



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 24 NOVEMBER 2021**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO
SEPTEMBER 2021**

**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 2021.
- 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 September 2021; 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 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, however links to backing tables for all [Service Plan Actions](#) and [Performance Indicators](#) are provided.

| SERVICE PLAN PRIORITIES | | RAG |
|--|--|------------|
| STRATEGIC LEVEL | Improved attainment at both the Broad General and Senior Phase | 16% |
| SERVICE LEVEL | Curriculum | 12% |
| | Learning, Teaching and Assessment | 14% |
| | Leadership | 32% |
| | Supporting All Learners | 39% |
| | Self-evaluation for Self-improvement | 36% |
| OVERALL PLAN PROGRESS | | 24% |
| Comment | | |
| Annual progress is measured by milestone achievements. At the mid point of the reporting year overall progress is slightly behind. PI Data not available - Data not yet published or unavailable due to reporting timescale. | | |

SERVICE PLAN PI'S

13

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

Strategic Outcomes - successes

- 4.3 Initial attainment visits have been completed at all secondary schools looking at Alternative Certification Model results. Schools have identified areas of strength and areas for improvement for the session ahead. Initial steps are being taken, in line with advice from Scottish Qualification Authority, to plan ahead for any disruption to SQA examination diet in 2022. Achievement of Curriculum for Excellence Level (ACEL) data for 2020/21 has been submitted to the Scottish Government with national results due in December, analysis of this and SQA data is used in discussion with schools to support improvement in performance (Actions EDU STRAT 2.1 and 2.3)
- 4.4 The majority of national indicators evidencing strategic outcomes are due to be published next year, however some improvement is evident in the percentage of Moray S4 students achieving Level 4 literacy and numeracy, from 86.9% in 2019/20 to 87.1% in 2020/21, above both virtual comparator (84.8%) and national (83.1%) averages. (PI's EdS412.25)

Strategic Outcomes – challenges and actions to support

- 4.5 Following recent staffing appointments, development of a post-Covid-19 Parental Engagement Strategy and work to build collaborative approaches across the Community Planning Partnerships will gather pace with initial progress on the latter, a session between Wellbeing Coordinators and Head teachers. (Action EDU STRAT 2.2 and 2.4)

Service Level Outcomes - successes

- 4.6 In improving the senior phase curriculum offer, schools are utilising collaborative approaches, making further use of the National E-Learning Offer (NELO) and E-sgoil to extend the curriculum offer for students. At the Early Years and Primary stage the Moray Play Strategy has now been endorsed by Moray Local Negotiating Committee for Teachers, a training plan to support the strategy has been devised and protected time put in place to implement

training videos to seven pilot primary schools in November. (Actions EDU SERV C1.3, C1.5 and LTA2.5)

- 4.7 Moray continues to progress Learning and Teaching through pedagogical developments and digital approaches. New GTCS standards have been shared with staff and briefing sessions held with Head Teachers to highlight changes. Digital approaches are being further promoted through Digital Schools Award Scotland (DSAS), the programme helps schools assess progress and recognise excellence in the use of digital technology. Internal quality assurance processes confirmed that schools continue to progress engagement and development in line with Our Moray Standard for learning and teaching. Focus areas of the Moray Standard being taking forward include a progress and performance tracking pilot through SEEMIS. (Actions EDU SERV LTA 2.1, 2.3 and 2.4)
- 4.8 Good progress continues in the actions around leadership and professional development. The Professional Learning Strategy is being consulted on with Central Officers. All PR&D documentation have been revised to include new GTCS standards. Work also continues on revising the framework for development and career pathways. Leadership at all levels has increased during and post-pandemic with the number of practitioners undertaking leadership programmes increasing significantly (32 in 2020/21), the number of staff holding Standard for Headship doubling to eight (as at September 2021) and five Early Learning Centre staff completed BA Early Learning and Childcare awards in 2020/21. Central Officers are continuing to review Organisation for Economic Co-operation Development (OECD) and other national reports and will ensure that work locally is progressed to meet recommendations with reports coming to this committee as required. (Actions EDU SERV L3.1-3.3 and PI's LEAD1.1-1.5)
- 4.9 Supporting All Learners strategy for Moray is developing with core working and consultation groups in place and a vision agreed, along with specific areas of focus to include relational approaches. During the first term of 2021/22 all schools were encouraged to support the UN Convention on the Rights of the Child (UNCRC), this links closely with the well-established Rights Respecting School Awards (RRSA) programme which 86% of Moray schools are currently engaged. The number of schools achieving RRSA status has now increased to 35. Training has been delivered to Head teachers by Education Scotland on the authorities responsibilities around the "The Promise", this will be followed up with further training from Quality Improvement Officers. A number of Education policies and guidelines have been reviewed and updated in line with UNCRC and "The Promise", these include our School Child Protection Guidelines, Exclusion policy and Morays' Anti-Bullying Approach. (Actions EDU SERV SAL 4.1-4.5 and PI SAL1.5)
- 4.10 In reviewing approaches to self-evaluation in line with statutory requirements, Moray schools have been provided with guidance relating to School Improvement Planning and Standards and Quality reporting processes. Term one visits to schools as part of Quality Improvement have been undertaken either in person or virtually. All Early Learning Centres 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'

