



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 8 JUNE 2022**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO MARCH
2022**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND
ORGANISATIONAL DEVELOPMENT)**

1. REASON FOR REPORT

- 1.1 To inform the Committee of the performance of the service for the period to 31 March 2022.
- 1.2 This report is submitted to the Committee in terms of section III (D) (1) of the Council's Scheme of Administration in relation to the functions of the Council as an Education Authority.

2. RECOMMENDATION

2.1 It is recommended that Committee:

- (i) **scrutinises and notes performance in the areas of Service Planning, Service Performance and other related data to the end of March 2022;**
- (ii) **notes the actions being taken to improve performance where required.**

3. BACKGROUND

- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

4. SERVICE PLANNING

- 4.1 Each service plan sets out the planned strategic and service level priorities and outcomes it intends to deliver in the coming year aligning closely with financial planning, corporate and community planning partnership strategic priorities. This report provides an interim update on progress on the service plan, key outcomes and performance indicators. Committee is invited to review progress to secure assurance that is satisfactory and to provide scrutiny and further direction where performance requires attention.

- 4.2 The narrative included is by exception, links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

| SERVICE PLAN PRIORITIES | | RAG |
|---|--|------------|
| STRATEGIC LEVEL | Improved attainment at both the Broad General and Senior Phase | 81% |
| SERVICE LEVEL | Curriculum | 47% |
| | Learning, Teaching and Assessment | 44% |
| | Leadership | 75% |
| | Supporting All Learners | 73% |
| | Self-evaluation for Self-improvement | 79% |
| OVERALL PLAN PROGRESS | | 65% |
| <p>Comment Service Plan - Annual progress is measured by milestone achievements, with due dates aligning with the academic year (June 2022). At this point of the reporting year satisfactory progress has been made against the majority of actions, however some acitons have not progressed due to staffing challenges.</p> <p>Performance Indicators - Majority of indicators show a positive trend on previous performance and against targets, including 2020/21 LGBF indicators.</p> | | |

SERVICE PLAN PI'S

| Category | Count |
|------------------|-----------|
| Achieving Target | 7 |
| Within Target | 4 |
| Below Target | 1 |
| Data Only | 9 |
| Total | 21 |

- Achieving Target
- Within Target
- Below Target
- Data Only

- Strategic Outcomes - successes**
- 4.3 Work continues to progress on improving attainment at both Broad General and Senior Phase levels. Development of resources to support data literacy and analysis including sharing of key data sets in relation to Achievement of Curriculum for Excellence Levels (ACEL) and Senior Phase attainment continue. Sessions on Insight, the Senior Phase Benchmarking Tool, for school leaders, central officers and partners across Moray are currently being delivered by Education Scotland. Further work will include Curriculum sessions in June to maximise curriculum offer and attainment / tariff awards available from enhanced supports. ACEL early indication data and June predictions collected have been used to support and challenge school target setting. (Action EDU STRAT 2.1 and 2.3)
- 4.4 Senior Phase 2020-21 leaver attainment results were published at the end of March through Insight. Moray results show an improving trend across the majority of key national indicators, including literacy and numeracy, positive leaver destinations and accumulated tariff points. However, in a number of the key indicators Moray continue to perform below that of our virtual comparator and nationally. A full report on the school leaver attainment data has been submitted to this committee by the Quality Improvement Manager for Performance, titled Analysis of Secondary School Leaver Attainment 2020-21. In addition an Education Public Performance Report (PPR) 2020-21 is available on the Moray Council website, providing further breakdown of school performance data including attainment, leaver destinations, attendance and exclusion, and staying on rates at an ASG level. (Indicators EdS412.25, 413.01, 413.01a-c, 413.11, 413.12, 099a-b and CHN4, 5, 11)
- 4.5 Development of a post-Covid Parental Engagement Strategy has been prepared with strong links to key national and local priorities including the Raising Attainment Strategy. The draft strategy is currently out for consultation with central officers, after which it will go to the Parental Involvement and Engagement (PIE) strategy group for consideration. Further work continues to support the strategy with schools providing information to highlight aspects of PIE that can be included in the strategy, and an online

page will be developed where practitioners can share learning. (Action EDU STRAT 2.4)

