



**REPORT TO: EDUCATION, CHILDREN'S AND LEISURE SERVICES
COMMITTEE ON 26 NOVEMBER 2024**

**SUBJECT: PERFORMANCE REPORT (EDUCATION) – PERIOD TO
SEPTEMBER 2024**

**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 2024
- 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 2024; and**
- (ii) **notes the actions being taken to improve performance where required.**

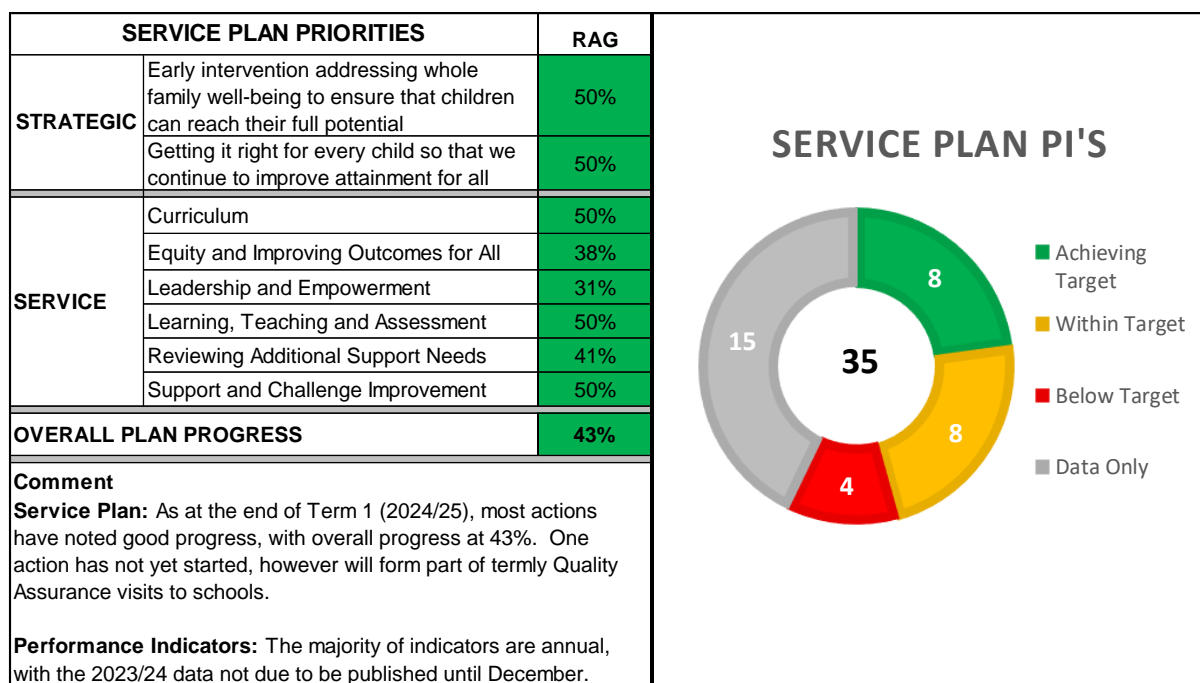
3. BACKGROUND

- 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 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 Service Plan Actions and Performance Indicators can be accessed within the Background Papers section of this report.
- 4.3 Unlike other Service Plans the Education plan is reported by School Term as an alternative to quarters. Strategic and Service Level progress within this report reflects progress made during Term 1 (July – September) of the current school year.



Strategic Outcomes - successes

- 4.4 Through assessment and moderation activities, Central Education Officers continue to support and challenge Broad General Education (BGE) level achievement and strengthening of practitioner confidence in their Teacher Professional Judgement. In addition, a range of targeted interventions at school level have been delivered to support and strengthen learner attainment and achievement. Further work on raising attainment in Senior Phase is also ongoing, with the initial Raising Attainment Strategy developed following individual meetings with Head of Service (HoS), Quality Improvement Manager (QIM) and individual secondary Head Teachers (HT) to identify key raising attainment actions and next steps. Draft Breadth and Depth target setting pro-forma has been developed as part of Term 2 monitoring. (EDU 2024-25 STRA 1.1)

Strategic Outcomes – challenges and actions to support

- 4.5 The Local Government Benchmarking Framework (LGBF) indicators on the Literacy and Numeracy Attainment Gap (Primary 1, 4 and 7 combined) show that the attainment gap had widened in Moray between the least and most deprived pupils. The latest produced performance data (2022/23) saw the Literacy gap increase to 32.1 percentage points, while Numeracy increased to 26.6 percentage points. This ranks Moray in the bottom quartile of local authorities for both indicators. Measures have been put in place to close the gap, this academic year the use of Pupil Equity Funding (PEF) and Strategic Equity Funding (SEF) has been extended. SEF is being used to deliver

projects across six Associated School Groups, linking in with data around pupil attendance, exclusions, attainment, achievement and health and wellbeing. The successful impact of these funded projects will be measured through the Scottish Attainment Challenge (SAC) reporting. Other ongoing interventions and support to tackle the poverty related attainment gap are continuing, including wider inputs from equity/inclusion teams. (PIs CHN14a and 14b / EDU 2024-25 STRA 1.2)

Service Level Outcomes - successes

- 4.6 The Additional Support Needs (ASN) review moves at pace with all areas progressing, including the completion of a resource allocation model for 2024/25 which is now in place, and a change management plan for the Social, Emotional and Behavioural Needs (SEBN) service has been written and is ready to roll out. A full update report on the ASN Review is being presented to this committee (26th November) by the Head of Education. (EDU 2024-25 ASN 1.1)
- 4.7 All schools were given the opportunity for class teachers / Senior Leadership Teams to be Quality Assurance Moderation Support Officers (QAMSOs) and receive training. The Moray QAMSO Team Site and Network Meetings have been re-established with a membership of 57 QAMSOs. A self-evaluation template has been shared with QAMSOs and headteachers for schools to evaluate their approaches to the moderation of planning, teaching and assessment and to identify next steps. Literacy Career-Long Professional Learning (CLPL) has been offered to all schools and this training supports embedding the Moray Council Learning, Teaching and Assessment Framework to improve the quality of learning, teaching and assessment in literacy. (EDU 2024-25 LTA 1.3)
- 4.8 Throughout term 1, the Moray Quality Improvement Framework (MQIF) has been further developed and strengthened with key evidence gathered in support of Education Scotland local authority Thematic Inspection. This has enabled a health check self-evaluation of local authority approaches where MQIF (version 2) has now been confirmed. Family Improvement Groups were launched at September Inset day with Quality Improvement Team now assigned to identified Family Groups, strengthening networking, support and challenge and approaches to improvement. Positive feedback received and term 1 visit programme (Family Groups) completed by central officers. (EDU 2024-25 S&CI 1.1)

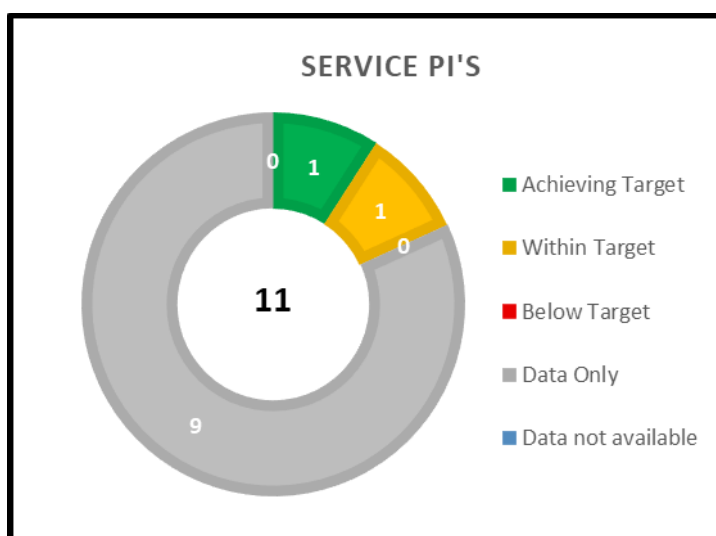
Service Level Outcomes – challenges and actions to support

- 4.9 Following the Cabinet Secretary announcement in September 2024, in relation to Independent Review of Qualifications and Assessment, full cognisant of next steps to be taken, including engagement with national discussions / consultations / groups. Further extension of Interdisciplinary Learning (IDL) in the Senior Phase to be supported once further qualification reform and outcomes are known. In the meantime, schools continue to access resources through Our Moray Toolkit to support curriculum development, including templates, rubrics and career long professional learning for IDL and Project Based Learning (PBL). (EDU 2024-25 CUR 1.1)
- 4.10 The action around ensuring all establishments have a shared vision and values for whole school community has not progressed over Term 1.

However, this action will be progressed over the course of the academic year and will be incorporated as part of termly Quality Assurance visits to schools. (EDU 2024-25 L&E 1.1)

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. Regular attainment reports are presented at Committee as and when local and national data is available. The Initial Analysis of Secondary School Attainment: Session 2023-2024 report is also presented to this committee (26th November) by the Education Quality Improvement Manager.
- 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 the 2023-24 quarter 4 report with updates not due until December 2024 at the earliest.

Operational Indicators - challenges

- 5.4 Nothing to report. Benchmarking indicators were incorporated in the 2023-24 quarter 4 report with updates not due until December 2024 at the earliest.

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 with the Background Papers section of this report.

- 6.2 A total of 28 complaints were received during the first half of 2024/25, with 32 complaints closed. Of those closed, five were at frontline stage (16%), with one upheld, one partially upheld and three not upheld. The average time to resolve frontline complaints was 6 working days, with three of the five frontline complaints responded to within the 5 working day target.
- 6.3 Due to their complexity, a number of education complaints require further investigation in order to achieve a resolution. A total of 27 investigative / escalated complaints were closed in the first half of 2024/25, with three upheld, 17 partially upheld and seven not upheld. The average time taken to resolve investigative / escalated complaints was 35 days. One complaint was resolved within the 20-day working timescale, while 16 complaints required authorised extensions so that investigations could be completed.
- 6.4 Of the 32 complaints resolved, the majority were at primary school stage (23), seven at secondary, one at early years and one for the Central Education Team. The majority of complaint types were recorded as Other (20), while five were around bullying, four against staff and three were process / procedure issues. Over the reporting six-month period common themes for complaints included unprofessional behaviour from staff including teachers and PSA's, and the breakdown in relationships between school and parents which have been a large cause of complaints. As in previous years, Education have upheld a number of complaints regarding bullying as initial measures taken by the school had not been effective. Several complaints regarding a lack of support for pupils with ASN have also been dealt with.
- 6.5 Work has been completed on the complaints system in Lagan by ICT so that Education complaints that involve ASN pupils can be flagged. As from the 2024/25 academic year, all Education complaints will be recorded to identify if they are ASN related. Of the eight complaints resolved in Term 1, two were flagged as being related to ASN.

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) Climate Change and Biodiversity Impacts

None.

(i) Consultations

The Head of Education (Chief Education Officer), Depute Chief Executive (Education, Communities & Organisational Development), Service Managers, and Caroline O'Connor, Committee Services Officer have been consulted with any comments received incorporated into this report.

8. CONCLUSION

8.1 At the end of September 2024, overall progress against the service plan for 2024/25 was 43% complete. The majority of actions have progressed well over term 1 of the academic year.

Author of Report: Neil Stables, Research & Information Officer

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

Ref: