REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES COMMITTEE ON 14 MAY 2024

SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO 31 MARCH 2024

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 2024

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 performance in the areas of Service Planning, Service Performance and other related data to the end of March 2024; and

(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 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, however links to Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.

4.3 Unlike other services' Service Plans the Education plan is reported by School Term as an alternative to quarters. Strategic and Service Level progress within this report reflects progress made during Terms 2 and 3 (October – March) of the current school year.

SERVICE PLAN PRIORITIES		RAG
STRATEGIC LEVEL	Improved attainment at both the Broad General and Senior Phase	75%
SERVICE LEVEL	Curriculum	73%
	Leadership	73%
	Learning, Teaching and Assessment	74%
	ASN Review	95%
OVERALL PLAN PROGRESS		76%

Comment

Service Plan: Annual progress is measured by milestone achievements, as at the end of term 3 (quarter 4) progress was at 76%. The majority of actions are on target, although three actions around the ASN Review are overdue, albeit are well progressed and are expected to be completed by academic year end.

Performance Indicators: ACEL data for 2022/23 shows improvement on previous year in Literacy and Numeracy, across primary and secondary. Initial 2022/23 LGBF results also shows increase in the participation rate of 16-19 year olds, while overall average total tariff points achieved has Moray remaining in the bottom quartile of local authorities.

SERVICE PLAN PI'S

- Achieving Target: 6
- Within Target: 3
- Below Target: 1
- Data Only: 5
- Data not available: 0

Total: 15

Strategic Outcomes - successes

4.4 Development of both the Moray Literacy Strategy and Moray Numeracy Strategy remain on timescale. A draft Literacy Strategy has been prepared and is ready for consultation. Future action plan being drawn up in order to ensure sustained action to support schools and Early Learning and Childcare (ELC) settings engage with the Strategy. First draft of Moray Numeracy Strategy complete with edits and updates for wider feedback from Improvement Group. Quality Improvement Officer regularly attending national network meetings and sharing messages and updated guidance to inform group. (Action EDU 2023-24 CUR 1.7 & 1.8)

4.5 Review of Moray approaches to strengthening tracking and monitoring of learner attainment and achievement has continued over the last two terms, including further development of AnalyseM at secondary stage. Further work on moderation practices also continuing, with development drop-ins and network meetings planned at local authority level. National Standardised Assessment (NSA) training undertaken with further sessions to be confirmed with NSA trainer regarding term 4 activities. (Action EDU 2023-24 LTA 1.7 & 1.8)

4.6 The initial review of Additional Support Needs (ASN) training across staged intervention levels, working with teaching and support staff to ensure they are fully equipped, has progressed well over the academic year to date. Education core training programme has been agreed in line with the Moray Staged Intervention model. Training and development programmes created to support

universal level inclusive practice, mandatory for all Moray Education staff. Training and development options matched to 'Universal with Support' and 'Targeted' levels identified and resourced to allow ELC and schools to select training in line with their school improvement journey. (Action EDU 2023-24 ASN 1.9)

Strategic Outcomes – challenges and actions to support

4.7   A new ASN allocation model has been created and actioned for session 2024-25. High level information shared at Education Strategic Meetings and Headteacher Briefings and detailed information shared with each ELC and school setting. The effectiveness of the new allocation model will now be reviewed during session 2024-25. (Action EDU 2023-24 ASN 1.1)

4.8   Undertaking ASN 'Visioning' exercises to road map a new provision and delivery model has slipped against an anticipated due date of December. However, the review of ASN service delivery structure has been completed with Central ASN team Principal teachers and priorities for future service delivery identified. Restructure of Social, Emotional and Behavioural Needs (SEBN) and Autism services to be launched for session 2024-25. A review of remaining Central ASN structures (Sensory Education Services and English as an Additional Language teams) now scheduled to take place during session 2024-25. (Action EDU 2023-24 ASN 1.2 & 1.10)

