



**REPORT TO: SPECIAL EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 14 DECEMBER 2022**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO
SEPTEMBER 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 30 September 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) **scrutinise and note performance in the areas of Service Planning, Service Performance and other related data to the end of September 2022; and**
- (ii) **note the actions being taken to improve performance where required.**

3. BACKGROUND

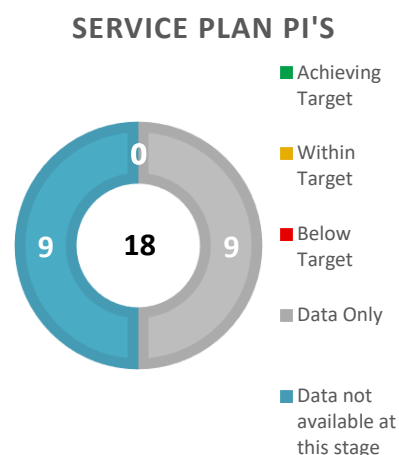
- 3.1 On 7 August 2019, the Moray Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

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	Improving Outcomes for All	69%
SERVICE LEVEL	Curriculum	36%
	Leadership	75%
	Learning, Teaching and Assessment	44%
	Self-Evaluation for Self-improvement	50%
	Supporting all Learners	17%
OVERALL PLAN PROGRESS		50%
Comment Actions Supporting all Learners do not appear to be progressing at the same pace as other priorities.		



Strategic Outcomes - successes

4.3 All actions around improving outcomes for all are well progressed. Stretch Aims in line with National Guidance that link to Broad General Education Achievement of Curriculum for Excellence levels are drafted and subject to further discussion with Education Scotland representatives. Following Head Teacher review, the revised Secondary Improvement Model has been implemented this session. Positive headway has been made in implementing the Impact Moray Strategy with training from a National Improvement Framework Officer delivered, to improve the robustness of teacher professional judgements in the future. Work with a Scottish Government Insight Advisor on interrogation, analysis and benchmarking attainment and achievements of young people took place and discussions with Education Scotland Curriculum Innovation Team on curriculum and roll-out of SCQF Ambassador Programme continues. Targeted focus on supporting Literacy and Numeracy with the Broad General Education lead has seen the development of progression and toolkit for literacy, trialled across pilot schools. Promotion of the Northern Alliance Numeracy Framework continues. A Curriculum Innovation Day was held with all schools, representative school leaders, central team, partners and Education Scotland Curriculum Innovation Team with key projects and work streams being taken forward by partnership leads. (Actions EDU STRAT 2.1, 2.2, 2.4 and 2.6)

Strategic Outcomes – challenges and actions to support

4.4 Nothing to report as all actions are progressing as anticipated within target due dates.

Service Level Outcomes - successes

4.5 Maths, Literacy and Science curricular progressions have been developed and are being trialled by ten primary schools with a presentation to all Head Teachers to highlight the progressions available and those in development or complete. The literacy progression has been shared with Early Learning Childcare officers to plan its use in supporting the curriculum between nursery and primary 1. In considering curriculum and accreditation opportunities with secondary leaders and partners, there has been considerable work in line with

Impact Moray and Curriculum innovation to extend partnership working and wider accreditation to enhance the future offer. (EDU SERV C1.2, 1.6)

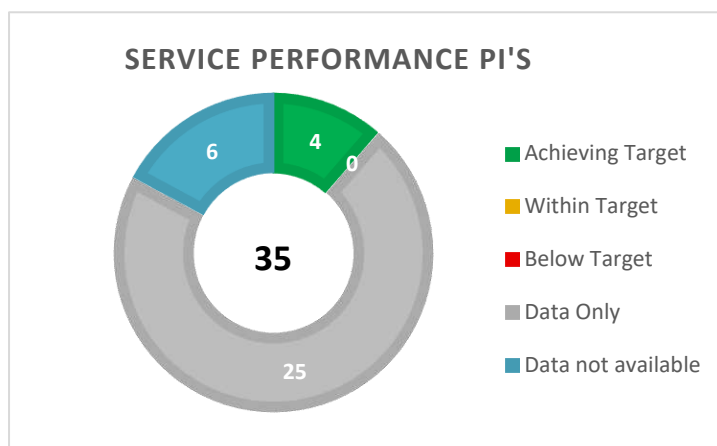
- 4.6 Practitioner engagement with the Professional Learning and Leadership Strategy has been supported with the addition of twelve toolkits to the SharePoint site and the reviewed Strategy was presented to the LNCT meeting on 3 November. Supporting and extending external professional development programmes and partnerships and empowerment and system leadership continues through Moray Education Professional Learning and Leadership activities. (EDU SERV L3.1, 3.2, 3.5, 3.6)
- 4.7 National training for Quality Assurance and Moderation Support Officers was well attended by over 60 practitioners with arrangements in place to progress at a local level to support moderation in schools and associated school groups across Moray. The revised Parental Involvement and Engagement Strategy was finalised and a forum created for resources to be uploaded, local and national exemplars are now shared across the Moray system. (EDU SERV LTA2.4, 2.6)
- 4.8 Progress around self-evaluation for self-improvement moved forward with initial attainment meetings with Secondary Head Teachers in August 2022 resulting in defined improvement actions and revised approaches to collaboration via School Improvement Partnerships. The Head Teacher meeting in September focused on system-wide sharing of practice and improved understanding of the contribution each school makes to overall Moray performance. (EDU SERV SELF5.1)

Service Level Outcomes – challenges and actions to support

- 4.9 Development of Literacy and Numeracy strategies and initiation of Professional Enquiry for wider system participation have been paused temporarily until lead officer arrangements resume, meantime work will continue in the support of teaching literacy and numeracy in the Broad General Education (Action EDU SERV C1.6, EDU SERV LTA2.3)

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 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

- 5.3 Nothing to report. Benchmarking indicators were incorporated in 2021-22 quarter 4 report with updates not due until December 2022.

Operational Indicators - challenges

- 5.4 Nothing to report. Benchmarking indicators were incorporated in 2021-22 quarter 4 report with updates not due until December 2022.

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 first half of 2022/23 with 40 complaints closed. Of those, 21 were at frontline stage (53%), three being upheld or part upheld, one with resolution agreed and 17 not upheld. The average time to resolve frontline complaints was 11 working days, above the 5 working day target. Eleven of 21 (52%) frontline complaints were responded to within that 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 first half of 2022/23, with eleven complaints either upheld or partially upheld and eight not upheld. The average time taken to resolve investigative complaints was 35 days, above the 20 working day target. Three complaints were resolved within the 20-day timescale, of the sixteen not resolved within timescale seven were granted an extension. The general increase in response times reflects the challenge faced over the school summer holiday period when staff availability would be a key contributory factor.
- 6.4 Complaints range across nursery, primary and secondary settings and of the 15 complaints upheld, part-upheld or resolution agreed they related mainly to staff reinforcement of Education processes and procedures such as absence recording and staged intervention approach. Appropriate points are being addressed within the service as a result.
- 6.5 A total of 10 MP/MSP enquiries were received during the first half of 2022/23. All enquiries were resolved.

Other Performance (not included within Service Plan)

- 6.6 The annual National Improvement Framework Plan return was submitted to the Scottish Government as required in August 2022 and reported to the last meeting of this committee on 24 August 2022 (item of 6 of the agenda refers). The return reported on the successes and challenges through 2021-22.
- 6.8 An update to the refreshed Scottish Attainment Challenge, supported by funding through the Attainment Scotland Fund that aims to address the challenges of the poverty-related attainment gap was submitted in a report to this committee on 24 August 2022 (item 7 of the agenda refers) which included information on planned Pupil Equity Funding allocations of £1.484m for 2022-23.

Case Studies

- 6.9 Complaints have been reviewed to consider whether there were any case studies that could be drawn from them. However, these have all been very specific and are not suitable as case studies..

Consultation and Engagement

- 6.10 Outputs relating to the Parental Involvement and Engagement Strategy will be provided when the Strategy is submitted to the next meeting of this Committee for approval.

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 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 September 2022, overall progress against the service plan for 2022/23 was 50% complete. Actions subject to slippage have been impacted by staffing challenges within the Central Team.

Author of Report: Neil Stables, Research and Information Officer

Background Papers: [Service Plan Actions](#)
[Service Plan Performance Indicators](#)
[Service Performance Indicators](#)
[Service Complaints](#)

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