach) identified 5-7yr olds and 7-16yr olds who have BMIs over the recommended healthy weight level. Involves initial height & weight measurements/BMI calculations, a weekly programme of 1hr sessions for 12 weeks; family involvement and support; goal setting and the delivery of healthy eating and fun physical activity sessions. At the end of the programme – final height, weight and BMI measurements for comparison.
2. Tuck & Travel Smartcard: (non-targeted approach) whole-school approach involving 5 primary schools at present. Comprises Smart Travel journeys to school either on foot or by bicycle and Smart Tuck. Reward scheme in place both for personal goals and whole school goals.

Two other interventions are being developed both of which are non-targeted, one in collaboration with the rugby development officer, the other in conjunction with an Active Schools coordinator working with a junior JogScotland group. It is anticipated that these will also be approved by the Scottish Government in due course.

Figures for Moray for the year 2009/10 indicate that 14% of P1 pupils are overweight or obese, 55% of who are boys.

7.4.3.1 School Meals and Healthy Eating

In 2003, the then Scottish Executive published “Hungry for Success”, their strategy for revitalising school meals in Scotland. The strategy aimed to improve the quality and presentation of school meals and to eliminate any stigma attached to taking free school meals with the result that more children and young people would take school meals. The rationale behind the change was that improving children's diet can make a major impact on the health of children with beneficial outcomes for educational attainment and improved health in later life.

A set of nutritional standards were produced outlining what school meals should contain in terms of food groups, vitamins and minerals, fat and sugar content. Recommendations were made regarding all aspects of school meals, including improving the atmosphere and ambience of the dining room, promoting healthy choices, maximising the social experience of school meals and introducing processes to maximise anonymity for free school meal recipients.

Measures include:

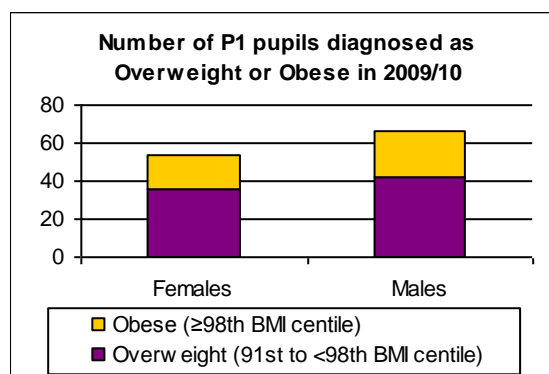
- Free fruit for all pupils in primary one and two
- New nutrient standards for school meals
- Standard portion sizes and product specifications
- Provision of drinking water
- Actions to incentivise uptake of free school meal entitlement
- Improved facilities in dining rooms

The initiative is integrated into the Health Promoting Schools scheme and as such healthy eating information is incorporated into the classroom and not just the dining room.

In April 2008, the Moray Council launched “Be Bright: Eat Right”, which focuses on providing healthy, wholesome school meals, and highlighting:

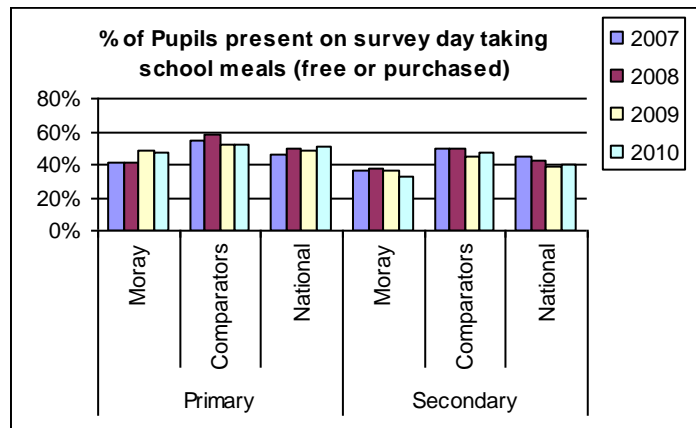
- What makes it great - fresh, locally produced food where possible, prepared on-site providing healthy eating options to help you look and feel better.
- It's better for you - eating the right things helps you to stay focused.
- It's better for everyone - fresh produce selected from local producers' supports the economy.

To date the campaign has been run in primary schools but at the end of September 2010, a similar campaign based on the same principles as Be Bright: Eat Right but entitled “Meet the Foody Doodies”, is being launched aimed at secondary school pupils. The Foody Doodies are characters that provide healthy eating and food related messages.



7.4.3.1.1 Uptake of School Meals

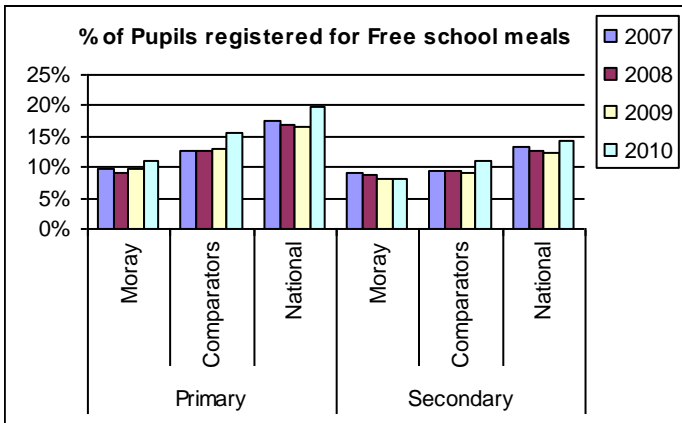
The uptake of school meals in Moray's primary schools increased by nearly 9% in the year following the launch of the Be Bright: Eat Right campaign (the annual survey takes place in February so figures for 2008 are prior to its launch). There has been a very slight drop off in 2010. In contrast, our comparators have seen a slight reduction between 2007 and 2010 and although nationally there was an increase over the period, in contrast to Moray, this was small and gradual.



Over the same period, secondary school pupil uptake of school meals has fallen by around 4% in Moray, our comparators and nationally.

7.4.3.1.2 Free School Meals

The proportions of both primary and secondary school pupils registered for free school

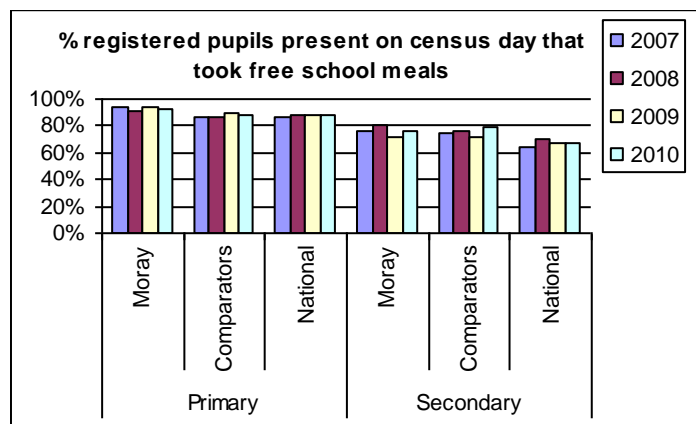


meals in Moray are lower than in our comparators and nationally. This may reflect a lower entitlement in Moray or a lower registration rate of entitled pupils. All schools in Moray operate an anonymised system to protect the identity of recipients of free school meals, intended to remove the associated stigma.

Over the last four years, the proportion of pupils registered for free school

meals in primary schools has increased in Moray, our comparators and nationally, particularly in 2010, possibly a side effect of the poor economic climate. In secondary schools, the proportion has reduced in Moray over the same period, compared with an increase in our comparators and nationally.

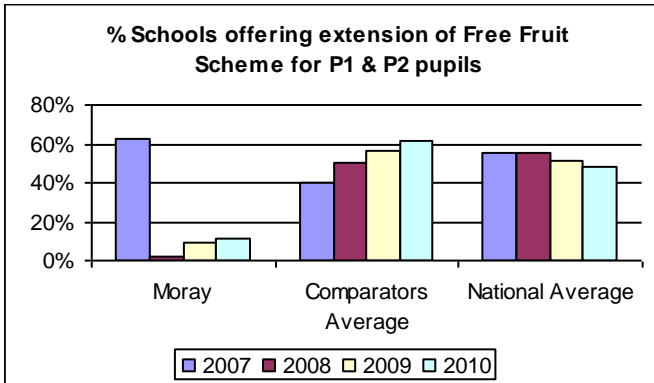
Figures show that not all pupils registered for free school meals actually take them. Of those primary school pupils registered that were present on survey day, about 93% took a meal, compared with 88% in our comparators and nationally. In secondary schools the figures were lower at 76% in Moray compared with 78% and 66% in our comparators and nationally.



It is not known why all registered pupils do not take their free school meal and what they eat instead. The concern would be for the health of the child and how their school performance may be affected. However, there must remain an element of choice for all pupils.

7.4.3.1.3 Free Fruit in Schools scheme

The Free Fruit for Schools scheme, whereby free fruit is provided to all primary 1 and 2 pupils, was introduced in 2003 as one of a series of measures aimed at driving up nutritional standards in schools – part of Hungry for Success. All local authority primary schools participate in the Free Fruit in Schools scheme and provide free fresh fruit to P1 and P2 pupils³⁸.



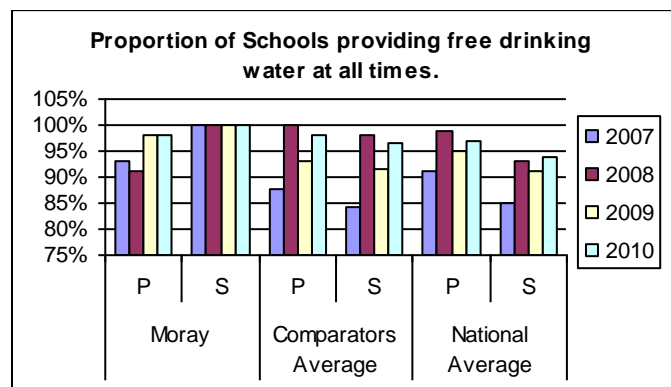
A proportion of primary schools have extended the free fruit scheme in some way, such as to pupils in other stages or by providing it more often. In 2007, 63% of Moray's primary schools offered an extended free fruit scheme, higher than our comparators and nationally. However, in 2008, the majority of participating schools withdrew and only 2% continued to extend the scheme. This has now increased to 11% in 2010 but

remains considerably lower than our comparators (61%) and national levels (48%).

7.4.3.1.4 Free Drinking Water

In 2008, the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 introduced the duty to provide free drinking water to pupils at all times in both primary and secondary schools.

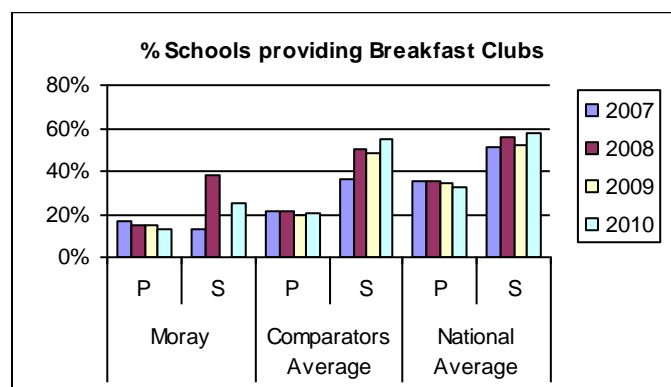
For the last two years, 98% of Moray's primary schools have provided free drinking water to pupils at all times, the same or better than our comparator authorities and nationally. All eight of Moray's secondary schools have provided free drinking water, compared with 97% and 94% in our comparator authorities and nationally, respectively.



7.4.3.1.5 Breakfast Clubs

For the purpose of the school meal survey, breakfast clubs were defined as "supervised provision of food to some or all pupils before the beginning of the school day, whether provided free or at a charge".

In Moray, the proportions of both primary and secondary schools that provide a breakfast club are smaller than in our comparators and nationally.



³⁸ School Meals in Scotland, 2010. <http://www.scotland.gov.uk/Publications/2010/07/06095048/1>

7.4.3.2 Substance Misuse

All schools in Moray are able to arrange information sessions regarding drugs and alcohol, which are tailored appropriately for the age of the pupils.

There has been a lot of work by Grampian Police School Liaison Officers (SLOs) and the Health Improvement Service to coordinate and streamline the delivery of drug/alcohol sessions. This ensures that schools receive information from both a police and health angle and that the language used, e.g. drug names (inc. street names), is uniform, providing consistent messages around drugs and alcohol.

Sessions to primary schools are delivered jointly by Grampian Police SLOs or Community Beat Officers, and staff from the Health Improvement Service. The session consists of a 45min presentation focusing on alcohol, cannabis, volatile substances and tobacco, although other drugs are also discussed. The presentation looks at the consequences of alcohol/drug/tobacco use, including physical, psychological, social and legal. The presentation is followed by the D-rug game, which aims to test the pupils on their understanding of what they have heard and discussed during the presentation.

Since May 2008, 17 of the 46 primary schools in Moray have received or have booked to receive a drug/alcohol session. Three of these will be receiving their second session. Primary Schools that have received or are booked to receive the joint session from Grampian Police SLOs and staff from the Health Improvement Service include: Aberlour, Applegrove, Burghead, Cullen, Greenwards, Hythehill, Kinloss, Millbank, Milnes, Mortlach, Mosstodloch, New Elgin, Portgordon, Seafield, St. Sylvester, Tomintoul and West End. In addition, the Drug & Alcohol Information & Health Improvement Officer has delivered 2 sessions to pupils in 2 primary schools, Kinloss & Milnes, 2 sessions to parents of pupils in 1 primary school, Mosstodloch, and 1 session to teachers in 1 primary school, East End in Elgin.

Sessions to secondary schools are delivered jointly by the Drug & Alcohol Information and Health Improvement Officer and Health Improvement Assistants. Since April 2006, the Drug & Alcohol Information & Improvement Officer has delivered sessions to pupils in 6 of the 8 state funded secondary schools in Moray and also Gordonstoun School. He has also delivered awareness sessions to teachers in 1 school and parents of pupils in 3 schools. Only 1 secondary school has received no sessions of any kind.

The table details the sessions provided to secondary schools since April 2006 by the Drug & Alcohol Information & Health Improvement Officer and highlights the sporadic and inconsistent nature of sessions. However, schools will often design and deliver their own lessons and will not request the involvement of an outside agency.

School	Drugs	Alcohol	Drugs & Alcohol
Buckie High			
Elgin Academy	1 - S6 2008 1 - S5 2008	1 - S2 2006 1 - P 2006 1 - S2 2007 1 - S5 2008 1 - S6 2008	
Elgin High	1 - T 2006		
Forres Academy		1 - S6 2006 4 - S6 2007 1 - S5 2007 1 - S2 2007	1 - S5 2006
Keith Grammar	1 - S5 2006 1 - S5 & S6 2008 1 - S5 2008	1 - S5 2006 1 - S5 & S6 2008 1 - S5 2008	1 - S5 & S6 2008 1 - S6 2008
Lossie High		1 - P 2007	1 - S3 2006
Milnes High	1 - S4 2006 1 - S6 2006	1 - S5 2006	1 - P 2007
Speyside High			2 - S4 2009
Gordonstoun			7 - Y12 2007

Sx = Secondary pupils, year x; T = Teachers; P = Parents

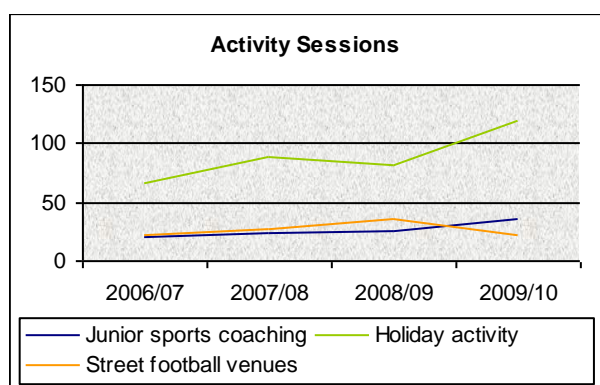
7.4.3.3 Sports Development

The Sports Development Team includes the Sports Development Officer, Assistant Leisure Officer, Rugby Development Officer, Street Football Coordinator and Active Schools Coordinators. Its remit is the implementation of “Living an Active Life”, the physical activity, sport and health strategy for Moray 2007-2012.

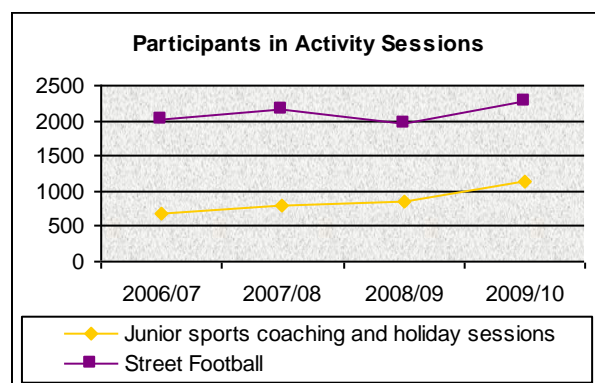
The aim of the strategy is to improve the health and wellbeing of everyone in Moray through physical activity and sport, with goals for early years, school age children, community participation and facilities.

Through working with partners, such as Outfit Moray, sportscotland, NHS Grampian, Forestry Commission, Moray College, Moray Leisure Centre, sportMoray and Grampian Coaching they undertake a variety of duties including:

- Providing activities for people of all ages to participate in
- Supporting sports clubs to thrive and develop
- Training and mentoring sports coaches and volunteers
- Developing partnerships to pull resources, skills and expertise together for the benefit of the community
- Developing talent and excellence in sport



Over the last four years the Sports Development team and its partners have organised and run junior sports coaching sessions, holiday activity sessions and street football sessions, all of which have seen an increase in the number of participants over the period.



Over the four years there has been a 70% increase in the number of participants at junior sports coaching and holiday activity sessions and despite a slight reduction in the number of street football venues, there was a 13% rise in the number of participants.

Since May 2008 the three local authorities and sports councils in the Grampian area have been administering the Grampian ClubCAP scheme, which provides accreditation to clubs that operate in a structured way and in accordance with certain criteria. To date 5 clubs in Moray have received accreditation and a further 8 clubs are working through the scheme with support provided by the Sports Development and Active Schools teams.

There are 10 sport specific development forums currently established in Moray, which aim to develop and promote their sports across the area. They include hockey, tennis, cricket, badminton, basketball, rugby, girls' football, football, disability sport and walk/jog/run. During 2009/10 a total of 50 meetings were held. Additionally there is a generic sports development forum, sportMoray, the local sports council, which works closely with the Sports Development Team to distribute grant aid funding. It also organises Club Network

events and the annual Recognition Awards as well as administering the Pinto Tribute Fund that provides funding to young people to get involved in sport.

The Sports Development team organise various National Governing Body Coach Education courses, often on an as needs basis. There are currently annual courses delivered in rugby, basketball, football, cricket, badminton, tennis and hockey. During 2009/10 a total of 22 courses were organised.

The Sports Development and Active Schools teams also deliver Community Sports Leadership Courses, which provide successful candidates with a nationally recognised qualification that enables them to independently lead small groups of people in sport and recreational activities. Over the last 4 years a total of 60 candidates have participated.

A collaboration of the three Sports Development departments and Sports Councils in Grampian, the Coaching Network of sportscotland, Active Schools, Grampian Institute of Sport and voluntary organisations have formed Grampian Coaching, which aims to increase the quantity and quality of coaches in the Grampian region. The Grampian Coaching Scholarship Scheme, offered in collaboration with the appropriate local sports council, provides funding contributions to Sports Club Coaches aiming to complete coaching qualifications.

7.4.3.3.1 Active Schools

Active Schools is a Scottish Government initiative launched in 2005, joint funded by sportscotland and local authorities, which aims to increase the physical activity levels of children by offering all children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood - to make 'more children, more active, more often'.

Research demonstrates that those most likely to remain active for life are involved in a wide range of activities when young. Therefore it is vital to establish active lifestyles and develop basic skills that will allow young people to participate in physical activity or sport throughout their lives. Therefore a key aspect of the initiative is the development of links with the community and importantly with local sports clubs to facilitate the sustainability of the activity into adulthood.

In Moray there is an Active Schools Manager and 9 Active Schools Coordinators (ASCs), 6 for primary schools and 3 for secondary schools. In their respective Associated Schools Groups, ASCs create and support opportunities for school-aged children to become more active before, during and after the school day. The remit of the programme is wide and includes all forms of activity: sport at the grass-roots level, active travel, outdoor adventure and the active arts.

In the first half of 2009/10 academic year, links have been forged with 18 sports clubs across Moray. The links take a variety of forms, including:

- Delivery of a block of activity sessions in school by a member of a sports club or a paid coach organised by the ASC
- Delivery of a festival where schools come together to develop their skills further or to compete against each other, followed by clear signposting to the club where the young people can continue this activity. Some clubs will hold a registration day for new junior members or organise an open club sessions on the back of the festival.

Often the Active Schools team will organise CPD sessions in these activities for school staff and volunteers so that they can continue to lead or assist with activity sessions in schools.

Some particularly successful links are:

- Rugby – sessions organised in schools in partnership with the Rugby Development Officer, festival delivered in partnership with Buckie Rugby Club in the Buckie and Milnes clusters
- Cricket – sessions organised in schools in partnership with all Moray Cricket Clubs, cluster cricket festivals delivered with top teams progressing top a Moray-wide competition where a team is selected to represent Moray in the national Kwik-Cricket finals
- Golf – Scottish Golf Union’s ‘Clubgolf’ programme delivered by ASCs in partnership with their local golf clubs. School staff trained to deliver 6-8 weeks of sessions in school time with children progressing to their local club for a full summer’s worth of sessions under the club’s pro.
- Orienteering – sessions organised in school (either during school day or extra-curricularly), cluster festival delivered early in school year, Moray-wide festival delivered in spring term. Orienteering CPD courses have been delivered to Moray school staff for the last 3 years.

Additionally, each ASC will have arrangements with their smaller local clubs based on those clubs capacities. For example, during the summer holidays in the Elgin, Lossiemouth and Milnes clusters a ‘club links’ week was piloted where children were offered a different activity each day, in some cases with club coached on hand to help with delivery.

Unfortunately, many of the clubs do not have systems in place to record how a new member was first introduced to an activity and young people particularly often do not recall how they came to join a club. It is therefore not possible to say how many young people have joined a club as a result of involvement in an Active Schools activity session. A best estimate for the first half of 2009/10 suggests that 356 children/young people joined clubs on the back of Active Schools-led sessions. However, this does not take account of children that may join later in the year or even later in life.

During the first half of 2009/10 participation in activities over which ASCs have direct control, the in-school or extra-curricular activities and festivals, is recorded. The following table gives involvement figures.

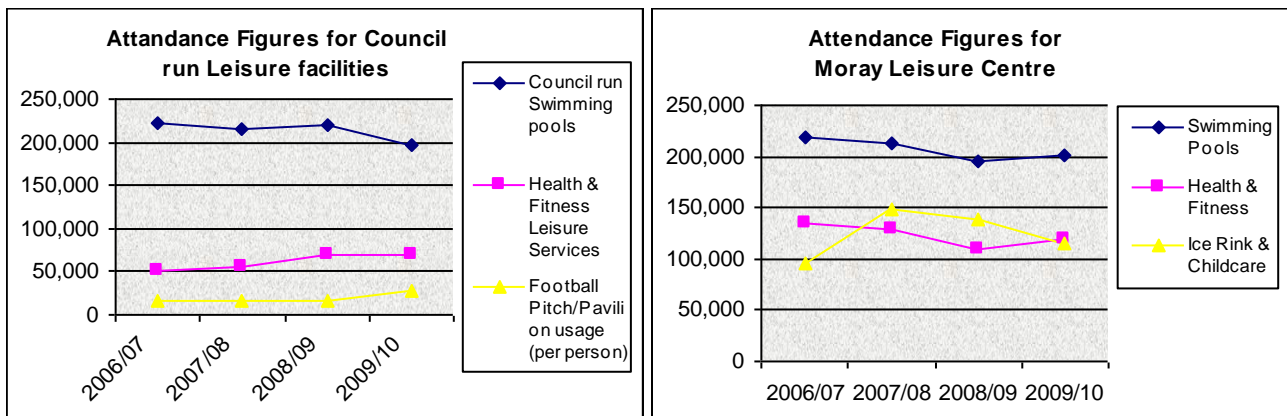
School Sector	Activity Sessions	Distinct Deliverers (paid and volunteer)	Distinct Young People	% of school roll
Primary	769	218	4419	68%
Secondary	360	73	564	10%

The differences in relative impact between primary and secondary sectors are due to:

1. The ability of primary schools to adopt a whole-class approach, which is often not possible in secondary schools
2. Many primary school extra-curricular activities are seen as a convenient form of after-school care
3. The focus of secondary ASCs is often on a number of very specifically targeted programmes, such as girls-only activities.

7.4.3.3.2 Sports Facilities

There is a range of sports facilities across Moray including 15 football pitches, 10 with use of a pavilion, although none is further south than Rothes. However, a synthetic turf pitch has been constructed in Speyside as one of the 18 Leisure and Healthy Living programme project. There are also 3 multisports facilities in Buckie, Elgin and Keith, which include tennis courts and 5-a-side football pitches. There are 5 Council run swimming pools across Moray, 2 within local High Schools the rest as part of a leisure centre that also incorporates a fitness room and Health Suite. In addition the Moray Leisure Centre in Elgin incorporates a swimming pool and a Health & Fitness suite and has additional facilities including an ice rink and childcare facilities.



Attendance figures for both Council run and Moray Leisure Centre swimming pools show a reduction over the last 4 years of 11% and 8% respectively. Attendance at Council run health and fitness leisure services has increased over the four years by 41%, which is in contrast to a 13% reduction in health and fitness facilities at Moray Leisure Centre. Per person usage of football pitches and pavilions has increased considerably between 2006/07 and 2009/10, from 15,351 to 27,420, a rise of 79%. Use of the ice rink and childcare services at Moray Leisure Centre has also risen over the last four years, by 13%.

7.4.3.3.3 Leisure and Healthy Living Programme

The Leisure and Healthy Living Programme is a strategy for the development of 18 recreational facilities across Moray. The facilities include synthetic turf pitches, skate parks, grass pitches, sports halls, a watersports facility, a learning centre, a community hall, a performance space, a pavilion, a health suite and a regional sports facility. To date 12 projects have been completed.

7.4.3.3.4 School Travel

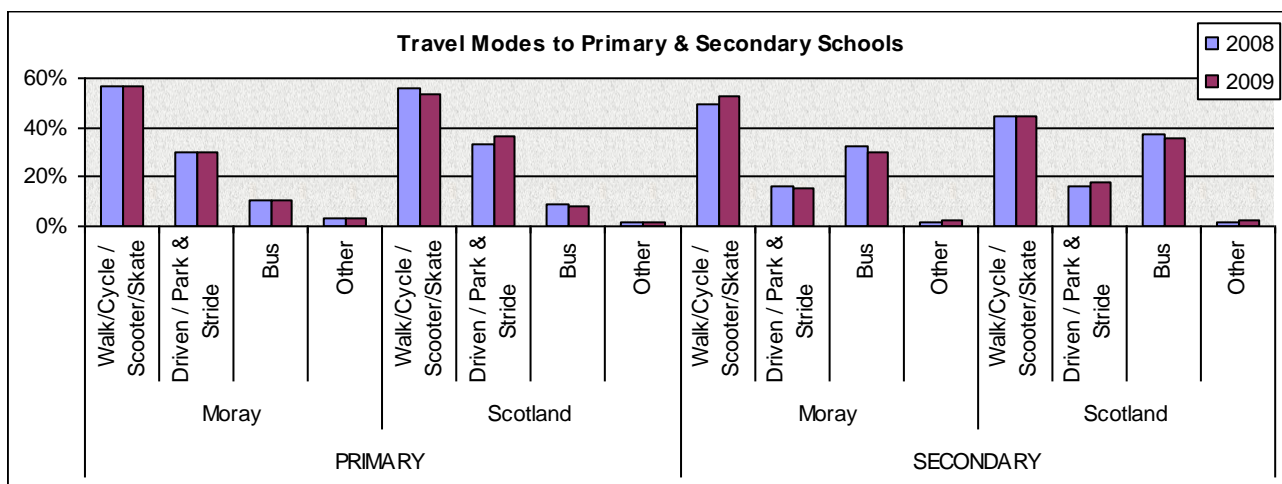
In 2004, the Scottish Executive launched the Active Travel Scotland initiative as part of the delivery framework for the physical activity strategy, Let's Make Scotland More Active. Its aim was to promote better health and help reduce pollution and congestion through everyday walking and cycling instead of taking the bus or car.

The initiative includes improving the ways that children travel to school. Over the last decade fewer children have been walking or cycling to school and more travel by car, thus limiting their opportunities to develop good travel habits that benefit their health, well-being, independence and the environment.

Sustrans' School Travel projects encourage children to walk and cycle to school through a combination of practical and educational measures. They can involve pupils, parents and

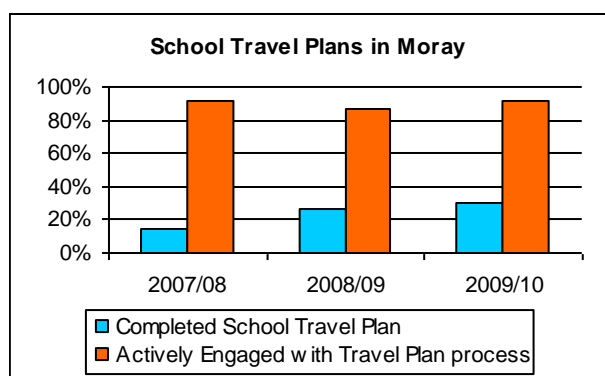
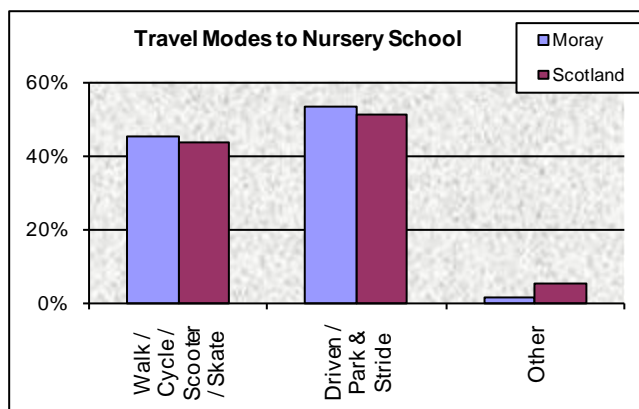
local residents, local authorities, health workers and the police. Their goal is to get the whole school community working together to make the school journey safer, healthier and more enjoyable for everyone. In Scotland Sustrans' School Travel Programme is funded by The Scottish Government and supported by other partners.

Since 2008 Sustrans have conducted a survey of primary and secondary school children across Scotland to find out how they travel to school. The results show that in Moray more primary and secondary school pupils walk or cycle to school than nationally, fewer primary school pupils are driven than nationally and slightly fewer secondary school pupils are driven or take the bus than nationally.



In 2009 nursery schools were also surveyed, the results showed that virtually all children either walked/cycled or were driven to school, with a slightly smaller proportion walking or cycling than being driven.

Sustrans are also involved in promoting School Travel Plans, which provide a starting point for encouraging pupils and parents to use healthier travel modes to get to school.



In Moray, most schools (91%) are actively engaged with the travel plan process and 30% have a completed travel plan.

7.5 Cultural and Creative learning, the Environment and Financial Education

7.5.1 Cultural Co-ordinator in Scottish Schools

In 2000 the then Scottish Executive published the National Cultural Strategy, which provided a framework for the development of Scotland's cultural life over the subsequent 4 years. It defined culture as "the whole complex of distinctive spiritual, material, intellectual

and emotional features that characterise a society or group. It includes not only the arts and literature, but also modes of life, the fundamental rights of the human beings, value systems, traditions and beliefs.”

It recognised the importance of culture in education, not just for its specialist content and knowledge but to support pupils’ learning across the curriculum and to enhance other important skills such as creative thinking and interpersonal abilities like team working and communication.

In order to widen access to and participation in culture for all young people in schools and their communities, the strategy established the Cultural Co-ordinators in Scottish Schools (CCiSS) programme, whereby funding was provided by the Scottish Government, the Scottish Arts Council and local authorities for 105 Cultural Coordinators across Scotland. The programme had 3 main aims:

1. To increase participation in a wide range of arts and cultural activities
2. To contribute towards enhanced levels of achievement for young people
3. To support approaches to creativity across the curriculum.

Since the programme’s inception, Moray has maintained a presence of Cultural Co-ordinators and until summer 2010 employed two full time staff: a Cultural Co-ordinator and Cultural Co-ordinator Manager. However, the Cultural Co-ordinator Programme will no longer be funded by the Scottish Arts Council (now Creative Scotland) after the current grant year and Moray has confirmed it is unlikely to be in a position to undertake mainstreaming of the service. Following the departure of the Cultural Co-ordinator in August 2010, the team employs one full-time Cultural Co-ordinator Manager to develop and implement exit and closure of the programme.

Over the duration of the programme, the team has worked with a wide range of partners from individual freelance artists to national bodies, such as National Trust for Scotland, Scottish Opera, Historic Scotland and the National Theatre of Scotland. They have also worked with internal partners including the Arts Development and Community Learning and Development teams, and colleagues from the Active Schools team, Youth Music Initiative and Determined to Succeed.

In the academic years 2008/09 and 2009/10 the team has raised around £170,000 of external funding to support delivery of the programme.

The table shows the activity over the last 2 academic years:

	2008/09	2009/10
Project Opportunities offered	47	42
Project Opportunities taken up	26	32
Number of individual schools taking up project opportunities	39	48
Total number of projects run by all schools in Moray	185	196
Number of young people experiencing arts within schools	6,450	4,640

Following the publication of a monitoring report published by the Scottish Arts Council in 2009 that evaluated the CCiSS programme for the period August 2007/08 to March 2008/09, it was possible to compare Moray’s performance with the national average.

This showed that for the period in question a total of 5,739 young people in Moray participated in artistic activities compared with a national average of 3,766. Further, the

average number of project opportunities delivered per month was 2.1 in Moray compared with 1.1 nationally.

The CCiSS programme is the only programme in Scotland that offers experiences in the arts and culture across genres to children and young people both in and out of the school environment.

The Cultural Co-ordinator Team works to increase and facilitate participation in arts, creative and cultural activities for young people in schools across Moray and considers how all core curriculum subjects can be taught through arts and cultural engagement. Development of the programme includes identifying how projects and opportunities offered and delivered by the team relate to Curriculum for Excellence outcomes and support of school staff in achievement of outcomes, as well as providing CPD opportunities for teaching staff as part of project delivery.

7.5.2 Instrumental Instruction Service & Moray Music Centre

The Instrumental Instruction Service provides instruction on a variety of musical instruments during term time by qualified instrumental instructors. There are not enough places for music instruction for all children who express an interest and pupils are selected based on their music ability. Instruction is available in string, woodwind, brass and percussion instruments.

The service provides weekly lessons and the loan and maintenance of a school instrument. In addition, there are various opportunities for children to participate in several ensembles, associated either with the school or the Moray Music Centre.

On average, the service provides tuition to 800 pupils a year, 200 of whom are presented for SQA. There is a staff of 9.8 FTE.

7.5.2.1 Moray Music Centre

The Moray Music Centre offers students aged 7-18yrs who play an instrument, an opportunity to participate in a number of orchestral groups. The Music Centre meets from August to March at Elgin Academy on a Saturday morning and groups include: junior and senior wind bands, junior and intermediate string orchestra, senior string orchestra/senior orchestra, junior choir and senior brass band (Moray Concert Brass).

During 2009/10, a total of 225 students participated across 6 groups.

7.5.2.2 Youth Music Initiative

The Youth Music Initiative (YMI) was launched in 2003 as a result of the priorities and gaps identified in "What's Going On?" an audit of youth music in Scotland commissioned by the Scottish Arts Council, Youth Music UK and the Musicians Union.

A major target set by the then Scottish Executive for the YMI was that 'by 2006, all school children in Scotland should have access to one year's free music tuition by the time they reach Primary 6'. Consequently, 80% of the funding allocated to the YMI was awarded directly to local authorities to improve youth music provision in schools in order to meet this target.

The remaining 20% of the funding was available to informal sector organisations working out of the school environment. Some were considered to have national importance in the youth sector (National Youth Choir of Scotland; National Youth Orchestra of Scotland; National Youth Pipe Band; Feis Rois) and were funded directly. From 2004, any organisation wanting to develop music making projects was able to apply to the Informal Sector Fund.

Moray successfully met the P6 target by 2006 and has maintained it since. The table shows the activity undertaken through the Youth Music Initiative since 2003/04, including that planned for 2010/11. Some of the figures for 2008/09 and 2009/10 are estimates.

	2003/04-2005/06	2006/07	2007/08	2008/09	2009/10	2010/11 (proposed)
Number of Projects Offered	1	2	5	3	5	3
Number of Pupils offered tuition	3,305	1,154	14,122	1,825	1,180	4,709
Number of Pupils taking up tuition		1,154	3,264	1,825	1,180	4,709
Number sessions	120	52	95	118	102	100
Hours of Tuition	60	28	50.5	58	50	60
YMI funded staff (FTE)	4.05	4.05	4.05	4.4	4.4	4.2
Non-YMI funded staff (FTE)	9.8	9.8	9.8	9.8	9.8	9.8

7.5.3 Eco Schools

The Eco-Schools programme is an international initiative designed to encourage whole-school action for the environment. It is a recognised award scheme that accredits schools who make a commitment to continuously improve their environmental performance.

The Eco Schools Scotland website (www.ecoschoolscotland.org) reported in July 2010 that 98% of Scotland's local authority schools are registered with the Eco Schools programme in Scotland and 31% have attained green flag status, more than twice the proportion in Moray.

The following table shows the percentage of Moray local authority schools participating in the Eco Schools environmental award as at July 2010:

	Registered	Bronze Award	Silver Award	1st Green Flag Award	2nd Green Flag Award
Primary	100%	82.6%	69.6%	15.2%	6.5%
Secondary	100%	100.0%	25.0%	12.5%	12.5%

In addition, Gordonstoun School, Aberlour House Junior School and Moray Steiner School are also registered as Eco Schools. Gordonstoun have achieved a bronze award and Aberlour House Junior School has bronze and silver awards. Moray Steiner School has yet to receive an award.

7.5.4 Financial Education

"Personal finance teaching in schools has been shown to be infrequent and inconsistent. To meet the long term aspiration for a planned and coherent programme of personal finance education for every child, it is important that personal finance has a secure place in the curriculum, and that schools and teachers are supportive to deliver it." [25].

Therefore, all children and young people should have access to a planned coherent programme of finance education, so that they leave school able to manage their money well [26].

In 2005 the Financial Services Authority carried out a study into the provision of financial education across UK schools [27]. In terms of Scotland, an analysis of the data [28] found that:

- In Scotland 61% of primary schools and 86% of secondary schools were delivering some form of financial education;
- In Scottish primary schools, 34% of schools delivered regular lessons in financial education;
- In Scottish secondary schools, 59% delivered regular lessons in financial education;
- In 2005, a fifth of Scottish primary schools and a half of secondary schools were offering regular financial education lessons.

A position statement on financial education in Scottish schools [30], although published some time ago, asserts that young people's entitlement to financial education can be secured within the existing curriculum. This can be in core areas such as mathematics, language, personal & social education (PSE) and environmental studies, while further opportunities are available through cross-curricular learning, such as enterprise projects, and activities such as running a tuck-shop and fund-raising for charities.

Financial education can make an important contribution to meeting the aims of the CfE. Activities to develop financial capability, where outcomes not only benefit others but also encourage a sense of responsibility to the community and society as a whole, help children and young people to understand the connections between enterprise and active citizenship.

It also contributes to meeting the expectations of the Scottish Government's Enterprise in Education strategy "Determined to Succeed", for example within the theme "Supporting the development of skills for life, skills for work".

Research carried out for the Fairer Scotland Fund in Moray in 2009 [29] established that there are various Learning and Teaching Scotland financial education resources available to Moray schools but how, where and when they are used has not been determined. However, 104 pupils received financial awareness through Moray Youth Work team.

A European Commission publication from 2007 states that *"financial education is all the more important at a time of increasing complexity and globalisation of financial services on offer, and at a time of increasing market turmoil and lack of consumer confidence due to the global credit crunch"* [31].

7.6 Parent and Pupil Participation

7.6.1 Parental Involvement

Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners. All the evidence shows that when parents, carers and other family members are effectively involved in their children's education, the outcome for their children is better.

In September 2006 the then Scottish Executive introduced the Scottish Schools (Parental Involvement) Act 2006 (the Act). The Act modernised and strengthened the framework for supporting parental involvement in school education. It aimed to help schools, education authorities and others to engage parents meaningfully in the education of their children and in the wider school community. Importantly, it placed a statutory requirement on education authorities to promote the involvement of parents in children's learning at publicly funded schools. In addition, it placed a duty on each education authority to prepare a strategy for parental involvement. It also introduced a new system of Parent Councils to replace School Boards. The Act aims to help all parents to be:

- Involved with their child's education and learning
- Welcomed as active participants in the life of the school, and
- Encouraged to express their views on school education generally and work in partnership with the school.

There are numerous methods in place to help schools and The Moray Council achieve these aims, which are detailed in the Parental Involvement Strategy. Many of these are long-standing, established procedures but the Act also introduced some changes.

7.6.1.1 Involving parents with their child's education and learning

Some of the methods utilised in Moray are:

- School brochure/handbook – all 54 schools in Moray produce a school handbook, most of which are available online.
- School website – 10 of Moray's 46 primary schools and 7 of the 8 secondary schools in Moray have their own website.
- Parents' evenings – generally held twice a year in primary schools and once a year in secondary schools.
- Progress reports – sent out to parents once per year prior to a parents evening.
- Newsletters, information leaflets.
- Policy documents such as regarding homework and behaviour. New policies require consultation with parents.
- Parent volunteers, after school clubs, school trips.

This is not an exhaustive list and not all methods are utilised by all schools.

7.6.1.2 Welcoming parents as active participants in the life of the school

Some of the methods utilised in Moray are:

- Fund-raising events
- Social events
- Open days – Parents of P1 pupils are invited on two occasions to see how their child's class is organised and sample their education.
- Sports' day – annually in June, attendance and sometimes participation
- Concerts

Again this is not an exhaustive list and schools will select which methods they use.

7.6.1.3 Encouraging parents to express their views on school education generally

The main changes to parental involvement brought about by the Act were to the methods used by school and local authorities to gain the views and wishes of parents and involve them in the running of their school.

7.6.1.3.1 Parent Councils and Parent Forums

From September 2006, the parents of the pupils in attendance at a public school became known as the “Parent Forum” of the school. Following notification from the education authority the Parent Forum decided whether to establish a Parent Council.

Parent Councils replaced School Boards as the liaison body between parents and schools. A school’s Parent Forum determines the shape of their Parent Council, including number and choice of members, tenure of office bearers and constitution. The Act requires that local authorities provide suggested constitutions to Parent Forum members who then indicate their preferences for the constitution for their Parent Council. The constitution for each Parent Council is prepared by the local authority according to the preferences indicated by the relevant Parent Forum members.

Parent Councils fulfil more functions than School Boards and are more actively involved in the running of the school. For example in Moray many have amalgamated with Parent Teacher Associations and are involved in the social aspects of the school as well as the learning side. As a means of involving more parents, the Parent Council may form subgroups to handle specific issues.

Another difference from School Boards is the involvement of elected members. Elected members had a right to attend School Board meetings although they could not sit on the Board. They have no such right with Parent Councils, attendance is via invitation. However, elected members can be co-opted to sit on the Parent Council. In Moray, many Parent Councils have co-opted their local Councillors and greatly value the experience and knowledge they bring to the Parent Council.

The key points regarding Parent Councils are as follows (paragraph references relate to Scottish Government Guidance³⁹):

- Parent Councils should play an active role in supporting parental involvement in the school and provide an opportunity for parents to express their views. (para.1)
- It is for the members of the Parent Forum to decide what kind of Parent Council they want. (para.3)
- Parent Councils must be made up of members of the Parent Forum, but they may co-opt others if they wish. (para.6)
- A range of functions for Parent Councils are set out in the Act (para.8) and councils can support the school in a variety of ways. (para.10)
- The Act gives Parent Councils the right to represent the views of parents. (para.11)
- The Parent Council is accountable to members of the Parent Forum and should have arrangements in place for reporting to the forum on their work. (paras.18 and 19)
- Authorities must allocate Parent Councils reasonable funding to enable the council to carry out its functions. (para.22)

³⁹ <http://www.scotland.gov.uk/Publications/2006/09/08094112/5>

- A Combined Parent Council may be established to cover two or more schools. (paras.26-29)

The functions set out in the Act for Parent Councils⁴⁰ fall broadly within the following four areas:

- Supporting the school in its work with pupils
- Representing the views of parents
- Promoting contact between the school, parents, pupils, providers of nursery education and the community
- Reporting to the Parent Forum.

In addition, the Parent Council should be involved in the appointment of a permanent headteacher or deputy headteacher.

In Moray

All but 2 schools in Moray have a Parent Council, none of which is combined. One of the schools with no Parent Council is in the process of establishing one, while the other is Cabrach Primary School, currently subject to a consultation regarding its proposed closure.

There is no set number for membership of a Parent Council but it is recommended that the maximum for effective operation is 12. Parent Councils generally meet at least once a term although there is no statutory requirement regarding frequency of meetings.

Parent Councils have been involved in many things since their inception. The following provides an indication of the range of activities:

- Open Space Events: Organised by the Moray Council to bring Parent Councils from across Moray together to discuss issues, share best practice and activity ideas.
- Joint events run with staff, for example regarding Curriculum for Excellence.
- Training for Parent Council members: At two Open Space Events in 2007, Parent Council members identified some training they felt would benefit them. Training has since been provided in: running effective meetings, the roles and responsibilities of office bearers, local authority finance and quality assurance of the local authority.
- Training events were held in all 8 ASGs for Parent Council members and staff for a Moray Curriculum for Excellence Parent Support Pack. Attendees subsequently developed plans for delivering the packs to other parents and staff at their schools. The pack has since been made available to all local authorities in Scotland.
- Mortlach Primary School Parent Council involvement in the campaign to close Cabrach Primary School, which will save The Moray Council approximately £100,000 per annum.

7.6.1.3.2 Parental Surveys and Parent Focus Groups

Schools sometimes seek the views of parents using surveys or they may set up a focus group to develop a specific initiative within a school. Focus groups will consist of parents, pupils and staff.

⁴⁰ http://www.opsi.gov.uk/legislation/scotland/acts2006/asp_20060008_en_1#pb2-l1g8

7.6.2 Pupil Involvement

7.6.2.1 Pupil Councils

There is no statutory requirement for schools to establish Pupil Councils. However, in 2000 the Scottish Parliament approved five National Priorities for Education, including: *“Values and Citizenship: to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society”* [66].

Outcome measures for this national priority include levels of achievement in the core skills “Working with others” and “Communication”. The National Priorities in Education Performance Report 2003 stated that *“Pupil councils.....and other forums that allow the voice of young people to be heard are seen as making a strong contribution to the development of the core skills of working with others and communication”* [67].

In August 2004, Moray Council Educational Services published a policy on Education for Citizenship in Schools and Pre-School Centres, which outlines the aims of education for citizenship and the opportunities that exist for developing active and responsible citizenship. It also sets out formal requirements for education for citizenship, which include:

- For Early Years – pre-school:
 - Involving children in consultation, making choices, having a voice and participation in decision making and through community links.
- For Primary and Secondary Schools:
 - Establishment of a democratically elected school pupil council or other forum to allow young people to actively participate in decision making. Councils/Forums should meet at least once per term.
 - Offering other opportunities for meaningful pupil participation, e.g. class forums, consultation afternoons, involvement in school development planning.

7.6.2.1.1 Primary School Pupil Councils

All 46 of Moray’s primary schools have a Pupil Council or similar. Membership varies according to the size of the school. Larger schools may have a representative from each class while smaller schools include a representative from each year group. Very small schools with say 10 pupils will include the whole school in the Pupil Council.

The Pupil Councils tend to be run on an operational level with committees for specific issues being formed from the Council membership. For example all primary schools have an Eco Committee that discusses environmental issues, particularly in relation to the Eco Schools programme. There are also Health Committees formed and Junior Road Safety Officers appointed.

Office bearers are elected by fellow pupils and are generally more senior pupils.

7.6.2.1.2 Secondary School Pupil Councils

All 8 secondary schools in Moray have a Pupil Council or equivalent. Members are elected by fellow pupils with representatives from each year group.

Some secondary school Pupil Councils are very formal and led by staff with a standing agenda. They are more of a consultative forum than a source of new ideas.

Others are much more fluid being led by pupils with a changing agenda that is created through discussion. The pupils are able to address issues of their choosing, such as the quality of teaching and learning or playground condition.

In some schools, for example Forres Academy and Lossiemouth High School, senior pupils will hold the positions of office and will lead the younger pupils, coaching them in the operation of a pupil council.

Senior students at Forres Academy chair and lead a group consisting of representatives from the feeder schools. The group's role is mainly concerned with the transition from primary to secondary school although the group also provides an opportunity for primary schools to share good ideas.

7.6.2.2 Moray Youth Council

The Moray Youth Council was set up in October 2006 as a strategic representative body to engage with and reflect the views of young people across Moray. It is made up of representatives from all the school councils and youth forums across Moray and also a number of representatives from voluntary organisations.

The Moray Youth Council currently meets three times a year to discuss issues raised by both young people and of course the Moray Council that affect young people directly. The Youth Council is intended to be the bridge between all young people and local decision makers. Since April 2010 there has been a youth representative on 4 of the 5 Community Planning theme Strategic Groups. There is currently no representative on the Healthier Strategic Group although efforts are ongoing to resolve this.

There are now two active Scottish Youth Parliament representatives.

8 Post-School Years

PESTELO

Political	2. 16+ Policy and Practice Framework 3. Skills for Scotland 12. MOD review
Economic	2. Recession and associated issues 5. Low wage economy
Social	1. Immigration – RAF families and foreign workers 2. Gypsy/Travelling families
Technological	2. Internet 4. UHI mobile learning 5. Broadband access
Environmental	3. New UHI campus
Legal	2. Adult Protection – The Adult Support and Protection (Scotland) Act 2007 4. Curriculum for Excellence

Learning and achievement should not cease at the end of compulsory education. Indeed lifelong learning is essential to Scotland’s ability to compete on the world economic stage. The Leitch Review of Skills published in 2006, which aimed to establish the UK’s long-term skills needs, found that “fundamental changes underway in the global economy, combined with shifts in the structure of the UK workforce as the population ages, are dramatically increasing the importance of skills. In the future, the prosperity of economies will increasingly depend on their skills bases. Workers will have to retrain, upskill and change jobs more often during the course of longer working lives” [33].

Global changes and the emergence of economies such as India and China, is altering the types of jobs available and the skills they require. Projections to 2020 commissioned by the Leitch Review suggest a rise in the share of highly skilled occupations, such as managers and professionals, and a decrease in low-skilled occupations. Also the type of jobs available at the lower end of the labour market is shifting from the likes of basic manufacturing to service sector jobs such as hospitality and personal service work [34]. These types of jobs place an emphasis on different skills, such as customer handling, team working and communication skills.

Further, the Leitch Review states that “the skills needed within a particular occupation are also changing. Skills that were once seen as high level are increasingly seen as basic skills. The ability to use a computer is one of the most visible and widely used generic skills. The past few decades have seen a rapid expansion in the need for IT skills across all occupations and sectors. This rise has not been concentrated in traditionally high skilled jobs. Even in those occupations traditionally thought of as low skilled there has been dramatic growth in the use of IT. These changes mean that even traditionally low skilled jobs are requiring an increased level of skill and these jobs are not immune from the rising demand for skills seen elsewhere” [33].

Skills are central to increasing employment, helping people stay in work and giving them the opportunities to get on in work. For example, just under 50% of those with no qualifications are in work, compared with nearly 90% for those with graduate level qualifications. Skills and qualifications are a key determinant of income and are key to eradicating some of the inter-regional disparities and inequalities in the UK, for example in living standards and income. Income inequality is associated with the rise in child poverty

seen in the UK towards the end of the 20th century. Skills improvements, which will raise the incomes of low earning parents, will help lift children out of poverty.

There are also strong links between educational attainment and family background. Children with parents from unskilled manual backgrounds, and whose parents tend to have fewer qualifications, have a 20% probability of achieving five or more GCSEs at grade A*-C, compared with 69% for children with managerial or professional parents [35]. The link between family income and the probability of entering higher education has strengthened in recent years [36].

There are also important links between skills and wider social outcomes, such as health, crime and social cohesion. Skills also have important impacts on financial capability, helping households to manage the family finances, and family life, allowing parents to help their children with their homework [35].

8.1 Skills for Scotland: A Lifelong Skills Strategy

Scotland has a long tradition of valuing learning for the wider benefits that it can bring to the individual, to society and communities and to the economy. For example, qualification levels reflect a long-term higher level of investment in education than the rest of the UK. The Leitch Review highlighted that Scotland is the only nation or region of the UK where the percentage of people with a Higher Education qualification outnumbers the percentage with a basic school leaving qualification [33].

Although Scotland's skills profile has been improving faster than the rest of the UK with the percentage of the working age population having a higher education qualification rising by 8% between 1994 and 2004 compared with 6% in the rest of the UK, Scotland has not matched the UK economic growth rate.

This is one of the reasons why in 2007 the Scottish Government launched the Skills Strategy: A Lifelong Skills Strategy [37] for Scotland. The strategy sets out the objectives needed to develop a cohesive lifelong learning system that is centred on the individual but also responsive to employer needs. It is essential to ensure that people's skills contribute as much as possible to sustainable economic growth.

It is also important that individuals acquire the skills that are required by employers, now and in the future. Employers expect potential employees to have skills that, in their view, they should have learned at school. However, there is a significant number of adults in Scotland who do not meet employers' essential skills criteria. The Scottish Employer Skills Survey carried out by Futureskills Scotland in 2006 found that 8% of workplaces have vacancies that they cannot fill because applicants lack the necessary skills, qualifications or experience.

Further, businesses need to be supported to ensure they make best use of the skills available to them. Simply adding more skills to the workplace will not secure the full benefit for the economy unless employers and individuals maximise the benefits that they can derive from these skills.

The strategy covers education and learning at all stages, from the early years upwards and emphasises the importance of developing a wide variety of skills in compulsory education that "will be of high value to themselves, their parents and carers, employers, colleges and universities". A key element of establishing firm foundations in the early

years is helping parents with literacy and numeracy to enhance their ability to support their children's learning.

There is also a strong emphasis on creating an enterprising culture in schools that highlights links between the classroom and the workplace, enabling young people to see the relevance of their learning. Developing links with employers and colleges is crucial to increasing more opportunities for vocational learning and to increasing the regard in which vocational learning and training is held. A key focus of the strategy is achieving parity of esteem between academic and vocational learning, i.e. ensuring that they are perceived, designed, funded and delivered in ways that do not value one above the other. Vocational learning must be recognised as a valuable alternative to the academic pathway.

In relation to post compulsory education, the strategy aims to establish a more coherent, flexible and responsive learning system that balances the needs of individuals and employers for the benefit of all.

In order to achieve this there are specific areas that need addressing with more confidence. These include:

- Accountability – individuals need to take more responsibility for their own development.
- Demography – appropriate study options need to be available for older people to retrain. To reduce under-employment of skilled workers, the existing skills and qualification of migrant workers must be recognised and ESOL courses must be readily accessible.
- Geography – Learning provision must address issues of rurality to ensure individuals do not miss out on opportunities.
- Integration – Effective links must exist between learning and health, social care and justice services to ensure that individuals with particular needs, for example care leavers and those leaving the justice system, have equal access to learning.

A number of priorities have been identified to achieve these aims:

- Establishing a Coherent System where:
 - Providers accommodate and adapt to individual's and employers' needs
 - Young people are encouraged to progress onto post-16 learning
 - Community-based learning is promoted
 - Employment and skills services work in partnership
- Improving Transition and Progression so that:
 - Transitions between and through learning is smooth, maximising the chance of success
 - Appropriate and adequate support is provided for those that need it
 - Prior learning and existing skills are recognised and taken into account when determining entry level of individuals
- Refining Acquisition and utilisation of skills so that:
 - Essential skills are improved
 - Colleges are supported to provide learning opportunities relevant to local employers, learner support and clear progression pathways
 - Maximum advantage is made of higher level skills, particularly science and technology related.
 - Skills are applied to maximum benefit for individuals and employers
 - Experiential learning is developed to the benefit of all parties

The strategy also identifies priorities for employers and individuals once they are in the workplace. Both parties need to be aware of the benefits that training can bring and easy access to training. The learning system needs to:

- Stimulate demand for learning in both employers and employees
- Provide the right information, advice and guidance to employers and employees
- Trust employers to train when they need to
- Deliver the right training at the right time
- Focus on the needs of the individual
- Identify and address pockets of market failure

Additionally, individuals need to be encouraged and supported to access learning and employment, with adequate and easily accessible funding available.

8.2 Moray Lifelong Learning Forum

A Moray Lifelong Learning Forum (MLLF) was initially formed in 2006 to provide an opportunity for member organisations that provide learning opportunities to the Moray community to meet and explore possibilities for closer working. The Forum went into abeyance in 2007 pending clarity in relation to its contribution to the delivery of the emerging Single Outcome Agreement for Moray.

The Forum was re-established in 2009 as part of the local planning arrangements relating to the Smarter theme. As the key local organisations with the most significant responsibility for delivering the Lifelong Learning Agenda in Moray, membership is made up of senior managers from the Moray Council and Moray College. However, membership is kept under review to ensure it reflects the requirements of the Moray Lifelong Learning Strategy 2010.

In line with national and local outcomes, the Forum has as its vision:

“To provide the lifelong learning opportunities for our community that are required if Moray is to fulfil its economic, social and cultural potential”.

Accordingly, the Forum has developed a Lifelong Learning Strategy for Moray, which is based on the Scottish Government’s Lifelong Skills Strategy. It sets out the goals that need to be achieved to realise the Forum’s vision for Moray.

8.2.1 Moray Lifelong Learning Strategy 2010

Moray’s Lifelong Learning Strategy is principally concerned with post-compulsory education although it does take in school-college partnerships and relates to aspects of the Curriculum for Excellence.

The strategy identifies a range of skills that Forum members would like to place a particular emphasis on in Moray:

- Personal and learning skills that enable individuals to become effective lifelong learners
- Literacy and numeracy
- Five core skills:
 - Communication

- Numeracy
- Problem solving
- Information Technology
- Working with others
- Employability skills that prepare individuals for employment rather than for a specific occupation
- Essential skills that include all of the above
- Vocational skills that are specific to a particular occupation or sector.

In line with the national strategy, it also sets out the challenges faced in relation to lifelong learning provision, namely ensuring that it is: relevant, responsive, coherent and high quality; and certain commitments required of providers to ensure these challenges are overcome.

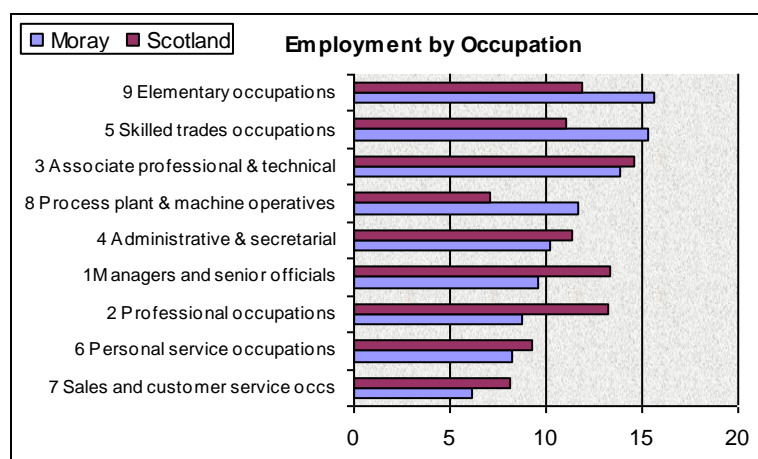
There are a number of priority themes, which are central to taking the strategy forward.

1. Systematic and effective engagement with employers to ensure their needs are met.
2. Providing flexible and accessible learning opportunities to ensure all Moray residents have learning opportunities.
3. Providing accessible and clear information, advice and guidance.
4. Ensuring opportunities for progression to encourage lifelong learning.

8.3 Qualifications of the Working Age Population

In 2009, approximately 64% of Moray's population was aged 16-64yrs, around 56,000 people. Of these about 44,500 were in employment accounting for nearly 80% of the working age population.

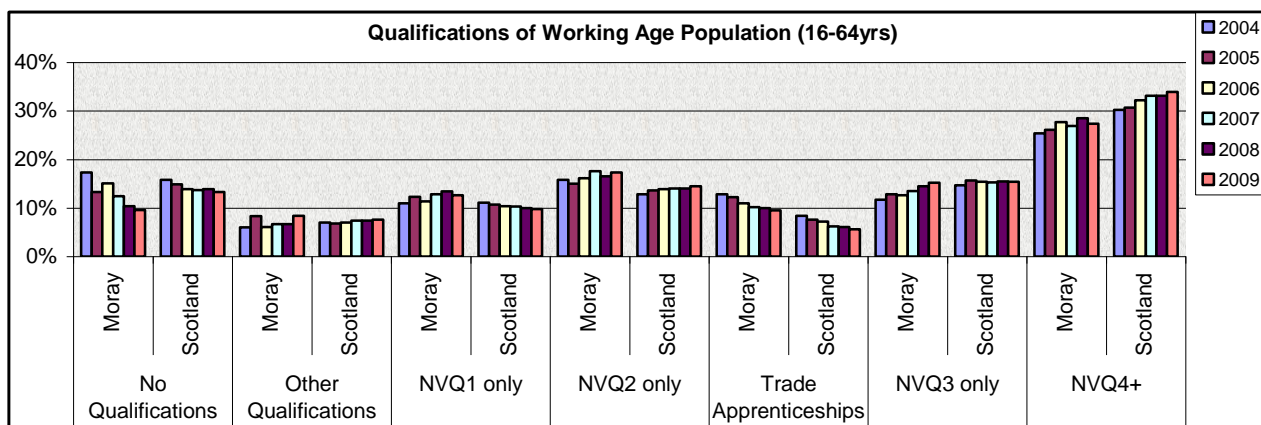
The graph opposite provides a breakdown of those in employment by occupation in Moray and nationally and highlights the higher levels of employment in elementary and lower skilled occupations in Moray and the lower proportion of managerial and professional occupations.



An analysis of the qualification levels of the 16-64yr old population

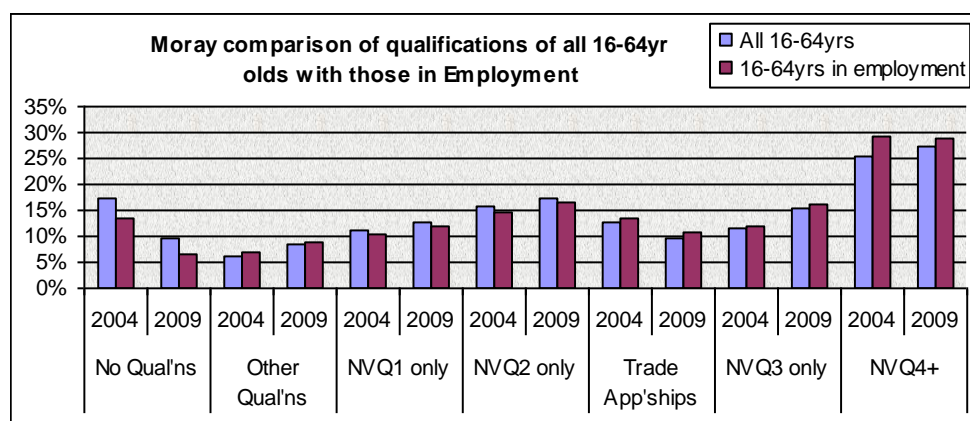
in Moray and nationally reveals that until recently Moray has generally had a higher proportion of 16-64yr olds with no or lower level qualifications (NVQ1 & 2) than nationally and a smaller proportion with higher level qualifications (NVQ3 & 4). The latest figures, for 2009, show that there have been some important changes over the last few years.

- The proportion of 16-64yr olds in Moray with no qualifications has nearly halved and is now nearly 4% lower than nationally
- The proportion of 16-64yr olds in Moray with an NVQ3 has increased by about 3.5% to the same level as Scotland.
- With the exception of Trade Apprenticeships, the proportion of 16-64yr olds with each type of qualification has increased.



The Leith Review of Skills, discussed earlier, emphasised the importance of skills not just to securing employment but to retaining and progressing in work. It also highlighted the difference in employment rate between those with no qualifications and those with graduate level qualifications. A comparison of all 16-64yr olds in Moray with those in employment in terms of their qualification level bears this out in that the proportion of 16-64yr olds in employment with no qualifications is smaller than the proportion of all 16-64yr olds with no qualifications. Conversely the proportion of 16-64yr olds in employment with an NVQ4+ level qualification is larger than the proportion of all 16-64yr olds with an NVQ4+ qualification.

Although it is particularly evident at the extremes, i.e. those with no qualifications and those with NVQ4+ level qualifications, it is also the case that the proportions of 16-64yr olds in employment with NVQ1 and NVQ2



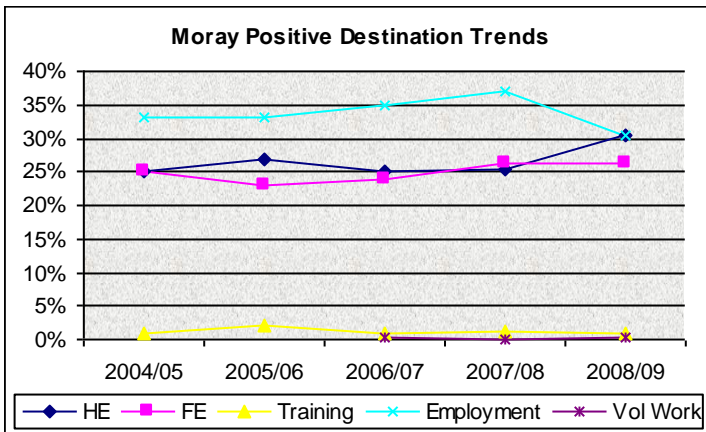
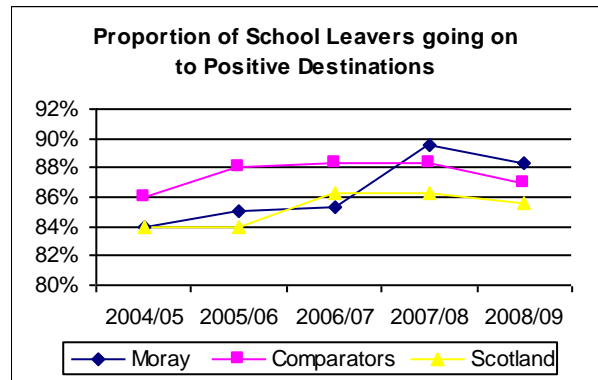
level qualifications are smaller than the related proportions of all 16-64yr olds. The converse is true for 16-64yr olds with trade apprenticeships, NVQ3 qualifications and other qualifications.

8.4 School Leaver Destinations

The data on school leaver destinations relate to the latest known destination of leavers in September each year and is collected by Skills Development Scotland. A school leaver is classed as a young person of school leaving age who left school during or at the end of the school year, where the school year is taken to run from 1 August to 31 July.

Information is broken down into several categories, including higher education, further education, employment, training, voluntary work, unemployment (seeking and not seeking employment or training). The first five of these can be combined to provide a proportion of school leavers entering a positive destination, while the two unemployment categories combine to provide a proportion of young people not in employment, education or training (NEET).

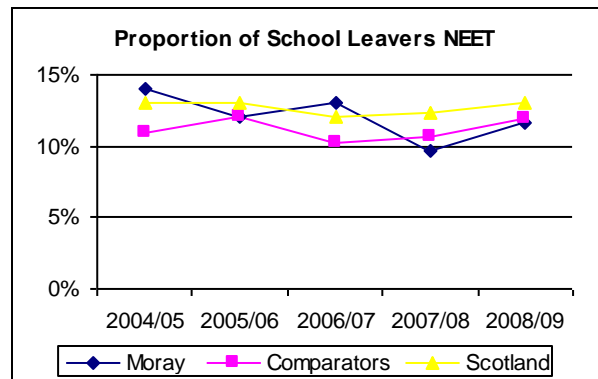
Over the last 5 years, the percentage of school leavers going on to positive destinations shows a rising trend, most noticeably in Moray where there has been a net increase of 4% from 84% in 2004/05 to 88% in 2008/09. Nationally and in our comparator authorities the increase over the same period was around 1%. For the last 2yrs, the level in Moray has been above that of our comparator authorities and the national level.



A closer look at the particular positive destinations of Moray's young people shows a drop in the proportion going into employment in 2008/09, matched by a corresponding rise in the proportion going into higher education. The proportions entering all other positive destinations have remained steady.

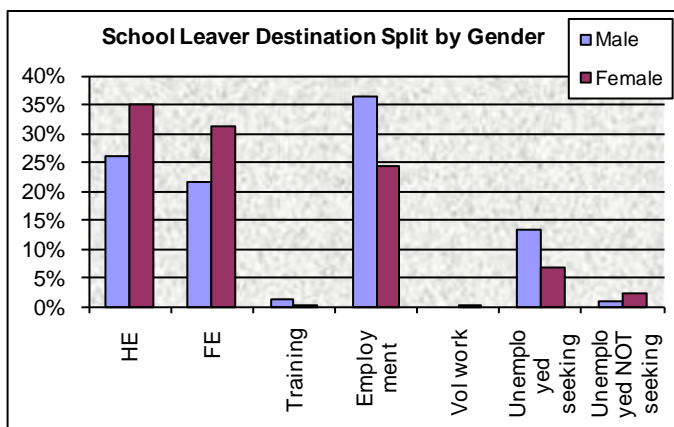
Despite the rise in the proportion of school leavers going on to positive destinations, this is not necessarily reflected in a corresponding reduction in school leavers classified as NEET. This is because the proportion of school leavers whose destination is unknown has decreased over the period illustrated.

The national level of NEET school leavers shows no change from 2004/05 to 2008/09, while the level in our comparator authorities shows a slight net increase. Moray however, does show a reduction of 2%, from 14% in 2004/05 to 12% in 2008/09.



8.4.1 Gender Breakdown

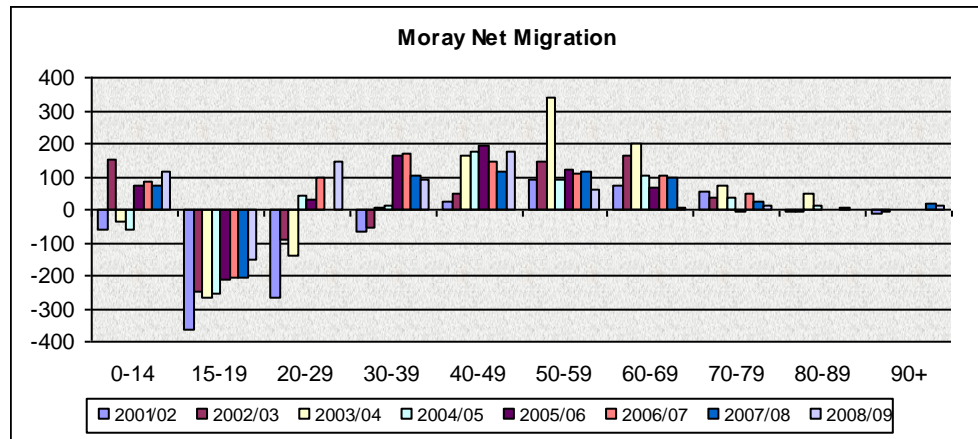
The graph below shows the proportion of each gender that entered each school leaver destination in 2008/09 and highlights some differences between the genders.



About 65% of female school leavers go on to higher or further education compared with about 48% of male school leavers. Conversely a larger proportion of male leavers, 37%, enter employment compared with 24% of female leavers. A larger proportion of males than females are also unemployed but seeking employment or training, 13% compared with 7%.

8.4.2 Out-Migration of Young People

The number of 15-19yr olds leaving Moray is considerably greater than the number entering resulting in a net loss of young people from Moray. Although the net figure has reduced over the last 10 years, there still remains a net outflow of young people from the area. In contrast the majority of other age groups have shown a net inflow every year since 2001/02.



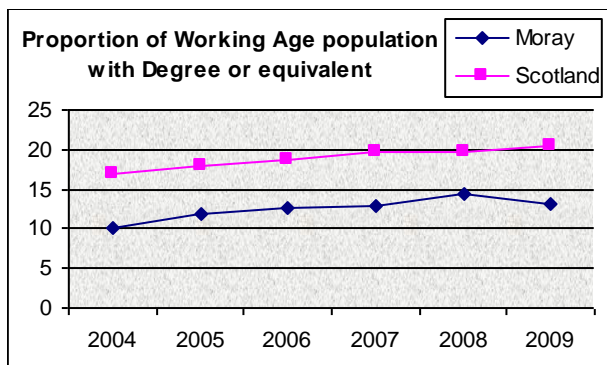
Research commissioned by Highlands and Islands Institute in 2008 [42] to provide an understanding of the reasons for young people’s decisions to leave the Highlands and Islands region found that the prime motivator for school leavers initially leaving the area is to enter higher of further education. Beyond education, the factors most likely to cause a permanent move from the region are lack of employment opportunities in relevant industries, a lack of opportunity for career progression and a lack of well paid jobs.

Young people participating in the research were asked to indicate their level of agreement with a number of statements regarding their home community. The table shows the results for respondents from Moray.

Statement	% Moray respondents agreeing	% all respondents agreeing
Plenty of job opportunities	29%	28%
There are few jobs which pay well	55%	56%
Few opportunities to access university and college courses	43%	48%

In addition, a lack of career progression opportunities was cited by half of all student respondents as a likely reason for not choosing to base themselves in the Highlands and Islands after graduation.

Many of the employment related concerns of young people are linked to the types of jobs available and the perception that there is a lack of graduate level opportunities. In the absence of an exact definition of what constitutes a graduate level job, the occupation types of local residents can be used as a proxy. Specifically managerial, professional and technical occupations are considered to be predominantly graduate level jobs. In 2009 in Moray, 32.4% of employees were employed in these occupations compared with 41.1% nationally.



The apparent lack of graduate level jobs is also reflected in the proportion of the working age population that holds a degree or equivalent qualification. Although the proportion has increased over the last few years Moray remains below national levels.

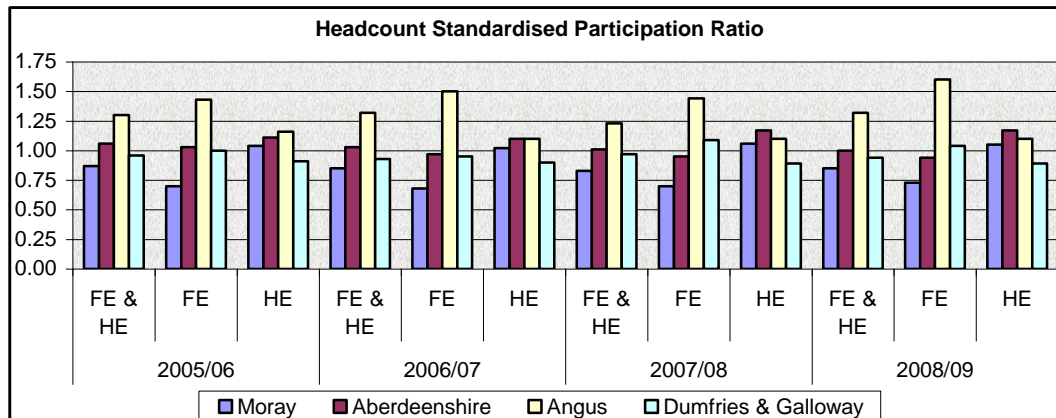
8.5 Participation in Further and Higher Education

The Scottish Funding Council (SFC) publishes an annual report [41], which provides an indication of the level of participation in further education (FE) and higher education (HE) amongst those aged 16 and over. Participation is shown as headcount (actual number of students) and FTE (full time equivalent) number of students (estimated for each student in relation to the normal study requirements of full-time, full-year students). To facilitate geographical comparisons participation rates have been standardised for age and gender. This is achieved through the use of a *Standardised Participation Ratio* (SPR) which compares the observed number of participants in an area with what would be expected if national participation rates, by age and gender, applied. The national SPR is 1.

8.5.1 Headcount

Between 2005/06 and 2008/09 the actual number of students participating in either FE or HE has reduced from 101.2 to 98.4 per 1000 population, reflecting a reduction in the number participating in HE with no change in the number participating in FE.

The graph shows the headcount SPR for Moray and similar local authorities from 2005/06 to 2008/09, the most recently published data. It shows that in terms of the actual number of students, Moray has consistently had a lower participation rate than its three comparators, particularly Angus, and nationally for both FE & HE combined and FE alone. However the SPR for HE shows that Moray has consistently had a higher level of participation than both Dumfries & Galloway and nationally but a lower rate than Aberdeenshire and Angus though to a much lesser degree than for FE and the combined level. There has been little change in the SPRs for all three categories in all areas over the four years.



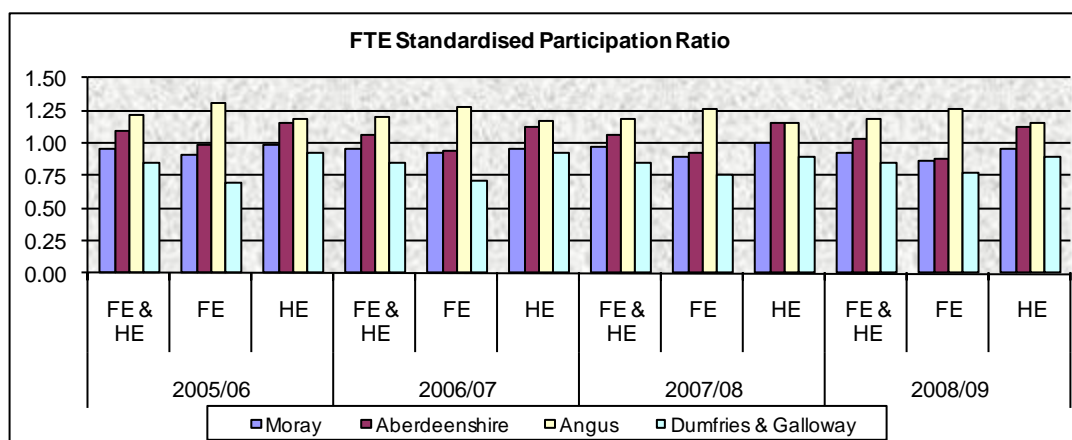
In 2008/09, Moray was ranked 25th (where 1st is the highest level of participation) in Scotland for participation in FE or HE, the same as in 2005/06. Just participation in FE placed Moray 29th in Scotland, an improvement from 31st in 2005/06, while for HE, Moray was ranked 11th, up from 14th four years previously.

8.5.2 Full-Time Equivalent

SPRs for the full time equivalent number of students in FE & HE combined and FE only are higher than headcount values, indicating a higher average of full-time students. However, the opposite is true for HE, where FTE participation ratios are lower.

The graph shows the full-time equivalent SPR for Moray and similar local authorities from 2005/06 to 2008/09. It shows that in terms of the full-time equivalent number of students,

Moray has consistently had a lower participation rate than Aberdeenshire, Angus and nationally in all three categories, the difference being most marked with Angus in FE. However compared with Dumfries and Galloway, Moray has consistently had a higher level of participation, particularly in FE. There has been little change in the SPRs for all three categories in all areas over the four years.



In 2008/09, Moray was ranked 24th (where 1st is the highest level of participation) in Scotland for participation in FE or HE, a drop from 19th in 2005/06. Just participation in FE placed Moray 22nd in Scotland, a fall from 20th in 2005/06, while for HE, Moray was ranked 20th, down from 16th four years previously.

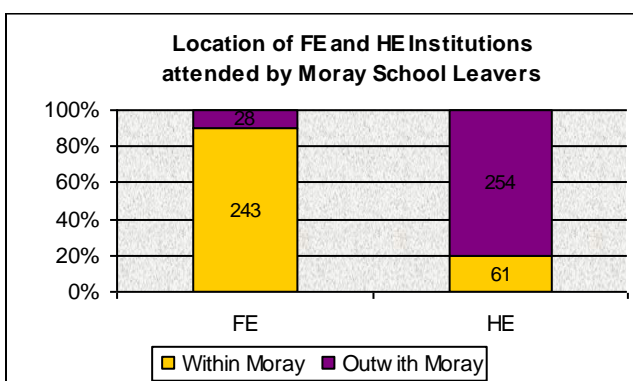
8.5.3 Gender Participation

The report also provides a ratio for gender balance for young people (aged 16-19) participating in FE and/or HE. The table shows the rates of male participation as a percentage of female participation for 2005/06 and 2008/09 for both Moray and Scotland as a whole. It indicates that the gender balance has improved in FE and was better than nationally in 2008/09. However the gender balance for HE has remained below the national level though the lack of a precise figure for 2005/06 prevents further analysis.

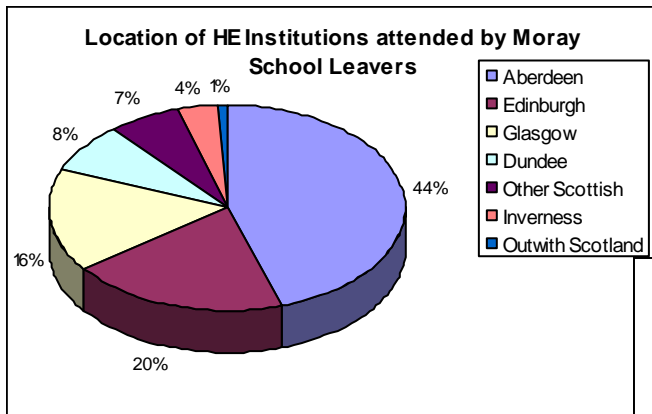
	FE & HE		FE		HE	
	2005/06	2008/09	2005/06	2008/09	2005/06	2008/09
Moray	75% - 80%	87%	85% - 95%	100%	60% - 70%	64%
Scotland	88%	79%	W > M	W > M	~75%	~75%

8.5.4 Location of HE and FE Institutions

In 2008/09 a total of 587 school leavers entered FE or HE, 272 to FE and 315 to HE. The majority of school leavers entering FE, 90%, remained within Moray, attending Moray College. In contrast the majority of those entering HE did so at institutions outwith Moray – only 19% remaining within Moray. In total 282 school leavers, just under half, leave Moray to undertake further or higher education.

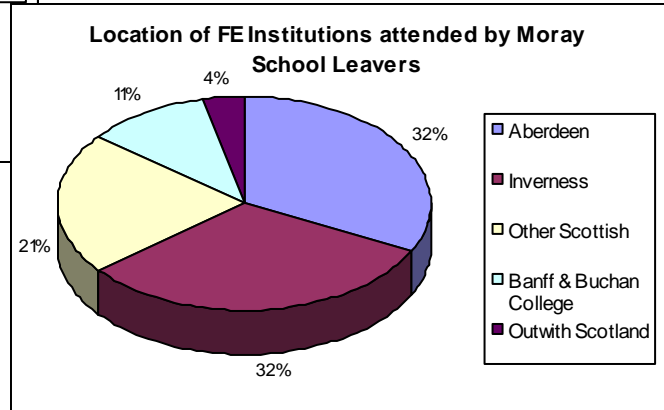


A further breakdown shows that nearly half of those school leavers entering HE outwith Moray attend institutions in Aberdeen, with Edinburgh and Glasgow also receiving a



significant number. The pie chart shows the full breakdown of higher education institutions attended by Moray's school leavers.

Of the 10% of Moray's school leavers attending FE outwith Moray, nearly $\frac{2}{3}$ attend colleges in Aberdeen or Inverness.



8.6 Adult Literacy and Numeracy

In 2001 the then Scottish Executive published the Adult Literacy and Numeracy in Scotland (ALNIS) report, which explained the importance of adult literacy and numeracy to many issues, outlined the scale and nature of the problem in Scotland and put forward recommendations to tackle the problem. The report defined literacies that as *"The ability to read, write and use numeracy, to handle information, express, ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners"* [38].

The Adult Literacy and Numeracy (ALN) Curriculum Framework of 2005 [39] defines literacies in the following way:

- To be literate and numerate is not only to have the mechanical skills of encoding and decoding symbols but also the knowledge, skills and understanding that enable us to do what we want to do in our private, family, community and working lives;
- The key life areas and social contexts in which literacy and numeracy are used are important in deciding on what is to be learned; and
- Literacy and numeracy skills are almost always employed for a purpose - such as making decisions or solving problems - and in a particular social context.

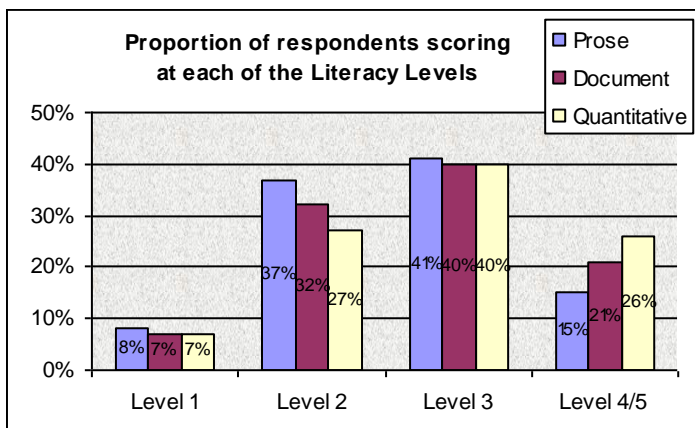
In 2009 the Scottish Government published the Scottish Survey of Adult Literacies (SSAL) [40], which aims to provide a picture of skills levels across all the people who live in Scotland. Participants are tested on three dimensions of literacies: prose, document and quantitative, defined as follows, and rated at one of 5 levels based on their scores.

- Prose literacy: the knowledge and skills required to understand and to use information from texts such as newspaper articles and passages of fiction. The texts have a typical paragraph structure.
- Document literacy: the knowledge and skills required to locate and to use information contained in various formats such as timetables, graphs, charts and forms. The texts have a varied format, use abbreviated and/or informal language and use a variety of devices and visual aids to convey meaning, such as diagrams, maps or schematics.
- Quantitative literacy: the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as calculating savings

on items advertised in a sale or working out the interest required to achieve a desired return on an investment.

Level 1 represents the lowest ability range and Level 4/5 the highest with Level 3 considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry.

The graph shows the distribution of scores on the three literacy scales across the Scottish population (aged 16-65yrs).



Although the scores on each of the three scales are broadly similar, it is important to note that this does not mean that the same people are scoring the same on all three scales. It suggests that the abilities required to score well on each of the three scales are distributed in a similar way across the population.

With between 34% and 45% scoring in levels 1 or 2, the figures indicate that more than 1/3 of Scotland's population may experience some challenges with some type of literacy.

Applying these proportions to the population of Moray aged 16-65yrs (based on mid-2009 estimates) provides the following estimates of the number of people at each level.

	Level 1	Level 2	Level 3	Level 4/5
Prose	4,551	21,049	23,325	8,534
Document	3,982	18,205	22,756	11,947
Quantitative	3,982	15,360	22,756	14,791
Total	12,516	54,614	68,837	35,272

The figures indicate that as many as 25,000 Moray residents may experience some challenges with some type of literacy.

8.6.1 Moray Adult Literacies Partnership

Adult Literacies Partnerships were an outcome of the ALNIS report and are the recipients of the funding provided by the Scottish Government.

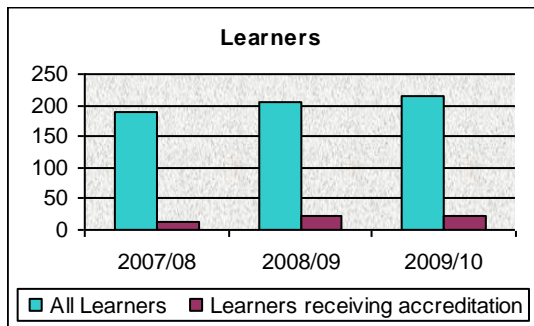
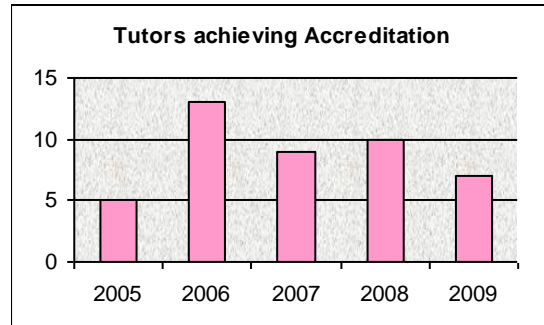
The Moray Adult Literacies Partnership is made up of both learning providers and intermediary agencies who work together to address the issue of low levels of adult literacy and numeracy in Moray and reduce the number of adults who struggle with reading, writing and using numbers. The partners are:

- Moray Council: Community Learning and Development, Libraries and Information, Community Services
- Moray College
- Careers Scotland
- Lead Scotland (Linking Education and Disability)
- WEA (Workers Educational Association)
- Moray Adult Learners' Forum
- NHS Grampian

8.6.1.1 Essential Skills

The Essential Skills Service provides a free, flexible programme of literacies learning opportunities across Moray to all adults aged 16+ and no longer in statutory education. Support is provided for adults to develop their existing skills in reading, writing, numeracy, problem-solving and communication. Learning can take place on a one-to one basis or in small groups and is tailored to the individual learner according to their learning goals and taking account of their existing knowledge and skills. It can take a fairly general direction such as for helping children with their homework or focus on a specific goal such as a driving theory test or entrance exam.

The majority of learning is delivered by volunteer tutors although in some cases it is delivered by one of the Adult Learning Coordinators or the Essential Skills Development Officer, all of whom must complete a Professional Development Award – Introduction To Adult Literacies Learning (ITALL). Over the last 5 years a total of 44 tutors have received accreditation.

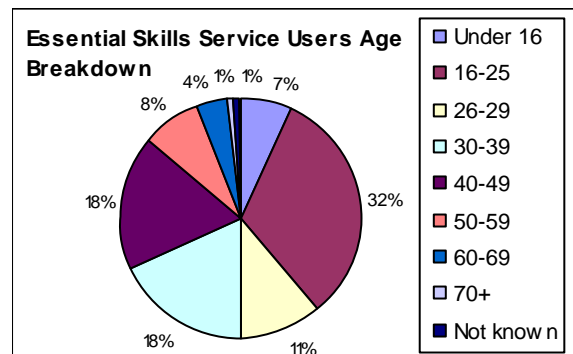


Over the last 3 years the total number of adult learners using the Essential Skills Service has increased by 15%.

The number of learners receiving accreditation in Scottish Qualifications Authority Core Skills (up to SCQF4) has increased from 14 in 2007/08 to 22 in 2009/10, which represents a rise from 7.5% of learners to 10.2% of learners.

An age breakdown of learners in 2009/10 highlights the large proportion of young learners.

The service works closely with partners across Moray who help to raise awareness of the service to those in need and to enhance the service by sharing knowledge, resources and providing learners with routes of progression as they continue on their learning journeys.



Although the service is able to meet the demand for support, the small size of the team makes it difficult to target the need that is believed to exist. The number of learners accessing the service accounts for about 1% of the potential need, based on the national proportions reported in the SSAL.

8.6.1.1.1 Youth Literacies

Moray has one youth literacies worker who is funded by the Community Learning and Development Youth Work Team but managed by the Essential Skills Development Officer and so benefits from working with literacies practitioners and youth workers. Participants can work towards Core Skills qualifications and/or Youth Achievement Awards either in a group work setting or one-to-one.

8.6.1.1.2 Kickstart

Kickstart is a summer school designed in partnership between Essential Skills and Moray College, which offers courses covering skills such as writing, using punctuation and grammar, spelling, researching, memory techniques, planning, study organisation, using the college library and accessing support.

The courses are available to existing and potential further and higher education students.

8.6.1.1.3 Open Doors

This is a Scottish Government funded⁴¹ project that aims to bridge the gap between learning in prison and learning in the community, supporting transition and creating opportunities for offenders to engage with literacies learning in the community on release.

It is a partnership project involving Moray Council Essential Skills, Moray Council Criminal Justice Social Work, Highland Adult Learning Partnership, the Scottish Prison Service, Northern community Justice Authority and Skills Development Scotland Careers.

8.6.2 ESOL – English for Speakers of Other Languages

Moray ESOL Projects provide free English tuition to speakers of other languages across Moray. There are currently 8 sessional ESOL tutors, one of whom is also the Initial Assessment tutor.

The North East Work Skills (NEWS) project is a European Structural Fund (ESF) project, which runs across Moray, Aberdeenshire and Aberdeen City. It initially aimed to recruit ESOL learners and Core Skills learners who are employed in small and medium enterprises (SMEs) in specific industry sectors, namely food and fish processing, hospitality and tourism, and care. However, in August 2010, following the achievement of learner targets, the remit was widened to include any SME within east Moray. ESOL tutors are provided by the Moray Council with Core Skills tutors being provided by the college and private sector. The project is due to end in March 2011.

The WEST project is an ESF project aimed at recruiting ESOL learners in west Moray. It is led by Moray College who provide the tutors. The project is due to end in August 2011.

During 2008/09 and 2009/10 a total of 428 learners were supported. There are currently 88 learners accessing 23 classes with an additional 33 accessing provision through the WEST project. There are also 26 Core Skills learners receiving provision through the NEWS project.

There is a total of 33 different learner nationalities, by far the most common of which is Polish, accounting for 50% of all learners. Other common nationalities include Portuguese, Latvian, Chinese and Pakistani.

8.7 Skills Development Scotland

Skills Development Scotland (SDS) was formed in April 2008 through the amalgamation of the careers, skills, training and funding services of Careers Scotland, Scottish University for Industry (learndirect Scotland) and the Skills Intervention arms of Scottish Enterprise and Highlands & Islands Enterprise.

⁴¹ Offender Literacies Learning Challenge Fund

SDS was created to transform the skills and learning system, by changing the way people learn, develop and use their skills, by supporting businesses to better articulate and develop the skills they need to meet their workforce requirements and by simplifying and aligning careers, skills and learning services in Scotland.

To achieve this, SDS has three key goals, each with key strategies, which are delivered through key services and key strategic partnerships. The key goals and associated strategies are as follows:

1. Enable people to fulfil their potential
 - a. Foster career agility and career management skills
 - b. Create new levels of connectivity between learning and jobs
 - c. Equip individuals with the skills Scotland needs
2. Make skills work for employers
 - a. Create new frameworks to develop skills for the 21st century
 - b. Prioritise skills development in the key sectors of the Government's Economic Strategy
 - c. Optimise how skills are used in the workplace
3. Be a catalyst for positive change
 - a. Work together to expand our collective capabilities
 - b. Generate new approaches to entrenched challenges
 - c. Focus our energies on national outcomes

A number of services and partners are key to delivering these strategies including Community Planning Partnerships.

SDS core services include:

- Careers advice and guidance for young people from S2 onwards as well as adults looking to find work, facing redundancy or looking to advance their career.
- Actively engaging with employers
- Offering skills development through a range of national training programmes including Modern Apprenticeships, Get Ready for Work, Training for Work and Skillseekers.
- Providing Integrated Employment and Skills services in partnership with Jobcentre Plus.

Young people under the age of 20 who are not in employment, education or training are known as the More Choice More Chances (MCMC) group and are a priority group for SDS and their partner organisations. Individuals within the MCMC group can be either unemployed and seeking employment or unemployed and not seeking employment.

8.7.1 National Training Programmes in Moray

SDS offers skills development through four national training programmes⁴²:

- Modern Apprenticeships – vocational training for 16-19 year olds, funded by their employer and SDS.
- Get Ready for Work – skills training and work placements for people aged 16 to 19 who are finding it difficult to access training, learning and employment.

⁴² <http://www.skillsdevelopmentscotland.co.uk/home.aspx>

- Training for Work – vocational training support to people aged 18 or over who have been continuously unemployed for at least 13 weeks and are actively looking for work.
- Skillseekers – vocational training programme for people aged 16 to 19 who want to develop skills and become equipped for the world of work.

During 2009/10, 522 people were recruited across all four programmes and 814 individuals were actively involved in training. There were 312 achievements⁴³, such as the attainment of a qualification, a job or progression to another training programme. Figures for the first half of the year provide a more detailed breakdown of participation in the four training programmes but this is not yet available for the full year.

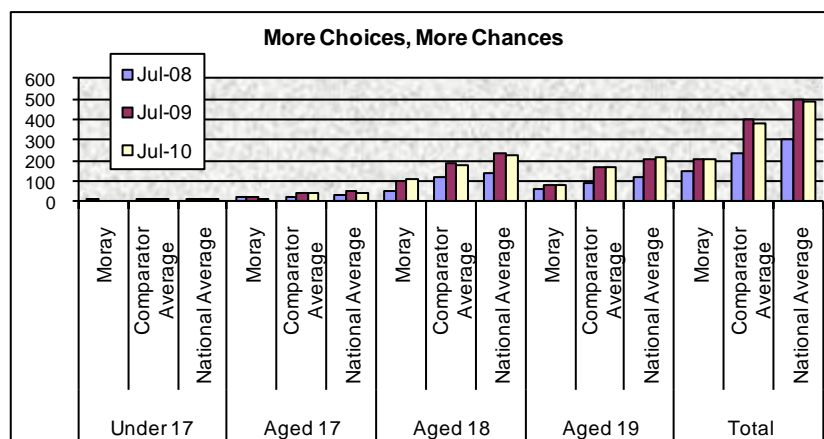
Training Programme	New Starts	Total In Training	Achievements
MA 16-19	74	493	38 achieved qualification
MA 20+	3	96	12 achieved qualification
Skillseekers	41	118	37 achieved qualification
Get Ready for Work	39	17	18 job outcome 1 progressed to Skillseekers 10 progressed to full-time education 8 sustained job
Training for Work	25	6	11 job outcome 11 retained in employment
Total	182	730	146

8.7.2 More Choices, More Chances

More Choices More Chances is the strategy developed by the Scottish Government in 2006 to reduce the proportion of young people not in education, employment or training (NEET). For some young people being NEET is a finite, transitional phase, ending in a positive outcome. For others, NEET is both a symptom of disadvantage and disengagement in earlier years and indicates a lifelong disengagement from actively participating in and benefiting from a prosperous society. Given that low attainment is a characteristic of this group, the strategy recognises that participating in education and training - rather than employment in jobs without training - is the most effective way of enabling these young people to access and sustain employment opportunities throughout their adult lives.

Figures relating to claimants of Jobseekers Allowance and/or National Insurance Credits for the More Choices, More Chances group by age, show that in July 2010 there were 210 NEET young people in Moray compared with a comparator average of 382 and a national average of 493.

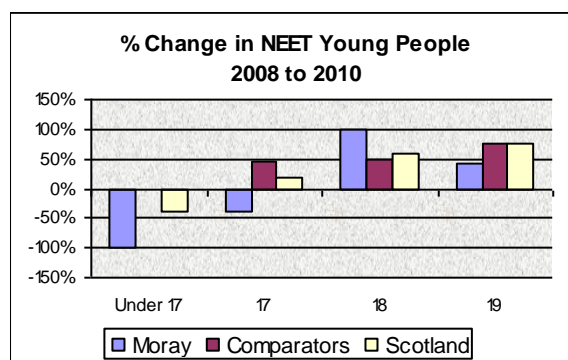
In July 2010, more than half of Moray's NEET young people were aged 18yrs, a further 40% were aged 19yrs



⁴³ Achievements are based on leavers that attain a qualification, progress to a job, further training or education.

and the remainder were aged 17yrs. There were no NEET young people in Moray aged under 17yrs. The situation was very similar in our comparators and nationally.

The graph shows the percentage change in each age group between July 2008 and July 2010 and highlights the shift seen in Moray, particularly in the numbers aged under 17 and 18yr olds.



8.7.2.1 16+ Learning Options

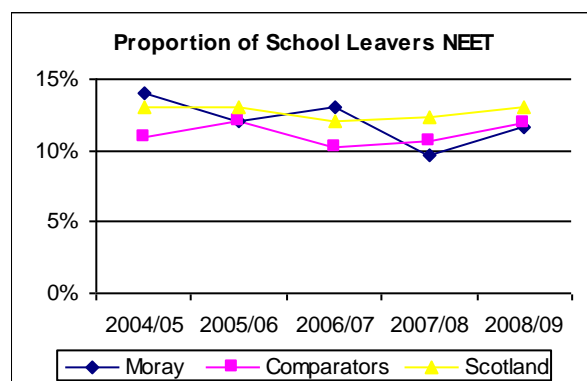
16+ Learning Choices [89] is a new model for ensuring that every young person has an appropriate, relevant, attractive offer of learning (employment is also regarded as an offer) made to them, well in advance of their school leaving date and before leaving any subsequent episode of learning within the senior phase of CfE (generally those age 15 to 18) regardless of setting. For some young people, this will mean staying in school for S5 and S6 undertaking a traditional curriculum or a mixed programme of study which might include a variety of elements and qualifications provided by schools or by partner organisations. For others it will mean further or higher education, work-based learning, volunteering, or learning in a community or third sector setting. 16+ Learning Choices is an offer by local authorities and their partners to all young people in the cohort.

The overall aim is to increase the proportion of school leavers from Scottish publicly funded schools in positive and sustained destinations through personalised and flexible opportunities. In this way the 16+ learning choices programme contributes directly to the reduction of young people in the More Choices More Chances group – those not in employment, education or training (NEET).

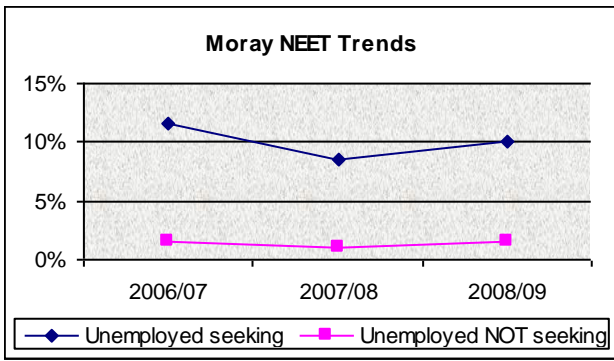
For 16+ Learning Choices to work for young people, it requires three key elements to be in place: the right learning provision, which is largely the responsibility of local authorities and their partners as they implement Curriculum for Excellence; the right information, advice and guidance, in which Skills Development Scotland will play a central role; and the right financial support, so young people are able to choose the learning that is right for them rather than the options which offer the most money.

21 local partnerships started implementing 16+ Learning Choices from December 2008. The remaining Local Authorities came on stream late 2009. Moray was in the later cohort. By December 2010 it is expected that it will be a universal model across Scotland.

Between 2004/05 and 2008/09, the proportion of Moray's school leavers in the More Choices, More Chances group fluctuated between 14% and 10%, above and below our comparators and national levels. Over the period though there was a net reduction of 2% from 14% to 12%. This compares with a 1% increase for our comparators and no change nationally.



A closer look shows that the reduction has occurred in the proportion unemployed and



seeking employment with no change in the proportion unemployed and NOT seeking employment or training.

In Moray, the 16+ Learning Choices Strategic Group, composed of a partnership of key agencies from the public, third and voluntary sector, has developed an action plan for the implementation of the model locally with a target that no more than 12% of 2009/10

school leavers are to be in the More Choices, More Chances group.

9 Other Issues

PESTELO

Political	1. The Early Years Framework 4. Better Health, Better Care 7. Promoting Positive Outcomes – Working together to prevent Antisocial Behaviour 14. Potential cut in custodial sentences of <6 months. Preference for Community Sentencing
Economic	2. Recession and associated issues
Social	2. Gypsy/Travelling families
Legal	1. Child Protection – Protection of Children (Scotland) Act 2003 2. Adult Protection – The Adult Support and Protection (Scotland) Act 2007 3. GIRFEC 4. Curriculum for Excellence 5. Equality Bill 6. Children (Scotland) Act 1995

9.1 Child Protection

Child Protection is a high priority in Moray with a number of agencies actively involved in ensuring that children and young people in Moray are safe from harm and are given the appropriate opportunities to thrive and develop.

Her Majesty's Inspectorate of Education (HMIE) carried out an inspection during June and September 2008, evaluating how well joint services for children in Moray work individually and together to protect children [43]. The subsequent report found that children at risk in Moray were not receiving adequate protection and that services had significant challenges ahead to ensure children at risk are protected from harm and neglect. Since the report a number of wide ranging actions have been put in place to address the needs of children that require protection, and an interim follow up inspection in June 2009 recognised the actions that have been taken by all partners to rectify the issues raised in the previous inspection in September [44]. A further follow-up inspection by HMIE was carried out during June 2010 with the report published on the 30th September 2010. The inspection report and ongoing self-evaluation will further inform this assessment and direct future SOA priorities.

9.1.1 Child Protection Improvements

HMIE identified six main points for action, which formed the basis of the Moray HMIE Joint Action Plan. Services were asked to take account of the need to:

1. Ensure that assessments of risk are rigorous and appropriate legal measures are used, when necessary, for children in need of protection.
2. Fully implement agreements and guidance to ensure the effective sharing of information.
3. Introduce inter-agency discussions to manage effectively the investigation of suspected child abuse.
4. Improve assessment, planning and decision-making for children whose names are on the CPR.
5. Increase the involvement of children in decision-making about their lives and consult them on the development of services to protect children.
6. Improve the effectiveness of the NHS Protecting Children Group, the NESPC and the MCOG in protecting children and meeting their needs.

In responding to these points for action the Moray Chief Officers Group had oversight of a joint action plan which addressed the issues and introduced a number of changes for services.

The HMle follow through report was published on 30th September 2010 and stated that –

“Overall, good progress had been made in responding to the main points for action in the original inspection report in February 2009. Services, individually and collectively, had taken forward improvements in important areas, including the use of appropriate legal measures; information-sharing between paediatricians; social work and police; risk assessment and planning at child protection meetings; and the involvement of individual children in decision-making. Members of the Moray Child Protection Sub Committee were confident they could provide stronger collective leadership and direction to build on the progress already made. Approaches to delivering service improvements through self-evaluation were at an early stage of development in individual services. Leadership of a coordinated approach to joint self-evaluation was needed to ensure that changes to key processes have a positive impact on children in need of protection.”

In early 2010 the Moray Child Protection Sub Committee was formed, operating as a sub committee of the NESPC. The sub committee has developed a draft Joint Action Plan with 5 overriding Actions, reflecting the recommendations from the HMle inspections. Four newly established working groups have been tasked with implementing the actions and reporting back to the sub committee on progress and any issues arising (Appendix 4).

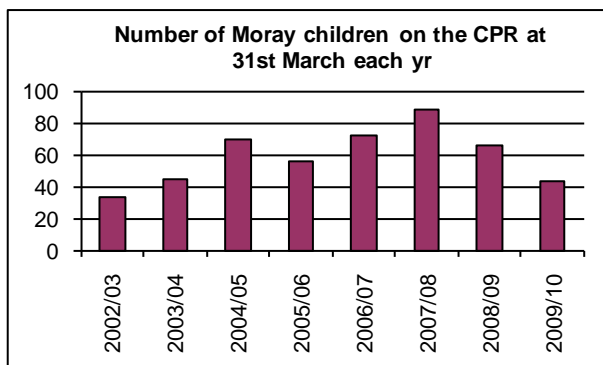
Revised National Guidance on Child Protection is due to be published towards the end of 2010; the sub committee is in the process of commissioning a working group to lead on revising local procedures and informing staff of changes. A further HMle inspection of services to protect children is due to be carried out in Moray during late 2011/early 2012. Combined with ongoing self-evaluation Moray Child Protection Sub Committee will require to ensure continuous improvement in respect of child protection.

Services in Moray are implementing the national programme Getting It Right For Every Child (GIRFEC), which promotes integrated working and partnership between professionals and families in order to provide the right help for a child or young person at the right time. Services working together to assess and plan to meet the needs of a child or young person leads to improved outcomes for the child or young people involved. The values, principles and core components of good practice from the national GIRFEC programme have been developed in Moray’s Local Integrated Assessment and Planning (LIAP) procedures. The implementation of these ensures that all relevant partners are working together to one agreed, evidence-based, consistent framework for assessment and planning, based on the ‘My World’ Assessment Triangle. Progress on the implementation of LIAP and adherence to the GIRFEC values, principles and core components are being audited, monitored and scrutinised via a strict governance framework in Moray. Local Management Groups report quantitative and qualitative information quarterly, which is collated and monitored by the Safer and Stronger Theme Group, part of Moray’s Community Planning Structure, in line with SOA action plan updates.

9.1.2 Child Protection Register

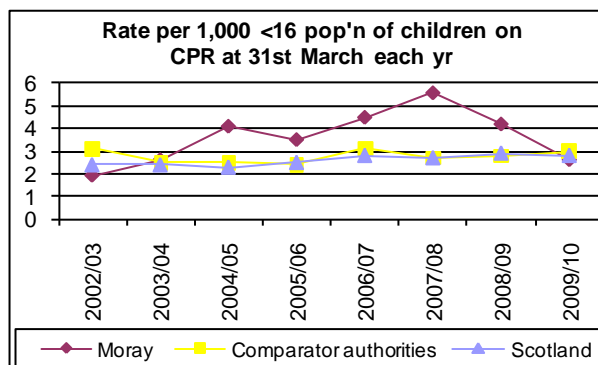
The Child Protection Register (CPR) is maintained and updated by the NESPC and is a central point of reference for professionals working with children. A child’s name is placed

on the Child Protection Register when it is considered that a child is at ongoing or future risk of significant harm and this can only be reduced or eliminated by implementing an inter-agency child protection plan. There are currently five categories of abuse under which a child can be registered, namely physical injury, physical neglect, sexual abuse, emotional abuse and non-organic failure to thrive.



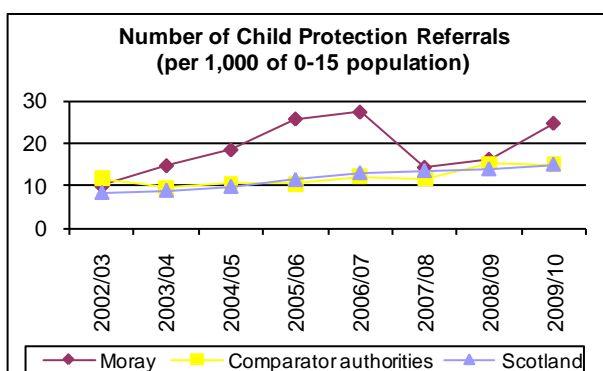
The number of Moray children on the CPR at 31st March each year doubled from 33 in 2002/03 to 66 in 2008/09 falling to 44 in 2009/10, half the 2007/08 peak number of 89 [48].

Between 2004/05 and 2008/09 Moray consistently recorded a higher rate of children on the child protection register than nationally and against comparator authorities⁴⁴.



At the end of March 2010 Moray had a child protection rate of 2.8 (per 1,000 aged 0-15), the same as the national rate but slightly below the comparator authority rate of 3.0. In 2007/08, when the number of Moray children on the CPR was at its highest since 2002/03, the rate in Moray was the 2nd highest of all 32 Scottish local authorities. In 2009/10, Moray had the 15th highest rate in Scotland.

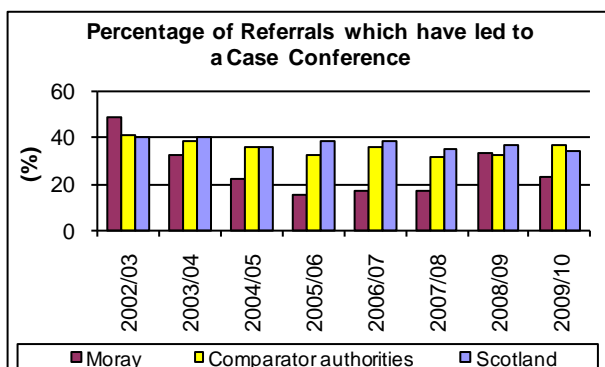
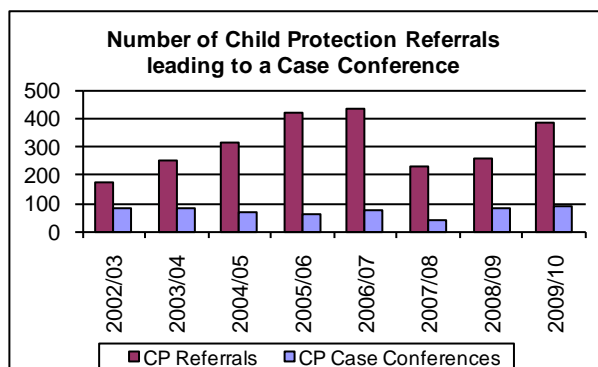
The work carried out in Moray recently with regard to early intervention, Local Integrated Assessment and Planning Procedures (LIAP) and risk assessment following the initial HMIe inspection has contributed toward changes in the number of children on the Child Protection Register.



The number of child protection referrals per year in Moray shows a net increase from 173 in 2002/03 to 389 in 2009/10, despite an almost 50% drop between 2006/07 and 2007/08. Comparing the rate of referrals per 1,000 under 16 population in Moray with our comparator authorities and the national average shows that since 2003/04 Moray has consistently had a higher rate of referrals than our comparators and nationally, which have recorded similar rates. The sharp drop in referrals in Moray in 2007/08 brought Moray's rate in line with that of our comparator authorities and the national average but in 2009/10 Moray again records a higher number of referrals per 1,000 under 16 population, at 24.8 compared with 15.0 in our comparators and nationally. The drop in referrals in 2007/08 has been attributed to a sharper focus on recording of referrals within Community Services following an examination of the higher rates recorded previously.

⁴⁴ Comparator Authorities are Angus, Dumfries & Galloway, Falkirk, Highland and Scottish Borders.

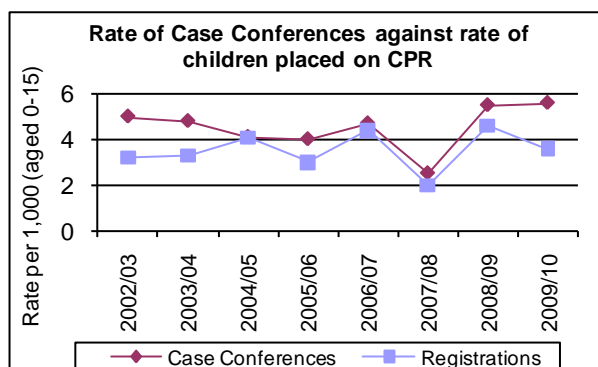
The number of child protection referrals leading to a case conference has fluctuated somewhat over the last 8 years. The number and trend in case conferences has not mirrored that of the referrals, with the number of case conferences actually falling by 10 between 2002/03 to 2006/07 while the number of referrals increased by 265 over the same period. The sharp drop in referrals in 2007/08 was reflected in a proportionate drop in the number leading to a case conference, but in the two years since then the number of referrals leading to a case conference has more than doubled compared with a 70% increase in the total number of referrals.



The percentage of referrals leading to a case conference in Moray has generally been lower than in our comparator authorities and nationally. Between 2003/04 and 2007/08 the percentage of referrals leading to a case conference dropped to as low as 15.3% in 2005/06, compared with a comparator authority percentage of 32.4% and national average of 38.2% for the same year. There was a marked increase in the percentage of referrals leading to a case conference for 2008/09, to 33.5%. However, 2009/10 has seen a fall to 23.0% compared with 36.4% in our comparator authorities and 34% nationally [48].

Although the number of referrals leading to a case conference has fluctuated between 64 and 88 (a difference of 38%) since 2002/03 (with the exception of 2007/08), it is the considerable changes, between a low of 173 and a peak of 438 (a difference of 150%), seen in the total number of referrals that have contributed most to the changes in the above proportions.

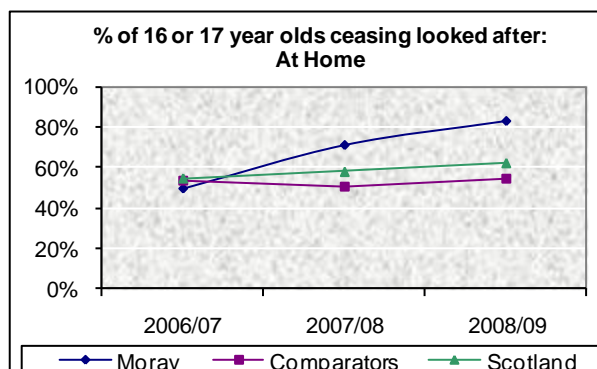
The rate of children being placed on the child protection register has fluctuated in line with the rate of case conferences. There is little difference between the two rates indicating that a high proportion of the children for whom a referral leads to a case conference are being placed on the child protection register. In 2009/10, the percentage of children being placed on the CPR following a case conference was 65%, lower than both the comparator authority average of 79% and the national average of 76%. However, with one exception, between 2004/05 and 2008/09, Moray had a higher rate of child protection registrations following a case conference than either our comparators or nationally.



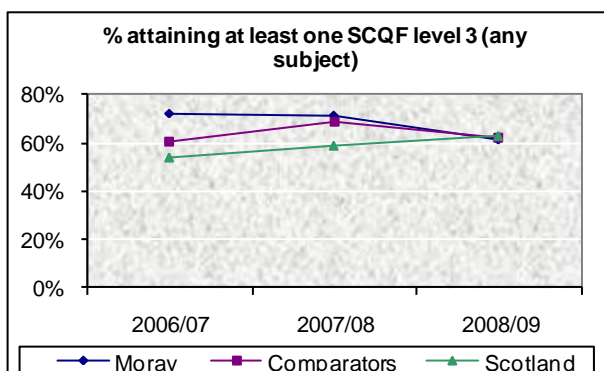
9.2 Looked After Children

In Moray, there were 211 children looked after as at March 2009 [49], 1.1% of the 0-18 age group population, below the national average of 1.4%. 87.2% of children were looked after in a community setting and 12.8% in residential care, in comparison with the national averages of 89.7% and 10.3%. Further breakdown of placement accommodation type showed that 27.5% of children were being looked after at home with parents, well below the national average of 38.8%. Moray had a higher proportion of children being looked after with friends/relatives (26.5%) compared to nationally (19.6%), as well as a greater percentage being looked after with foster carers (provided by Local Authority) at 28.4% compared to a national average of 23.5%.

Audit Scotland report annual statutory performance indicators on the academic achievement of young people aged 16 or 17 years who are ceasing to be looked after [50]. In 2008/09 there were twenty three 16 or 17 year olds ceasing to be looked after in Moray, 82% of whom were looked after at home, a significantly higher proportion than the national average of 62%.

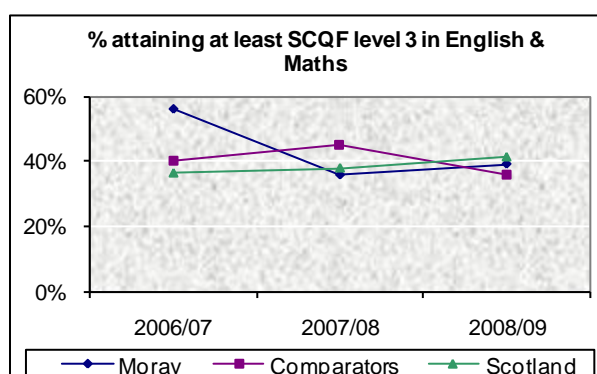


The percentage of Moray young people (16 & 17 year olds) ceasing to be looked after



attaining at least one SCQF level 3 in any subject was 60.9% for 2008/09, below the national (62.6%) and comparator authorities (61.9%) average. The Moray performance has dropped off from a high of 72.2% in 2006/07, compared with the national average which has steadily increased from 54% in 2006/07. The comparator authority (combined) performance has fluctuated over the last three years.

The percentage attaining at least SCQF level 3 in English and Maths (2008/09) was 39.1%, above the comparator authority average (36%) and slightly below the national average (41.4%). Again there has been a decrease in achievement rates, from a high of 56.3% (2006/07) this is contrary to the national average which has increased from 36.3% (2006/07) to 41.4%. Note has to be made that Moray has a relatively small number of young people aged 16 & 17 years ceasing to be looked after each year, so any person not achieving will have a greater impact on the percentage attainment figures.



There is an apparent difference when comparing the level of attainment of looked after children 'at home' and 'away from home'. In Moray, as with comparator authorities and the national average, the percentage of children looked after away from home gaining SCQF level 3 awards is higher than those looked after at home. In 2008/09 50% of children ceasing to be looked after away from home (aged 16 & 17 years) gained SCQF level 3 for

both English and Maths, compared to 36.8% of those looked after at home. This was also reflected nationally, 49.9% compared to 36.2% respectively, and with comparator authorities 42.6% compared to 30.5% respectively.

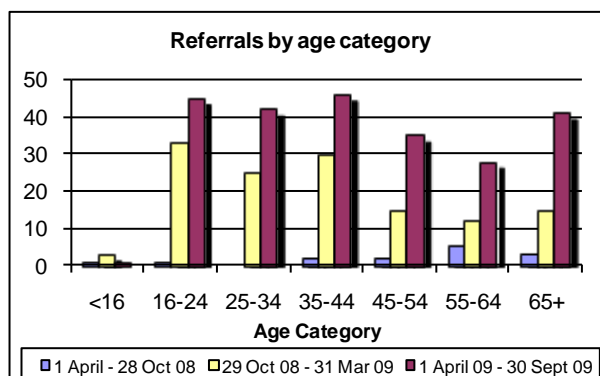
During 2008/09 there were 15 care leavers, all of whom had a pathway plan and a pathway co-ordinator. This compared with 40% and 42% nationally. 68% of Moray’s young people eligible for aftercare services were continuing to receive the service, compared with a national average of 67%. In addition, 35% of those receiving aftercare with known economic activity were in employment, education or training mirroring the national average.

9.3 Adult Support and Protection

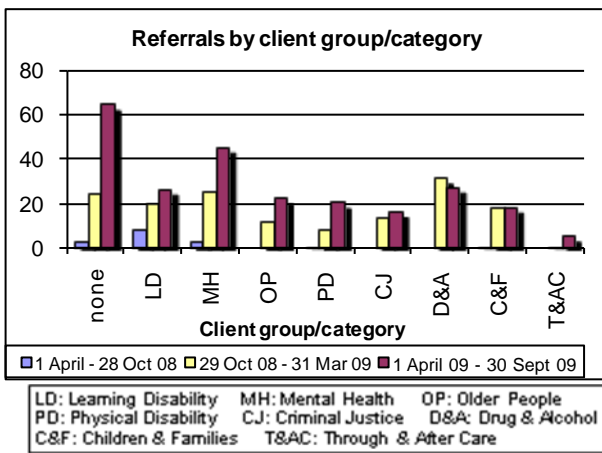
The introduction of the “Adult Support and Protection (Scotland) Act 2007” aimed to ensure that adults living in Scotland who are being harmed, or are at risk from harm, are supported and protected. Adults at risk are people aged over 16yrs who are unable to protect themselves from harm because of a disability, mental disorder, illness, physical or mental infirmity. Having a particular condition does not automatically mean an adult is at risk. Someone can have a disability and be perfectly able to look after him or herself.

The implementation of the Act has been taken forward by the Grampian Adult Support and Protection Group, a multi agency group formed by members of the three Local Authorities (Moray, Aberdeen City and Aberdeenshire), NHS Grampian, Grampian Police, the Care Commission and voluntary sector [51]. In Moray, an Adult Protection Committee has been formed with local representatives from the relevant agencies (listed in previous sentence) to provide a strategic lead in implementing the Act in the area. An Adult Protection Unit has been created based at Spynie Hospital within the Moray Council Health and Social Care Partnership (MCHSCP), tasked with the responsibility to oversee and coordinate awareness raising, training and investigations on adult protection on behalf of the council.

Over the past 18 months to September 2009, there have been 386 adult protection referrals to the Adult Protection Unit in Moray [52]. The rate of referrals has increased significantly from 14 in the first six months of data collection (April – September 08) to 239 a year later (April – September 2009). The increase in referrals can largely be contributed to the actual implementation of the Act and the subsequent development of the Unit and associated campaign to raise awareness of adult protection and the on-going programme of training for staff from the partner agencies. Continued recording of referrals will provide a clearer picture of potential trends, however the initial 18 months data has identified some possible analysis.



All of the 16 and over age categories show an increase in number of referrals over the last 18 months. 56% of referrals between April and September 2009 were for adults aged between 16 and 44. However, the largest percentage increases in referrals from the middle 6 months (October 08 – March 09) to the latest 6 months (April – September 09) is in the 65+ age category (173%) and the 45-64 and 55-64 age categories (133%).



Over three quarters of the clients referred to the Unit in the 18 months reported were already in receipt of a service or were able to be categorised. In the latest 6 months (April – September 09) 27% (64) clients were not in receipt of a service or not categorised. Of those categorised into a client group there was a more even spread than previously, with a slightly higher proportion (19%) with mental health problems and 11% categorised with either a learning disability or a drug and alcohol problem.

The vast majority (85%) of referrals to the Unit to date have come through the police. There has been an increase in the number of referrals from most sources, in particular from local authority members of staff and care provider members of staff. The increase in referral sources since the first six months may also indicate that there is an increasing awareness of adult protection and the need for people to report concerns of harm to vulnerable adults.

A significant amount of work has taken place in Moray since the introduction of the Adult Support and Protection (Scotland) Act 2007. A rolling programme of training to participating agencies and awareness-raising within communities is currently on-going in Moray which may lead to a continuing increase in the number of referrals to the Unit.

9.4 Gypsies/Traveller Families

The Scottish Government have committed to ensure equality of opportunity for Scotland's Gypsies/Travellers. Access to education has been identified as an essential element of social equality, and as such the government have funded the Scottish Traveller Education Programme (STEP) to develop and support inclusive educational approaches for Gypsies and Travellers.

Following the closure of the permanent Gypsy/Traveller site at Chanonry in 2004, due to flood alleviation works, there has been no official Gypsy/Traveller site in Moray. Consequently all encampments within Moray are classified as unauthorised, although there is a tolerance from the Council and the Police for encampments within certain areas and facilities have been provided. The Council, at time of writing, were about to begin a consultation process on its proposals to establish two Halting Sites for Gypsies/Travellers.

It is estimated that there are 1,547 Gypsy/Travellers in Scotland (2008), of which 45% are aged 19 or under [53]. In Moray (2008) the number of Gypsies/Travellers in unauthorised encampments in Moray was generally 10 to 20 adults and 1 to 10 children, rising to approximately 60 adults and 45 children in peak summer (July).

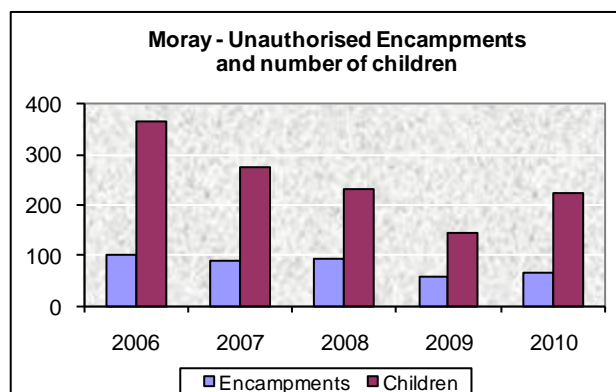
The Moray Council have funded a dedicated support teacher for Gypsy/Traveller pupils covering all Moray schools for the last 18 months. The teacher works with the school to offer specialist intervention to Gypsy/Traveller children who have been referred and assessed as requiring additional support needs to bridge gaps in interrupted learning caused by periods of extended travel.

In September 2010 there were 40 Gypsy/Traveller children and young people attending school or college that were known to the Council. There were a further 5 discreet pupils and 19 itinerant (such as show families) children in Moray who were in contact with the Council. Of the 40 Gypsy/Traveller children the support teacher estimated that 28 had additional support needs of some form (including behaviour, attendance and/or pastoral care issues as opposed to specific learning difficulties).

Currently the support teacher for Gypsy/Traveller pupils sees 12 children every week for between 2-5 hours each. As well as this the teacher sees a further 5 children on a more ad-hoc basis when time permits or when there are specific problems at the school/home. The teacher has moved to a system of seeing less children more often in order to have the most impact although it does rely on schools picking up the children the support teacher is unable to see within their own ASN (additional support needs) allocation. However schools may have other non-Traveller pupils with greater support needs and therefore the Gypsy/ Traveller pupil needs may not be met.

Current figures would suggest that less than half the Gypsy/Traveller children with additional support needs are being provided the additional support that they require. This does not account for Gypsy/Traveller children who are either not known to the Council or have not accessed educational services in Moray. There are a number of unauthorised encampments in Moray each year where Gypsy/Traveller families will stay in the area for varying periods of time before moving on. On average during 2009/10 unauthorised encampments would stay on site for 36 days, an increase from 22 days in 2008/09. This may be explained by the severe winter conditions experienced during January – March 2010 where the average duration of stay on an unauthorised encampment site was 113 days, a vast increase from 35 days for the same period the year before. [54]

Over the last five years there has been an overall reduction in the number of encampments and Gypsy/Travelling children, although there has been a sharp increase to date in 2010 (period 01/01/2010 to 09/09/2010)⁴⁵. The Moray Council Unauthorised Encampments Officer manages the incidents of unauthorised encampments, liaising with residents and relevant services to minimise any disruption to the area and find a resolution to the unauthorised encampment.



The Encampment officer will notify the Gypsy/Traveller support teacher when children are residing in the camp, however with limited resources available and the probable short period that the camp will be on site the support teacher may not be able to assess all or any of the children for learning support needs.

In 2008 the Scottish Government (Equalities Unit) awarded STEP additional funding to run a 24-month eLearning and Traveller Education Scotland (eLATES) pilot. The design and development of an e-learning community is aimed at providing anytime/anywhere access to learning and teaching for teachers and Gypsy/Traveller learners. Gypsy/Traveller learners will receive a more 'blended' approach with use of paper-based resources and

⁴⁵ Encampments may pass through Moray more than once so some of these figures may include children who have been in the area 2 or 3 times during that year.

face-to-face contact, supported by information communication technology (ICT). Research has shown that ICT supported distance learning helps reduce the negative impact of interruptions to learning for many Travelling children and young people [55].

The eLATES project is in its second year, four Education Authorities (EAs) are participating in the pilot, with others throughout Scotland looking to join. Moray was not one of the original four EAs, however the Gypsy/Traveller support teacher said that the Educational Service was in close contact with Highland who are part of the pilot and that there was a keenness to purchase eLearning for Moray. If results of the pilot projects were to show that eLATES had achieved its aim of raising achievement levels among Scotland's Travelling children, it may support the justification for additional resources required to implement and roll out the project in Moray.

9.5 Youth Justice / Young Offenders

There are a number of statutory and voluntary organisations working to reduce the impact of youth crime and supporting young offenders in Moray. The Youth Justice Team are tasked with carrying out assessments when there is a pattern of youth offending through to providing specialist interventions. This can only be achieved through close working with partner agencies such as Social Work, Police, Education and voluntary services. The Moray Youth Justice Plan (2010-12) sets out a commitment to integrated working in seeking 'to build community confidence by reducing the incidence of youth crime and particularly the risk posed by more serious offenders'.

An evaluation of the Moray Youth Justice Strategy (March 2010) carried out by CTC Associates found that largely positive strides continued to be made with regards to improved structures for information sharing, planning and accountability and a more efficient use of resources and specialist expertise was apparent [56]. The improvement in service delivery and development is supported by the reduction in youth offending figures, with particular improvements during 2009/10 (figures provided below).

Education services have an important role to play as one of the key partners in supporting young offenders, particularly in the early intervention stages. The evaluation in March 2010 noted that the Youth Justice Team are involved in initiatives to enable schools to respond effectively to sexualised behaviour, to deliver a restorative justice approach to acceptable behaviour contracts and to reduce under-aged drinking. The evaluation report identified that development of early intervention programmes should be one of future priorities for the Youth Justice partners.

9.5.1 Young Offenders

Between 2006/07 and 2009/10 there has been a 53.3% reduction in the number of young offenders under 16 years old, from 599 to 280. The number of incidents attended by police that involved offenders under 16 yrs has also decreased significantly over the same period from 881 to 380, a drop of 56.9%. The total number of charges made against under 16s mirrors the reducing trend in young offenders in Moray, reducing by 59.7% from 1669 to 673 between 2006 and 2010 [57].

While there has been a drop in the actual number of female offenders, the proportion has increased over the 4-year period, from 23.3% (221) in 2004/05 to 27.6% (141) in 2009/10 [57].

9.5.1.1 Persistent Young Offenders

There has been a significant reduction in the number of persistent young offenders over the last four years, with the number of persistent young offenders dropping from 39 in 2006/07 to 10 during 2009/10 [57].

	2006/07 Annual total	2007/08 Annual total	2008/09 Annual total	2009/10 Annual total
New Persistent Offenders	33	24	20	5
Total POs during the year	39	27	25	10
POs dropped off	36	22	22	6

The percentage of offenders who only offended once during the year also shows an improving performance with an increase from 61.7% in 2006 to 68.5% in 2009 [58].

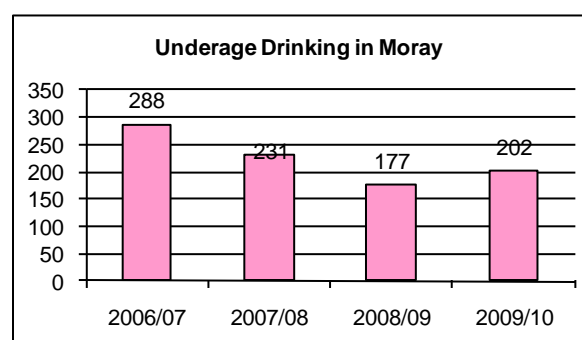
9.5.1.2 Alcohol-related Antisocial Behaviour

There has been a lot of publicity about the high level of alcohol consumption in Scotland and the problems it creates, both for the individual and communities. Of particular concern is the extent of drinking in young people and for this reason, underage drinking is discussed here.

9.5.1.2.1 Underage Drinking

The Safer Communities Survey does not indicate that underage drinking is a particular concern to respondents. About 35% of respondents believed it to be a problem in their area at least once a week (less than 10% felt it was a daily problem). A little over 20% had personally experienced underage drinking in their area at least once a week (less than 5% daily), 64% indicating personal experience at some time in the last year. Nearly 40% of respondents felt underage drinking had a negative impact on their life, with nearly 10% stating this was a major impact.

Figures for reported incidents of underage drinking indicate a reduction over the last 4 years, with a drop of over 38%. Further analysis on underage drinking trends shows that there is a tendency for more incidents during quarter two (July – September), which coincides with the school summer holidays.



9.5.2 **Moray Youth Justice**

Moray Youth Justice services range from prevention and diversionary projects for those on the periphery of offending through to intensive support and supervision for our most dangerous and disruptive young people [59].

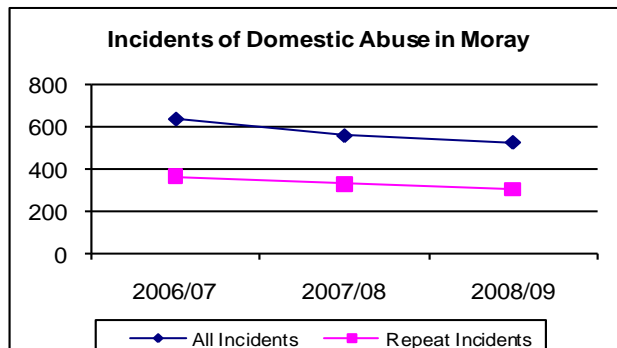
Year	Number	Male	Female	No of Referrals				Offences before referral	Offences during referral	Offences after referral	% Reduction in Offences before to after
				1	2	3	5				
2007	31	23	8	25	4	1	1	495	108	75	85%
2008	46	37	9	35	10	1		646	9	22	97%
2009*	39	31	8	35	3	1		184	21	6	97%

*2009 figures are for the period to beginning of November 2009

The previous table provides information on the numbers of referrals of young people to Moray Youth Justice. Males make up 78.4% of the total number of referrals. Over the period indicated the number of offences dropped by an average 92.7% between the pre and post-referral stages [60].

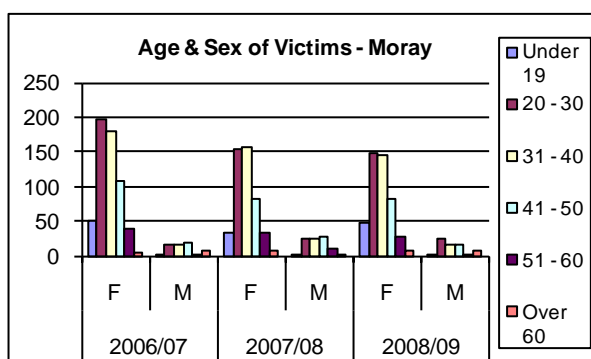
9.6 Domestic Abuse

The numbers of incidents and repeat incidents of domestic abuse have reduced between 2006/07 and 2008/09, by 18% and 17% respectively. The proportion of incidents that were repeat incidents has remained steady over this period [61].



9.6.1 Gender and Age

The vast majority of victims are female, though there has been a slight reduction since 2006/07, from about 90% to about 86%. The vast majority of perpetrators are male, accounting for virtually the same proportions as female victims, with a similar reduction since 2006/07. The picture is the same nationally.



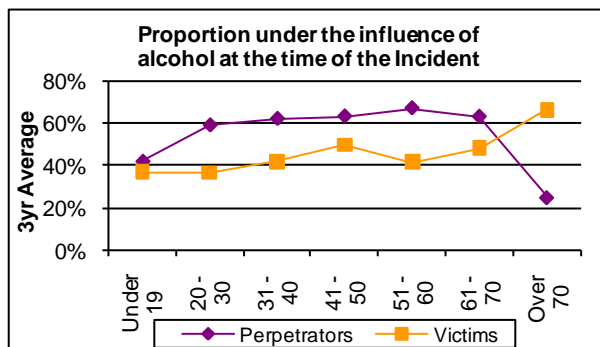
Approximately 84% of victims of both genders are aged 20-50yrs, although the spread within this range is slightly different, with males being split fairly evenly between 20-30yrs, 31-40 yrs and 41-50 yrs, whereas the majority of females fall within the younger of these three age groups. Nationally, around 88% of victims and perpetrators fall into these three age groups, the difference being that Moray has a slightly higher proportion of victims and perpetrators aged under 19yrs.

9.6.2 Alcohol-related Domestic Abuse

Research indicates that there is a link between domestic abuse and alcohol, contributing to the likelihood and severity of abuse and facilitating the escalation of existing conflict [62]. Although the relationship is complicated, it is very clear that alcohol or other substance misuse does not cause domestic abuse, nor does it excuse it. An abuser does not become violent "because" drinking causes him/her to lose control of his/her temper - domestic violence is used to exert power and control over another; it does not represent a loss of control [63].

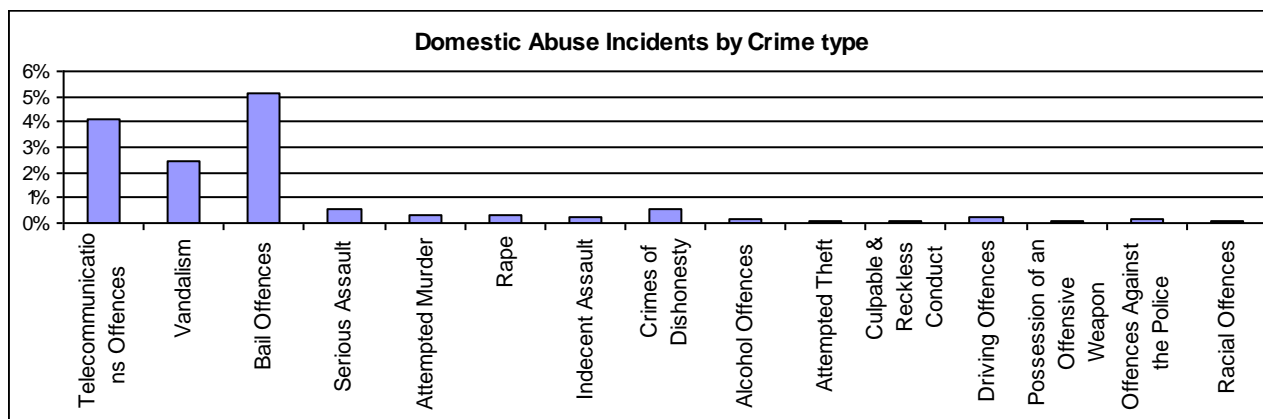
A proportion of both perpetrators and victims are reported as being under the influence of alcohol at the time of the incident, although the percentage of perpetrators of all ages is higher than for victims, at 61% compared with 42%. However, an age breakdown reveals certain differences: i) The proportions of perpetrators and victims aged under 19yrs that were under the influence of alcohol at the time of the incident are close at 42% and 37% respectively and ii) The proportion of victims aged over 70yrs that was under the influence of alcohol at the time of the incident was considerably higher than that of perpetrators. However, the numbers are minimal so this is not a reliable statistic.

The graph shows the age breakdown for the last 3 years combined, for both perpetrators and victims and shows that for both groups the proportion under the influence of alcohol at the time of the incident tends to increase with age.



9.6.3 Crime type committed

The vast majority of domestic abuse incidents where a crime/offence is committed are minor assault or breach of the peace, accounting for an average of 47% and 36% respectively of offences between 2006/07 and 2008/09. The graph shows the breakdown of other crime/offence types over the same period.



9.7 Parenting

The Moray Parenting Strategy [64] was revised in 2008 with the vision:

“That every child in Moray should reach his or her full potential while living in their local community supported by confident and resourceful parents and carers.”

The scope of the strategy, consistent with Scottish Executive and Scottish Government guidance, is such that all parents and carers of children should have access to a range of services, from universal provision such as health visiting service and school/nurseries which should be easily and readily accessed by all, to more specialist and targeted services for those with particular areas of interest or need, for example audiology/ speech and language and child/social care services.

9.8 Arts Development

The Arts Development Team in Moray Council works to encourage and support communities in the area to participate in the arts and so improve their quality of life and personal development and use the arts to address issues of exclusion and youth development.

Partnerships with other organisations have enabled resources to go further and programmes and projects to extend to all parts of Moray whether it be activities in small village halls or a visit by the Royal Shakespeare Company. Moray has a range of groups

supporting and delivering arts and culture activities including: theatre; traditional music; dance; art; and museums.

9.9 Libraries & Museums

9.9.1 Libraries

The council has a statutory duty to secure the provision of adequate library facilities and to meet the requirements of PLQIM (The Public Library Quality Improvement Matrix for Scotland) in respect of access to information, personal and community participation, meeting readers' needs and learners' experiences.

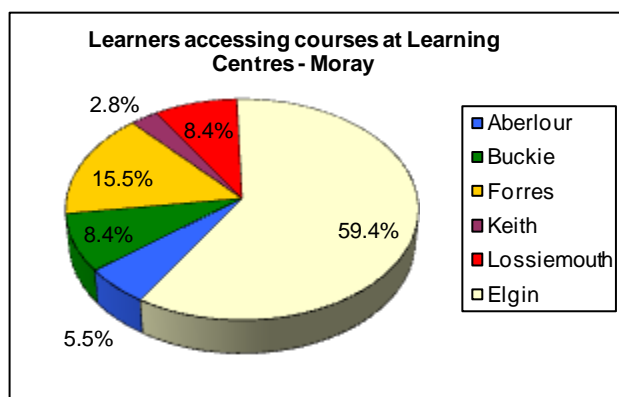
The service has 15 libraries, 2 mobile libraries, a local heritage centre combining archives and local studies, housebound and homes services and online reference and information services. By October 2010 nine libraries will be stand alone while 6 rural libraries will have been integrated with local school libraries, extending learning and skills opportunities and strengthening rural sustainability. Library Services offer a variety of learning opportunities, with seven libraries accredited Learndirect Scotland learning centres, Elgin Library is also a Scottish Qualifications Authority and British Computer Society Centre. Almost all library premises are used by partner organisations such as Essential Skills and the careers service.



Source: http://www.moray.gov.uk/moray_standard/page_41162.html

The number of active borrowers and issues per head has dropped in recent times reflecting the national picture, although Moray has the second highest issues per head in mainland Scotland and in particular children's borrowing has shown an increase. The actual number of visitors has increased by almost 9,000 to 654,306 in 2009/10, and it is also anticipated that the current economic recession may have a positive impact on libraries with more people accessing and using library services [65].

While lending services have remained an effective means of supporting people of all ages in their leisure and learning needs, Moray's libraries have moved to a more directive role in seeking to encourage learning throughout life and are the recognised national sector leaders in learning centre provision. The Libraries Lifelong Learning Strategy 2010-2013 forms the framework for delivery and is directly related to the Community Planning Partners Lifelong Learning Strategy for Moray.



There have been 2,505 learners taking courses at library learning centres in Moray, although there has been a drop in people enrolled on the accredited courses from 1,440 learners in 2008/09 to 684 in 2009/10. In the first quarter of 2010/11 (April-June) there has been an increase of learners enrolling on accredited courses with 279 learners enrolling. The majority of courses

are undertaken at the Elgin Learning Centre with 59.4% of learners accessing their course there. Learners access courses through the other library based Learning Centres in Moray, with 15.5% accessing courses at Forres, 8.4% at Lossiemouth, 8.4% at Buckie, 5.5% at Aberlour and 2.8% at Keith [65].

Libraries Service works closely with a number of partners to ensure that every child has the opportunity to access the service and improve their literacy and numeracy. Particular emphasis is given to the Bookbug (formerly Bookstart) initiative with its 4 stages of book gifting at the 16 week, c.2 year, 1st year nursery and 1st year primary stages and the associated Bookbug sessions for babies, toddlers and parents. The scheme is delivered in partnership with the Health Service and Education Service. The Service has developed strong links with Education Services and will continue to develop and deliver services to support the Curriculum for Excellence.

A continuing priority for the service is to engage with those families who were not traditionally library users. The service seeks to work closely with those other services committed to ensuring every child has the best possible start in life and parents and those working with parents and children have appropriate support.

The Libraries Service have established promotional and outreach activities such as Open Days and Exhibitions, as well as organising a Housebound & Homes Service, the mobile libraries and the heritage service which deals with collections and archives. All these services and activities combine to ensure that the Library Service is accessible and delivered to all people of Moray.

9.9.2 Museums

The council has a statutory duty to see that museums are provided. This is primarily through the direct management of the Forres Falconer Museum and Tomintoul Museum which have integrated tourist information services, increasingly through professional support to the Moray Heritage Connections Museum and Heritage Forum and through financial support to the Elgin Museum and Buckie and District Fishing Heritage Centre.

The Libraries Service has set out to continue to focus on meeting the information, learning and skills and literacy (including ICT literacy) needs of the community and with the museums service safeguard and promote its heritage to attract visitors, create jobs and involve communities.

10 Social Inclusion – Tackling Inequalities

10.1 Introduction

Social inclusion is affirmative action to change the circumstances and habits that lead to (or have led to) social exclusion, affirmative action because it does not make reparation or amend for past wrongs. It is the coordinated response to the very complex system of problems known as social exclusion [69].

Social exclusion is a short-hand term for what can happen when people or areas have a combination of linked and mutually reinforcing problems, such as unemployment, poor skills, low incomes, poor housing, high crime and family breakdown. It can also happen due to discrimination on the grounds of race, gender, disability, age, religion & belief and sexual orientation [70]. Anyone who deviates in any perceived way from the norm of a population may become subject to coarse or subtle forms of social exclusion.

Tackling the significant inequalities in Scottish society is one of the 15 national outcomes, which is under the remit of the Safer and Stronger theme group. However, all theme groups have a responsibility to address the inequalities that affect their theme issues.

Promoting social inclusion and tackling the inequalities in Moray is a long-term process that requires a partnership approach to ensure and enable all the inter-related issues to be addressed. The Social Inclusion Strategy 2008-2011 (currently under review) is the overarching strategy for tackling inequalities in Moray. It aims to provide a clear set of principles to guide partners' work in relation to tackling inequalities and sets out the outcomes to be achieved as a result of this work. The key principles are:

- achievement of social inclusion will drive Partner policies, strategies and plans
- the value of partnership working and the need for a co-ordinated, joined up approach
- the essential need to engage and empower excluded individuals and groups
- the need to target resources where most needed
- evidence based identification of need
- learning from experience

Although it can affect anyone, there are some people and groups in society that are more likely to experience social exclusion. They are the more vulnerable people and groups in our communities: elderly people, children and young people, people on low income, lone parents, homeless people, people with a disability, people with mental health or long-term health problems, migrant workers, other ethnic groups and travelling people. Many of these fall into one or more of the six equality strands of race, age, disability, religion & belief, gender and sexual orientation. However, others are outwith these categories and experience exclusion as a result of resolvable circumstances such as unemployment and homelessness.

Inequality can take a variety of forms and probably the most comprehensive breakdown is the 7 deprivation types used within the Scottish Index of Multiple Deprivation (SIMD). They are: Current income; Employment; Health; Education, Skills & Training; Housing; Geographical Access; and Crime.

Any of the people and groups previously identified can experience inequalities of any kind. However some groups are more commonly affected by certain inequalities. For example older people more commonly suffer income, health and access deprivation, whereas young people are more likely to experience inequalities in education, skills & training, employment and access.

PESTELO

Economic	1 – Budget savings, both local and national 2 – Recession and associated issues 3 – Termination of Fairer Scotland Fund ring-fencing in March 2010
Social	1 – Immigration 2 – Gypsy/Travelling families 3 – Bullying
Technological	5 – Broadband access
Environmental	1 – Climate change 2 – Rurality
Legal	1 – Child Protection – Protection of Children (Scotland) Act 2003 2 – The Adult Support and Protection (Scotland) Act 2007 3 – GIRFEC 4 – Curriculum for Excellence 5 – Equality Bill 6 – Children (Scotland Act 1995 7 – Education (Additional Support for Learning) (Scotland) Act 2004

10.2 Inequalities in Moray

10.2.1 Equality Strands

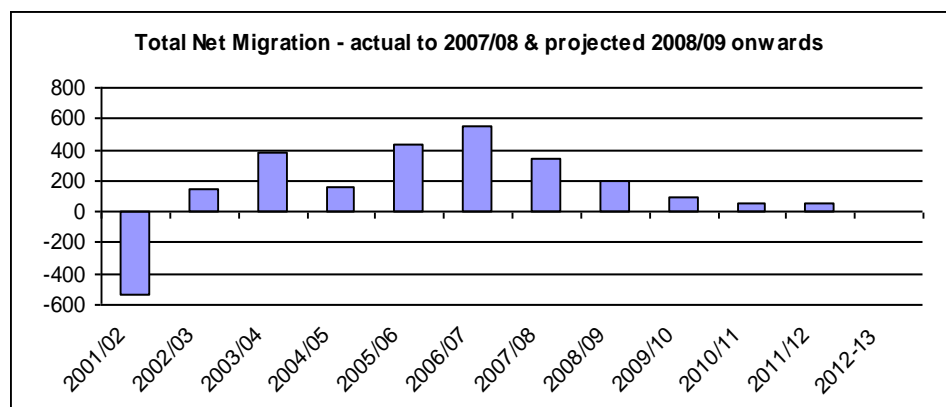
10.2.1.1 Race

The 2001 Census [7] indicated that less than 1% of the population in Moray belonged to an ethnic minority group (ethnicity other than white). The most predominant ethnic minority groups were Chinese, those of mixed background and Pakistani, accounting for 20%, 20% and 16% respectively of the ethnic minority population.

There is a large English population in Moray, accounting for about 16% of the population compared with about 8% nationally. This is likely to be due to the two RAF bases at Lossiemouth and Kinloss.

10.2.1.1.1 Migration

Since the collation of the census there has been a significant increase in the number of Moray residents in ethnic minority groups. Migration figures for Moray suggest that a net figure of 1480 people entered Moray between 2001/02 and 2007/08 [71]. Of these, 84% were male. An age breakdown shows that the vast majority of out-migration was young people aged 15-19yrs, which are likely to be school



leavers going away to university or looking for work outwith Moray. Excluding this group from the statistics may give a more informative reflection of the net numbers of people entering Moray and suggests that between 2001/02 and 2007/08 a net figure of 3233 people migrated to Moray. In 2008, it was estimated that there were approximately 3000 non-UK nationals living in Moray [72].

Migration projections suggest that net migration will reduce over the next 5 years to 0 in 2012/13 and beyond.

In 2009, it was estimated that there were approximately 1500 Polish nationals living in Moray [73]. However, the most established ethnic community in Moray is the Chinese community [74].

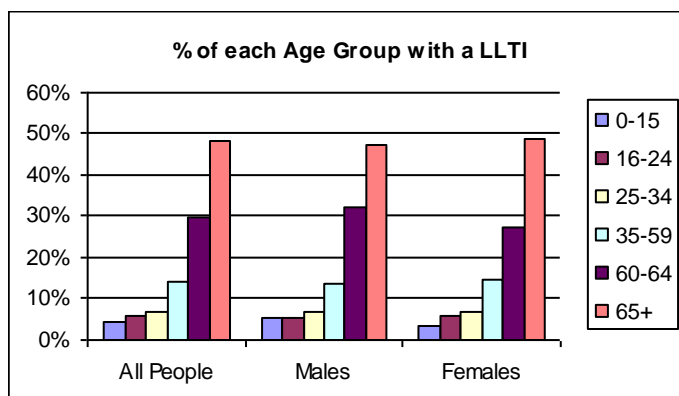
Between 2002/03 and 2008/09 there were 2540 National Insurance Number (NINo) registrations to Adult Overseas Nationals entering Moray [75]. 61.4% of these were to EU Accession State nationals with a further 21.7% to nationals from EU countries.

10.2.1.2 Disability

"A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This includes people who have long-term medical conditions such as cancer and HIV". [76]

10.2.1.2.1 Limiting Long-Term Illness

The 2001 Census [7] showed that nearly 17% of Moray's population had a limiting long-term illness (LLTI), about 14,500 people, slightly over half of whom, 53.2%, were female. An age breakdown shows that the proportion of people in each age group with a LLTI increases with age. The average age of someone with a LLTI is 59yrs.

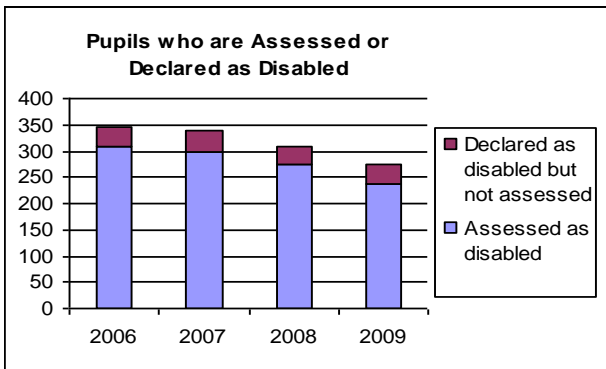


The age breakdown also shows that nearly 5% of under 16s and 12% of the working age population has a LLTI while about 45% of people of pensionable age have a LLTI. In all three groups, there is a slightly higher proportion of men than women with a LLTI.

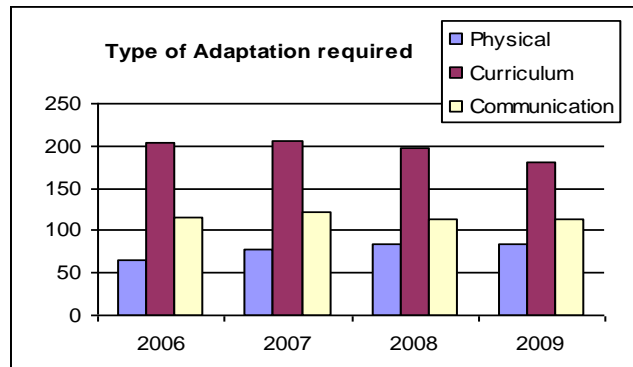
Of the nearly 20,000 economically inactive people in Moray about 14.5%, nearly 3,000 are permanently sick or disabled. Slightly more than half are male.

10.2.1.2.2 Pupils Assessed or Declared as Disabled

The Pupil Census 2009 [77] reports that there are 276 pupils in Moray assessed or declared as disabled. The number has reduced successively over the last 4 years, from 347 in 2006.

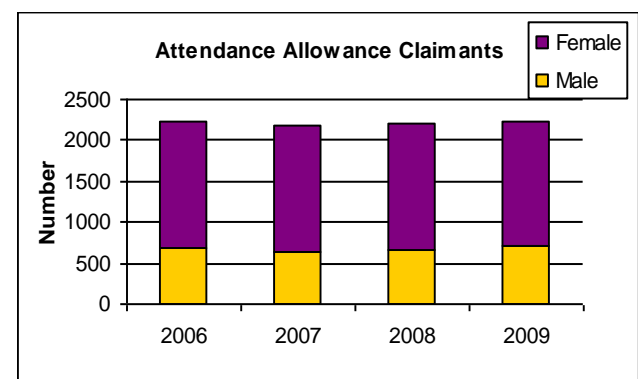
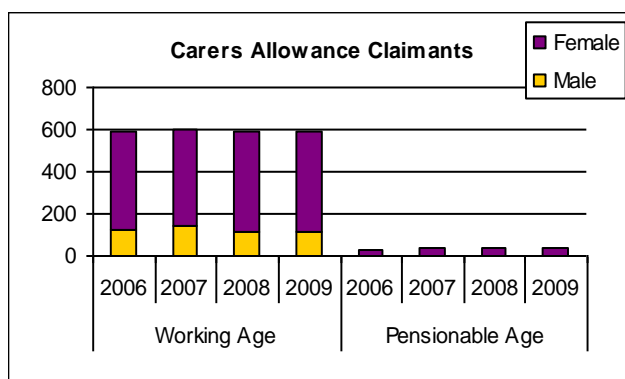
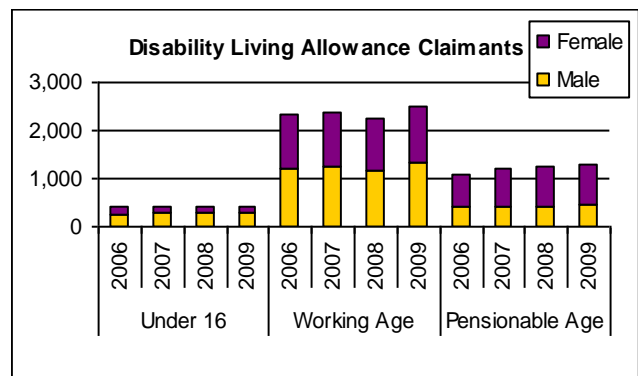
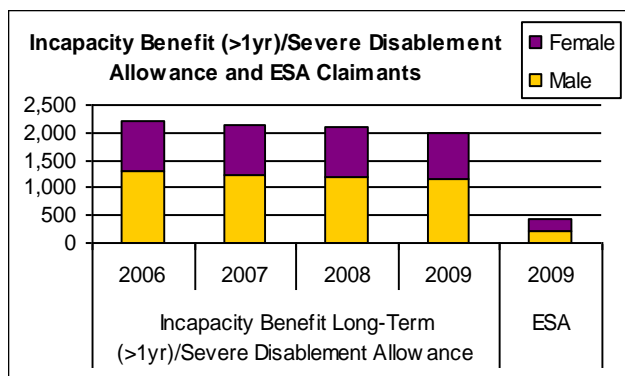


Over the same period there have been small changes in the types of adaptation required, with a slight reduction in curriculum adaptation and a slight rise in physical adaptation.



10.2.1.2.3 Benefits

There are several benefits that give an indication of the extent of disabilities in Moray. The main ones for working age people are Incapacity Benefit, Employment and Support Allowance, which replaced Incapacity Benefit and Income Support, paid because of illness or disability, in October 2008 for new customers, Disability Living Allowance and Carers Allowance. People of pensionable age can claim Attendance Allowance. The four graphs show the number of claimants of each of these benefits over the last 4 years [6]. It is not possible to combine the numbers to get one total as many claimants will be claiming more than one of these benefits. [The most recently published data is for August 2009 therefore data is displayed for the same point each year]. More detail about these benefits is in Appendix 6.



The graphs show that there have been no significant changes in the numbers of claimants of each of the benefit types over the last 4 years. The slight drop in Incapacity Benefit

claimants in 2009 can be explained by the introduction of Employment and Support Allowance in October 2008.

Age breakdowns for the August 2009 data reveal the following:

- Incapacity Benefit (>1yr)/Severe Disablement Allowance: – The number of claimants tends to increase with age, with the exception of the 35-44yrs group, which has as many claimants as the 55-59yrs group. There is little difference between the genders.
- Disability Living Allowance: – For under 16s and working age claimants, the number increases with age. The number of claimants of pensionable age decreases with age. Under 16s and working age up to 34yrs, there is a tendency for more male claimants than female. 35yrs and over, there tends to be slightly more female claimants.
- Carers Allowance: – The number of claimants is fairly steady up to 64yrs, though there are very few under 35yrs. The largest proportion of claimants are aged 65yrs and over. The majority of claimants are female, accounting for nearly ¾ of all carers allowance claimants.
- Attendance Allowance: – The number of claimants shows a pronounced increase from 65yrs to 84yrs, falling marginally to 89yrs followed by a fairly sharp drop at 90yrs and over. The majority of claimants are female, the proportion increasing with age and accounting for nearly 70% overall.

10.2.1.2.4 Carers

There are various sources that provide figures for the number of carers, adult and young, in Moray. Some are estimates based on national figures and some reflect the numbers registered with local organisations. For different reasons, all these figures are likely to misrepresent the true number of carers in Moray. Although considerably out of date, the Census 2001 figures are possibly the most accurate reflection of the numbers of adult and young carers in Moray. Numbers from other sources are used for comparative purposes and to highlight the considerable differences between the figures.

The 2001 Census [7] showed that nearly 7.8% of Moray's population provided unpaid care, compared with 9.5% nationally. This amounts to about 6,779 carers in Moray, 61% of whom were female (60% nationally). About 21% of carers are 65yrs+ (8.6% of pensionable age population) and about 3% are under 16yrs (1.2% of under 16 population). This translates to about 1,415 carers aged 65 & over and 205 carers under 16yrs. Nationally about 15% of carers are aged 65yrs+, considerably lower than in Moray, and 2% are aged under 16yrs. However, in relation to the age-specific populations, the proportions are the same as in Moray.

Community Care Statistics 2002 [78] estimated that nearly 670,000 people, 13% of the population, were providing informal care to someone – 165,100 within their own home and 503,400 outwith their own home. Around 18% of carers were aged 65yrs & over and 0.7% was aged under 16yrs. Translating these proportions to Moray suggests a total of 11,410 carers, approximately 2,020 carers aged 65yrs+ and about 84 young carers (under 16yrs).

Figures from Moray Carers Project indicate that there were 1,682 adult carers registered at 01/06/09, considerably less than indicated by the Census 2001. The top 6 conditions being cared for are mobility problems (371), heart condition (224), arthritis (207), cancer

(156), stroke (156) and dementia (151). 29 adult carers were caring for someone with substance misuse problems.

As at 30/04/09 Moray Young Carers had 235 young people registered with them, slightly higher than the number recorded in the Census 2001. Of these, 156 were caring for someone with a physical disability, 78 for someone with learning disabilities, 77 for someone with mental ill health and 13 were caring for someone with substance misuse problems.

Using research by the Princess Royal Trust for Carers that estimated the total of young carers in Scotland as 115,000, Moray Carers Strategy [79] conservatively estimated that there could be as many as 2,000 young carers in Moray.

Carers UK's 2002 report *It could be you* demonstrates that demographic change, coupled with the direction of community care policy, will see a 60% rise in the number of carers needed by 2037 [80]. Using the Census 2001 figures this means that there could be more than 10,500 adult carers and 328 young carers in Moray by 2037.

According to the census nearly 4,500 carers provide less than 20hrs per week, about 800 provide 20-49hrs while nearly 1,600 provide 50hrs or more care per week. The 2000 General Household Survey found that where the carer and the person cared for lived in the same household the amount of care provided increased. 63% of carers in the same household spent 20 or more hours a week caring and 31% spent at least 50 hours per week caring. This compares with 10% and 1% respectively for carers living in another private household. Community Care Statistics 2002 [78] found that of those being cared for within the same home 78% received 20hrs or more care per week whereas 24% of those being cared for from outwith the home received that amount of care.

A report published by Carers UK in 2009 entitled "Facts about Carers", suggests that "carers face social exclusion due to the isolation of caring and discrimination against them by service providers. A major issue raised by carers is how inflexible or unreliable transport services (i.e. late running, strikes, cancellations or diversions without notice) cause frequent care emergencies which have been particularly problematic for working carers. Despite the expense involved, nearly all working carers surveyed had to have a private car in order to ensure that they could access the support services they needed and get to their workplace. Carers also have problems accessing leisure services and other social activities due to the cost and a lack of accessibility" [80].

10.2.1.2.5 Mental Illness

Mental illness and the stigma surrounding mental illness are a significant cause of social exclusion. It is included here as a separate category under disability because of the common occurrence of mental health problems.

10.2.1.2.5.1 *Adults*

The Office for National Statistics or ONS puts the figure at one in six adults at any one time [81]. Using 2008-based population estimates, which puts the number of residents in Moray aged 16-64yrs (adults) at 56,185 that translates to about 9,400 adults in Moray experiencing mental health problems at any one time.

The ONS survey included a small but representative Scottish sample and among adults in Scotland aged 16-74 the prevalence rate of any neurotic disorder was around 141 per 1,000 adults. By far the most common neurotic disorder was mixed anxiety and

depression, affecting about 68 in every 1,000 adults followed by generalised anxiety disorder affecting around 38 adults per 1,000. Depression (without anxiety) had a prevalence of 25 cases per 1,000 adults. Overall prevalence of any neurotic disorder (also includes phobias, obsessive compulsive disorder and panic disorder) was greater among women than men, affecting 170 per 1,000 compared with 109 per 1,000 for men. This was particularly the case in relation to mixed anxiety and depression, which had a prevalence of 92 per 1,000 women compared with 44 per 1,000 men. With the exception of panic disorder, the prevalence rate for women was greater than for men for most types of neurotic disorder [82]. The higher prevalence among women may reflect a higher likelihood of women being diagnosed and treated than men and an unwillingness among men to admit symptoms of depression, which are then expressed through different means, such as alcohol and drugs [83]. Translating these rates to Moray's population suggests the following number of cases:

	Women	Men	All Adults 16-74
Mixed anxiety and depressive disorder	2,900	1,500	4,400
Generalised Anxiety disorder	1,450	1,140	2,590
Depressive episode	950	650	1,600
All phobias	630	230	860
Obsessive Compulsive Disorder	250	270	520
Panic disorder	250	570	820
Any neurotic disorder	5,360	3,650	9,010
2008-based population estimate	31,553	33,467	65,020

Numbers do not sum since some people will experience more than one condition.

A comparison between adults with a psychiatric disorder and those with no disorder reveals the following [81]:

- Those with a disorder are more likely to be separated or divorced (14% compared with 7%) and less likely to be married or cohabiting (62% compared with 67%) than those with no disorder. However, the majority of those with a disorder are married or cohabiting.
- Those with a disorder are more likely to be economically inactive (39% compared with 28%) and less likely to be employed (58% compared with 69%) than those with no disorder. However, the majority of people with a psychiatric disorder are employed.
- There is little difference between those with a psychiatric disorder and those without when compared by social class.
- Those with a disorder are more likely to be a lone parent (9% compared with 4%) or live alone (20% compared with 16%) and less likely to live with one or both parents (9% compared with 13%) than those with no disorder.
- Those with a disorder are more likely to live in social housing (26% compared with 15%) and less likely to own their home outright (15% compared with 25%) than those with no disorder. However, nearly half of those with a disorder own their home with a mortgage.
- Those with a disorder are more likely to live in an urban area (71% compared with 65%) and less likely to live in a semi-rural area (21% compared with 26%).

10.2.1.2.5.2 Children

The prevalence of mental illness among 5-16yr olds (children) in Great Britain is about 10%. Boys are more likely to have a mental disorder than girls, 11% compared with 8%, and are more likely to have a conduct disorder but less likely than girls to have an emotional disorder. 11-16yr olds are more likely to have a mental disorder than 5-10yr olds, apparent for both conduct and emotional disorders [84].

Figures from the same survey were disseminated for Scotland regarding the characteristics of children experiencing a mental disorder [84].

Comparing children that have an emotional disorder with those that do not found:

- Those with an emotional disorder were slightly more likely to be girls.
- There was no difference in age or ethnicity.
- Those with an emotional disorder were twice as likely to live with a single lone parent but less likely to live with parents who are married.
- Those with an emotional disorder were more than twice as likely to have parents with no educational qualifications.
- Those with an emotional disorder were more than twice as likely to live in rented accommodation.
- Those with an emotional disorder are more than twice as likely to live in a household with gross income under £200 per week.

Comparing children that have a conduct disorder with those that do not found:

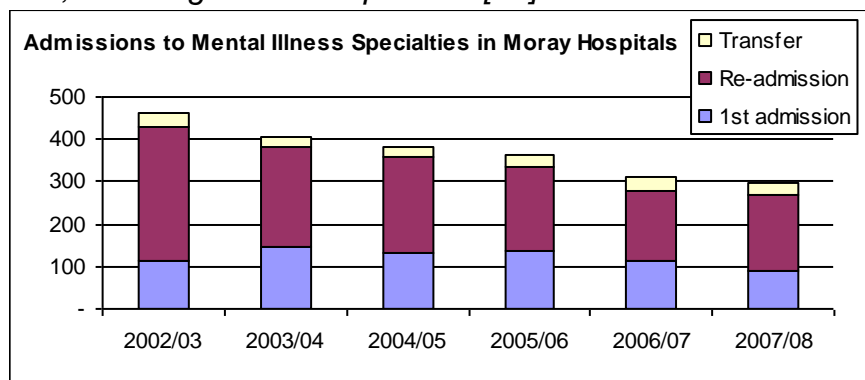
- Those with a conduct disorder were more likely to be boys
- Those with a conduct disorder were slightly more likely to be older children.
- There was no difference with regard to ethnicity.
- Those with a conduct disorder were twice as likely to live with a previously married lone parent and less likely to live with parents who are married.
- Those with a conduct disorder were twice as likely to have parents with no educational qualifications.
- Those with a conduct disorder were twice as likely to live in rented accommodation.
- Those with a conduct disorder were twice as likely to live in a household with gross income under £200 per week.

The main difference between children with an emotional disorder and those with a conduct disorder is their living situation: children with an emotional disorder are more likely than those without to live with a *single* lone parent, while children with a conduct disorder are more likely than those without to live with a *previously married* lone parent. This would suggest that children of divorced parents are more likely to experience a conduct disorder than an emotional disorder.

In Moray, compared with nationally, there is a smaller proportion of lone parent households and a reducing number of lone parents claiming income support, less social renting but more private renting and a slightly smaller proportion of children living in low income households, which suggests that there may be a smaller proportion of children in Moray suffering from a mental disorder than nationally.

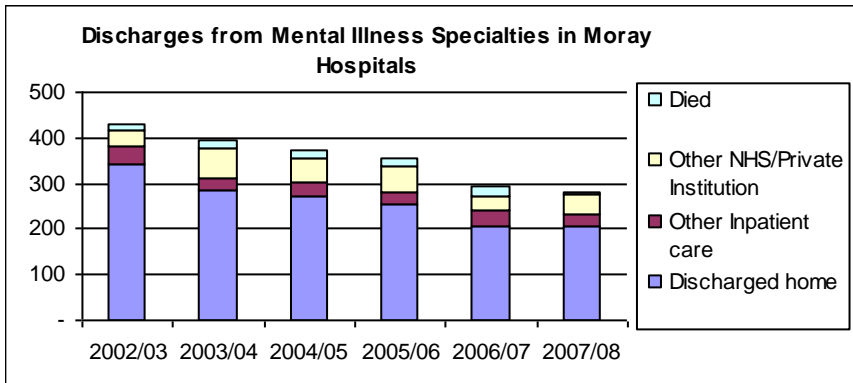
10.2.1.2.5.3 Hospital Admission, Discharges and Outpatients [85]

Between 2002/03 and 2007/08 (most recent published data) there has been a yearly reduction in the number of admissions to mental illness specialties in Moray hospitals totalling 36%, primarily reflecting a reduction in the number of



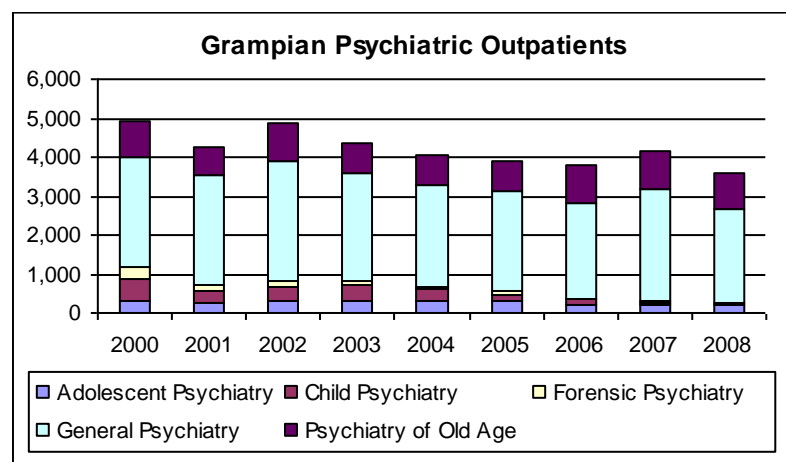
re-admissions. The numbers of first admissions and transfers have remained fairly steady over this period. Consequently, the proportion of all admissions accounted for by re-admissions has fallen from 69% to 60% over this period. The number of residents has also remained steady.

The number of discharges shows a similar pattern of reduction to admissions, totalling 35% over the period 2002/03 to 2007/08. The vast majority of discharges are to the patient's home though this proportion has reduced slightly from 78% in 2002/03 to 72% in 2008/09. The other main change is in the proportion discharged to another NHS/Private Institution, which has increased from 9% to 15% over the same period. The number of patients that has died has fluctuated over the period, with a peak of 24 in 2006/07 and a low of 6 in 2007/08. On average about 4% of discharges are accounted for by patient death.



Institution, which has increased from 9% to 15% over the same period. The number of patients that has died has fluctuated over the period, with a peak of 24 in 2006/07 and a low of 6 in 2007/08. On average about 4% of discharges are accounted for by patient death.

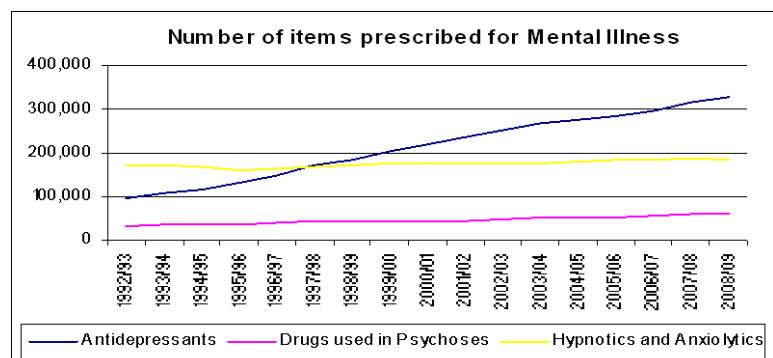
The number of new patients attending outpatient clinics in Grampian (not published at Moray level) shows an overall reducing trend reflecting downward trends in all categories with the exception 'Psychiatry of Old Age', which shows a slightly increasing trend. This is perhaps reflective of the increasing elderly population.



10.2.1.2.5.4 Drugs for Anxiety, Depression and Psychosis

It is estimated 9.7% of the Scottish population aged 15 and over make daily use of antidepressant drugs [86]. Using 2008-based population estimates this translates to 7,100 people in Moray. The most recent statistics for Moray estimate that 3,828 patients were prescribed drugs for anxiety, depression or psychosis in 2006 [87].

Figures for Grampian NHS Board show the number of items prescribed for anxiety, depression and psychosis. Since 1992, the number of antidepressants prescribed has more than trebled, the number of hypnotics and anxiolytics has nearly doubled but the number of drugs prescribed for psychosis has remained virtually unchanged.



