



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 7 JUNE 2023**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO MARCH
2023**

**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 2023
- 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 2023; and**
- (ii) **notes the actions being taken to improve performance where required.**

3. BACKGROUND

- 3.1 On 7 August 2019, the 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.

SERVICE PLAN PRIORITIES		RAG
STRATEGIC LEVEL	Improved attainment at both the Broad General and Senior Phase	84%
SERVICE LEVEL	Curriculum	89%
	Leadership	88%
	Learning, Teaching and Assessment	88%
	Supporting All Learners	70%
	Self-evaluation for Self-improvement	80%
OVERALL PLAN PROGRESS		84%
Comment		
<p>Service Plan - Annual progress is measured by milestone achievements, with due dates aligning with the academic year (June 2023). At the end of this reporting year satisfactory progress has been made against the majority of actions, where competing work pressures and priorities have impacted action progress these actions will remain active for 2023/24.</p> <p>Performance Indicators - Revised suite of indicators and targets agreed linked to Core Stretch Aims. Initial LGBF data for 2021/22 shows improvement for Moray, however performance remains below national rates in a number indicators.</p>		

SERVICE PLAN PI'S

Category	Count
Achieving Target	2
Within Target	3
Below Target	0
Data Only	3
Data not available	9
Total	17

- Achieving Target
- Within Target
- Below Target
- Data Only
- Data not available

Strategic Outcomes - successes

- 4.3 Work continues to progress on improving attainment at both Broad General and Senior Phase levels. As requested by Scottish Government and Education Scotland guided by the Framework for Recovery and Accelerating Progress, Stretch Aims have been set in discussion with both organisations, and provide a basis for measurement and review, to guide improvement activities moving forwards across the service. The suite of indicators and targets were agreed by this Committee on 25 January (item 11 of the Minute refers), covering Achievement of Curriculum for Excellence Levels (ACEL), Senior Phase and Health and Wellbeing indicators. Initial targets have been set for 2023 with stretch aim aspirational targets projected up to 2026. (Actions EDU STRAT 2.1 and 2.3)
- 4.4 Senior Phase 2021-22 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. While Moray performed above our virtual comparator and the national results in some of the key indicators, further progress is still required across the leaver attainment and breadth and depth measures for Moray to continue to close the gap across the suite of attainment indicators. A full report on school leaver attainment (2021-22) was submitted to this committee on the 19 April 2023 (item 11 of the Agenda refers). In addition, the Education Public Performance Report (PPR) 2021-22 has been published on the Council website, providing detailed school performance data to include attainment, leaver destinations, attendance and exclusion and staying on rates at an ASG level. (Action EDU STRAT 2.1-2.4 / PI's EdS099a, EdS413.11 and CHN11)

4.5 As part of implementing iMPact Moray Strategy all secondary schools continue to engage with the SCQF Ambassador programme, with schools reviewing SQA catalogue for wider qualifications and accreditation options for students. Seven of eight Secondary Improvement Model (SIM) visits have now been completed, final visit due in term 4. Primary Visits are almost complete with focus on Quality Indicator (QI) 2.3 Learning, teaching and assessment with self-evaluation and moderation due to take place in term 4 across the visit programme. Roll-out of Progress and Achievement and wider tracking for ACEL continues with 77% of primary schools reached, the roll out will be completed in term 4 in advance of ACEL census in June 2023. (Action EDU STRAT 2.2 and 2.3)

Strategic Outcomes – challenges and actions to support

4.6 2021/22 LGBF results for ACEL at primary stage show Moray have improved on the previous year for both Literacy and Numeracy. The rate of improvement was on par with the National performance for Numeracy, however Moray were behind that for Literacy. For both LGBF indicators Moray ranked in the bottom quartile of Scottish local authorities:

- % pupils P1/ P4 / P7 achieving expected level in Literacy – Moray 65.1% / National 70.5% (Rank 27th)
- % pupils P1/ P4 / P7 achieving expected level in Numeracy – Moray 71.8% / National 78% (Rank 30th)

Committee acknowledged the work underway by Education in addressing identified areas of underperformance following submission of the 2021/22 ACEL assessment analysis on 25 January (item 11 of the Minute refers). 2022/23 ACEL early indication data and June predictions are currently being collected and will be used to support and challenge school target setting. (Action EDU STRAT 2.1 and 2.3 / PI's CHN13a and CHN13b)

Service Level Outcomes - successes

4.7 Curriculum actions have progressed well this academic year. The roll-out and implementation of Moray Curricular Progressions from Early Learning and Childcare (ELC) settings to senior phase are now well established and have been expanded to trial RME, social studies and modern languages – feedback from schools trialling has been very positive. The majority of primary schools are engaging and working with Moray Play and responsive planning approaches, with further training scheduled over the last term. Numeracy, Literacy and Health and Wellbeing early level progressions will support pre-school children transition into P1. The development of Literacy and Numeracy strategies previously delayed due to staff absences, have progressed with information gathering and review complete and a working group established to take forward and develop the strategies. (Action EDU STRAT CUR 1.1, 1.2 and 1.5)

4.8 Actions around Learning, Teaching and Assessment are on schedule or have completed. Committee approved the Parental Involvement and Engagement Strategy on the 25 January 2023 (para 13 of Minute refers) with a roll out plan and ongoing support in place. The Steering Group have devised a case study template to capture work throughout Moray and agreed to champion within Associated School Groups. Development of play pedagogy across ELC and

primary continues with support and challenge from Quality Improvement Officer visits, with key messages informing next steps for a child centred pedagogy. (Action EDU STRAT LT&A 2.5 and 2.6)

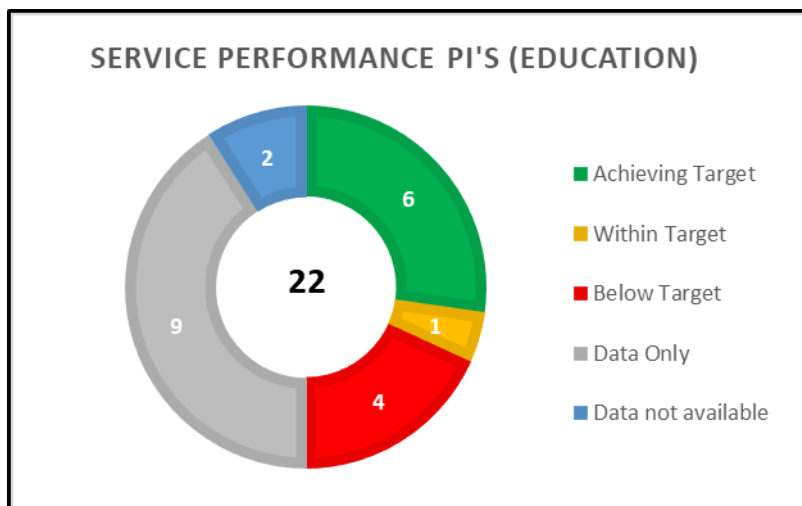
- 4.9 Secondary Improvement Model (SIM) visits have taken place involving a team of QIO/QIM staff and SIM partner school staff. Reports outlining key findings including key strengths and areas for development have been issued to participating schools. Findings used to inform school improvement, supplementing school self-evaluation evidence. Positive feedback has been received on approach taken and rigour of triangulation and depth of visit reporting. A programme of primary school visits for session 2023/24 is to be planned this term, building on the positive work carried out in the Secondary Improvement Model. (Action EDU SERV SELF-EVAL 5.1 & 5.2)

Service Level Outcomes – challenges and actions to support

- 4.10 An updated Professional Leadership and Learning (PPL) Strategy was approved at this committee on the 25 January 2023 (para 12 of the Minute refers). Work to refresh and roll out plan from February 2023 onwards has been delayed due to competing workload priorities, this will be carried over to the 2023/24 service plan. Activities around professional leadership and learning are ongoing with resources being updated and added to for practitioners, including 12 toolkits added to the Moray Education PLL SharePoint site. (Action EDU SERV LEADER 3.1 - 3.6)
- 4.11 As part of the roll-out and implementation of the Supporting All Learners Strategy, the development of the nurture rubric has not progressed as anticipated, with work now planned to take place over term 4. Recruitment to the post of a Virtual School Head Teacher (CECYP) to lead projects building on the five foundations of 'The Promise' was unsuccessful and will be re-advertised. Further work on strengthening the Curricular Health and Wellbeing offer across Moray has not progressed during term 3 due to the number of Support and Challenge school visits undertaken by officers. This work will be carried forward to the 2023/24 service plan. (Action EDU SERV SUPPORT ALL 4.1, 4.3 and 4.4)

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 2021-22 Local Government Benchmarking Framework Indicators in February 2023 will be refreshed in early June. The full suite can be viewed using the [My Local Council](#) tool.
- 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. In 2021/22, 79.3% of adults surveyed were satisfied with local schools (2018-21), an increase of 2.3% on the previous year and above the Scottish average of 74.5%. Biennially reported, attendance and exclusion shows Moray improving on previous years' performance and meeting local targets. Overall attendance and Looked After Children attendance rates report Moray being ranked as 6th and 11th respectively. Exclusion rates have fallen sharper in Moray than across Scotland over the two year reporting period, however rates remain above the national average for both overall and LAC pupils. (PI's CHN19a-b, CHN20a-b and CHN10)

Operational Indicators - challenges

- 5.5 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. Only students from SIMD quintile 1 (20% most deprived areas) in Moray performed above the Scottish average and achieving a ranking within the top quartile for equivalent SIMD 1 students. It should be noted that the indicators are based on total tariff and not complimentary 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 757 / National 702 (Rank 4th)

Ave. Total Tariff SIMD Quintile 2 - Moray 652 / National 827 (Rank 30th)

Ave. Total Tariff SIMD Quintile 3 - Moray 879 / National 965 (Rank 29th)

Ave. Total Tariff SIMD Quintile 4 - Moray 957 / National 1113 (Rank 30th)

Ave. Total Tariff SIMD Quintile 5 - Moray 1021 / National 1316 (Rank 28th)

(PI's CHN12c-f)

6. OTHER PERFORMANCE RELATED DATA

Complaints and 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.

- 6.2 A total of 27 complaints were received during the second half of 2022/23 with 27 complaints closed. Of those, 10 were at frontline stage (37%), with one being upheld and the remaining 9 not upheld. The average time to resolve frontline complaints was 6 working days, with 6 of the 10 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 17 investigative / escalated complaints were closed in the second half of 2022/23, with one being upheld, nine partially upheld and seven not upheld. The average time taken to resolve investigative / escalated complaints was 28 days, above the 20 working day target. Four of the complaints were resolved within the 20-day timescale, while the majority of the remaining complaints were resolved within 25 working days. The few complaints taking longer required further investigation before a resolution was found.
- 6.4 Of the 27 complaints resolved two thirds were at primary school settings and the remaining third at secondary schools. The majority of complaints related to process/procedure issues (15), while 6 were against staff, 3 for bullying concerns and the remaining 3 categorised as other.
- 6.5 Over the reporting period common complaint issues within Education included administrative shortcomings and issues around the additional support needs of pupils. Quality Improvement Officers have been involved in training school staff on SEEMIS to ensure that the system is used appropriately and sensitive data is up to date and guidelines followed in sharing data. Education officers have also worked closely with Beechbrae to provide Behavioural Support Strategy (BSS) training to staff, while relevant schools have held restorative conversations between staff and pupils where relationships had broken down.
- 6.6 A total of 17 MP/MSP enquiries were received during the second half of 2022/23, with all enquiries resolved. Overall 25 MP/MSP enquiries were received in the reporting year, less than half the number received in 2021/22 (51).

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) Climate Change and Biodiversity Impacts

None.

(i) Consultations

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

8. CONCLUSION

- 8.1 **As at 31 March 2023, overall progress against the service plan for 2022/23 was 84% complete, with the majority of actions scheduled to be completed by the end of the 2022/23 academic year. Actions subject to slippage have been impacted by competing priorities, outstanding actions at the end of the academic year will be reviewed for 2023/24.**

Author of Report: Neil Stables, Research and Information Officer

Background Papers: [Service Plan Actions](#)
[Service Plan Performance Indicators](#)
[Service Performance Indicators](#)
[Service Complaints](#)
[Public Performance Report \(Education\)](#)

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