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**REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 3 FEBRUARY 2020**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – 1 APRIL TO 31 DECEMBER 2020**

**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 from 1 April 2020 to 31 December 2020.
- 1.2 This report is submitted to the Education, Communities and Organisational Development Committee following a decision of Moray Council on 17 June 2020 to agree a simplified committee structure as a result of the COVID-19 pandemic in the case of this committee the combining of the delegated responsibilities of Children and Young Peoples Services and Governance, Strategy and Performance (para 9 of the minute refers).

**2. RECOMMENDATION**

- 2.1 **It is recommended that Committee scrutinises and notes performance of the Strategic Plan, Service Plan, Recovery Outcomes and Complaints over the period April to December 2020.**

**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). The framework introduced new arrangements for Managing, Delivering and Reporting of Performance. This is intended to increase the focus on priority areas and reduce the level of reporting on lower priority indicators in order to ensure discussion, scrutiny and challenge is directed towards areas of strategic importance as opposed to operational performance. Whilst the latter is clearly deserving of scrutiny if trends develop, consideration at committee should focus on the ability to deliver Local Outcomes Improvement Plan (LOIP), Corporate Plan and Service Plan priorities. This performance report allows the Strategic and Service Plan priorities, any relevant Operational Performance Indicators and Complaints Data for Education, to be monitored by committee as outlined in this section of the framework.

#### **4. SUMMARY OF PERFORMANCE**

4.1 At a meeting of the Education, Communities and Organisational Development Committee on 18 November 2020, approval was given for the Education Service Plan (para 14 of the draft minute refers). This builds on the Education Recovery Plan that was approved by the Emergency Cabinet 21 May 2020 (para 6 of the minute refers). The service plan refers to strategic level, service level and recovery (COVID-19) priorities and outcomes which are reported in three sections:

- Strategic Outcomes - LOIP and Corporate Plan outcomes pertinent to the service.
- Service Level Outcomes – reflecting service priorities which sit below strategic level.
- Recovery & Renewal Outcomes – actions which are a direct result of dealing with the impact of the COVID-19 pandemic.

4.2 A total of three strategic actions, seven service level actions and three recovery actions have been used to measure progress over the course of the year to December 2020, summarised in paras 4.3 to 4.11. Progress has been achieved against the majority of actions, with the exception of one action which has not been progressed due largely to the increased demand on Education services as a result of the Covid-19 pandemic.

<b>Level of Action</b>	<b>Number of Actions</b>	<b>Expected completion by end December 2020</b>	<b>Actual completion by end December 2020</b>
Strategic Outcome	3	0	0
Service Level Outcomes	7	0	0
Recovery & Renewal Outcomes	3	0	0

#### **Strategic Outcomes**

4.3 Work continues to embed the Strategic Priorities through the lens of COVID-19 recovery. All priority areas of the Education plan continue to progress and are a focus in regular meetings and Quality Improvement processes with Head Teachers and aligned with Central Officer work plans. While actions are progressing, the expected outcomes may not be fully realised due to external factors including the COVID-19 pandemic. (EDU STRAT 1.1)

4.4 Significant work has been undertaken with the revision of the raising attainment strategy which was launched with all schools and continues to be a main focus, including the roll-out of the Moderation Strategy. Senior Phase

Support and Challenge Attainment Meetings have been undertaken with clear actions for improvement identified and agreed in partnership with schools. All schools have provided Early Indication information for Achievement of Curriculum for Excellence Levels (ACEL) and elements of Senior Phase attainment. Schools reported that Tracking and Monitoring is more robust due to approaches taken during COVID-19 lockdown and on returning to school. There has been a focused approach to Literacy, Numeracy and Health and Wellbeing. (EDU STRAT 1.2)

- 4.5 Due to the volume of guidance and expectations of Scottish Government in terms of school recovery and dealing with outbreaks, work around determining investment in resourcing to drive the pace and scale of change in educational attainment has not been progressed to date. This action will continue to be a priority in the longer term. (EDU STRAT 1.3)

### **Service Level Outcomes**

- 4.6 Within the service level 'Curriculum' priority all Early Learning Centres in Moray now have Literacy and Numeracy progressions to pilot with pre-school children. Professional judgement will be encouraged for those children that are working from home. Early Years Education Support field officers will support settings to ensure consistency of support and application – this will be reviewed in March 2021. Within schools there is a continued focus on critical components of schools reopening, maintaining strategic impetus on developing the curriculum to ensure high quality learning and teaching, improvement in attainment and achievement and a flexible approach to learner pathways. Plans to progress the refreshed curriculum rationale are ongoing including support from Education Scotland as part of their wider local engagement. Curriculum rationale and design in secondary schools continues to be a main priority focus, with all schools having a flexible approach to develop learner pathways and Developing the Young Workforce initiatives. Partnership approaches are being further developed to include digital solutions. (EDU SERV1.1/2/3)
- 4.7 The service level priority around 'Improving the quality and consistency of learning and teaching' has been progressed across both early learning settings and schools. In 2019/20, 85% of the quality indicators assessed by the Care Inspectorate in Moray Early Learning Centres (ELC) achieved the National Standard rating of 4 or above. Seven ELC settings have been requested to complete and submit the 'Key Question 5' self-evaluation to the Care Inspectorate. This new tool is being used to evaluate how well settings are supporting children and families during the Covid-19 pandemic. ELC training calendar has been developed with a mix of onsite training and Loom (video messaging) to create capacity and accessibility for all settings. Schools continue to progress learning and teaching through pedagogical developments and digital approaches. Education Scotland scrutiny activity is paused at this time limiting quantitative data collection for accurate assessment of quality of school performance. Internal quality assurance processes highlight that schools – from their own self-evaluation – continue to progress engagement and development in line with Our Moray Standard for Learning and Teaching. (EDU SERV 2.1)
- 4.8 Practitioners across Moray engaging in current Education Scotland Professional Learning courses and live courses for Newly Qualified Teachers

and wider staff are continuing. Staff are continuing to embrace with Career-long Professional Learning (CLPL) and courses in line with Professional Review and Development (PR&D) and next steps identified. Further promotion of available leadership opportunities/CLPL are being undertaken. The Covid-19 pandemic continues to drive aspects of engagement for practitioners with leadership/professional learning. (EDU SERV 3.1)

- 4.9 Within the service level priority 'Supporting all Learners' the focus for Early Learning Centres is around greater understanding of inclusive practice. Training modules have been developed and will be delivered throughout 2021 using pre-recorded sessions and online "live" sessions. Ongoing work with ASN Education Support Officers and Early Intervention teachers around ensuring Universal support is offered and a wider understanding of staged intervention. Single agency child planning guidance has been revised to support Education Leads when initiating and supporting this process. This has been revised and agreed through the Local Negotiating Committee for Teachers (LNCT) and is ready to be rolled out on a small test of change. There is continued support through Multi-agency working and Multi Agency Safeguarding Hub (MASH) to respond to the needs of our most vulnerable children and young people. (EDU SERV 4.1 & 4.2)

### **Recovery & Renewal Outcomes**

- 4.10 As part of reducing the impact of the COVID-19 pandemic on school communities Moray continue to review National Guidance and implement local guidance as a result. Head Teacher Meetings and briefings continue so staff are fully updated on expectations. The impact of COVID-19 on school communities continues to be a challenge and a major consideration of continued recovery and impact of the loss of learning on attainment and achievement.
- 4.11 All Scottish Government directives have been responded to in relation to the Covid-19 outbreak and wider Education priorities nationally are being adhered to. For example, National Improvement Priorities, Achievement of Curriculum for Excellence levels (Moray continue to gather local data and evidence for reporting), Education Scotland reporting requirements including Equity Audit and the Scottish Attainment Challenge (SAC) 5-year Impact Report. Schools and Education as a single agency continue to ensure all learners are supported and signposted to relevant 3rd sector partners and wider supports. Safeguarding and child protection procedures are reviewed regularly to respond to emerging need and changing approaches to interactions. This has continued during school recovery period.

### **Complaints**

- 4.12 Between April 2020 and December 2020, Education received 21 complaints. 20 complaints were closed during the same period. Seven (35%) of closed complaints were resolved at frontline stage, with four complaints being upheld, one partially upheld and two not upheld. Twelve (60%) of closed complaints were at investigative stage with three being upheld, two partially upheld, and seven not upheld. One (5%) complaint was escalated and not upheld. 43% (3/7) of frontline complaints were closed within the target five days and 46%

(6/13) of investigative / escalated complaints were closed within the 20 days target. Of the 11 complaints not resolved within the recognised timescales six had been granted extensions.

## **5 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, 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.

## **6. CONCLUSION**

### **6.1 The committee has been asked to consider and note the progress made against the Education strategic, service and recovery actions up to the end of December 2020.**

Author of Report: Neil Stables, Research & Information Officer

Background Papers: Held by Author  
[COVID-19 Revised Education Plan](#)  
[Education Services Plan](#)

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