10.2.1.3 Religion

There is very little data available regarding religious affiliation. Data from the 2001 census highlights the following breakdown (numbers are based on the population at the time) [74]:

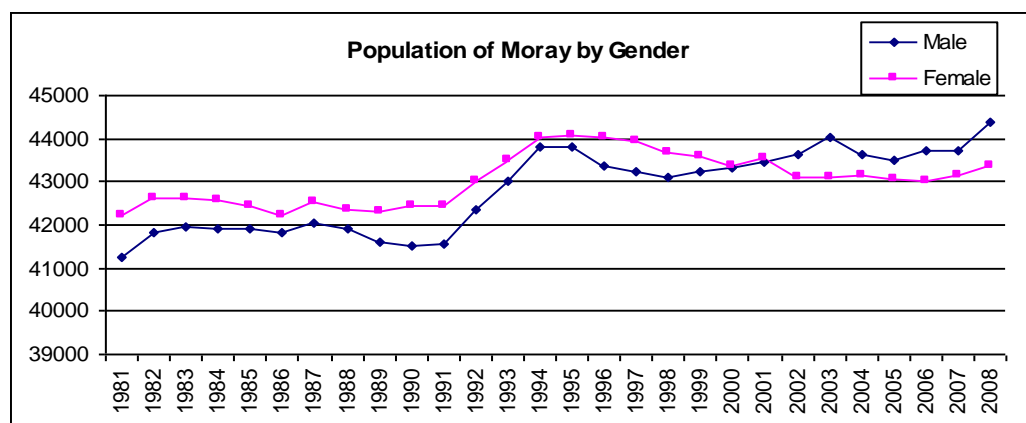
- Church of Scotland 44.32% 38,532
- Roman Catholic 6.09% 5,295
- Other Christian 13.28% 11,546
- Buddhist 0.13% 113
- Hindu 0.02% 17
- Jewish 0.04% 35
- Muslim 0.2% 174
- Sikh 0.01% 9
- Another Religion 0.57% 496
- None 30.63% 26,630
- Not answered 4.72% 4,104

10.2.1.4 Gender

Between 1981 and 2008 the male population has grown by 7.6% and females by 2.7%. The main component of growth is the number of people of pensionable age, with males increasing by 47.5% and females by 30.3%. The number of males of working age has also increased, by 11.8% compared with a 3.3% increase in females of working age. The increases in both these age groups are partly offset by a decrease in the number of under 16s, with the number of males reducing by 21.2% and females by 24.2%.

There are considerable differences between males and females in the proportions in each age group. In 2008 approximately 66% of the male population were of working age compared with 55% of females, while 16% of males were of pensionable age compared with 28% of females. These differences are due primarily to the different pensionable ages of men and women (65yrs and 60yrs respectively) but also the fact that there are nearly twice as many women than men aged 80yrs and over. The presence of the two RAF bases in Moray with predominantly male personnel is also a contributory factor.

Between 1981 and 2001 there were more females than males in Moray. In 2002, the number of males rose above females and has remained higher since. In 2008, 49% of the total



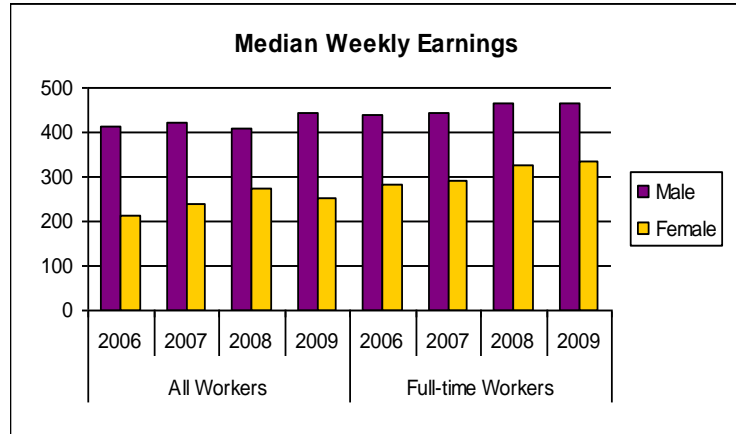
population was female, a slight reduction from 51% in 1981. Breaking this down shows that 48% of under 16s were female, 45% of the working age population was female and 63% of the pensionable age population was female. All 3 age groups show a slight reduction from 1981, of 1%, 2% and 3% respectively [1].

10.2.1.4.1 Employment and Earnings

About 80% of the female working age population is economically active compared with 90% of the male working age population. However, a smaller proportion of economically active females are unemployed than economically active males, 3% compared with 5% [6].

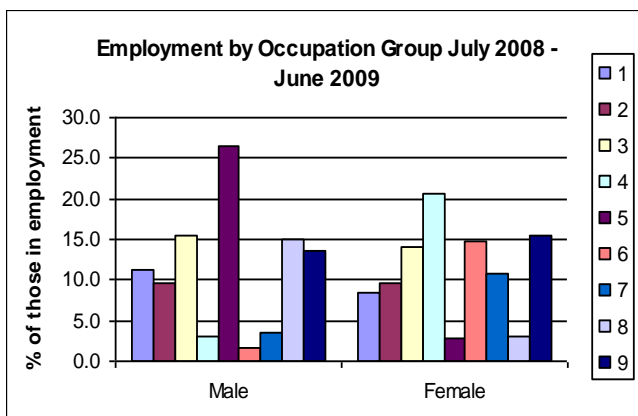
Although a larger proportion of females are economically inactive, nearly ¾ do not want a job, compared with 56% of males.

There has been a slight improvement in the median weekly earnings of female workers compared with males. In 2006, the median weekly earnings of all female workers were 52% of the male equivalent. In 2009, this had increased to 56%. The improvement in relation to female full-time workers is slightly greater, increasing from 64% of male median weekly earnings to 72% [6].



A breakdown of people in employment by gender and occupational group highlights some marked differences between the genders [6].

Although there are differences in all but one category (professional occupations), there are considerable differences in five of the nine. The administrative & secretarial occupations, personal service occupations and sales & customer service occupations employ many more females than males while there are many more males than females employed in skilled trades' occupations and process, plant and machine occupations.



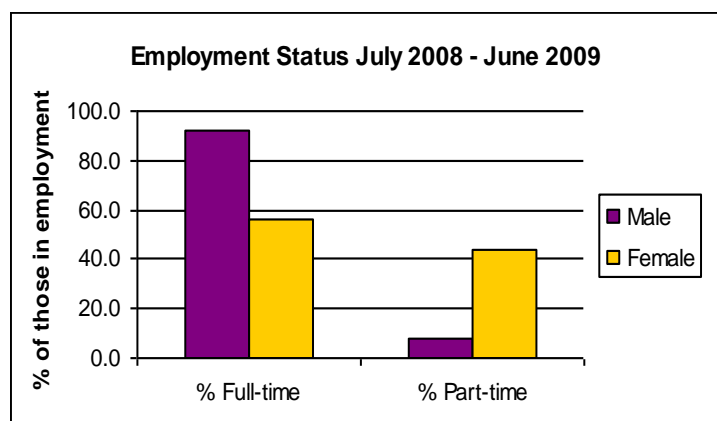
1	Managers and Senior Officials
2	Professional Occupations
3	Associate Professional and Technical Occupations
4	Administrative and Secretarial Occupations
5	Skilled Trades Occupations
6	Personal Service Occupations
7	Sales and Customer Service Occupations
8	Process, Plant and Machine Operatives
9	Elementary Occupations

The difference in the proportions of skilled trade's employees is likely to be partly due

to the presence of the RAF bases.

A look at employment status reveals that males are much more likely to be employed full-time compared with part-time, 92% and 8% respectively, whereas females show a fairly even split, 56% full-time and 44% part-time [6].

The 2001 Census [7] revealed that in couple families with one or more



children, where only one parent was working, the rate of economic inactivity was vastly greater for females than males, 79% compared with 8%, suggesting that female parents are much more likely to stay at home and look after the home and family than male parents. This is supported by the much higher rates of full-time employment in males and part-time employment in females.

10.2.1.5 Sexual Orientation

There are no official statistics on sexual orientation. However, it has been estimated that about 6% of the British population is homosexual [88], a figure accepted as “about right” by the Chief Executive of the Gay Rights charity Stonewall.

The Office for National Statistics (ONS) carried out a consultation regarding the inclusion of a sexual orientation question in the 2011 census and although the responses from consultees were in favour of inclusion, the ONS maintained its view “*that such questions are not suitable for the 2011 Census. ONS has significant concerns surrounding the issues of privacy, acceptability, accuracy, conceptual definitions and the effect that such a question could have on the overall response to the Census*” [89]. However, they did acknowledge that there is a clear and increasing demand for the information, particularly with the forthcoming introduction of the Single Equality Bill in autumn 2010.

Consequently, the ONS developed the Sexual Identity Project in 2006 to meet user requirements for information on sexual identity. The project had three main objectives: question development, question testing and implementation and guidance. The result of the project is the addition of a question on sexual identity in the Integrated Household Survey (IHS)⁴⁶. First estimates from the IHS will be released as ‘experimental’ statistics and, subject to evaluation for reliability and robustness, released as official statistics in December 2010.

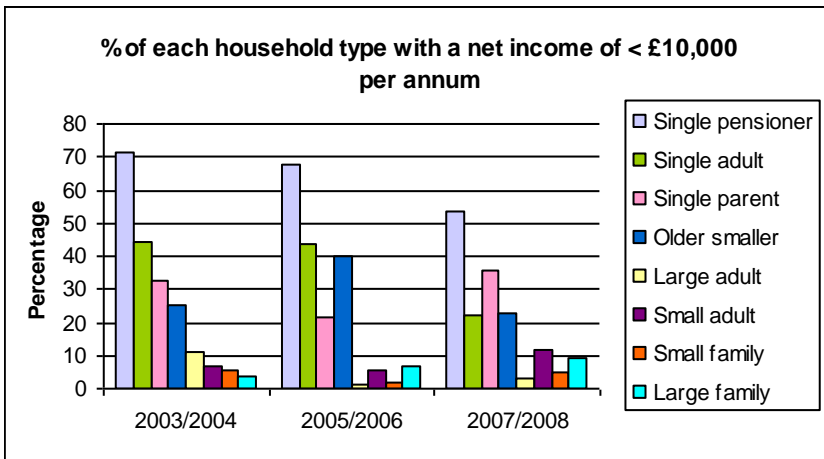
10.2.1.6 People on Low Income

The national poverty figures from the Households Below Average Income datasets cannot be broken down to Local Authority (LA) level in Scotland, meaning poverty figures for Local Authorities are not available. Proxy indicators are used by people interested in poverty at LA level and two of the main proxy indicators are HM Revenue and Customs tax credit data and figures from the Scottish Household Survey. Tax credit and benefit claimant data from HM Revenue and Customs can be used as proxy data for child poverty at a Local Authority level. The “percentage of children in each Local Authority that live in households dependent on out of work benefits or Child Tax Credit more than the family element” is a combination of benefits and tax credits which are a proxy for living in a low income household. Data from the Scottish Household Survey can be used to provide some indication of household income at Local Authority Level.

Data from the Scottish Household Survey (SHS) indicates that in Moray the most common household type⁴⁷ with an income of < £10,000 is single pensioner households, the case in the last 3 years of publication (results from the SHS are published every 2yrs for most local authorities) despite a decreasing trend over this period. This is encouraging given the increase over recent years in the number of people of pensionable age in Moray [90].

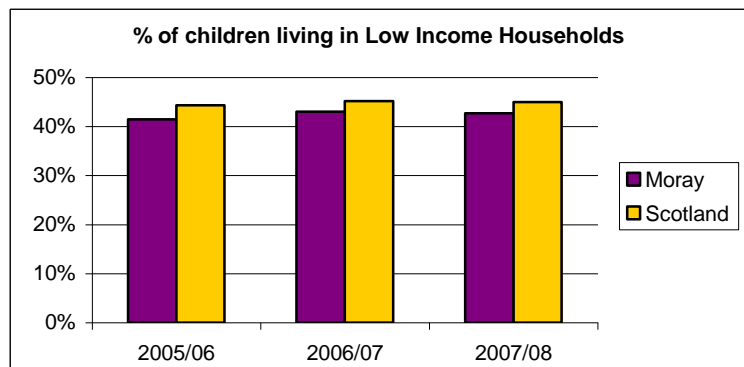
⁴⁶ The Integrated Household Survey (IHS) is a composite survey combining questions asked in a number of Office for National Statistics (ONS) social surveys to produce a dataset of Core variables.

⁴⁷ See Appendix 2.



There has been fluctuation in the proportions of other categories of household with an income of < £10,000, although single adult, single parent and older smaller households have consistently had considerably larger proportions than other categories in all 3 years. (For a description of household types see Appendix 6).

The percentage of children living in low income households⁴⁸ is slightly lower than Scotland and accounts for about 43% of children aged 0-19yrs. This amounts to over 20,000 children in 2007 [91].



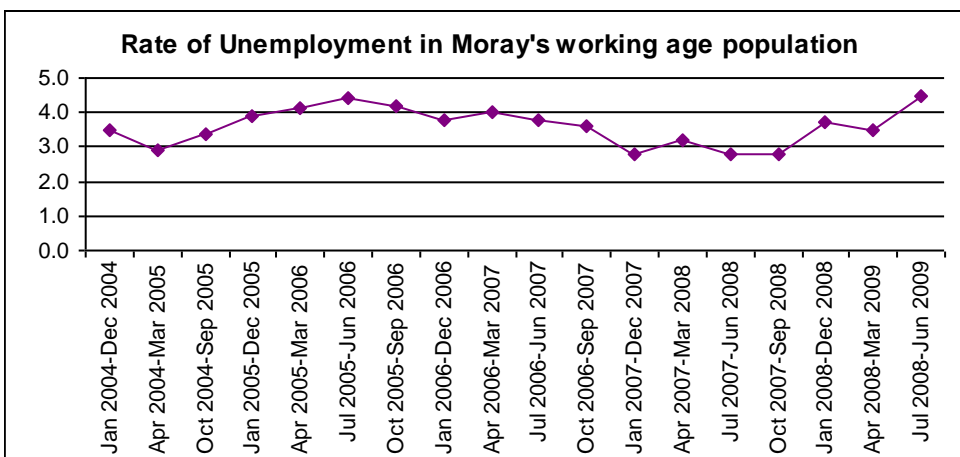
10.2.1.6.1 Earnings

Moray has the lowest overall median weekly gross wage in Scotland at £327, the Scottish average being £387.50 and the highest median being £457.60, in East Dunbartonshire. Breaking the data down shows that female workers and full-time workers in Moray are also the lowest median weekly wage earners in Scotland, while male workers and part-time workers earn the 8th and 6th lowest respectively [6].

A look at overall median hourly gross wage reveals a similar pattern, Moray having the 2nd lowest hourly wage in Scotland and female and full-time workers being 2nd lowest and lowest respectively. East Dunbartonshire has the 2nd highest median hourly wage in Scotland [6].

10.2.1.6.2 Unemployment

Over the last 5 years Moray's unemployment rate has fluctuated with a low of 2.8% during most of 2007 and 2008, and reaching a high of 4.5% during the most recent period for



which data is published, July 2008 to June 2009.

During this period Moray's unemployment rate was better than the Scottish rate of 6.1%, with only 9 authority areas

⁴⁸ Households that are dependent on out of work benefits OR Child Tax Credit more than the family element.

better than Moray [6].

From the above data, it can be inferred that the percentage of children living in a low income household is markedly affected by the low wage rate in Moray, to a lesser extent than unemployment. In East Dunbartonshire where the unemployment rate is more than 2% higher than in Moray but the median gross weekly wage is the highest in Scotland, the percentage of children living in a low income household is 29%, which is 14% lower than in Moray.

10.2.1.7 Lone Parent Households

The 2001 Census [7] determined that there were 2,225 lone parent family households in Moray, 6.2% of all households, compared with 10.5% nationally. More than half of these, 56%, had dependent children, rather than non-dependent children, lower than the national figure of 66%. Of the 1,248 lone parents with dependent children in Moray, 91% are female, the same as nationally.

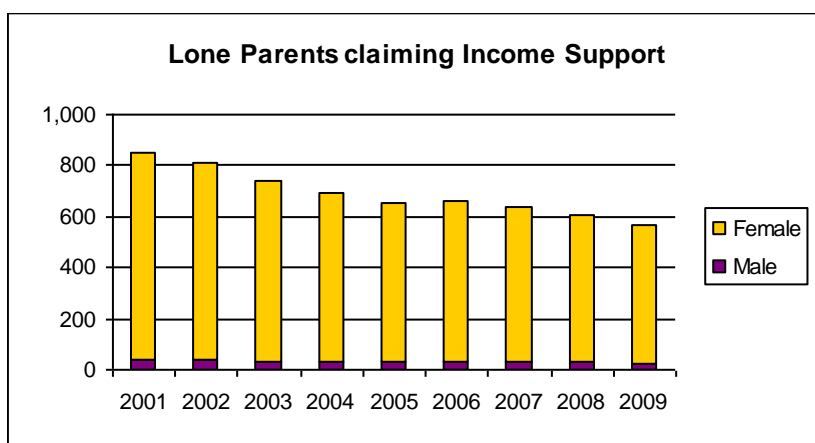
Although male lone parents are more likely to work than female lone parents, 66% compared with 51%, female lone parents are more likely to work part-time than full-time, 34% compared with 17%, while male lone parents are more likely to work full-time, 59%. The breakdown is the same nationally but only 55% of male and 47% of female lone parents are in employment [7].

In terms of tenure, lone parents with dependent children in Moray are much more likely to live in council or other social housing, 53%, than they are to rent privately or own their home, 23% and 24% respectively. The picture nationally is similar although more own their home than rent privately, 27% compared with 17% [7].

Comparing the tenure of lone parent households with dependent children with couple families with dependent children reveals some marked differences. 66% of couple family households own their home, 16% rent privately, while 17% - less than a third the rate of lone parent families with dependent children – rent from the council or other social housing [7].

In 2008/09, single parents accounted for the second largest group of homelessness applicants at 18.8%, a decrease of 5% from 2007/08. In comparison, the national figure for single parent households in 2008/09 is 24%. In 21.4% of homelessness applications during 2008/09, non-violent dispute within household/relationship breakdown was given as the reason for homelessness, a 9.3% increase from 2007/08 [93].

The number of lone parents claiming income support⁴⁹ has reduced by 33% over the last 5 years, from 850 in August



⁴⁹ Number of claimants for whom being a lone parent is the main reason for them claiming benefits. Claimants are assigned to a group according to the top most benefit they receive so not all lone parents will be included here.

2001 to 570 in August 2009 [6]. The vast majority are claimants are female, reflecting the larger number of female lone parents in Moray.

The number of claimants represents 1.1% of the working age population, which is one of the lowest rates in Scotland, perhaps due to the larger proportion of lone parents that are in employment in Moray.

Comparing 2001 lone parent numbers and claimants indicates that around 68% of lone parents are claiming income support.

10.3 Types of Deprivation

There are various types of inequality and the most comprehensive breakdown is that used to describe deprivation in the Scottish Index of Multiple Deprivation (SIMD). The SIMD identifies small area concentrations of multiple deprivation across all of Scotland in a consistent manner by comparing and ranking statistical geographies.

The geographical area used to present SIMD results is the data zone. The whole of Scotland is divided into data zones which are contained within local authority boundaries and fixed over time. There are 116 data zones in Moray. Intermediate geographies are larger areas made up of several data zones in a local authority area and these can also be used to describe SIMD results. There are 24 intermediate geographies in Moray.

The SIMD provides a relative ranking from most deprived (rank 1) to least deprived (rank 6,505) data zone in Scotland, overall and under each of seven topics (domains) [93].

- Current income
- Employment
- Health
- Education, skills and training
- Housing
- Geographic access to services
- Crime

There is some concern that the SIMD does not accurately measure the incidence of deprivation in rural areas, which may be due to the lower concentration of population per area and differences in reasoning for weighting of contributing data in different environments (i.e. rural vs. urban). The ranking of an area within the 15% most deprived relies on there being a high proportion of the population in any one data zone experiencing deprivation of some kind. In rural areas, of which a large proportion of Moray is made up, the sparse distribution of residents can mean that pockets of deprivation are missed. The following table shows how many of Morays data zones are in the 15% most deprived in Scotland in the SIMD 2009.

Number of Moray data zones in 15% most deprived in Scotland								
SIMD 2009, SIMD 2006								
	Overall	Current income*	Employment	Health*	Education, skills and training*	Housing	Geo-graphical Access*	Crime*
2009	1	1	3	1	4	0	32	13
2006	0	0	0	1	2	0	32	12

* Methodology and/or indicators have changed so changes must be interpreted with caution

10.3.1 Domain Measures

38 indicators are used over the seven domains. A full list of indicators and sources for both SIMD 2006 and SIMD 2009 can be found in 'Summary of Methodological Changes to the Scottish Index of Multiple Deprivation (SIMD) 2009'
<http://www.scotland.gov.uk/Resource/Doc/933/0087754.pdf>

Two points of particular note are:

- a) The current income domain does not use wages – it uses benefits data;
- b) The crime domain does not include data on crimes in or near a police station.

10.3.1.1 Income domain measures

This domain measures adults and their dependants in receipt of Income Support, Job Seekers Allowance, Guaranteed Pension Credits and Child and Working Tax Credits. Data are from 2006 and 2008.

10.3.1.2 Employment domain measures

This domain measures men aged 16-64 and women aged 16-59 who are on the unemployed claimant count, those who receive Incapacity Benefit, Severe Disablement Allowance, New Deal for the under 25s and New Deal for the 25+ who are not already included in the claimant count.

10.3.1.3 Health domain measures

The health domain identifies areas with a higher than expected level of ill health or mortality given the age-sex profile of the population.

It measures mortality, hospital episodes related to alcohol and drug use, emergency admissions to hospital, the proportion of the population being prescribed drugs for anxiety, depression or psychosis and the proportion of low birth weight babies (born singly and live). It also includes the 'comparative illness factor' which is a measure of chronic health conditions.

10.3.1.4 Education, skills and training domain measures

This domain measures school pupil absences, pupil performance on SQA at stage 4, working age people with no qualifications, 17-21 year olds enrolling into higher education and those aged 16-19 and not in full time education, employment or training.

10.3.1.5 Geographic access to services domain measures

This domain is divided into two sub-domains: drive-time and public transport time. It measures:

- Drive time to: a GP, a petrol station, a post office, shopping facilities, a primary school and a secondary school.
- Public transport time to: a GP, a post office, shopping facilities.

10.3.1.6 Housing domain measures

This domain measures persons in households that are overcrowded and persons in households without central heating.

10.3.1.7 Crime domain measures

The crimes counted are selected recorded offences, not all crimes committed in an area. These are recorded crimes of violence, recorded domestic housebreaking, recorded vandalism, recorded drugs offences and recorded minor assault. Results for these are not available individually at a data zone level for confidentiality reasons.

10.3.2 Datzones in the 15% most deprived in Scotland

(Rank 1 is most deprived and rank 6,505 is least deprived. All rankings relate to this scale)

** Changes in indicators preclude comparison with SIMD 2006*

[SIMD results can be viewed interactively, using maps, at <http://www.scotland.gov.uk/Topics/Statistics/SIMD/SIMDInteractive>]

10.3.2.1 Overall Ranking

There is one data zone in the 15% most deprived in Scotland, which is located in the Elgin South Lesmurdie area. It was ranked 789.

10.3.2.2 Income Domain*

One of Moray's data zones is in the 15% most income deprived in Scotland. The data zone is located in the Buckie Millbank area with a ranking of 948. In total there are 11,015 people experiencing income deprivation in Moray.

10.3.2.3 Employment Domain

There are 3 of Moray's data zones in the 15% most employment deprived in Scotland. These are the Forres Central area, Elgin South Lesmurdie, and Elgin Cathedral areas, with rankings of 798, 911 and 976 respectively. In the SIMD 2006, there were no data zones in the 15% most employment deprived.

10.3.2.4 Health Domain*

There was one data zone in Moray found in the 15% most health deprived in Scotland and this was the Elgin South Lesmurdie area, with a rank of 432.

It is worthy of mention that the next lowest ranking in the health domain in Moray is considerably higher at 1,610.

10.3.2.5 Education, Skills and Training Domain*

Four of Moray's data zones were in the 15% most education deprived in Scotland. These were New Elgin West Thornhill, Buckie Stripeside, Elgin South Lesmurdie and Buckie Millbank with rankings of 544, 646, 658 and 711 respectively.

10.3.2.6 Housing Domain

Moray has no data zones in the 15% most housing deprived in Scotland. The housing domain uses 2001 census data as more recent suitable indicators have not yet been developed. No changes from SIMD 2006 as the same data were used for the SIMD 2009.

10.3.2.7 Geographic Access Domain*

There are 32 of Moray's data zones in the 15% most access deprived in Scotland, reflecting the rural nature of Moray.

The most access deprived data zone is the area of Dallas, Logie and Beachans with a rank of 53.

- In the public transport sub-domain, this data zone was the most deprived in Moray, ranking 3 out of 6,505, making it the 3rd most access deprived data zone in Scotland. It should be noted that this datazone is in close proximity to Forres yet ranks lower on the public transport domain than many remote datazones e.g. in the Highland region.
- In the drive time sub-domain, the most deprived data zone in Moray is in the Tomintoul, Glenlivet, Drumin and Chapelton area, with a rank of 106.

10.3.2.8 Crime Domain

There are 13 of Moray's data zones in the 15% most crime deprived in Scotland, compared with 12 in the SIMD 2006. The most deprived data zone is in the Elgin Ladyhill area with a rank of 20. This data zone is located in the centre of Elgin in the area of the main bars and nightclubs.

Four data zones have entered and 3 data zones have left the 15% most crime deprived in 2009 that did not feature in 2006. Those entering are: Forres Greshop area, Elgin Kingsmills area, Elgin South Lesmurdie area and Elgin Moycroft area. Those leaving are: Forres Waterford, Forres Grant Park and Keith Central.

10.3.3 Summary of Deprived Data Zones

By far the most widespread type of deprivation is access deprivation, with 32 data zones in the 15% most deprived in Scotland. This is very much a reflection of the rural nature of Moray and the large number of small, widely scattered settlements it contains.

The rurality of Moray increases the necessity for car travel, which is reflected in the third highest proportion of households owning one or more cars in Scotland, 82% compared with the national average of 68%, despite the low average income in Moray. However, Moray has the 10th lowest estimated volume of traffic in Scotland, at nearly half the national average, suggesting that the longer drive times to key services used to determine the level of access deprivation does not have an undue influence on road collisions. Unfortunately there are no statistics to identify the specific destination of journeys that result in a collision so no definite links between access deprivation and road safety can be made. The high level of car ownership despite the low average wage in Moray could suggest that for cars to be affordable they are older and potentially more likely to be unroadworthy but there is no evidence to substantiate this.

Next most widespread is crime deprivation, with 15 of Moray's data zones in the 15% most deprived in Scotland. Only one domain, housing, has no data zones in the 15% most deprived in Scotland.

Although only a small number of data zones feature within the 15% most deprived in each of the other domains, 2 feature in more than one of the domains. The following table shows the 10 most deprived datazones in Moray, with the most deprived ranked 1.

15% 20% 25% Most deprived nationally

SIMD 2009 Rank	Name	Overall	Income	Employment	Health	Education	Housing	Access	Crime
1	Elgin South Lesmurdie	15%	25%	15%	15%	15%		20%	15%
2	Buckie Millbank	20%	15%	20%		15%			15%
3	New Elgin West Thornhill	20%	20%	25%	25%	15%			15%
4	Elgin Kingsmills	25%	25%	25%		25%	20%	25%	15%
5	Elgin Cathedral	25%	25%	15%					15%
6	Forres Central	25%		15%					15%
7	Buckie Stripeside	25%	20%			15%			
8	Lhanbryde East		20%					15%	
9	Forres Plasmon Mills		25%			20%	20%		25%
10	Forres Waterford			20%					25%

Appendix 7 includes a table detailing the 32 datazones in Moray that are in the 15% most access deprived in Scotland. More information on each datazone, including location, can be found using the interactive mapping tool. Datazone numbers are included for ease of reference.

10.4 Tackling Inequalities in Moray

By its very nature Social Inclusion is an issue that cuts across all areas of work and as the above analysis demonstrates, inequalities are wide-ranging in both type and who they affect. The work being undertaken to tackle inequalities is equally wide-ranging.

10.4.1 National Frameworks

There are three key frameworks that have been developed by the Scottish Government, COSLA and their partners to be utilised at a local level to bring about substantial change, particularly over the long term, in order to achieve maximum economic growth for Scotland.

10.4.1.1 Achieving Our Potential (2008) [82]

The framework is intended to improve the co-ordination of action by the Scottish Government, its agencies and delivery partners to maximise the impact of work on poverty and deprivation in Scotland, particularly child poverty. For details of the key principles of this framework please refer to Appendix 7.

10.4.1.2 The Early Years Framework (2008) [83]

The framework seeks to address the needs of those children whose lives, opportunities and ambitions are being constrained by Scotland's historic legacies of poverty, poor health, poor attainment and unemployment. The policy is developed with partners at a local level to allow flexibility in approach based on local needs and priorities. Details of the aim of the framework are included in Appendix 7.

10.4.1.3 The Equally Well Framework [84]

This framework has been devised to tackle health inequalities, allowing those suffering from deprivation to access the maximum standards of health care and, by increasing healthy life-expectancy, contributing to the ultimate aim of enhancing Scotland's economy. Details of the framework's priorities are included in Appendix 7.

This framework will be discussed in more detail in the Healthier Strategic Assessment.

10.4.2 Fairer Scotland Fund

The Fairer Scotland Fund (FSF) [94] is allocated to Community Planning Partnerships (CPPs) to help them achieve sustainable economic growth by:

- regenerating disadvantaged communities
- tackling poverty by helping vulnerable people and groups
- overcoming barriers to employment

The Fund is worth £435 million over three years, from 2008/09 to 2010/11 and is ring-fenced within the Local Government Settlement until March 2010. Allocations of the fund were informed by objective evidence of levels of need in each area, using the Scottish Index of Multiple Deprivation 2006 and took into account both concentrations of multiple deprivation and patterns of individual deprivation.

The guiding principles of the Fund are:

- a clear focus on investment to address the causes of poverty, not its symptoms;
- a strong emphasis placed on making early interventions for vulnerable individuals, families and disadvantaged communities;
- promotion of joint working between local partners;
- focused action on improving employability as a key means of tackling poverty;
- empowering communities and individuals to influence and inform the decisions made by CPPs.

The FSF replaced a number of funding streams, such as:

- Community Regeneration Fund
- Community Voices Fund
- Working for Families
- Workforce Plus
- More Choices More Chances
- Financial Inclusion
- Changing Children's Services Fund

CPPs have the freedom to use the FSF to tackle local issues related to poverty and disadvantage in the most effective way in order to meet their priority outcomes.

10.4.2.1 FSF in Moray [95]

Moray's allocation of the FSF was more than £1.2million, which is being used to fund a variety of initiatives aimed at tackling inequalities in Moray. A second and related outcome for the fund was to change perceptions of poverty in Moray and identify a way of measuring rural poverty more accurately.

To achieve this aim the FSF team have been working with the Scottish Government and other rural Local Authority areas on a rural poverty indicator project, are developing an online look up tool for easier access to deprivation statistics (SIMD 2009) and are undertaking an in depth analysis of the SIMD 209 using a topic based approach over wider geographical spread. This work will also involve gathering of qualitative data from communities and services. It is expected that the once this work is completed then services will be able to make more accurate informed choices about the allocation of resources to tackling social exclusion and poverty.

A Strategic Assessment was carried out to provide sound evidence and a firm foundation for developing programmes relevant to the objectives of the Fairer Scotland Fund and allocating resources effectively.

The three main key priority areas for the investment of the fund in Moray are:

1. Regenerating the most disadvantaged areas
2. Improving the life chances of individuals and groups experiencing poverty and disadvantage
3. Improving employability

All partners, community groups and external organisations were invited to submit ideas in line with the above priorities for investment in the fund over the period April 2009 – October 2009. This resulted in eight projects being awarded funding, the commissioning of an employability service, the development of two year supported apprenticeship scheme and production of a financial inclusion strategy for Moray.

Programme	Community Planning theme
<u>Regenerating the most disadvantaged communities..</u>	
Milton Drive Community Project	Safer & Stronger
NHS Mobile Information Bus	Healthier
<u>Improving the Life Chances of Individuals and groups experiencing poverty and disadvantage</u>	
Moray Domestic Abuse Forum	Safer & Stronger
Youth Justice	Safer & Stronger
CFINE (Community Food Initiative North East)	Healthier
Elgin High School	Smarter
NHS Speech and Language Therapy (young people)	Healthier
GIRFEC Co-ordinator	Smarter
Financial Inclusion Projects	Safer & Stronger
<u>Improving employability</u>	
Moray Employability Service	Safer & Stronger
Moray Assisted Recruitment Scheme	Wealthier & Fairer

Following the links in the table will provide detail about each project, including its aims and objectives.

The FSF can be used to tackle any form of inequality affecting any vulnerable group.

10.4.3 Forums

There are various forums that provide a link between inequalities groups and the Community Planning Partnership, enabling concerns and other issues to be brought to the attention of the partnership to enable joint action to be taken.

In order to provide an indication of the minority groups that have a representative forum in Moray, the various forums are detailed below.

10.4.3.1 Moray Equality Forum

The Moray Equality Forum acts as an advisory and consultative body to the Community Planning Partnership on issues relating to race, disability, age, sexual orientation, religion and gender in Moray.

Its role includes:

- Coordinating, organising and communicating to facilitate the inclusion of the views and voices of equality groups, community organisations and individuals across Moray.
- Providing advice and feedback on the impact of all Community Planning Partners policies and functions.
- Getting involved in the writing and development of policy across the range of Community Planning responsibilities
- Making any recommendations to review or amend policies and functions as necessary
- Assisting in the ongoing monitoring and evaluation of the implementation of policies
- Raising awareness within the Community Planning Partnership of potential barriers placed on disadvantaged groups
- Disseminating information between the Partnership and equalities groups and community, and to the Partnership.
- Bringing equalities groups and service providers together to inform planning and service delivery. Developing innovative, best practice for engaging and involving equalities groups
- Creating various opportunities for involvement (with regard to influencing planning and service delivery).

The Equalities Forum includes representation from all 6 of the equalities strands.

10.4.3.2 Moray Disability Forum

The Moray Disability Forum promotes the welfare of disabled people in Moray through a number of objectives, including:

- Enabling people with any disability to overcome discrimination in all aspects of life
- Acting as a focal point for consultation and action on issues of common concern
- Promoting a range of good integrated services that are locally based
- Liaison with the voluntary, statutory and private organisations engaged in the provision of services such as care, treatment, social, leisure, housing, employment, advocacy and education
- Making available information, support and representation to, for and on behalf of people with a disability
- Creating, encouraging, fostering and maintaining the interest of the public by providing a link between Moray Disability Forum and the community which it serves
- Affiliating to or accepting affiliation from any body having objects similar to those of the Forum.

10.4.3.3 Moray Youth Council

The Moray Youth Council was set up in October 2006 as a strategic representative body to engage with and reflect the views of young people across Moray. It is made up of representatives from all the school councils and youth forums across Moray and also a number of representatives from voluntary organisations.

The Moray Youth Council currently meets three times a year to discuss issues raised by both young people and of course the Moray Council that affect young people directly. The Youth Council is intended to be the bridge between all young people and local decision makers. A representative of the Youth Council has recently been appointed to each of the Strategic Theme Groups, which should assist in bringing issues affecting young people to the attention of the Community Planning Partners.

Two members of the Moray Youth Council are also members of the Scottish Youth Parliament. Their vision is of a stronger, more inclusive Scotland that empowers young people by truly involving them in the decision making process. This is done through the Members (MSYPs) who are elected young people aged 14-25yrs representing different areas and voluntary organisations from across the whole of Scotland. Every year there are at least three national meetings where issues that affect young people are discussed and proposals are made for new and sometimes radical solutions to these problems.

10.4.3.4 Learning Disability Forum and Learning Disability Carers' Forum

These two forums provide an opportunity for providers of learning disability services and carers of those with learning disabilities respectively to discuss issues related to learning disability services and wider issues.

10.4.3.5 Highland Rainbow Folk

This focus group was set up to work with older people from the Lesbian, Gay, Bisexual and Transgender (LGBT) community to explore how services are delivered, in particular health and social care services to older people from this community. It also aims to explore how older people's experience of being gay, lesbian, bisexual and/or transgender is substantially different from the experience of people from younger generations and how this can affect their response to service-providers.

10.4.3.6 Moray Older Person's Reference Group

This group is currently under development and as such its remit is yet to be determined. However, it is hoped that the group will oversee the implementation of the Older People's Strategy and help to shape services for the older population in Moray.

10.4.3.7 Carers Forum

This group is also currently under development. It is hoped that the group will become an avenue for independent consultation and help shape services and priorities locally.

10.4.4 Summary

There are some groups for which there is either no existing local forum and/or no representation on the Equalities Forum. This is the case for those on a low income, lone parents, homeless people, NEET young people and gypsy travellers. Although there is no local forum for those suffering from mental illness, the Scottish Association for Mental Health (SAMH) operates locally and is represented on the Equalities Forum.

11 Demographic and Social Trend Analysis

A demographic and social trend analysis assists in identifying current or emerging issues that may need to be taken into account in relation to determining priorities and potential future pressures on resources. It aids both short and long-term planning and thus decision-making in relation to the allocation of resources.

Demographic considerations relate to longer-term changes in the demographic make up of Moray, while the social considerations relate to shorter-term changes or individual occurrences. Both need to be taken into account in the planning and allocation of resources.

Although some of these trends are referred to in the relevant section of this document, for ease of reference they are presented together here.

11.1 Demographic Considerations

There are a number of changes that may occur over the next few years that will affect the demographic make-up of Moray.

11.1.1 Changing Age Structure of Population

The overall population is projected to increase by 2.9% by 2033 [9] to around 90,400. This is less than half the 7.3% projected increase for Scotland as a whole. However, a breakdown by broad age group indicates considerable differences in the projected changes for each band.

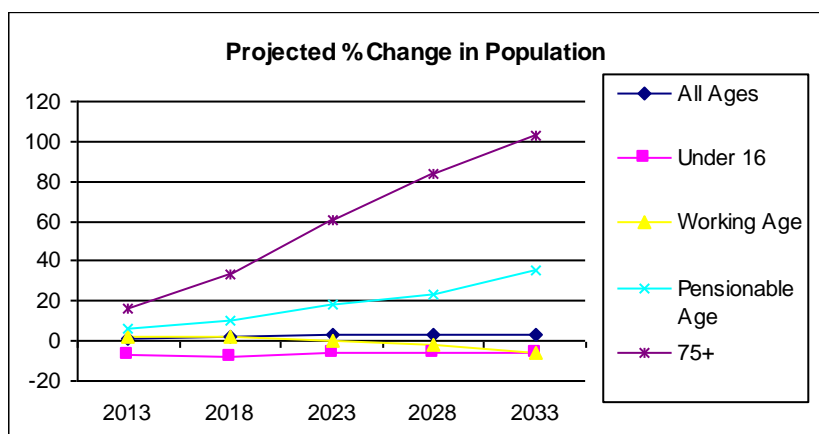
Table B Projected percentage change in population (2008-based), by broad age group and council areas, 2008-2033

Area	All ages	Children (0-15)	Working Ages ¹	Pensionable Ages ¹
Moray	2.9	-6.3	-6.0	35.7
SCOTLAND	7.3	-1.5	2.2	31.4

¹ Includes the change in women's state pension age between 2010 and 2020 and the subsequent change of both male and female state pension age to 66 by 2026

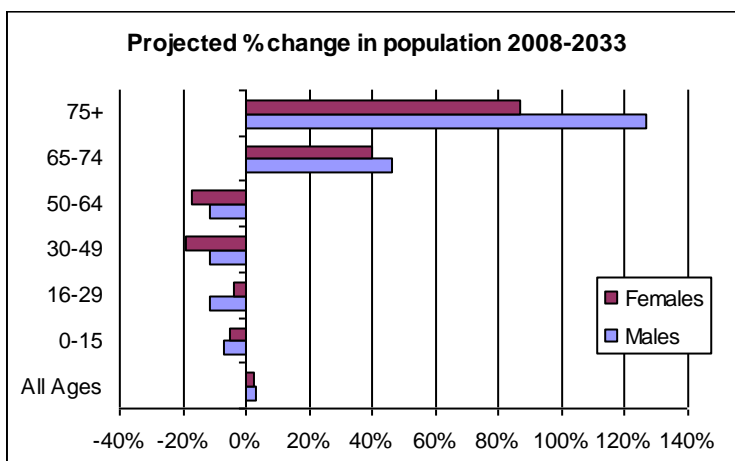
As the table shows, the under 16s are projected to reduce by about 6% to around 14,710, the working age population is projected to reduce by about 6% to around 50,000 while the pensionable age population is expected to increase by nearly 36% to about 25,730 despite the planned rises in state pension age between now and 2033. The number of people aged 75+ is expected to more than double by 2033 and will account for more than half of all pensionable aged people.

The graph shows the projected changes in Moray's population over the next 23 years and clearly illustrates the considerable increases expected in those of pensionable age, particularly the over 75s.



In relation to the rest of Scotland, Moray has the 11th largest projected increase in pensionable age population and the 14th largest expected reductions in working age population and under 16s.

Overall there is little difference in the projected changes in the numbers of males and females in Moray. However, an age breakdown suggests a larger reduction in males than females aged 16-29 and a considerably larger increase in males aged 75+ than for females. Females aged 30-49 and 50-64 decrease by considerably more than males of this age. The population make-up in terms of gender does not change between now and 2033.



11.1.1.1 Implications of changing age structure

- A reduction in the population aged under 16yrs will affect school rolls and reduce the already low capacity in some schools.
- An increase in the pensionable age population will place additional demand on some services, such as mobile and housebound library services.

11.1.2 RAF changes

The results of the strategic defence review currently taking place are due later this year and should determine the fate of the two RAF bases in Moray at Lossiemouth and Kinloss. In January 2010, HIE initiated an assessment of the economic impact of the RAF bases on the local economy, providing the following picture.

	RAF Lossiemouth	RAF Kinloss	Combined
Estimated pop'n of RAF households	3,813	2,729	6,542
% of Moray pop'n	4.3%	3.1%	7.4%
% Working age pop'n	4.8%	3.4%	8.2%
% Under 16 pop'n	7%	5%	12%
Estimated FTEs	3,370	2,341	5,711
% FTE employment	11%	6.6%	17.6%
Gross Income	£90.3million	68.0million	£158.3million

It is important to note that the actual impact of any changes at the bases will depend upon many factors, particularly:

1. The scale of employment losses
2. The speed at which reduction in activity occurs
3. Extent to which changes are anticipated
4. Economic context during the period of any reduction in activity

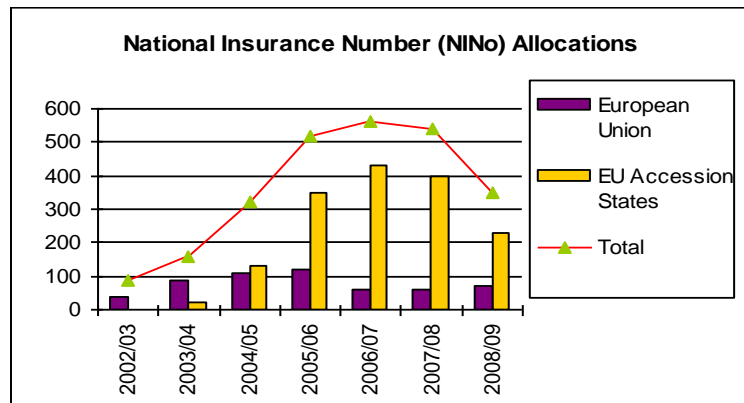
11.1.3 Changing Migrant population

11.1.3.1 European Union Accessions States

Increases in the number of members of the European Union (EU) have led to considerable rises in the number of migrant workers in Moray.

In May 2004, 10 countries became EU Accession States (joined the EU after 1995) – Poland, Czech Republic, Slovakia, Hungary, Slovenia, Latvia, Lithuania, Estonia, Malta and (Greek) Cyprus. Bulgaria and Romania joined in January 2007.

The graph shows the marked increase in NINo. allocations in Moray over the period of the EU expansion. By far the largest number of migrants came from Poland. Of the 130 EU accession state nationals who received a NINo in 2004/05, 90 (69%) were Polish. In the following year 350 EU accession state nationals received a NINo in Moray, of whom 250 (71%) were Polish. The Moray Polish-Scottish Association estimated that in 2009 there were about 1,500 Polish nationals living in Moray.



In June 2010 there were 390 pupils in Moray’s schools who did not have English as their first language. Within this group there were 41 languages spoken, the most common of which was Polish being spoken by 137 pupils.

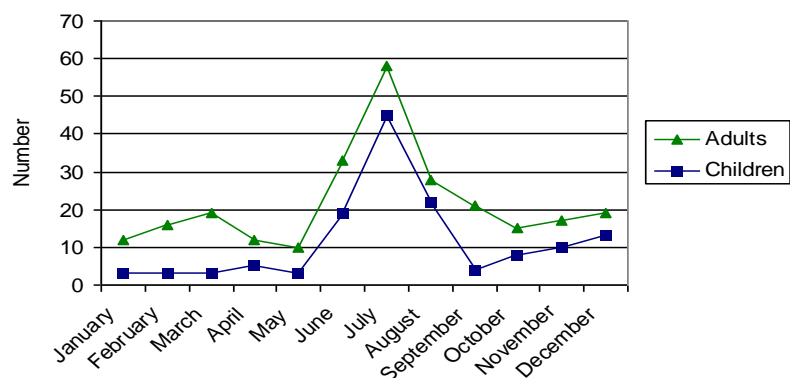
11.1.3.2 Further EU enlargement

There are currently 3 candidate countries for EU Accession: Croatia, Turkey and the Former Yugoslav Republic of Macedonia, although there is no indication when they may become full members of the EU.

Additionally, there are 6 potential candidate countries: Albania, Bosnia & Herzegovina, Montenegro, Serbia, Kosovo and Iceland.

11.1.3.3 Gypsy/Travelling Family population

The number of Gypsy/Travelling families camped in Moray changes through the year, with much higher numbers over the summer months.

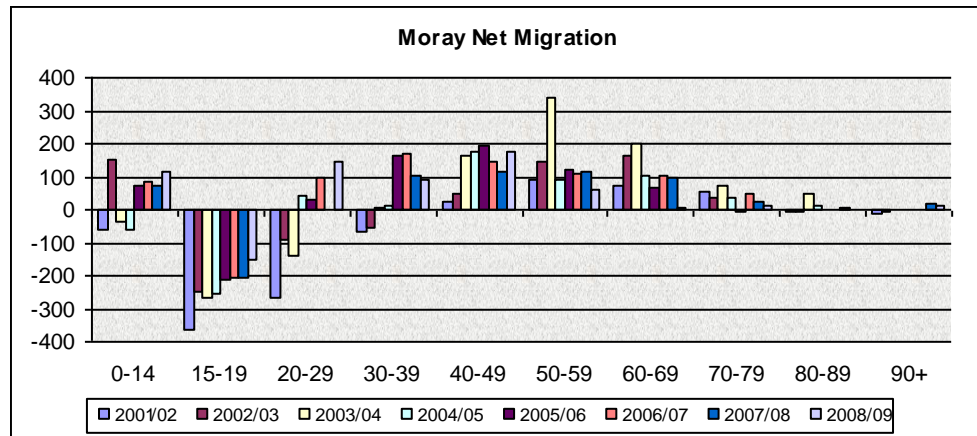


11.1.3.4 Implications of changing migrant population

- Increased demand for language related services e.g. ESOL, translation, EAL.
- Transient population can result in issues around schooling etc
- Increased diversity of communities
- Changing demand for education services support

11.1.4 Out-Migration of Young people

The number of 15-19yr olds leaving Moray is considerably greater than the number entering resulting in a net loss of young people from Moray. Although the net figure has reduced over the last 10 years, there still



remains a net outflow of young people from the area. In contrast the majority of other age groups have shown a net inflow every year since 2001/02.

Research commissioned by Highlands and Islands Institute in 2008 [42] to provide an understanding of the reasons for young people's decisions to leave the Highlands and Islands region found that the prime motivator for school leavers initially leaving the area is to enter higher or further education. Beyond education, the factors most likely to cause a permanent move from the region are lack of employment opportunities in relevant industries, a lack of opportunity for career progression and a lack of well paid jobs.

11.1.4.1 Implications of out-migration of young people

- Reduction in the working age population of Moray, particularly higher level qualified people

11.2 Social Considerations

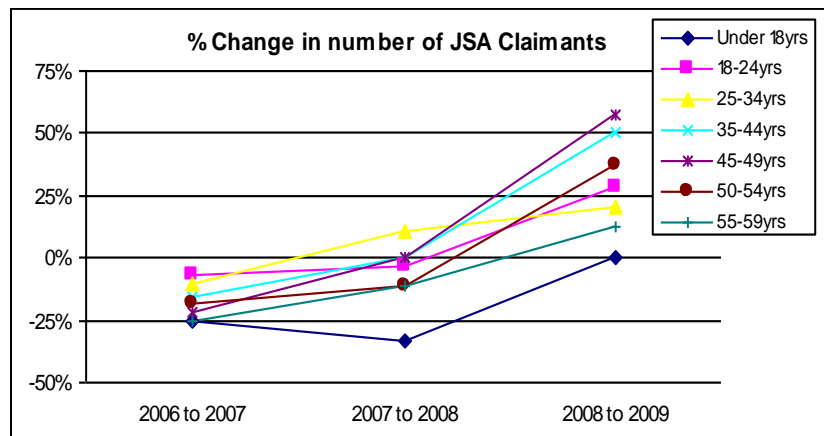
There are a number of social considerations that should be taken into account in relation to planning and allocation of resources.

11.2.1 Rising Unemployment

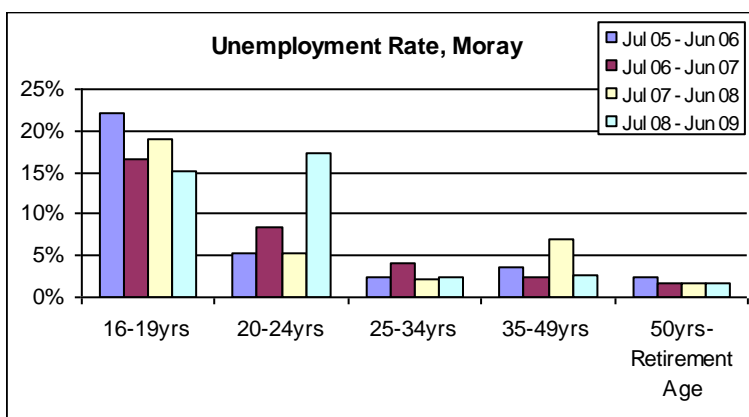
Over the last 4 years the number of people in Moray claiming Jobseekers Allowance has increased from 1,070 in August 2006 to 1,190 in August 2009, a rise of 11%. However, between August 2006 and August 2008 the number of claimants reduced each year by a total of 160 (15%) to 910, meaning that the 4 year increase is due to a sharp increase of 280 between August 2008 and August 2009, an rise of 31%.

An age breakdown reiterates these changes for all but one age group – the number of claimants aged 25-34yrs increased between August 2007 and August 2008. Between

August 2008 and August 2009, the number of JSA claimants increased in all age groups except the under 18s, which remained the same. The largest increase was in the number of claimants aged 45-49yrs, closely followed by 35 - 44yrs.



Although the number of JSA claimants has increased more in the older age groups, the unemployment rate for 16-19yr olds is considerably higher than all other age groups, with the exception of the rate for 20-24yr olds between July 2008 and June 2009.



11.2.1.1 Implications of Rising Unemployment

- An increase in the number of NEET young people
- Reduction in labour market due to out-migration of people, especially young people from Moray in order to find work

11.2.2 Social Events

There are many events that take place in Moray over the course of the year, which provide cultural and participatory opportunities for the people of Moray. Appendix 5 contains details with approximate month of occurrence.

12 PESTELO Analysis

PESTELO	FACTOR	CONSIDERATIONS
Political	1. The Early Years Framework	<ul style="list-style-type: none"> • About giving all children the best start in life and the steps the Scottish Government, local partners and practitioners in early years services need to take to start that journey. For the purposes of the framework, early years is defined as pre-birth to 8yrs. • Based on a series of vision statements that identify the type of experiences that support positive outcomes for children and provide the best start in life. • In order to achieve this vision, need transformational change. 10 elements: <ol style="list-style-type: none"> 1. A coherent approach. 2. Helping children, families and communities to secure outcomes for themselves. 3. Breaking cycles of poverty, inequality and poor outcomes in and through early years. 4. A focus on engagement and empowerment of children, families and communities. 5. Using the strength of universal services to deliver prevention and early intervention. 6. Putting quality at the heart of service delivery. 7. Services that meet the needs of children and families. 8. Improving outcomes and children's quality of life through play. 9. Simplifying and streamlining delivery. 10. More effective collaboration. • Implementation of the Early Years Framework, although important for all children, is of particular benefit for those children and families requiring higher levels of support. http://www.scotland.gov.uk/Publications/2009/01/13095148/0
	2. 16+ Policy and Practice Framework	<ul style="list-style-type: none"> • Sets out the Scottish Government's policy on 16+ Learning Choices. • Every young person who is eligible to leave compulsory education and is making a transition to further learning, training or employment within the Senior Phase should receive an offer of post-16 learning. • An offer can include staying in school; attending college or university; taking part in a National Training Programme; learning in a community learning and development or third sector setting, including with an Activity Agreement; volunteering and employment. • Their learning choice must be at the right level; accessible both in terms of location and local labour market opportunity; and delivered through the right learning method. • The 16+ learning choices model includes the following 3 critical elements: <ul style="list-style-type: none"> ○ the right learning – with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up employment, participating in a National Training Programme, or taking part in personal skills development in a community learning and development setting or a third sector organisation.

		<ul style="list-style-type: none"> ○ the right support to remove barriers that might restrict young people’s learning choices and information, advice and guidance; to help young people take up and sustain their offer; and ○ the right financial support to help young people take up the offer which is right for them and not the choice which pays best or offers the most generous support. <p>http://www.scotland.gov.uk/Publications/2010/03/30180354/0</p>
	3. Skills for Scotland	<ul style="list-style-type: none"> ● Lifelong Learning Strategy – sets out the objectives needed to develop a cohesive lifelong system centred on the individual but responsive to employer needs. <ul style="list-style-type: none"> ○ Good learning foundations in the early years ○ Balancing learning/skills needs of individuals and employers ○ Encourage both individuals and employers to continue to develop and invest in skills for their mutual benefit ○ Improve support services to facilitate access to learning and employment ○ Investment in learning must focus on individual needs and be flexible. Important for learning needs to determine decisions not funding available. <p>http://www.scotland.gov.uk/Publications/2007/09/06091114/0</p>
	4. Better Health, Better Care	<ul style="list-style-type: none"> ● "Help people to sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care" ● Three main components: <ul style="list-style-type: none"> ○ Health improvement <ul style="list-style-type: none"> ● Reducing smoking ● Tackling alcohol and drug misuse ● Tackling obesity ● Improving mental health and well-being ● Improving sexual health ○ Tackling Health Inequalities <ul style="list-style-type: none"> ● Extend anticipatory care approaches ● Break link between early life adversity and adult disease by investing in health of pregnant mothers, babies and young children <ul style="list-style-type: none"> ● Pre-conception – reducing unintended/unwanted pregnancies ● Antenatal Care – better engagement particularly w/ teenage mothers ● Maternity Care – women & family-centred services, locally offered, better identification & support of vulnerable women & families ● Supporting Parenting – home visiting & community nursing, promoting nutrition in women of childbearing age & pregnant women, supporting breastfeeding & healthy weaning, provision of free fruit to pregnant women & pre-school children. ● Oral Health – target for registration of 3-5yr olds with NHS dentist, Childsmile programme in schools ● Mental health & well-being – Implement Mental Health of Children & Young People Framework for Promotion, Prevention and Care by 2015. ○ Improving the quality of health care

		<ul style="list-style-type: none"> • Local care where possible • Quicker, safer, more efficient and more effective care <p>http://www.scotland.gov.uk/Publications/2007/12/11103453/0</p>
	5. Equally Well	<ul style="list-style-type: none"> • Report of the ministerial task force on health inequalities – recommendations on tackling health inequalities in Scotland. • 4 priority areas where action is needed: <ul style="list-style-type: none"> ○ Children’s very early years, where inequalities may first arise and influence the rest of people’s lives – recommendations include: <ul style="list-style-type: none"> • NHS Boards should improve the capacity of antenatal services to reach higher risk groups and identify and manage risks during pregnancy • NHS Boards should improve breastfeeding rates in deprived areas and among disadvantaged groups • Government should lead the development of holistic support services for families with very young children at risk of poor health and other poor outcomes • Government should develop a community-based integrated school health team approach, increasing the nursing staff and other professionals supporting schools • Government should continue to improve support for children at risk in households where alcohol or drugs are misused • The Curriculum for Excellence reforms should continue their strong focus on literacy and numeracy and health and well being • Curriculum for Excellence should provide continuity and progression through school to post-school and should aim to keep young people in learning after the age of 16 • Physical environments that promote healthy lifestyles for children, including opportunities for play, physical activity and health eating, should be a priority for local authorities and other public services • Each NHS Board should assess the physical, mental and emotional health needs of looked after children and young people and act on these assessments, with local partner agencies. Boards should ensure that health services are more accessible to looked after children and to those in the transition from care to independence ○ The high economic, social and health burden imposed by mental illness, and the corresponding requirement to improve mental well-being. ○ The “big killer” diseases: cardiovascular disease and cancer. Some risk factors for these, such as smoking, are strongly linked to deprivation. ○ Drug & alcohol problems and links to violence that affect younger men in particular are where inequalities are widening – key recommendations are: <ul style="list-style-type: none"> • Local Authorities, Third Sector organisations and other partners should increase programmes designed to support and engage with young people who have started on the cycle of offending. More support should be provided for parents whose children begin to display violent behaviour; for counselling programmes for victims of violence and for mentoring for young people at risk of damaging, violent or antisocial behaviour. • Local authorities and their partners should provide more positive activities for young people, including improved access to existing facilities

		<ul style="list-style-type: none"> • NHS drug treatment services, which will incorporate the Government's new emphasis on recovery, should link locally to other forms of support that address clients' wider problems and life circumstances • The Government should ensure more effective local delivery of joined up services for problem drug and alcohol users, through reform of the current Alcohol Drug Action Team arrangements. Local resources should be more targeted to deprived groups and communities. <p>http://www.scotland.gov.uk/Publications/2008/06/25104032/0</p>
	6. Class size reductions	<ul style="list-style-type: none"> • Scottish Government is committed to reduce Primary one to Primary three classes to a maximum of 18 pupils. Under the terms of the concordat with local government year on year progress shall be made on this commitment. • Agreement has been reached with the Convention of Scottish Local Authorities that 20 per cent of P1-P3 pupils will be in classes of 18 or fewer in August 2010. • Scottish Government has agreed regulations to reduce the statutory class size maximum for P1 pupils from 30 to 25. Taking effect Aug 2011. <p>http://www.scotland.gov.uk/Topics/Education/Schools/classes</p>
	7. Promoting positive Outcomes – Working together to prevent Antisocial Behaviour	<ul style="list-style-type: none"> • Focus on prevention by addressing causes rather than symptoms. • 4 pillars to framework: <ul style="list-style-type: none"> ○ Prevention – tackling causes of involvement in ASB, such as substance misuse, rather than symptoms ○ Integration – working together, sharing information and resources, to achieve shared outcomes ○ Engagement – work with communities in structured way in development of national & local strategies and keeping them informed of progress ○ Communication – challenge negative stereotypes and promote positive role models, public reassurance, coordination of national and local communications <p>http://www.scotland.gov.uk/Publications/2009/03/18112243/0</p>
	8. Go Safe on Scotland's Roads it's Everyone's Responsibility: Scotland's Road Safety Framework to 2020	<ul style="list-style-type: none"> • Scotland's Road Safety priorities include: <ul style="list-style-type: none"> ○ Children ○ Drivers aged 17-25 ○ Seatbelts ○ Speed • Commitments and Strategic Aims: <ul style="list-style-type: none"> ○ Join up strands of road safety across various delivery partners ○ Reinforcing message of responsibility of all road users for won and others' safety ○ Encouraging a Drive for Life culture ○ Reducing tolerance of risk on roads ○ Upholding rights of all road users to expect safe road travel <p>http://www.scotland.gov.uk/Publications/2009/10/01090036/0</p>
	9. Alcohol approach – “Changing Scotland’s	<ul style="list-style-type: none"> • Four areas identified as requiring sustained action: <ul style="list-style-type: none"> ○ Reduced alcohol consumption – actions to include:

	relationship with alcohol”	<ul style="list-style-type: none"> ▪ Ending off-sales promotions, such as buy one get one free, buy one get one half price ▪ Potential minimum price per unit of alcohol ▪ Wine to be available in 125ml measure ▪ Lobbying for UK law to allow 25ml & 35ml measures on premises ○ Supporting families and communities – actions to include: <ul style="list-style-type: none"> ▪ Youth Commission exploring issues faced by young people re misuse of alcohol ▪ Licensing Boards required to consider raising minimum age for off-sales to 21yrs. ▪ Introduction of Social Responsibility Fee ▪ Improved substance misuse education in schools ▪ Continued support for 3rd sector provision of youth work and/or diversionary opportunities ▪ Improved identification and assessment of those affected by parental substance misuse ▪ Consideration for Trading Standards Officers to enforce licensing law in off-sales, including test purchasing ▪ Working to ensure effective and innovative use of prevention and enforcement measures in relation to alcohol-fuelled violence ▪ Support for reduction in drink drive limit from 80mg to 50mg per 100ml blood ○ Positive public attitudes, positive choices – actions to include: <ul style="list-style-type: none"> ▪ Restriction of marketing materials within licensed premises ▪ Development of workplace alcohol policies ▪ Support for improved alcohol product labelling ○ Improved treatment and support <p>http://www.scotland.gov.uk/Publications/2009/03/04144703/0</p>
	10. Drug Strategy – “The Road to Recovery”	<ul style="list-style-type: none"> • 5 key priorities: <ul style="list-style-type: none"> ○ Better prevention <ul style="list-style-type: none"> ▪ Addressing factors associated with drug use e.g. deprivation ▪ Provision of credible and accurate information for public and young people outwith school ▪ Improved substance misuse education in schools ○ Improved recovery rates <ul style="list-style-type: none"> ▪ Importance of recovery in reducing re-offending ▪ Equal opportunities and access to same services as others ○ Safer Communities from reduced drug related crime, disorder and danger <ul style="list-style-type: none"> ▪ Reducing supply of illegal drugs ▪ Continued enforcement activity ▪ Strengthening Proceeds of Crime Act 2002 ▪ Provide access to treatment to promote recovery at all stages of criminal justice system <ul style="list-style-type: none"> • Arrest referral schemes • Potential mandatory drug testing of those arrested for “trigger” offences • Drug Courts • Drug Treatment and Testing Orders (DTTOs) ▪ Early response to concerns about a child or young person, including involvement of specialist drug worker when appropriate ▪ Procedures for continuation of treatment and support for drug problems on release from prison ▪ Resolving problems of addressing wider needs of short stay prisoners ○ Improved safety for children affected by a parental drug problem (closely linked to GIRFEC). Key

		<p>areas for action:</p> <ul style="list-style-type: none"> ▪ Improving identification, assessment, recording and planning and information sharing ▪ Build the capacity, availability and quality of support services <ul style="list-style-type: none"> • Work to improve parenting capacity, recognising the role of wider family and community networks in promoting resilience in children and their families ▪ Strengthen the consistency and effectiveness of the management of immediate risk <ul style="list-style-type: none"> • Promote collaborative working between Child Protection Committees and ADPs in planning and meeting the needs of this group • Work with all relevant partners to develop and disseminate effective strategies to engage parents, including compulsory measures as appropriate ▪ National gateway line to local child protection services (0888 022 3222) to encourage communities to play part in tackling this issue. Enables individuals to be “the eyes and ears of the community”. <ul style="list-style-type: none"> ○ Support for families affected by drug misuse ○ Improved effectiveness of service delivery <p>http://www.scotland.gov.uk/Publications/2008/05/22161610/0</p>
	11. Moray Alcohol & Drug Partnership Strategy – “Delivering Recovery Through Sustainable Change”	<ul style="list-style-type: none"> • Designed around the key priorities identified in The Road to Recovery: <ul style="list-style-type: none"> ○ Prevention ○ Recovery ○ Law Enforcement ○ Children & Families and Family Support ○ Service Delivery <p>http://www.madp.org.uk/corporate/418/adp-publications.html</p>
	12. MOD Review	<ul style="list-style-type: none"> • Potential changes to personnel levels at RAF bases at Kinloss & Lossiemouth <ul style="list-style-type: none"> ○ Reduction in labour market due to wives/husbands of RAF personnel moving away with their spouse – impact particularly on NHS and Council ○ Reduction in school pupils
	13. Change in UK Government and potential change in Scottish Government	<ul style="list-style-type: none"> • Potential changes to relationship between UK and Scottish governments, e.g. devolved powers • Potential changes to relationship between Scottish and Local Government, e.g. abolition of SOA
	14. Potential cut in custodial sentences of less than 6months. Preference for Community Sentencing.	<ul style="list-style-type: none"> • Scottish Government wants a presumption against six-month sentences, as recommended by The Scottish Prisons commission in 2008: <ul style="list-style-type: none"> ○ Imprisonment should be reserved for people whose offences are so serious that no other form of punishment will do and for those who pose a threat of serious harm to the public. ○ Paying back in the community should become the default position in dealing with less serious offenders. • The introduction of such a change will lead to: <ul style="list-style-type: none"> ○ An increase in number of offenders receiving non-custodial sentences <ul style="list-style-type: none"> ▪ In 2008/09, 785 people, 69% of those receiving a custodial sentence were sentenced to 6 months or less.

		<ul style="list-style-type: none"> ▪ Of the 785, 15 (less than 2%) were convicted of a 'Non-sexual crime of violence' or a 'Crime of indecency'. The rest were more minor crimes and offences.
Economic	1. Budget savings, both local and national	<ul style="list-style-type: none"> • Reduced funding for non-statutory services
	2. Recession and associated issues such as unemployment and reduced availability of mortgage credit	<ul style="list-style-type: none"> • Increased level of unemployment • More people/children living in poverty • Increased deprivation • Increased pressure on further education and higher education places but reduced funding, which could impact on desire to raise skill levels and so increase the chance of unemployment and poverty.
	3. Termination of Fairer Scotland Fund ring-fencing in March 2010	<ul style="list-style-type: none"> • "In 2010-2011, and in future, the Scottish Government, local authorities and their community planning partners need to work in partnership to obtain the maximum benefit for local people and areas from the combined influence of all mainstream resources and new regeneration investment going into our most deprived communities". <p>http://www.scotland.gov.uk/Topics/Built-Environment/regeneration/fairer-scotland-fund</p>
	4. Change in way Voluntary Sector funded from April 2011	<ul style="list-style-type: none"> • Increased opportunity for partnership working, Voluntary Organisations working together, collaborative tenders and funding bids. • Less money to invest in staff and volunteers re training, professional development etc • Probable increased requirement to deliver core services due to reduced funding to public agencies, meaning less opportunity to be creative and meet need. • Potential perceived loss of independence
	5. Low wage economy	<ul style="list-style-type: none"> • Relationship with low skills level in Moray?
Social	1. Immigration – RAF families and foreign workers	<ul style="list-style-type: none"> • In- and out-migration of RAF personnel <ul style="list-style-type: none"> ○ Changes in school rolls, pupils joining schools at non-standard times of year ○ Employers have higher turnover of staff, particularly those with larger proportion of RAF related employees such as NHS and Council • In- and out-migration of foreign workers from EU countries <ul style="list-style-type: none"> ○ Changing demand for translation services, ESOL etc
	2. Gypsy/Travelling families	<ul style="list-style-type: none"> • Lack of awareness of general rights or where to go to find out. • Tendency for Gypsy/Travelling families to be socially excluded from the communities they live in • An Accommodation needs assessment of Gypsies/Travellers in Grampian in 2009 identified 3 priorities translated into 4 outcomes: <ul style="list-style-type: none"> ○ Outcome 1: Better planning by local authorities, RSLs and partner organisations to anticipate, and plan to meet, the future needs and aspirations of Gypsies/Travellers in Grampian. ○ Outcome 2: Gypsies/Travellers normally resident in Grampian and Gypsies/Travellers visiting the area have accommodation that meets their needs, culture and lifestyle. ○ Outcome 3: Individual support and community development needs are identified and met. ○ Outcome 4: Better and more constructive relationships are developed between

		<p>Gypsies/Travellers and settled communities.</p> <ul style="list-style-type: none"> • Consultation underway regarding proposals to establish two authorised encampment sites in Moray for Gypsy/Travellers. Consultation period ends 15th October 2010. http://www.moray.gov.uk/downloads/file60896.pdf
	3. Bullying	<ul style="list-style-type: none"> • Effect on learning • Reasons for bullying related to inequalities
	4. Health of young people	<ul style="list-style-type: none"> • Impact of poor health and lifestyle choices on learning
	5. Community Engagement with young people	<ul style="list-style-type: none"> • Importance of engaging with young people in decision-making process
	6. Split families	<ul style="list-style-type: none"> • Impact on schools of double meetings, restrictions on child pick-up – puts large organisational pressure on schools to comply with requirements.
Technological	1. Social networking sites	<ul style="list-style-type: none"> • Use of social networking sites for communicating among friends, arranging gatherings/meetings
	2. Internet	<ul style="list-style-type: none"> • Extensive learning opportunities through internet • Children and young people’s Internet safety
	3. Mobile phones	<ul style="list-style-type: none"> • Use of mobile phones for communicating among friends, arranging gatherings/meetings • Happy Slapping
	4. UHI mobile learning	<ul style="list-style-type: none"> • Bringing university status to Moray
	5. Broadband access	<ul style="list-style-type: none"> • Poor coverage in Moray and likely to be increasingly required for learning
	6. GLOW	<ul style="list-style-type: none"> • The world's first national intranet for education. • Main purpose of Glow is to enhance the quality of learning and teaching in the classroom by fully supporting the delivery of Curriculum for Excellence. • Various components including: <ul style="list-style-type: none"> ○ National directory of users ○ Glow groups – to connect those with similar interests ○ Glow meet – web conferencing ○ Glow mail – web based email ○ Glow learn – virtual learning environment ○ Glow messenger – instant messaging service ○ Glow chat – secure chat room • Access issues if not in school?
Environmental	1. Climate change	<ul style="list-style-type: none"> • Disruption to schooling due to flooding. • More frequent/prolonged school closures due to bad winter weather • Increase opportunity for outdoor activities due to warmer summers
	2. Rurality	<ul style="list-style-type: none"> • Access issues • Need for more schools than number of pupils dictates
	3. New UHI campus	<ul style="list-style-type: none"> • Potential new university campus on the Moray side of Inverness, commutable from Moray, which will impact on the take-up of places at Moray College

Legal	1. Child Protection – Protection of Children (Scotland) Act 2003	<ul style="list-style-type: none"> Requires Scottish Ministers to keep a list of individuals whom they consider to be unsuitable to work with children http://www.opsi.gov.uk/legislation/scotland/acts2003/asp_20030005_en_1
	2. Adult Protection – The Adult Support and Protection (Scotland) Act 2007	<ul style="list-style-type: none"> Makes provision for the purposes of protecting adults from harm http://www.opsi.gov.uk/legislation/scotland/acts2007/asp_20070010_en_1
	3. GIRFEC – Getting It Right For Every Child	<ul style="list-style-type: none"> National approach to supporting and working with all children and young people in Scotland. It affects all services for children and adult services where children are involved. Requires that all services for children and young people - social work, health, education, police, housing and voluntary organisations - adapt and streamline their systems and practices to improve how they work together to support children and young people, including strengthening information sharing. 10 core components: <ul style="list-style-type: none"> A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being A common approach to gaining consent and to sharing information where appropriate An integral role for children, young people and families in assessment, planning and intervention A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the Well-being Indicators Streamlined planning, assessment and decision-making processes that lead to the right help at the right time Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland A Lead Professional to co-ordinate and monitor multi-agency activity where necessary Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time A confident and competent workforce across all services for children, young people and their families The capacity to share demographic, assessment, and planning information electronically within and across agency boundaries through the national eCare programme where appropriate http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec
	4. Curriculum for Excellence (CfE)	<ul style="list-style-type: none"> Aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. Includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. Underpinned by the values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. Purpose of CfE is to ensure that all the children and young people of Scotland develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work,

		<p>now and in the future. These are summed up in the detailed wording of the four capacities – successful learner, an effective contributor, a confident individual and a responsible citizen.</p> <ul style="list-style-type: none"> • In Moray CfE is seen as being about cultural, methodological and structural change. Cultural change includes work on vision and values, distributive leadership and collegiality. A key aim of CfE is to develop a culture of empowerment so that staff working with children and young people are better placed to respond to needs. Methodological change includes assessment is for learning, Critical Skills, reciprocal teaching, developments in writing and in mental maths, approaches to enterprise and the use of ICT as a learning tool. Structural aspects include the organisation of the curriculum in primary and secondary schools, forward planning in primary schools, assessment and reporting. • Work already undertaken by officers, in our schools and across wider partners to support the implementation of CfE includes: <ul style="list-style-type: none"> ○ Work on vision, aims and values centrally and in schools and pre-school centres. ○ Developments in leadership as high quality leadership will be required at all levels to support implementation. ○ Improvements in learning and teaching through a clear focus on staff development with initiatives such as assessment is for learning, Critical Skills and work on the enterprise agenda. ○ Work on literacy & numeracy and health & well being which, under CfE, are the responsibility of all teaching staff. ○ Developments in self-evaluation through a series of events for headteachers and quality improvement officers (QIOs). ○ A move towards peer support for teachers and teachers supporting the development of their colleagues. ○ Very good and nationally recognised work in, for example, International Education, Homecoming and partnership with parents. • There are a large number of risks in moving forward. 5 worthy of specific note are: <ul style="list-style-type: none"> ○ Assessment – There are concerns that the assessment required will either not reflect the ideas of CfE or will place great burdens on school staff. The Scottish Qualifications Authority has given assurances in terms of the nature of assessment. However, it would be fair to say that real concerns remain over this issue. ○ Complexity – CfE is a challenge at all levels due to its complexity and the need to balance numerous components with a clear vision and direction. It is vital that those working with young people see connections across learning so that a young person’s experience can support a number of learning outcomes. ○ Workload – CfE carries workload implications for our staff. For our schools it is vital that School Improvement Plans and Working Time Agreements work in concert to support staff and control workload. ○ Resources – There should be no doubt that the current financial pressures on the Authority will impact (and indeed are already beginning to impact) on our capacity to deliver on Curriculum for
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	<p>Excellence.</p> <ul style="list-style-type: none"> ○ National and HMIE Expectations – There is no doubt that the National expectations are moving on in terms of the position to be reached by schools, community learning and development and authorities. As outlined above, Moray has done well overall in terms of CfE development to date. However, our capacity to keep up momentum and provide the development activities and support required over the next three to four years must be a cause for concern.
5. Equality Bill	<ul style="list-style-type: none"> • The Equality Bill, introduced at Westminster in April 2009, will replace the 3 existing duties relating to race, disability and gender with a single Equality Duty. This new duty will also extend to age, religion and belief, sexual orientation, gender reassignment and pregnancy and maternity. The new single Equality Duty is in 2 parts - a general duty, which is set out in the Equality Bill; and specific duties, which can be placed on certain public authorities to ensure the better performance of the general duty. The specific duties are to be determined by Scottish ministers through consultation. The new general Equality Duty is expected to come into force around April 2011. <p>http://www.scotland.gov.uk/Publications/2009/09/28154835/10</p>
6. Children (Scotland) Act 1995	<ul style="list-style-type: none"> • Specifies the duties of a local authority to a child looked after by them • Specifies the requirement for local authorities to prepare and publish a plan for the provision of relevant services for or in respect of children in their area. <p>http://www.opsi.gov.uk/acts/acts1995/ukpga_19950036_en_1</p>
7. Education (Additional Support for Learning) (Scotland) Act 2004	<ul style="list-style-type: none"> • Details the requirement and duties for the provision of additional support needs where required by a child for whose school education a local authority is responsible <p>http://www.opsi.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1</p>
8. The Schools (Consultation) (Scotland) Act 2010	<ul style="list-style-type: none"> • Updates and strengthens the consultation process that had to be followed when a local authority is consulting on a relevant school reorganisation proposal. • Aims to safeguard rural schools by ensuring that a decision to consult on a closure proposal would not be made until the local authority had explored all possible alternatives and fully assessed the likely implications of closure. • An information leaflet for parents and guardians on the act has been published by the SG. <p>http://www.scotland.gov.uk/Publications/2010/03/24130351/0</p> <ul style="list-style-type: none"> • May affect achievement of the class size reductions agreed by Scottish Government & COSLA. <p>http://www.opsi.gov.uk/legislation/scotland/acts2010/asp_20100002_en_1</p>
9. Sarah's Law	<ul style="list-style-type: none"> • Calls for a range of measures to curb and control paedophiles • Main aim is to establish the legal right of every parent to know the identity of serious child sex offenders living in their community • Following a pilot scheme in four police areas in England the scheme is being rolled out across England and Wales and will be implemented by March 2011.

		<ul style="list-style-type: none">• A similar scheme is currently being piloted in Tayside.
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13 Key Issues for consideration for future SOA inclusion

Below are the issues that have been identified from the analysis for further discussion and possible inclusion in the next Single Outcome Agreement. Recommendations for action can be developed by partners depending on the outcome of discussions.

13.1 Pregnancy and Birth

1) Teenage Pregnancies

- a. Although rate per 1000 is lower than the national rate, number of teenage pregnancies is increasing more rapidly than nationally.
- b. Number of live births to teenage mothers shows an increasing trend.
- c. Link with Better Health, Better Care action plan, Early Years Framework.

2) Pre-term Births

- a. Rate as % of all live births has consistently been higher in Moray than in Grampian and nationally. Considerable reduction in 2009 and 2010 but no Grampian or national figures yet available for 2010 so although 2010 Moray figure similar to 2009 Grampian & national figures, may not be the case in 2010.
- b. Research indicates a link between pre-term births and Additional Support Needs.
- c. Link with Equally Well report and Early Years Framework

13.2 Pre-School and School Years

3) Pre-School Occupancy

- a. Occupancy of pre-school education centres has fallen over last 3yrs despite a rise in number of children eligible.
- b. 22% rise in number of pre-school education places available.

4) Primary School Occupancy

- a. Rising proportion of primary schools with occupancy below 81% and 61%.
- b. Under 16 population projected to reduce
- c. Further reduction possible due to threat to RAF bases.
- d. Balance needed with statutory class size maxima, particularly in P1, and lower levels agreed between Scottish Government and COSLA.

5) Additional Support Needs

- a. Percentage of children with ASN has risen in pre-school, primary and secondary school settings.
- b. Proportion of children with ASN that have a Coordinated Support Plan (CSP) is higher than nationally.
- c. Link with Early Years Framework, Skills for Scotland Strategy, GIRFEC, Education (Additional Support for Learning) (Scotland) Act 2004 and 2009

6) Attainment in S5 and S6

- a. Lower than comparator authority and national averages.
- b. Strong links between educational attainment and parental skill/qualification levels.

- i. Higher rate of lower level qualifications in Moray's working age population than nationally.
- ii. Lower rate of higher level qualifications in Moray's working age population than nationally.
- iii. Higher than national average employment in elementary and other low-skilled occupations.
- c. Link with Curriculum for Excellence, 16+ Learning Choices, Skills for Scotland Strategy.

7) Oral Health

- a. Moray failed to meet 2008 targets for NHS Dentist registration in all 4 age groups (0-2yrs, 3-5yrs, 6-12yrs, 13-17yrs).
- b. In 2010, still not met 2008 targets despite considerable increase in NHS Dental provision in Moray.

13.3 Post-School Years

8) High out-migration of young people

- a. Leaving to attend Higher Education (HE) institutions outwith Moray due to minimal provision locally.
- b. Failure to return post-graduation due to lack of graduate level jobs and career progression opportunities.
- c. Majority of young people remaining in Moray will tend to have lower, non-degree level qualifications.

9) Low participation in Further Education

- a. Moray ranked 29th in Scotland for headcount participation in Further Education (FE).
- b. Link with Skills for Scotland Strategy.

13.4 Other Issues

10) Looked After Children Attainment

- a. Attainment is considerably lower than overall attainment.
- b. Link with Early Years Framework, Curriculum for Excellence, Children (Scotland) Act 1995, Looked After Children and Young People: We Can and Must Do Better.

11) Child Protection

- a. Follow-up HMIE inspection in June 2009 noted improvements and new measures but further work needed.
- b. Second follow-up inspection due in late 2011/early 2012.

14 Risk Analysis

TOPIC	ISSUE	LIKELIHOOD SCORE	IMPACT SCORE	OVERALL RISK SCORE (Impact x Likelihood)
Pregnancy & Birth	1) Rising Teenage Pregnancies	4	3	
	2) Higher than average rate of Pre-Term Births	4	3	
Pre-School & School Years	3) Falling Pre-School Occupancy	3	2	
	4) Falling Primary School Occupancy	5	2	
	5) Rising Additional Support Needs	3	2	
	6) Lower than comparator and national Attainment at S5 & S6	3	2	
	7) Oral Health – Child registrations with NHS Dentists	4	3	
Post-School Years	8) High Out-Migration of Young People	5	4	
	9) Low participation in Further Education	3	2	
Other Issues	10) Looked After Children Attainment	4	3	
	11) Child Protection	4	2	

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16 Appendices

16.1 Appendix 1 - Scottish Government Strategic Approach

Purpose targets

	<u>Economic Growth (GDP)</u>	To raise the GDP growth rate to the UK level by 2011 To match the GDP growth rate of the small independent EU countries by 2017
	<u>Productivity</u>	To rank in the top quartile for productivity against our key trading partners in the OECD by 2017
	<u>Participation</u>	To maintain our position on labour market participation as the top performing country in the UK To close the gap with the top five OECD economies by 2017
	<u>Population</u>	To match average European (EU15) population growth over the period from 2007 to 2017 Supported by increased healthy life expectancy in Scotland over the period from 2007 to 2017
	<u>Solidarity</u>	To increase overall income and the proportion of income earned by the three lowest income deciles as a group by 2017
	<u>Cohesion</u>	To narrow the gap in participation between Scotland's best and worst performing regions by 2017
	<u>Sustainability</u>	To reduce emissions over the period to 2011 To reduce emissions by 80 percent by 2050

Strategic Objectives



[Wealthier and Fairer](#)

Enable businesses and people to increase their wealth and more people to share fairly in that wealth.



[Safer and Stronger](#)

Help local communities to flourish, becoming stronger, safer place to live, offering improved opportunities and a better quality of life.



Smarter

Expand opportunities for Scots to succeed from nurture through to life long learning ensuring higher and more widely shared achievements.



Greener

Improve Scotland's natural and built environment and the sustainable use and enjoyment of it.







Healthier

Help people to sustain and improve their health, especially in disadvantaged communities, ensuring better, local and faster access to health care.

National Outcomes

1		We live in a Scotland that is the most attractive place for doing business in Europe.
2		We realise our full economic potential with more and better employment opportunities for our people.
3		We are better educated, more skilled and more successful, renowned for our research and innovation .
4		Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
5		Our children have the best start in life and are ready to succeed.
6		We live longer, healthier lives .
7		We have tackled the significant inequalities in Scottish society.
8		We have improved the life chances for children, young people and families at risk.
9		We live our lives safe from crime , disorder and danger.
10		We live in well-designed, sustainable places where we are able to access the amenities and services we need.
11		We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

12		We value and enjoy our built and natural environment and protect it and enhance it for future generations.
13		We take pride in a strong, fair and inclusive national identity .
14		We reduce the local and global environmental impact of our consumption and production.
15		Our public services are high quality, continually improving, efficient and responsive to local people's needs.

16.2 Appendix 2 – Types of Childcare

Definitions of the services provided:

Childminders: Childminders look after children in the childminder's own home. They should provide your child with lots of care, fun and learning. Childminders can make the most of local parks, playgrounds, toy libraries, drop-in groups and community centres. Often children have the chance to make good friends with the other children who go to their childminder.

Nursery: This category includes daycare and pre-school centres for children aged 5 or under including local authority pre-school classes and nurseries; private and voluntary daycare nurseries including centres providing pre-school education in partnership with the local authority; and community and workplace nurseries. The services will normally be used by parents on a regular rather than a drop-in basis and be provided for at least the school term.

Playgroup: These provide sessional or day care for children aged 5 or under. Most are run by groups of parents with parent-led committees, although some may be owned by individuals or organised by other voluntary bodies or by the local authority. They rely heavily on parents/carers who volunteer their services although they may employ paid staff, e.g. a play leader or assistant. Some playgroups will provide pre-school education in partnership with the local authority.

Out of school club: Out of school clubs offer care for school age children in the absence of parents or carers from the end of the school day until parents can collect their children, and also before school starts.

Breakfast club: This is a specifically designated breakfast club that is likely to provide a meal and will take place before school hours.

Crèche: A crèche provides 'drop in' care for children in order to enable adults to engage in activities such as further education, shopping or attending a meeting.

Children/family centre: Child and family centres provide services similar to those available in community nurseries and nursery centres. Day care/education is provided along with a range of support services for families which can be adapted to meet local needs. They are usually managed by voluntary organisations or by the local authority's social work or education department.

Sitter service: A sitter service provides childcare in the family's own home from early morning until late evening seven days a week.

Holiday play scheme: Holiday play schemes cater mainly for school age children and provide opportunities for children to participate in a broad range of supervised leisure and educational activities during school holidays.

Family support services working directly with parents: This should be taken to mean services that go over and above the normal contact that a childcare or education service would have with parents. These services give parents opportunities to assist their child's development and achieve greater satisfaction in their role as parents, to support them in providing a healthy upbringing for their child, to promote self-esteem and personal

confidence in both children and parents and to provide opportunities for parents to acquire skills which lay the basis for more extensive training or subsequent employment.

Professional health care: Services provided by professional health staff such as midwives, health visitors, speech therapists, psychologists, doctors and dental practitioners including antenatal care, postnatal care and support, child health clinics/screening and support groups where these are run by health professionals.

Gaelic provision: Services wholly or primarily in the Gaelic medium.

Outdoor play area: Any area out of doors available to the children attending the centre, which may also be shared with others or available to the wider community.

16.3 Appendix 3 – Associated School Groups

Elgin Academy	Elgin High	Forres Academy	Lossie High
Bishopmill PS Burghead PS East End PS Seafield PS St Sylvester's RC PS West End PS	Greenwards PS Mosstowie PS New Elgin PS	Alves PS Anderson's PS Applegrove PS Dallas PS Dyke PS Kinloss PS Logie PS Pilmuir PS	Burghead PS Hopeman PS Hythehill PS St Gerardine PS
Milne's High	Buckie High	Keith Grammar	Speyside high
Lhanbryde PS Milne's PS Mosstodloch PS	Cluny PS Cullen PS Findochty PS Millbank PS Portessie PS Portgordon PS Portknockie PS St Peter's RC PS	Botriphnie PS Crossroads PS Keith PS Newmill PS Rothiemay PS St Thomas RC PS	Aberlour PS (Cabrach PS) Craigellachie PS Glenlivet PS Inveravon PS Knockando PS Mortlach PS Rothies PS Tomintoul PS

Areas covered:

Elgin Academy: Areas north of Pluscarden Rd, Bilbohall Rd, Wards Rd, Maisondieu Rd & East Rd, Elgin.

Elgin High: Areas south of Pluscarden Rd, Bilbohall Rd, Wards Rd, Maisondieu Rd, & East Rd, Elgin.

Forres Academy: Areas include Forres, Findhorn, Alves, Kinloss.

Lossie High: Areas include Lossiemouth, Hopeman, Burghead, Duffus, Cummingston, Covesea.

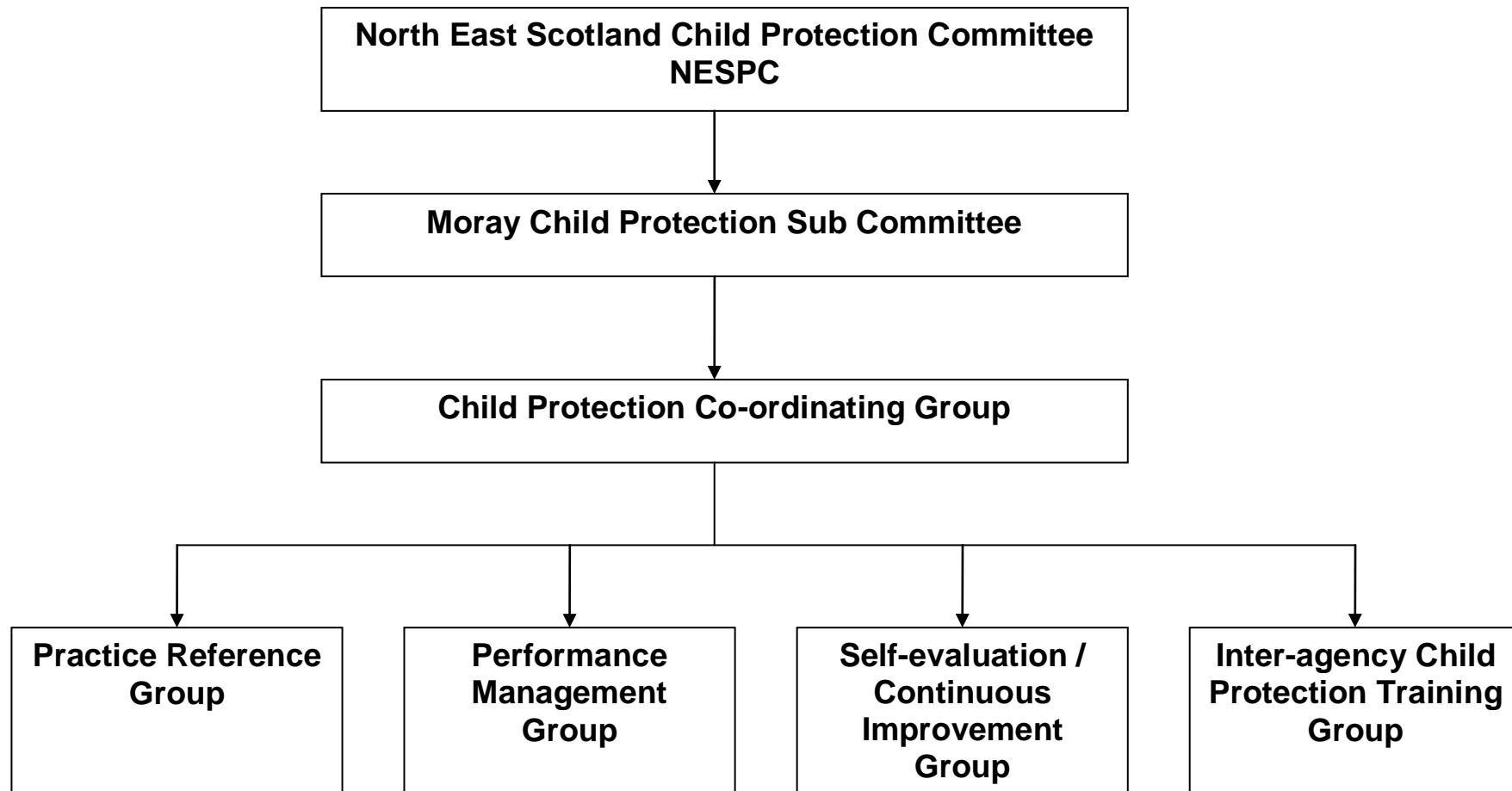
Milne's High: Areas include Lhanbryde, Mosstodloch, Fochabers, Garmouth, Urquhart.

Buckie High: Areas include Buckie, Cullen, Banff, Portgordon, Findochty.

Keith Grammar: Areas include Keith, Rothiemay, Woodhead of Mayen etc.

Speyside High: Areas include Craigellachie, Archiestown, Rothies, Dufftown, Knockando, Aberlour, Glenlivet etc.

16.4 Appendix 4 – Moray Child Protection Sub-Committee



16.5 Appendix 5 – Social Events

Event (* attended by the Red Cross)	Month of Occurrence	
Blood donors*	January	
Clavie – Burghead*		
Round 1 Motocross Autos to Adults	February	
Old Firm Games		
Nairn 10K	March	
Scottish Enduro Competition*		
Primary schools cross country*		
Elgin 10K		
Moray Road Runners 10K*		
Round 2 British Enduro Championship Lossiemouth/Woodside track Elgin	April	
Great North of Scotland Model Railway Exhibition*		
Round 2 Motocross Autos to Adults		
Fight Night*		
Spirit of Speyside Whisky Festival*	April –May	
Six Harbour Walk*	May	
Forres 10K		
Springbank Tournament*		
The Vikings are Coming*		
World Cup	June	
Round 3 Motocross Autos to Adults		
Round 4 date to be confirmed		
Moray Motorfun (every 2 years)		
Moray Marafun (every 2 years)*		
Aberlour House Junior Highland Games*		
Tattie Shed*		
Burgie International Horse Trials*		
Hopeman Golf Club Open Day*		
Round 3 Adult Scottish Championship: National Motocross Championship at Woodside, Elgin		
Macduff Lions FC Annual 5 aside Gala*		
Scottish Traditional Boats Festival*		July
Tattie Shed Dance*		
Forres Highland Games*		
Dallas Gala*		
Tomintoul Highland Games		
Tattie Shed Dance*		
Hopeman Gala Week*		
Forres Theme Day*		
Whitehills Playing Field Gala*		
Carnival of Street Football*		
Portgordon Gala*		
Fochabers Annual Gala*		
Speyfest*		
Dufftown Highland Games		
Aberlour Highland Games	August	

Round 5 Scottish Enduro Championship Monaughty Forest, Near Elgin		
Speyside Stages Rally		
Keith Show*		
Historic Wheels Club Rally*		
Round 6 Scottish Youth Championship: National Motocross Championship Events at Woodside, near Elgin		
Devron Boys Football Gala*		
Lhanbryde Gala*		
RAF Lossie Friends and Family Day*		
Moray Marathon, ½ marathon, and 10K		September
Devoted to Life Walk*		
Annual Vintage Rally and Fun Day*		
Round 5 Motocross Autos to Adults	October	
Moray Great Bike Ride*		
Big Man Walking*		
Focus Cup*	November	
Round 6 Motocross Autos to Adults		
RAF Lossiemouth Turkey Trot*	December	
Harbour Jump - Burghead		

16.6 Appendix 6 – Benefits Definitions and Household Types

Attendance Allowance (AA): provides a non-contributory, non-means-tested and tax-free contribution towards the disability-related extra costs of severely disabled people who are aged 65 and over when they claim help with those costs. It can be awarded for a fixed or an indefinite period. To qualify, people must have needed help with personal care (i.e.: attention in connection with their bodily functions and/or continual supervision to avoid substantial danger to themselves or others) for a least 6 months (the "qualifying period").

Carer's Allowance (CA): is a non-contributory benefit for people:

- who look after a severely disabled person for at least 35 hours a week
- who are not gainfully employed (i.e. not earning more than £95 per week after certain deductions) and
- who are not in full-time education

The severely disabled person must be getting either the highest or middle rate of Disability Living Allowance care component, or Attendance Allowance, or a Constant Attendance Allowance at the maximum rate under the War Pensions or Industrial Injuries Scheme. To claim CA the customer has to be aged 16 or over.

Disability Living Allowance (DLA): provides a non-contributory, non means-tested and tax-free contribution towards the disability-related extra costs of severely disabled people who claim help with those costs before the age of 65. It replaced and extended Attendance Allowance and Mobility Allowance for people in this age group from April 1992. DLA can be awarded for a fixed or an indefinite period. People can continue to receive the allowance after reaching age 65 if they continue to satisfy the entitlement conditions.

DLA has two components which can be paid together or on their own:

- **A care component** - for people who have needed help with personal care (i.e. attention in connection with their bodily functions and/or continual supervision to avoid substantial danger to themselves or others) for at least 3 months (the 'qualifying period') and are likely to go on needing that help for at least a further 6 months (the 'prospective test').
- **A mobility component** - for people who have had walking difficulties for at least 3 months and are likely to continue to have those difficulties for at least a further 6 months.

Children under 16 years of age qualify for the care component or the lower rate mobility component only if their needs are substantially in excess of those of a child of the same age in normal health. They cannot qualify for the lower rate care component through the "cooking test" route. Children under 3 years of age cannot qualify for the higher-rate mobility component; children under 5 years of age cannot qualify for the lower-rate mobility component.

Employment and Support Allowance (ESA): introduced on 27 October 2008, and replaced Incapacity Benefit and Income Support, paid because of an illness or disability, for new customers only. Paid to people who have an illness or disability that affects their ability to work, and:

- are over 16 and under State Pension age, and
- are unemployed, or
- self employed, or
- work for an employer but cannot get Statutory Sick Pay, or

- have been getting Statutory Sick Pay but it has now stopped

Incapacity Benefit (IB): replaced Sickness Benefit and Invalidity Benefit from 13 April 1995. It is paid to people who are assessed as being incapable of work and who meet certain contribution conditions. There are three rates of IB. There are two short-term rates: the lower rate (IBST(L)) is paid for the first 28 weeks of sickness and the higher rate (IBST(H)) for weeks 29 to 52. The long-term rate (IBLT) applies to people who have been sick for more than a year. The higher short-term rate and the long-term rate are treated as taxable income.

Severe Disablement Allowance (SDA): replaced Non-Contributory Invalidity Pension and Housewives Non-Contributory Invalidity Pension from 29 November 1984. Until April 2001, people who were incapable of work and did not satisfy the contribution conditions for Incapacity Benefit (IB) could get SDA. People had to be aged between 16 and 65 when they made their claim. There is no upper age limit for receiving the allowance once it has been awarded. People had to have been incapable of work for at least 28 weeks. Anyone who became incapable of work before their 20th birthday could qualify on this basis alone. People who became incapable of work after their 20th birthday also had to prove they had been 80% disabled for at least 28 weeks.

Household types

The SHS uses eight household types defined as follows:

- A single adult household contains one adult of working age and no children.
- A single parent household contains one adult of any age and one or more children.
- A single pensioner household contains one adult of pensionable age and no children. Pensionable age is 60 for women and 65 for men.
- A small family household contains two adults of any age and one or two children.
- An older smaller household contains one adult of working age and one of pensionable age and no children, or two adults of pensionable age and no children.
- A large adult household contains three or more adults and no children.
- A small adult household contains two adults of working age and no children.
- A large family household contains two adults of any age and three or more children, or three or more adults of any age and one or more children.

16.7 Appendix 7 – Access Deprivation

Moray datazones featuring in the 15% most access deprived in Scotland.

Access			
S01004242 Dallas, Logie & Beachans	S01004298 Paddockhaugh, Miltonduff and Coltfoot	S01004258 Glen of Newmill, Aultmore, Ordliquish and Clochan	S01004287 Mosstodloch, Crofts Of Dipple and Muir of Lochs
S01004246 Knock and Mains of Mayen	S01004238 Milltown of Auchindoun, Hugh of Glass, Towiemore, Drummur and Midtown of Buckrumb	S01004234 Aberlour Gardens, Bridgehaugh, Bridgend, Ballochford and Cabrach	S01004307 Findhorn, Muirhead and Hempriggs
S01004240 Upper Knockando, Knockando, Cardow, Archiestown, Dailuaine and Robertstown	S01004243 Mulben, Forgie, Maggieknockater, Auchlunkart, Glentauchers and Rosarie	S01004334 Duffus, Muirton, Salterhill and Covesea	S01004279 Lhanbryde East
S01004233 Tomintoul, Glenlivet, Drumin & Chapelton	S01004254 Rafford, Easter Lawrenceton and Califer	S01004245 Auchinroath, Newlands, Orton and Nether Ringorm	S01004312 Findhorn
S01004252 Farmtown, Gavoch of Grange, Grange Crossroads and Sillyearn	S01004301 Spey Bay, Nether Dallachy, Enzie and Slackhead	S01004255 Glenlatterach, Thomshill, Fogwatt, Moss of Barmuckity	S01004285 East Kinloss
S01004235 Tomnavoulin, Knockandhu, Belleheiglash, Bridge of Avon, Marypark, Cragganmore, Inveravon and Kirkhill	S01004274 Blinkbonny, Dyke, Mains Of Moy, Cloddymoss and Kintessack	S01004290 Slate Haugh and Drybridge	S01004253 Newmill, Burn of Aultmore and Garraiburn
S01004262 Barnhill, Mains of Burgie, Kellas,	S01004313 Lochill, Darkland North and Urquhart	S01004281 Berryhillock, Milton, Kirkton of Deskford and Craibstone	S01004241 Dandaleith and Craigellachie
S01004257 Longmorn, Clackmarras, Whitereath, Altonside, Orblistone and Dipple	S01004319 Garmouth, Blinkbonnie and Kingston	S01004330 Cunningston and Roseisle	S01004272 Forres Forbeshill

16.8 Appendix 8 – National Frameworks for Change

16.8.1 Achieving Our Potential (2008)

Key Principles

- A focus on tackling the causes as well as the symptoms of poverty.
- An approach that improves the internal capacity of disadvantaged individuals to lift themselves and their families out of poverty by developing their resilience, while also seeking to tackle the structural barriers (such as market failures, unresponsive public services or prejudice and discrimination) that prevent some people from accessing the opportunities available to others.
- A focus on early intervention and prevention wherever possible – to break the cycle of disadvantage.
- A focus on providing work for those who can work, alongside support for those who can't – this should of course be sustainable work that lifts households out of poverty and provides real personal development opportunities.
- A conviction that everyone – regardless of their circumstances – should be supported to achieve their potential.
- The need for gendered analyses - and, where necessary, gendered approaches.
- Targeted support for the most disadvantaged – but within a framework of universal service provision and a minimum 'offer' that we expect everyone to be able to access.
- The promotion and adoption of partnership working and seamless service provision which effectively connects with individuals and successfully moves them through the system (with service providers focusing on what they do best and then passing people on) in order that, as far as is feasible, they make progress at every stage and do not become stuck in the 'revolving door' of support services, circulating in and out of poverty or work.
- Delivery of sustained, holistic, personalised support which is client rather than provider-focused and equips individuals to sustain themselves into the future.
- The adoption of policies and services that are founded upon user involvement, consultation with people experiencing poverty, and community engagement and empowerment, so that policies and practice are informed by the real experience of those whom we are trying to help.
- Achievement of the right balance between closing the gap/tackling inequality and helping the very poorest in society.
- The development of more active public engagement around poverty in Scotland as an issue which should concern us all and which requires action from the private as well as the public and third sectors.

16.8.2 The Early Years Framework (2008)

The Vision

Children

Children and families are valued and respected at all levels in our society and have the right to have their voices sought, heard and acted upon by all those who support them and who provide services to help them.

- Children with disabilities and from minority communities have their individual needs recognised and responded to.
- Children grow up free from poverty in their early years and have their outcomes defined by their ability and potential rather than their family background.
- Children have good infant nutrition and a healthy diet.
- Children are not harmed by alcohol, tobacco or drugs during pregnancy.
- Children have a safe and warm place to stay.
- Every child fulfils their potential as a successful learner, confident individual, effective contributor and responsible citizen. Every child has access to world class learning and healthcare services that meet their individual needs and which promote resilience and wellbeing.
- Children have safe, stable, stimulating and nurturing relationships with parents that develop resilience and a sense of security and trust in the relationship. Where birth parents are unable to provide those conditions, children are entitled to expect the state to move swiftly to address these needs, including alternative care that fulfils these requirements.
- Children and families are given the support they need to help them build resilience and confidence about dealing with their problems themselves, wherever this is possible, and to have the confidence to approach services for help where this is needed.
- Young children are protected from harm and have their rights respected. Children have their welfare put at the centre of decisions made by parents and services, including adult and community services.
- Children are entitled to take part in physical activities and to play, including outdoors, and have an opportunity to experience and judge and manage risk.
- Transformational change is needed in order to deliver the vision and a step change in long-term outcomes. The sections below set out what transformational change would look like in relation to parents, including anyone who plays a parental role in the life of a child, communities and the workforce.

Parents

- Parents are given appropriate support to help them understand the responsibilities and sustained commitment associated with bringing up a child and to develop the

skills needed to provide a nurturing and stimulating home environment free from conflict.

- Parents have access to world-class antenatal, maternity and postnatal care that meets their individual needs.
- Parents are involved in their children's learning and are given learning opportunities that will help them support their child's learning and development.
- Parents are supported to access employment and training to help reduce the risk of child poverty, including through the provision of flexible, accessible and affordable childcare.
- Parents and children have integrated support from services to meet a range of needs they may have. This includes help for parents to develop relationships to their child and to address stresses which may impact on their ability to perform their parenting role.

Communities

- Children, young people and families are regarded as assets to our communities.
- Communities accept the benefits of play for children and encourage play.
- Communities feel empowered and responsible about supporting children and families and parents take responsibility for their children.
- Communities are enabled to develop their own aspirations and challenged to deliver their own outcomes.

Services

- Historic cycles of poor health, poor attainment and other inequalities are broken by shifting the balance of support from crisis intervention to prevention and early identification and intervention.
- Universal services are empowered and confident about identifying needs and assessing risks. Service providers use their skills to address individual needs and bring in more specialised support where that is necessary.
- All services for children, young people and families are planned and delivered in an accessible, flexible and affordable way where providers feel confident about working together to provide a holistic service and sharing information to bring about improved outcomes for all.
- Services are ready and able to deal with children and families whatever their circumstances. All service providers engage with service users and the wider community to ensure that their needs are identified, assessed and addressed.
- Access to services is not restricted by disability or additional needs, by ethnicity or language, by where people live or their social or economic circumstances.

- All service providers develop and implement services which take account of and learn from research evidence and evaluation, best practice and the outcomes from pilot and test projects.

Workforce

- Children and families are supported by a workforce that is highly skilled, well trained, appropriately rewarded, well supported, highly valued by all and with attractive career paths.
- All those who work with children in the early years, whether in the statutory, voluntary or private sectors, are committed to delivering the highest quality provision for children and families. They are outward looking; confident about working together across organisational and professional boundaries; share information and resources; and have strong interpersonal skills and understanding of relationships.
- Those who work with children and families in the early years are committed to their own continuous professional development to improve their knowledge and skills. Employers provide resources, advice and support to deliver this effectively.
- People working in adult services recognise the contribution they can make to outcomes for young children and make this a priority within their service planning and delivery.

16.8.3 The Equally Well Framework

Priorities

The following priorities have been identified by the Task Force for health inequalities to reduce inequalities in healthy life expectancy and wellbeing generally:

- 1) Children's very early years, where inequalities may first arise and influence the rest of people's lives.
- 2) The high economic, social and health burden imposed by mental illness, and the corresponding requirement to improve mental wellbeing.
- 3) The "big killer" diseases: cardiovascular disease and cancer. Some risk factors for these, such as smoking, are strongly linked to deprivation.
- 4) Drug and alcohol problems and links to violence that affect younger men in particular and where inequalities are widening.