Strategic Outcomes – challenges and actions to support

- 4.6 Collaborative working across the Community Planning Partnership has been a priority, with the central team successfully supporting a wide range of groups across the partnership. However, staffing challenges and increased demands on the team have impacted on officer time and availability for core education work. This has been carried forward as an action in the 2022-23 Service Plan but consideration of partnership tasks will be RAG rated based on priority and level of engagement required from Education. (Action EDU STRAT 2.2)
- 4.7 The majority of education service Local Government Benchmarking Framework (LGBF) indicators for 2020-21 show Moray has improved performance compared to the previous year. However the pace of improvement has not been enough to pull Moray out of the bottom quartile for performance in a number of indicators. These include ACEL rates for Numeracy across P1, P4 and P7 combined of 68%, ranking Moray 29th; the percentage of senior phase pupils gaining 5 or more awards at Level 6 increased to 33%, behind the national average of 41%, ranking Moray 27th. Average tariff points achieved by leavers increased to 885, remaining well behind the national average of 972, ranking Moray 26th; positive leaver destination rates improved by 1% to 94.1%, however nationally the rate increased to 95.5%, leaving Moray ranked 29th. As noted in para 4.3 above there is a focus on raising attainment at both broad general and senior phase, with particular attention on ACEL and Insight data to drive improvement across attainment indicators. Evidence of improvement was highlighted to this committee through the Initial attainment report for 2020-21, submitted to committee on 24th November (item 7 of the agenda), with improvements noted for cohorts across secondary schools. (Indicators CHN5, 11, 12a and 13b).

Service Level Outcomes - successes

- 4.8 Moray is progressing Learning and Teaching through pedagogical developments and digital approaches. Work continues with central officers around Play Pedagogy and Our Moray Standard, developing a shared standard / understanding of expectations around key areas of Learning and Teaching. The Pedagogical Plan for 2022-2023 is being developed, including dedicated time at in-service for Primary schools to engage. Currently 17 schools are engaging with the Early Years Education Service teachers and positive feedback is being received from all about personalisation of approach. Links with the SEBN service to investigate where Play fits are also being considered. Digital approaches to learning and teaching are being further promoted through Digital Schools Award Scotland (DSAS), with 16 schools now having registered for the awards. Ongoing work to promote use of digital approaches to enhance teaching and learning are being highlighted through Quality Assurance visits with evidence of schools building on work undertaken during Covid-19 lockdowns. (Actions EDU SERV LTA 2.1, 2.4 and 2.5)
- 4.9 Good progress continues in the actions around Leadership and professional development. The redrafted Professional Learning Strategy is being discussed with the Senior Leadership Team (SLT) and Professional Learning and Leadership (PLL) Working Group with a finalised draft to go to the Local Negotiating Committee for Teachers (LNCT) in June 2022 then brought to

Committee. Revised GTCS Professional Standards have been shared and plans are being drawn up to support senior staff in working with the revised standards. There will be a number of toolkits to support the strategy which will provide practitioners with further information and support. (Actions EDU SERV L3.1-3.4)

- 4.10 The initial draft of the Supporting All Learners (SAL) strategy has been presented to the core SAL Strategic group. A second and third draft with amendments was presented to Headteachers and Central Officers for further consultation. Final consultation with children, young people parents and partners will be undertaken by the core SAL strategic group members and their departments in term 4 with a finalised version to be presented to LNCT at the end of the term. The strategy will then be launched in Term 1 and 2 in session 2022-23. A further three schools have achieved either a Gold or Silver Rights Respecting School Award (RRSA), recognising schools work in empowering children to promote and embed children's rights into the ethos and culture of their school and extending this in to the community. Currently 86% of Moray schools are engaged in the RRSA programme. A number of Education policies and guidelines have been reviewed and updated in line with UN Convention of the rights of the child (UNCRC) and "The Promise", these include our School Child Protection Guidelines, Flexible Education Guidance and Morays' Anti-Bullying policy. (Actions EDU SERV SAL 4.1-4.5)
- 4.11 Schools continue to be supported in preparation for HM Inspectors 'recovery' visits, where the focus is on the response to the impact of the COVID pandemic and sharing emerging data / practice that can support schools in the recovery process. Officers are engaged in a number of working groups locally and nationally where shared experiences and approaches in dealing with the pandemic and supporting wellbeing for all have enabled us to consider our next steps post pandemic. All Early Learning Centres (ELC) are meeting legislative requirements in offering 1140 hours to families and children of 3 and 4 year olds. Of the 63 ELC providers 55 (87%) are meeting national standards across Care Inspectorate quality themes. The remaining eight ELC providers' not meeting standards have subsequently achieved Key question 5 requirements at grade 4 or above. Care Inspectorate are now resuming scrutiny across all quality themes, the eight outstanding services would expect to be scrutinised over the course of 2022-23. (Actions EDU SERV SELF 5.1-5.3)

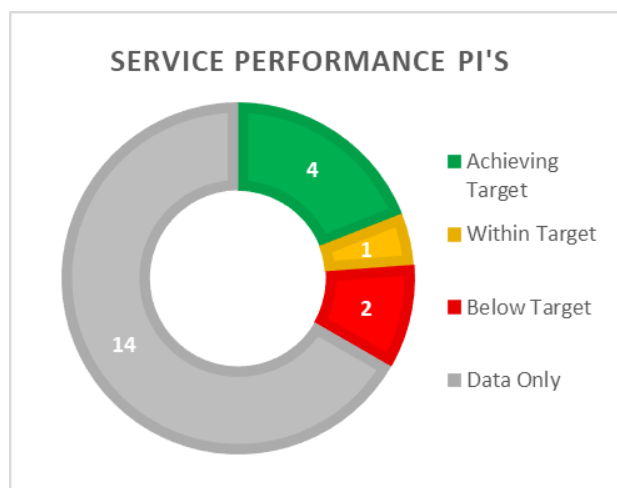
Service Level Outcomes – challenges and actions to support

- 4.12 Actions around the Moray Learner Pathways, BGE Curriculum development (literacy and numeracy focus) and curricular transition approaches have not progressed as planned due to ongoing staffing challenges within the Quality Improvement Team. Revised Curriculum and consortia arrangements are to be planned following pan-authority discussions post-Insight sessions (noted in 4.3 above). These will be facilitated by the Quality Improvement Manager for Performance and Education Scotland working in partnership to further review timetabling structures, curriculum offer and consortia working. The Quality Improvement Officer for Senior Phase Curriculum post was appointed but the candidate was successful in appointment for another Senior Leadership role in Moray. The Curriculum post is to be reviewed and these actions have been carried forward to the 2022-23 Service Plan. (Actions EDU SERV C1.1, 1.2 & 1.4)

- 4.13 Some Learning and Teaching actions around strengthening approaches to assessment and moderation and supporting practitioner pedagogical developments in line with GTCS standards have been delayed due to staffing challenges. An officer is now in post and progress is being made across these actions including the development of Moray Moderation Guidance and the delivery of awareness training around current pedagogical developments that are carried forward to the 2022-23 Service Plan. (Actions EDU SERV LTA2.2 & 2.3 Indicator CHN18)
- 4.14 Initial work on strengthening Curricular Health and Wellbeing (HWB) offer across Moray has progressed this reporting period, however the action has been delayed due to staffing vacancies. An officer is now in post and has commenced reviewing the Curricular HWB offer, this includes providing appropriate training and teaching materials. This action will progress over term 4 of the academic year and be reported as part of 2022-23 Service Plan. (Action EDU SERV SAL4.2)

5. SERVICE PERFORMANCE

- 5.1 In line with the Performance Management Framework, operational performance is reviewed quarterly by departmental management. Areas performing well and/or areas subject to a decreasing trend or where benchmarking results show performance significantly below comparators will be reported to this committee for member scrutiny. Regular attainment reports are presented at Committee as and when local and national data is available.
- 5.2 Initial publication of 2020-21 Local Government Benchmarking Framework Indicators in February 2022 will be refreshed in early June. The full suite can be viewed within the Background Papers section of this report. . Published indicators for this service have been incorporated within the relevant section of this report depending on whether results are used to evidence progress against strategic, service level or operational priorities.
- 5.3 The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.



Operational Indicators - successes

- 5.4 Moray have improved or maintained performance across a number of Local Government Benchmarking Framework (LGBF) education indicators for 2020-21. The percentage of adults satisfied with local schools has improved, with the rate of satisfaction increasing to 77%, well above the national figure (71.8%) and ranking Moray 10th overall. The percentage of children meeting developmental milestones (early years) continues to be high with 96% meeting expected levels in 2020-21, exceeding the national average (85.1%) and ranking Moray 3rd in Scotland. (Indicators CHN10 and CHN17)

Operational Indicators - challenges

- 5.5 Attainment measures for average total tariff scores for pupils in senior phase by Scottish Index of Multiple Deprivation (SIMD) quintile, show Moray performing below the national average in four of the five SIMD quintiles. Moray pupils from SIMD quintile 1 areas (20% most deprived areas in Scotland) perform well with an average 897 tariff points achieved in 2020-21, ranking Moray 3rd in Scotland. However, average tariff points achieved across SIMD quintiles 2 to 5 are below the national average, with Moray ranked in the bottom quarter of Scottish local authorities for each SIMD quintile. As noted in paragraph 4.3 above, tariff points is a key priority within Curriculum and current Insight training with education staff is focused in enhancing the curriculum offer and maximising tariff points for all senior phase learners. (Indicators CHN12c-f)

6. OTHER PERFORMANCE RELATED DATA

Complaints & MP/MSP Enquiries

- 6.1 In line with the Performance Management Framework, complaints are reviewed quarterly by departmental management in terms of time taken to respond, outcome and learning points. Detailed tables can be accessed within the Background Papers section of this report.
- 6.2 A total of 40 complaints were received during the second half of 2021/22 with 34 complaints closed. Of those, 24 were at frontline stage (60%), four being upheld, three with resolution agreed and 17 not upheld. The average time to resolve frontline complaints was 5 working days, with 15 of the 24 frontline complaints responded within the 5 working day target.
- 6.3 Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. A total of 10 investigative / escalated complaints were closed in the second half of 2021/22, with three complaints upheld, three partially upheld and four were not upheld. The average time taken to resolve investigative complaints was 20 days, achieving the 20 working day target. Five of the complaints were resolved within the 20-day timescale, of the five not resolved within timescale four were granted an extension.
- 6.4 Complaints range across nursery, primary and secondary settings and of the 10 upheld or resolution agreed related mainly to process/procedure and staff reinforcement.
- 6.5 A total of 30 MP/MSP enquiries were received during the second half of 2021/22, with all enquiries resolved. During the full year a total of 51 MP/MSP complaints were received, a reduction on the 77 received in 2020/21.

Other Performance (not included within Service Plan)

6.6 No information to report.

Case Studies

6.7 No case studies available for this report.

Consultation and Engagement

6.8 Regular meetings of the Local Negotiating Committee for Teaching staff have taken place as well as the Moray Parent Forum.

7. SUMMARY OF IMPLICATIONS

(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))

Performance measurement is used to ensure the efficient and sustainable delivery of services to meet the Council's priorities in both the Corporate Plan and the LOIP.

(b) Policy and Legal

The Council has a statutory requirement to publish a range of information that will demonstrate that it is securing best value and assist in comparing performance both over time and between authorities where appropriate.

(c) Financial implications

None.

(d) Risk Implications

None.

(e) Staffing Implications

None.

(f) Property

None.

(g) Equalities/Socio Economic Impact

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

(h) Consultations

The Head of Education (Chief Education Officer), Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, Legal Services, the Equal Opportunities Officer, and Lissa Rowan, Committee Services Officer have been consulted with any comments received incorporated into this report.

8. CONCLUSION

8.1 **As at 31 March 2021, overall progress against the service plan for 2021/22 was 65% complete, slightly behind schedule for the academic year. Actions subject to slippage have been impacted by staffing challenges within the Central Team. Outstanding actions at the end of the academic year will be reviewed for 2022/23.**

Author of Report: Neil Stables, Research & Information Officer
Background Papers: [Service Plan Actions](#)
[Performance Indicators](#)
[Public Performance Report 2020-21 \(PDF\)](#)
[LGBF Indicators](#)
[Service Complaints](#)
Ref: SPMAN-1315769894-298