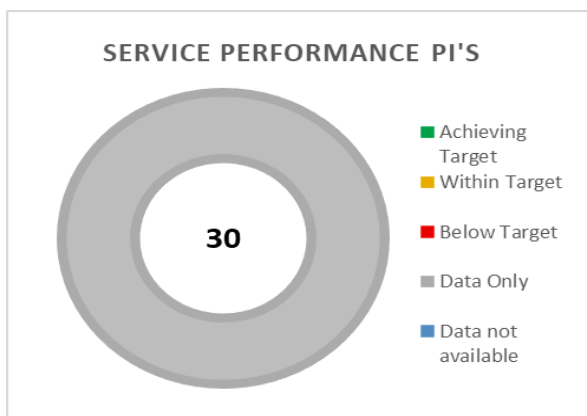
not meeting standards have subsequently achieved Key question 5 requirements at grade 4 or above. Care Inspectorate have now resumed scrutiny across all quality themes, the eight outstanding services would expect to be scrutinised over the course of the next year to 18 months. (Actions EDU SERV SELF5.2 & 5.3 and PI LTA1.3)

Service Level Outcomes – challenges and actions to support

- 4.11 Actions around the Moray Learner Pathways, BGE Curriculum development (literacy and numeracy focus) and curricular transition approaches have not progressed due to current vacancies within the Quality Improvement Team. Officer posts have been re-advertised with interviews due to take place in November. Work on these actions will not progress until appointees are in place, likely in early 2022. (Actions EDU SERV C1.1, 1.2 & 1.4)
- 4.12 Similarly, within Learning and Teaching and Self-Evaluation for Self-Improvement, some actions are subject to slight delay due to recent staff appointments. Current policies and advice are being reviewed with resultant actions further strengthening approaches to assessment and moderation. Approaches to support the wellbeing of all, reflecting on the impact of Covid-19 will progress in the next quarter. (Action EDU SERV LTA2.2 4& EDU SERV SELF5.1)

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.
- 5.3 Report is by exception, however links to backing tables for all [Service Performance Indicators](#) are provided.



Operational Indicators - successes

- 5.6 The earlier agenda item Initial Attainment Analysis Report for Secondary Schools 2021 highlights the achievements of our senior phase in breadth and depth awards, measured against more challenging local targets based on A-C awards, aligned to the Raising Attainment Strategy.
- 5.7 In addition, attainment is also measured using national INSIGHT data where achievement rates are based on A-D awards. The following table summarises performance across S4 / S5 /S6 cohorts based on INSIGHT data. The table highlights the number of indicators, measuring percentage of pupils attaining more than 1, 3, 5, 6 and 7 awards at levels 5, 6 and 7, that show improvement on the previous year and whether achievement is in line or above the national average.

| COHORT | No. indicators | No. Improving | In line / above National average |
|---------|----------------|---------------|----------------------------------|
| S4 | 5 | 4 (80%) | 2 (40%) |
| S5 | 3 | 3 (100%) | 0 (0%) |
| S6 | 4 | 4 (100%) | 0 (0%) |
| | | | |
| OVERALL | 12 | 11 (92%) | 2 (17%) |

- 5.8 Performance has improved in all but one of the indicators albeit results continue to fall below national averages across the majority but the gap between results and national averages has closed.

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. Links to backing tables for [Service Complaints](#) are provided.
- 6.2 A total of 30 complaints were received during the first half of 2021/22 with 27 complaints closed. Of those, 10 were at frontline stage (37%), two being upheld, one partially upheld, two not upheld and five closed as a result of a resolution being agreed. The average time to resolve frontline complaints was 8 working days, above the 5 working days 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 complaints were closed in the first half of 2021/22, with four complaints upheld, 14 were not upheld and one closed as a result of a resolution being agreed. The average time taken to resolve investigative complaints was 15 days, below the 20 working day target. Only one complaint was resolved out with the target 20-day timescale.

- 6.4 Complaints range across nursery, primary and secondary and the seven upheld or part upheld relate mainly to process/procedure and staff reinforcement so there appears to be no obvious service wide learning, instead corrective actions were put in place for each.
- 6.5 A total of 21 MP/MSP enquiries were received during the first half of 2021/22. All enquiries were resolved.

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 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

Lissa Rowan, Committee Services Officer have been consulted with any comments received incorporated into this report.

8. CONCLUSION

- 8.1 As at 30 September 2021, progress against the service plan for 2021/22 was 24% complete, slightly behind schedule. Actions subject to slippage have been impacted by vacancies within the Central Team. Officers have either been appointed or recruitment processes are ongoing therefore it is anticipated that progress will made over the second half of 2021/22.**

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Background Papers: Held by Author
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