REPORT TO: EDUCATION, COMMUNITIES AND ORGANISATIONAL
             DEVELOPMENT COMMITTEE ON 18 NOVEMBER 2020

SUBJECT: PERFORMANCE REPORT (EDUCATION) – HALF YEAR TO
             MARCH 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 October 2019 to 31 March 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:**

   (i) scrutinises and notes performance of the Service Plan, Operational Performance Indicators and Complaints to the end of March 2020

   (ii) welcomes good performance; and

   (iii) 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). 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 half yearly performance report allows the service plan priorities, any relevant operational performance indicators and complaints data for Education, to be monitored by committee as outlined in the framework.

4.   SUMMARY OF PERFORMANCE

4.1   At a meeting of the Children and Young People's Service Committee on 21 November 2018, approval was given for the For Moray's Children Education Vision and Strategy 2018-21 (para 10 of the minute refers). The document refers to both strategic and service level priorities and outcomes which are reported in two sections:

-   Strategic Outcomes - LOIP and Corporate Plan outcomes pertinent to the service.
-   Service Level Outcomes – reflecting service priorities which sit below strategic level.

4.2   A total of four strategic actions and 24 service level actions have been used to measure progress over the course of the six months, summarised in paras 4.3 to 4.10. Due progress against each action up to the 31 March 2020 was achieved. A number of actions are long term and progress on these will continue to be monitored and reported against.

Level of Action	Number of Actions	Expected completion by end March 2020	Actual completion by end March 2020
Strategic Outcome	4	4	4
Service Level Outcomes	24	24	24

Strategic Outcomes - successes

4.3   Within the LOIP priority, building a better future for our children & young people in Moray, progress has been made in closing the attainment gap with a clear focus on raising attainment through a revised strategy and practitioners guide launched with schools including targets for attainment going forwards. Improvements across key measures in senior phase and Broad General Education (BGE) have been noted. In ensuring children achieve their educational aspirations schools have embraced a rights approach, promoting growth mind-set which is underpinned by their vision and values. Children's voice is increasing to inform school improvement, their experience and also how they wish to learn. (EDU1.1 &1.2)

4.4   Contributing to the Corporate Plan: 'Provide opportunities where young people can achieve their potential', there has been a four year improving trend across the BGE for both literacy and numeracy with continuing progress in meeting the stretch aims. This has been supported by Education Scotland grant funding for numeracy as well as local authority assessment and moderation strategy and associated Moray tracking systems and strategies. The use of Pupil Equity funding is targeted to improve outcomes for vulnerable children

including those who are care experienced. Improvements in tracking care experienced children are resulting in better outcomes and opportunities. (EDU2.1 & 2.2)

Service Level Outcomes - successes

4.5   Within the service level priority 'Raising attainment and achievement for all', a number of collaborative approaches have been developed across all stages including the completion of the raising attainment strategy and increased scrutiny of attainment through school visits and reporting. The Moray Tracker has been established and is in use to track learner progress and identify emerging / existing attainment gaps, support is targeted and schools are trialling intervention mapping to measure impact. Engagement with families in developing opportunities to ensure positive relationships, improved behaviour and better learning continues to be a focus with a range of initiatives now in place to support family learning and share learning approaches with families. Empowering children and young people to be actively engaged with their learning has been strengthened through pathway planning, as well as initiatives such as the young leaders programme and the mentoring young talent initiative which is supporting young people who are in danger of not gaining a positive destination.

4.6   'Provide the highest quality Learning and Teaching delivered by our practitioners' has been progressed with a review of the learning and teaching strategy and an increased suite of resources to support schools improvement journey. Head Teachers have received intensive training in analysing and use of data to support pupil tracking and monitoring. The assessment and moderation strategy is being updated regularly and staff are taking part in authority and cross authority moderation training to support local understanding of standards around teacher professional judgement.

4.7   'Review and improve our Curriculum in the Broad General Education and Senior Phase. Education Scotland and Moray officers have delivered sessions on the refreshed curriculum narrative while support continues to be in place to review school rationales based on national expectations. A growing and responsive curriculum offer is being led by the senior phase curriculum working group. Slower progress has been made in further developing learner pathways due staff vacancies, however pathway planning meetings have been established and there is a focus on understanding those young people who have an unknown or planned destination. Support for young people continues through a range of programmes including Career ready, Young Applicants Schools Scheme and Meaningful May.

4.8   'Strengthen our processes for Self-evaluation for Self-improvement'. Updated school improvement planning guidance has been shared with schools as well as various tools and health check documents to aid school improvement. A culture of self-reflection is being encouraged and developed from learners evaluation of their and peers' work, staff reflection of practice, leaders evaluation of improvement and the increasing involvement of parents and other partners in this reflection. Collaborative approaches to validate self-evaluation and quality improvement are established through training of peer reviewers, Head Teacher School visits, Moray wide self-evaluation exercise to review the Schools and Curriculum Development Plan and self-evaluation work around the annual National Improvement Framework return.