4.9   Moray ranked in the bottom quartile of Scottish local authorities for the Local Government Benchmarking Framework (LGBF) indicator Overall Average Total Tariff. The indicator measures the average total tariff score for pupils in the senior phase, where tariff points are accumulated by individual pupils for all eligible qualifications that are the latest and best in a subject. The average total tariff achieved for Moray 2022-23 leavers was 830, below the national average (915) and the benchmarking family average (877). The number of qualifications and units available for a young person to complete varies significantly due to the number of different curriculum structures there are across Scotland, and as such care has to be taken in comparing performances. Work on curriculum choice and innovations, working with Education Scotland in collaboration with Moray Secondary Schools and an ADES-Education Scotland Collaborative Improvement event focused on Senior Phase Curriculum will progress further work on curriculum design for strengthened consortia working and senior phase offers to improve scoring. Further analysis on 2022-23 school leavers attainment is also provided to this committee by the Quality Improvement Manager, with the Analysis of Secondary School Leaver Attainment 2022-23 report. (PI CHN12a and Action EDU 2023-24 CUR 1.9)

Service Level Outcomes - successes

4.10   The ten Moray Improvement Groups (MIGs), including the Moray Curriculum Strategy Group, are now established with a regular calendar of meetings and reporting structure agreed. Recognition that certain MIG's have made more progress due to capacity issues in the system, this is being followed up by the Quality Improvement Manager. Transition Strategy for Nursery to Primary 1 pupils has been finalised and will be ratified through the Local Negotiating Committee for Teachers (LNCT), with a parent version of the strategy also developed will be reviewed by the MIG.   (Action EDU 2023-24 CUR 1.3 and 1.5)

4.11   Work continues on strengthening moderation in the Broad General Education in further improving practitioner confidence in teacher judgements for learner level achievement. The Quality Assurance and Moderation Support Officers (QAMSO) network has been re-established for term 4, with drop-in and support sessions offered to colleagues. Achievement of Curriculum for Excellence Levels (ACEL) early indications for 2023-24 have been gathered, with follow up sessions at school level by Quality Improvement team planned. Looking forward to session 2024-25 a network programme is currently being agreed.(Action EDU 2023-24 LTA 1.6).

**Service Level Outcomes – challenges and actions to support**

4.12   The review of existing Primary – Secondary curriculum transition arrangements have progressed at a slower pace than planned due to capacity issues. The Moray Improvement Group has met to discuss key approaches and resources to support and improve transition, including linking in with the ELC – Primary transition for common approaches. However, progress has been affected by staffing issues within participating schools. The review will continue to progress as the capacity of school colleagues allows. (Action EDU CUR 1.6)

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 2022-23 Local Government Benchmarking Framework Indicators in February 2024 will be refreshed in early June. The full suite can be viewed using the Dashboard.

5.3   The narrative included is by exception, links to Service Performance Indicators can be accessed within the Background Papers section of this report.
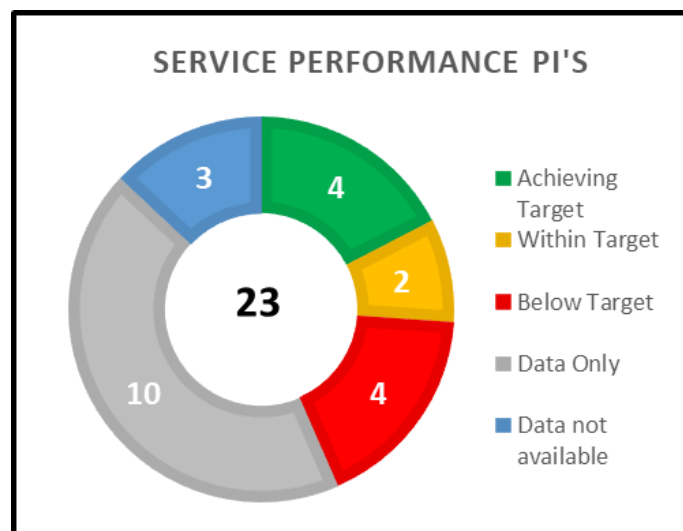
Operational Indicators - successes

5.4 Across Scotland the school attendance rates have declined over the last few years, this is also reflected in Moray. While the overall school attendance rate has fallen, Moray (91%) continues to exceed the national average (90.2%) and the benchmarking family average (90.8%) and remains in the top performing quartile. In Moray, work is underway in schools and centrally in order to strengthen engagement and attendance for identified young people, with use of additional funding where available in a targeted way to support children and young people to attend and achieve. Further detail on attendance rates, as well as exclusion rates and staying on rates for 2022-23, can be found in the Education Public Performance Report link at the end of this report. (PI CHN19a)

Operational Indicators - challenges

5.5 The percentage of funded early years provision which is graded good / better increased marginally to 87.5% for 2022-23, however this ranked Moray in the bottom quartile (25th), behind the national average of 90.1% and below our benchmarking family average (90.7%). Where funded early years settings do not reach grade 4 (good / better), support from the respective Continuous Improvement Officer and Early Years Teaching and Learning Officer to address the recommendations is provided. Significant challenges remain around building and expanding provision, and increasing the workforce, where the sector is faced with shortages in the availability of qualified staff and seeing the average experience level of workforce lowered. (PI CHN18)

5.6 Moray rank in the bottom quartile of Scottish local authorities in four of the five LGBF indicators for total tariff points which are measured across the five SIMD quintile groupings. As noted in para 4.9 above, indicators are based on total tariff and not complementary tariff points, where the curriculum structures of authorities will impact on points available to students through number of qualifications they are able to take.
Ave. Total Tariff SIMD Quintile 1 - Moray 561 / National 658 (Rank 21st)
Ave. Total Tariff SIMD Quintile 2 - Moray 580 / National 781 (Rank 31st)
Ave. Total Tariff SIMD Quintile 3 - Moray 814 / National 905 (Rank 28th)
Ave. Total Tariff SIMD Quintile 4 - Moray 917 / National 1,051 (Rank 30th)
Ave. Total Tariff SIMD Quintile 5 - Moray 974 / National 1,264 (Rank 29th)
(PI's CHN12b-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 with the Background Papers section of this report.

6.2 A total of 49 complaints were received during the second half of 2023/24 with 32 complaints closed. Of those closed, 13 were at frontline stage (37%), with four upheld, one partially upheld and the remaining eight not upheld. The average time to resolve frontline complaints was 6 working days, with 6 of the 13 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 19 investigative / escalated complaints were closed in the second half of 2023/24, with two upheld, six partially upheld and eleven not upheld. The average time taken to resolve investigative / escalated complaints was 29 days. Three of the complaints were resolved within the 20 day working timescale, with a further four completed within extension timescales. A total of eleven complaints required extensions due to the time needed to investigate.

6.4 Of the 32 complaints resolved just over two thirds (22) were at primary school, eight at secondary and two for the Central Education Team. The majority of complaint types were recorded as Other (26), while four were process / procedure, one against staff and one for bullying concerns.

6.5 Over the reporting period common complaint issues within Education included concerns with the action taken against bullying across various schools. There have also been incidents where staff have made inappropriate comments, and also concerns raised about data protection with regards to photographing children in schools and anti-social behaviour outside of a school building. There have also been concerns from parents of ASN children who do not feel they are receiving adequate support, and a perceived lack of understanding of needs.

6.6 A total of 15 MP/MSP enquiries were received during the second half of 2023/24, with all enquiries resolved. During the full year a total of 40 MP/MSP enquiries were received.

Other Performance (not included within Service Plan)
6.7 No information to report.

Case Studies
6.8 No case studies available for this report.

Consultation and Engagement
6.9 No information to report.

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 Caroline O'Connor, Committee Services Officer have been consulted with any comments received incorporated into this report.

8. CONCLUSION

8.1 As at 31 March 2024, overall progress against the service plan for 2023/24 was 76% complete, with the majority of actions scheduled to be completed by the end of the 2023/24 academic year. Actions which have been subject to slippage are mainly around the ASN review, however these actions are still anticipated to be complete by the end of Term 4 2023/24.

Author of Report: Neil Stables, Research & Information Officer
Background Papers: Service Plan Actions
Service Plan Performance Indicators
Service Performance Indicators
Service Complaints
Public Performance Report (Education)

Ref: