ARGYLL AND BUTE COUNCIL **COMMUNITY SERVICES COMMITTEE**

EDUCATION SERVICE **11 MARCH 2021**

EDUCATION SERVICE FQ3 2020/21 PERFORMANCE REPORT

1.0 EXECUTIVE SUMMARY

1.1 The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.

1.2 This paper presents the Community Services Committee with the FQ3 2020/21 performance report for the Education Service.

1.3 It is recommended that the Community Services Committee reviews and scrutinises the FQ3 2020/21 performance report as presented.

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2.0 INTRODUCTION

2.1. The Council's Performance and Improvement Framework (PIF) sets out the presentation process for regular performance reporting. As a consequence of Covid-19 alternative options for each PIF activity have been agreed by the Strategic Management Team.

2.2 This paper presents the Community Services Committee with the FQ3 2020/21 performance report for the Education Service, in a revised simplified format, commensurate with the Covid-19 situation.

3.0 RECOMMENDATIONS

3.1 That members review and scrutinise the FQ3 2020/21 performance report as presented.

4.0 DETAIL

4.1 As a consequence of Covid-19 the normal arrangements for members' scrutiny of performance has been suspended with an interim arrangement in place.

4.2 To simplify the process during the Council's response to Covid-19, Heads of Service were asked to identify Key Performance Indicators for their Service and these are attached at appendix 1.

4.3 Simplifying and focusing the performance reports in this manner is a proactive approach to help minimise back office function/non-essential activities whilst maintaining a level of service that supports scrutiny, performance monitoring and out statutory duties.

5.0 IMPLICATIONS

5.1 Policy None

5.2 Financial None

5.3 Legal The Council has a duty to deliver best value under the Local Government in Scotland Act 2003

5.4 HR None

5.5 Fairer Scotland Duty: None

5.5.1 Equalities - protected characteristics None

5.5.2 Socio-economic Duty None

5.5.3 Islands None

5.6. Risk Ensures that all our performance information is reported in a balanced manner

5.7 Customer Service None

Douglas Hendry
Executive Director with responsibility for Education

Policy Lead: Councillor Yvonne McNeilly

10 February 2021

For further information contact: Morag Brown, Business Improvement Manager

APPENDICES

Appendix 1 – Education Service - Key Performance Indicators

Appendix 1

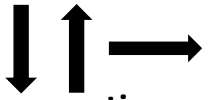
FQ3 2020/21 PERFORMANCE REPORT

Delivering Our Outcomes – This highlights past performance as illustrated through the Services' Key Performance Indicators

KEY TO SYMBOLS

R **Indicates the performance has not met the expected Target**

G **Indicates the performance has met or exceeded the expected Target**

 **The Performance Trend Arrow indicates the direction of travel compared to the last performance reporting period**

FQ3 2020/21 PERFORMANCE REPORT

DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

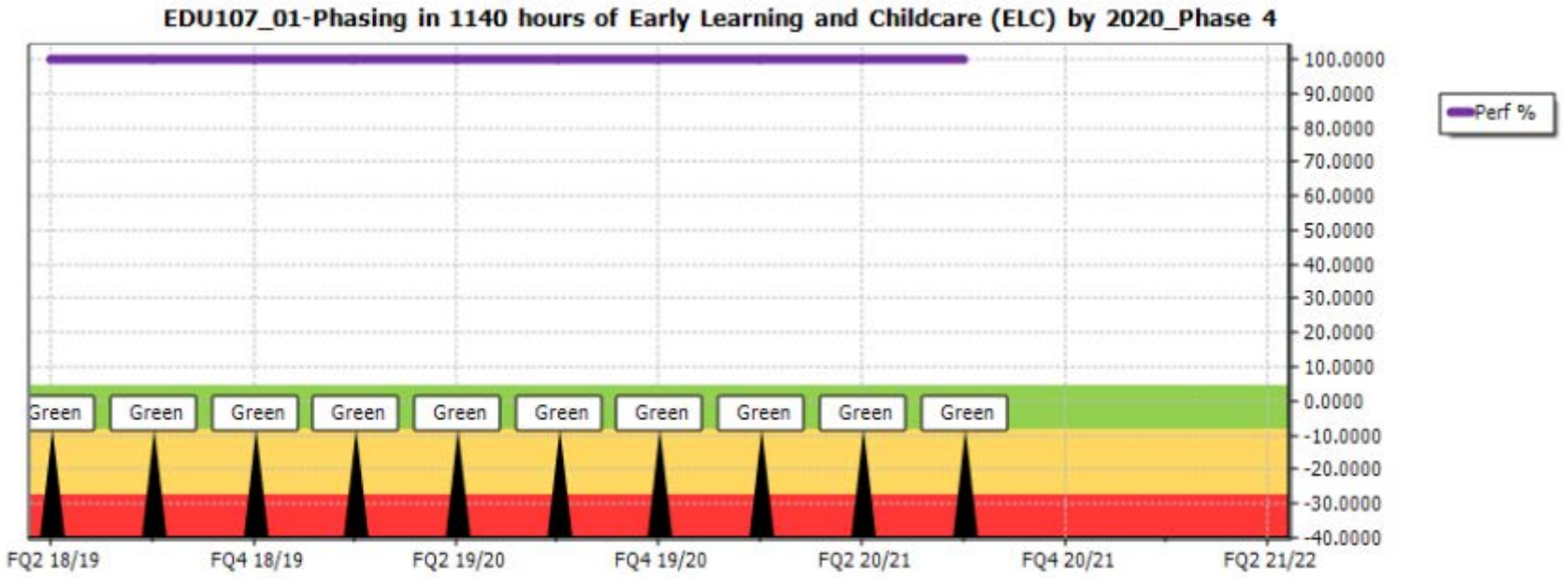
Indicator: EDU107_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020.

Why measure this? The need to ensure all 3 and 4 year olds have access to 1140 hours by August 2020.

Commentary: As of August 2020 all eligible children were able to receive 1140 hours. We were one of only 11 authorities to meet the original deadline.

This indicator is on track with no change in performance since the last reporting period.

TARGET FQ3	ACTUAL FQ3	BENCHMARK	PERFORMANCE TREND
On Track	On Track G	No Benchmark	→



FQ3 2020/21 PERFORMANCE REPORT

Indicator: EDU107_02-Early level and childcare learners spend 50% of their funded time outdoors.

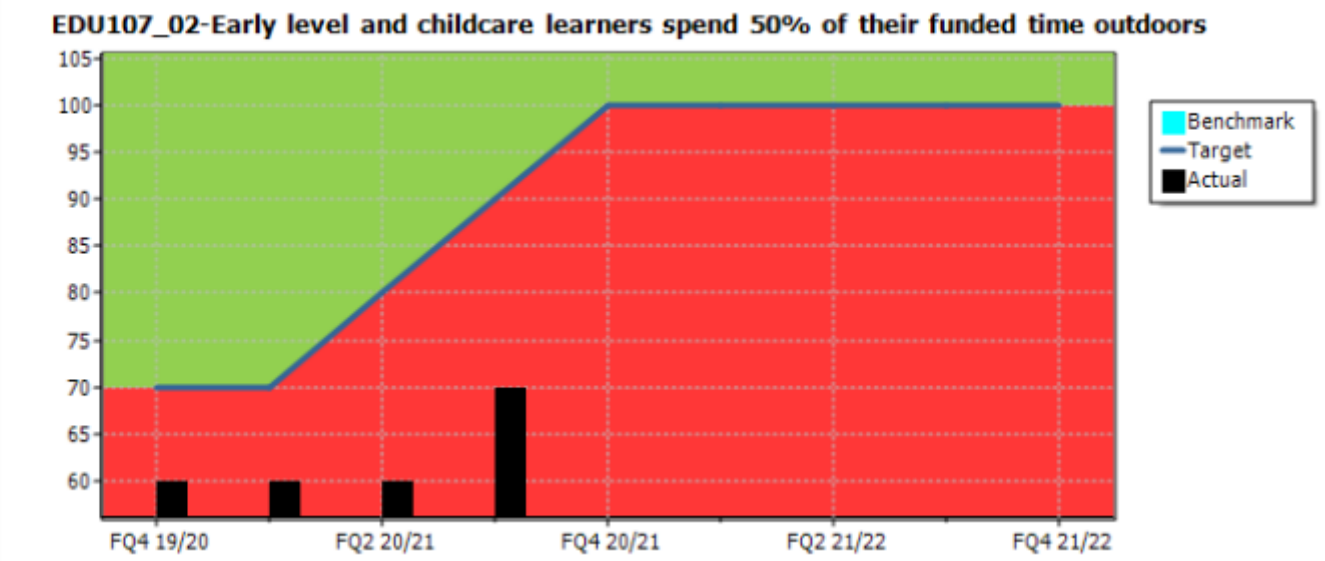
Why measure this? All early level and childcare learners should have access to 50% outdoor provision.