4.9   'Meet the needs of all by Supporting Learners'. Improving children and young people's wellbeing is being embraced in schools through both rights and nurture approaches with many schools now achieving awards for Rights Respecting Schools. Pupil Equity Fund spending has been used creatively to best support children. Aligned to this quality assurance procedures and processes to support wellbeing have been established such as the use of the multi-agency practice hub (MAPH). The Moray Skills framework is in place across all establishments which supports the development of skills for life, learning and work across 3-18. Work continues with partners through pathway planning meetings for those pupils most at risk as well as a universal offer for all senior phase pupils.

4.10   'Build practitioner and learner capacity through Leadership at all levels'. Various programmes to build and sustain a culture of leadership across staffing levels are in place. Professional learning remains a focus with a range of groups established across subject areas and ASG to share best practice and develop joint action plans to the benefit of the wider schools community. A range of career long professional learning opportunities have been offered for staff aligned to the strategic plan including a bespoke programme for newly qualified teachers. The launch of the learning and teaching strategy was supported by a suite of the latest research linked to improving pedagogy and all staff in Moray received this training.

Operational Indicators - successes

4.11   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 below comparators will be reported to this committee for member scrutiny.

4.12   Improvement has been noted across the achievement of curriculum for excellence levels with a notable increase in pupils achieving expected levels. The percentage of P1, P4 and P7 pupils (combined) achieving expected literacy levels increased by 7% to 65% compared to last year, while the rate achieving numeracy increased by 6% to 70%. At S3 stage literacy achievement rates increased to 83% (up 4%) and numeracy was up 10% to 92% on the previous year. The improving trend reflects the significant work being carried out around learning and assessment, including moderation, however this will continue to be a focus as Moray remains behind the national average although the gap has closed. (CHN13a&b / SSE003 & 4)

4.13   Overall school exclusion rates (per 1,000 pupils) for Moray have reduced for the third consecutive period, to a rate of 22.7 in 2018/19 compared to 38 in 2012/13. The gap to the national average has closed significantly over the same period, with Moray now marginally above the national rate of 21.7. (CHN20a)

Operational Indicators - challenges and actions to support

4.14   The percentage of funded early years' provision in Moray which is graded good or better remains comparatively low at 75.4% in 2018/19. No

improvement has been made on the previous year with Moray now ranking as the lowest performing authority in Scotland and well behind the national rate of 90.6%. Additional support from an expanded Early Years' Teaching team will focus on supporting ELCs with improved attainment in numeracy, literacy and health and wellbeing by supporting the implementation of a CfE Early Level Progression Tracker which will link into the Moray tracker and support transitions into P1. Robust action plans devised by the Continuous Improvement Officers and shared with the Early Years' Teaching team will monitor improvement within settings not meeting the National Standard and provide timely training and support. An online training calendar which can be accessed by partnership and local authority practitioners will continue to identify priority areas of professional development and deliver this to our Moray ELCs through a mixture of Loom (virtual) or face to face events. Multi partnership inclusive practice modules will also be delivered by the Early Years Teaching team to ensure that all learners' needs are being met within settings. (CHN18)

4.15 The proportion of Moray pupils entering a positive destination post school (2018/19) slipped to 92.8%, down by 0.8% on the previous year and well behind the national average of 95%. The positive destination rates between Moray schools ranged from 88.1% to 97.7%. Additional support has been provided to schools to ensure that students achieve positive leaver destinations and that schools follow processes in recording leaver data. Further detail on 2018/19 leaver destinations can be found in the annual Education Public Performance Report http://www.moray.gov.uk/downloads/file133990.pdf.
(CHN11)

Complaints & MP/MSP Enquiries

4.16 Between October 2019 and March 2020, Education received 32 complaints. 34 complaints were closed during the period. Of the closed complaints 18 (53%) were resolved at frontline stage, four complaints were upheld, one was partially upheld and 13 were not upheld. Of the 16 investigative complaints closed during the period four were upheld, one was partially upheld, and 11 were not upheld. Eight extensions were granted during the period, four for frontline and four for investigative complaints. One complaint was escalated. 78% (14/18) of frontline complaints were closed within five days and 50% (8/16) of investigative complaints were closed within 20 days. Of the 12 complaints not resolved within the recognised timescales eight had been granted extensions. 21 MSP enquiries were received and 21 were resolved during the period.

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   As at the end of March 2020, planned progress against all strategic and service level actions has been achieved. A number of actions are long term and progress will continue to be monitored and measured in 2020/21. Of the 12 measured target indicators four are performing better than target, three are slightly below target and five are well below target.

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Background Papers: Held by Author
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