



REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT COMMITTEE ON 26 MAY 2021

SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO MARCH 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 31 March 2021.
- 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, Governance, Strategy and Performance (para 9 of the minute refers).

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 2021; and**
- ii) notes the actions being taken to improve performance where required.**

3. BACKGROUND

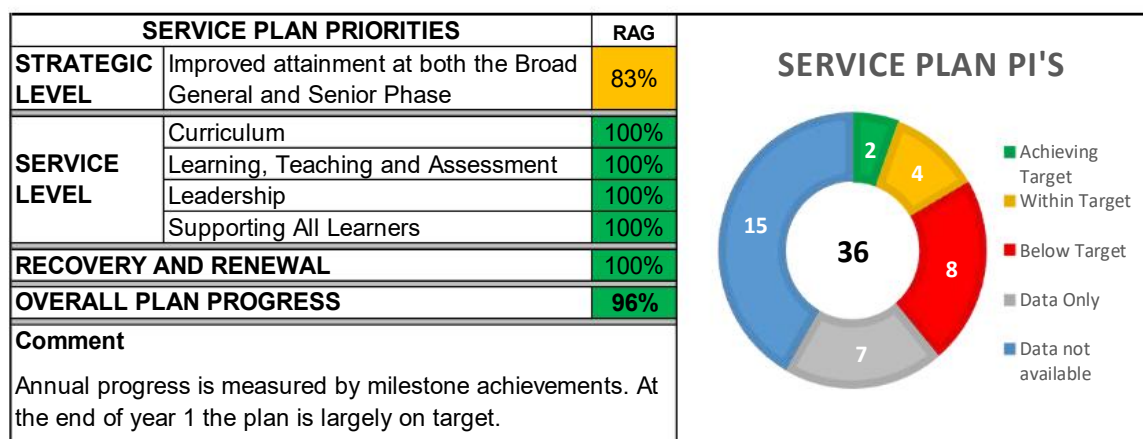
- 3.1 On 7 August 2019, the Council, approved a revised Performance Management Framework for services (para 5 of the minute refers).

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 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.



Strategic Outcomes - successes

- 4.3 Work to improve attainment at both the Broad General and Senior Phase has progressed across all academic stages during Covid-19. Particular focus on digital approaches to the Curriculum and learning has increased the professional learning of practitioners in these areas. The revised Education Plan will be the driver for improvement and better outcomes going forward. (EDU STRAT 1.1)
- 4.4 Actions relating to the revised Raising Attainment Strategy have been completed as planned. Achievement of Curriculum for Excellence Levels (ACEL) Early Indication data has been collated and disseminated to the Quality Improvement Team for further scrutiny and follow-up with schools. SQA processes were implemented in advance of all Senior Phase pupils return. Preparations for assessment blocks and moderation processes using the 2021 Alternative Certification Model (ACM) during term 4 are well advanced. The Early Learning Centre Attainment Strategy was shared at the Curriculum Forum in March 2021. (EDU STRAT 1.2)
- 4.5 Advice from the Scottish Government through Insight, the Senior Phase Benchmarking Tool, stated that school leaver attainment results for 2020 should not be directly compared to those in previous years or future years due to the absence of external assessment information. However, an overview of progress in Moray attainment was submitted to this committee on 31 March 2021 (para 6 of the minute refers). The report highlighted that improvements have been achieved across literacy and numeracy levels, accumulated tariff points and positive leaver destinations, however it also acknowledged that a number of targets have not been met and that ongoing work continues with targeted approaches / initiatives to support and improve attainment. A link to report is provided above. (CHN4-5, 11 &12a, EdS413.01 / 02)

Strategic Outcomes – challenges and actions to support

- 4.6 As part of increasing the scale and pace of change in educational attainment work has taken place in determining investment in resourcing, however

progress has been limited due to dealing with Covid-19. The recruitment to the vacant Quality Improvement Officer posts was progressed this reporting quarter, albeit there was an unsuccessful outcome in external recruitment. Internal recruitment has secured two Acting Quality Improvement Officers who started in April 2021. Investment in resourcing will continue to be a priority in the longer term to support educational attainment. (EDU STAT 1.3)

Service Level Outcomes - successes

- 4.7 Actions falling out of Best Value review that relate to the curriculum have completed as expected. Numeracy and Literacy Early Level progression was introduced to all nurseries with supplementary training guides to support. Updated curriculum rationale progressed with subject choices in Secondary Schools embracing additional pathway opportunities supported by the Digital Inclusion Strategy for Education. Improving the curriculum offer for all children and young people is tabled as a separate report to this meeting to consider audit findings and recommendations. (EDU SERV 1.1 – 1.3)
- 4.8 Improving the quality and consistency of learning and teaching continues with additional focus on mitigating the impact of Covid-19. Prior to the Easter break twelve schools had been involved in the Education Scotland review of Remote Learning with one secondary school featured in initial reports. All Primary pupils returned to in-school learning with a focus on re-establishing routines and in-school learning, including identification of learning and attainment gaps, enacting interventions (universal and targeted) in support of learning. Secondary schools prepared for a whole-school return with Broad General Education (BGE) pupils accessing in-school learning while identifying gaps in learning and attainment. Senior Phase pupils consolidating learning and teaching in preparation for assessment. Covid-19 outbreaks continue to affect identified schools, remote learning approaches adopted during lockdown ensure effective continuity in learning for affected learners. Early Learning Centre settings continue to embrace play pedagogy approaches supported by a Career-Long Professional Learning (CLPL) offer. (EDU SERV 2.1)
- 4.9 There has been an increase in the number of practitioners progressing in their leadership journey across early learning settings and schools. The majority of modern apprentices working at Moray Early Learning Centres (ELC) are on course to complete their SVQ's in early learning and childcare. Interviews of candidates for the Into Headship programme have taken place with successful applicants to commence the programme in the summer of 2021. The Uplifting Leadership programme continues with 21 participants. All vacant Senior Leadership posts have been filled in Moray with many being participants of local and national CLPL programmes. (EDU SERV 2.1)
- 4.10 The second national lockdown due to Covid-19 impacted on the progress around the priority of supporting all learners, however notable progress has been made to catch-up and complete planned work. There is a greater understanding of inclusive practice within ELC as Early Years Principal Teachers and Early Intervention Teachers continue to work closely with settings and Allied Health Professionals to identify those children who would benefit from additional support. The Supporting All Learners Strategic Group in their understanding of the approaches to support learners has created a

Vision, Values and Mission Statement, prioritising four key focus areas: Additional Support Needs Review, Trauma Informed Practice/Relational Approaches, Workforce Development and Tracking and Monitoring Wellbeing. Revised Child Protection Guidance is currently out for consultation. (EDU SERV 4.1 & 4.2)

Service Level Outcomes – challenges and actions to support

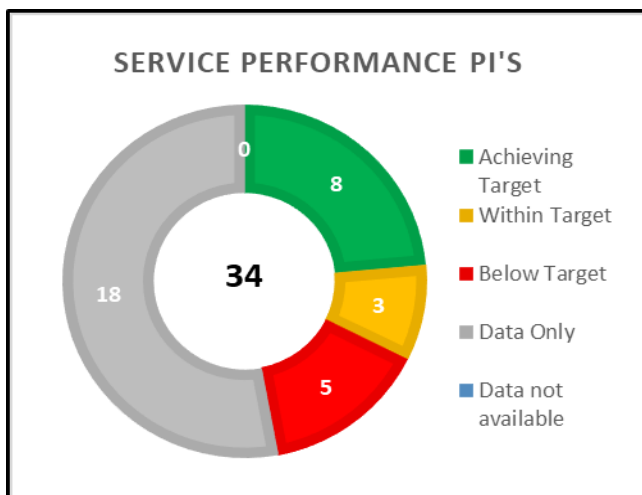
- 4.11 In 2019, 78% of funded Moray Early Years providers inspected were graded good or better for all quality indicators. While this was an improvement on 2018, Moray continues to rank (28th) against all Scottish Local Authorities. More current data shows that during 2019/20, 85% of the quality indicators assessed by the Care Inspectorate in Moray Early Learning Centres achieved the National Standard rating of good or better. Care Inspectorate inspections have been paused since the Covid-19 outbreak, however seven Moray 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. (CHN18)

Recovery and Renewal Actions - successes

- 4.12 A key action in the recovery of Early Learning Centres and schools has been the commissioning of a Counselling Service to support Health & Wellbeing across Moray which commenced after the school Easter break to supplement existing approaches using Pupil Equity Funding (PEF). A revised Locality Model is now operational and will strengthen safeguarding and child protection processes. (COVID-19 2.2)

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.
- 5.2 Initial publication of 2019/20 Local Government Benchmarking Framework Indicators in February 2021 will be refreshed in early May. The full suite can be viewed using the [My Local Council](#) tool.
- 5.3 Report is by exception, however links to backing tables for all [Service Performance Indicators](#) are provided.



Operational Indicators - successes

- 5.4 The percentage of Looked After Children (LAC) school leavers (2019/20) who entered a positive destination was 84.2%, up on the 73.1% recorded for 2018/19 leavers. This compares to a national rate of 81.4%. Of those Moray LAC leavers going into a positive destination 75% went onto a Further Education course, with the remaining leavers entering either Employment, Higher Education, Training or a Personal Skills Development course. (EdS097)
- 5.5 The percentage of adults satisfied or very satisfied with their local schools increased in Moray to 77%, this compares well to the national average of 71.8%. The latest satisfaction data is drawn from the Scottish Household Survey and is an average of the previous 3 years survey data (2017-20). The rate of satisfaction in Moray is the highest recorded over the last five reporting periods (since 2012-15). (CHN10)

Operational Indicators - challenges and actions to support

- 5.6 Breadth and depth attainment data is also collected for separate cohorts and is analysed along with leaver attainment and achievement results. The following table summarises the performance across the S4 / S5 /S6 cohorts and includes service performance indicators performing below target. The table highlights the number of indicators that show improvement on previous year, meeting service targets and achieving in line with or above the national average. As stated previously in paragraph 4.5, due to the absence of external assessment information caution has to be applied in analysing this performance data.

COHORT	No. indicators	No. Improving	Target Achieved	In line / above National average
S4	4	4 (100%)	3 (75%)	1 (25%)
S5	3	2 (67%)	1 (33%)	0 (0%)
S6	3	1 (33%)	1 (33%)	0 (0%)
OVERALL	10	7 (70%)	5 (50%)	1 (10%)

- 5.7 All S4 measures for SCQF Level 5 attainment at 1 or more, 3 or more, 6 or more and 7 or more improved on the previous year, with three indicators achieving target. Of the S5 measures for SCQF Level 6 at 1 or more, 3 or

more and 5 or more, two improved on the previous year with one indicator achieving target. Of the S6 measures for SCQF Level 6 at 3 or more, 5 or more and Level 7 at 1 or more, one indicator improved on the previous year and one achieved target. While the majority of indicators (70%) show an increase in performance on the previous year's result, when compared to the national average we remain behind in nine of the ten indicators measured. Within Moray, there is some considerable work being undertaken to review and improve the curricular offer for senior phase pupils which will positively impact on the breadth and depth measures. (EdS412.12-18 / EdS412.27-30)

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 The number of complaints received is well below the number received last year. In total 22 complaints were closed during 2020-21, eight at frontline stage (36%). Half of those complaints were upheld, one was partially upheld and three were not upheld. The average time taken to resolve frontline complaints was 5 days, with half of frontline complaints closed within the target 5 working day timescale.
- 6.3 Due to their complexity, a number of complaints require further investigation in order to achieve a resolution. Of the 22 complaints closed in 2020-21, thirteen complaints were closed at investigative stage (59%). Three of those were upheld, three were partially upheld and the remaining seven were not upheld. On average, investigative complaints took 22 days to be resolved. Five investigative complaints were closed within the target timescale of 20 working days, while five of the eight not resolved within timescale had an authorised extension. One escalated complaint was closed during 2020-21, the complaint was not upheld and was closed within timescale. Due to the individual nature of each complaint, there were no underlying themes in terms of learning points.
- 6.3 A total of 18 MSP enquiries were received and closed during quarter 4. On average MSP enquiries took four days to be resolved.

Other Performance (not included within Service Plan)

- 6.4 The impacts of the latest lockdown were detailed in the report, Covid Related Pressures and Service Prioritisation ([para 9 of the minute refers](#)), presented to Council on 10 March 2021. The service continues to adapt and respond to the current challenging circumstances.

Case Studies

- 6.5 No case studies available for this report.

Consultation and Engagement

6.6 Nothing 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 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 2021, one strategic level action (EDU STRAT 1.3) was behind schedule and will continue as a priority action into 2021-22. All other strategic and service level actions have progressed well, with overall progress against 2020-21 actions achieving 96%. Recovery actions implemented for 2020-21 to deal with the impact of Covid-19 enabled early learning and school education to continue remotely, while recovery plans continue to be updated to ensure the safe return of young people and staff to education settings.

8.2 The Education Plan will continue to be a strategic focus and driver for improvement across the service in the aim to deliver better outcomes for Moray's children and young people. With the return to in-school learning the emphasis will be on re-establishing routines, including identification of learning and attainment gaps, and enacting interventions in support of learning.

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Background Papers: Held by Author
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