Commentary: 70% of learners on average are spending a minimum 50% of time outdoors. As a result of COVID 19 we have been unable to offer further training as planned again this quarter. However all settings have guidance to support high quality outdoor play. Our outdoor learning course has been verified by SQA and when restrictions are lifted we will be offering this qualification in partnership with Learning and Development.

This indicator is below target however performance has improved since the last reporting period

TARGET FQ3	Actual FQ3	BENCHMARK	PERFORMANCE TREND
80%	70%	No Benchmark	↑
	R		

Latest status	FQ3 20/21	70



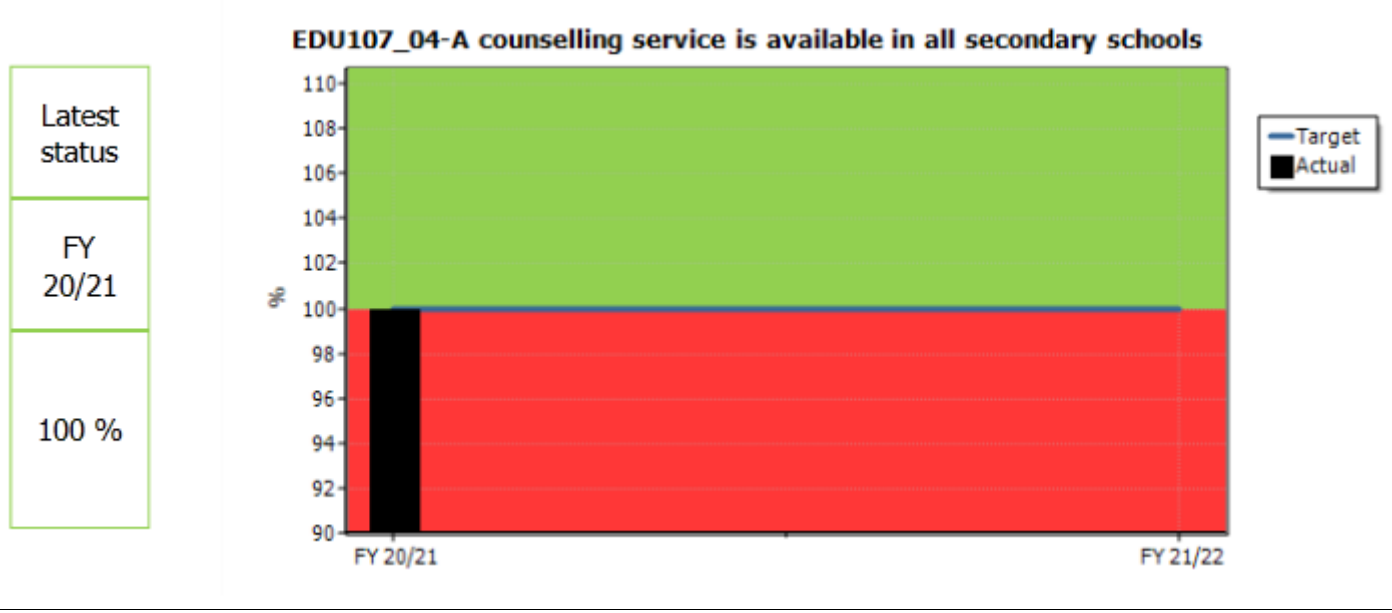
FQ3 2020/21 PERFORMANCE REPORT

Indicator: EDU107_04-A counselling service is available in all secondary schools

Why measure this? This will provide support for mental health and wellbeing in our young people.

Commentary: The team lead took up her post at the beginning of December and counsellors have been offered posts and all have accepted these positions with a start date of 11 January 2021. The Educational Psychology Service and HSCP managers have worked together with the research assistant and counselling service team lead to develop practice guidance, referral procedures and an evaluation framework for this newly developing service. Head Teachers have been updated on progress with referrals forms and service specification being circulated in January 2021. Dates for multiagency strategic group meetings have been set and core members identified. The well qualified and experienced counsellors that have been appointed will provide a valuable Tier 1 service with clear routes for escalation of need to CAMHS services in place where required. From links with other local authorities it appears that Argyll and Bute has been more successful than many in attracting a large number of suitably qualified applicants to deliver this service to our children and young people from the age of 10 years up. Robust processes for evaluation have been built in from the outset so support reporting of outcomes on an ongoing basis.

TARGET FQ3 (ANNUAL)	ACTUAL FQ3 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
100%	100% G	NO BENCHMARK	→



FQ3 2020/21 PERFORMANCE REPORT

Indicator: EDU107_07-The percentage of schools that use the progress and achievement module

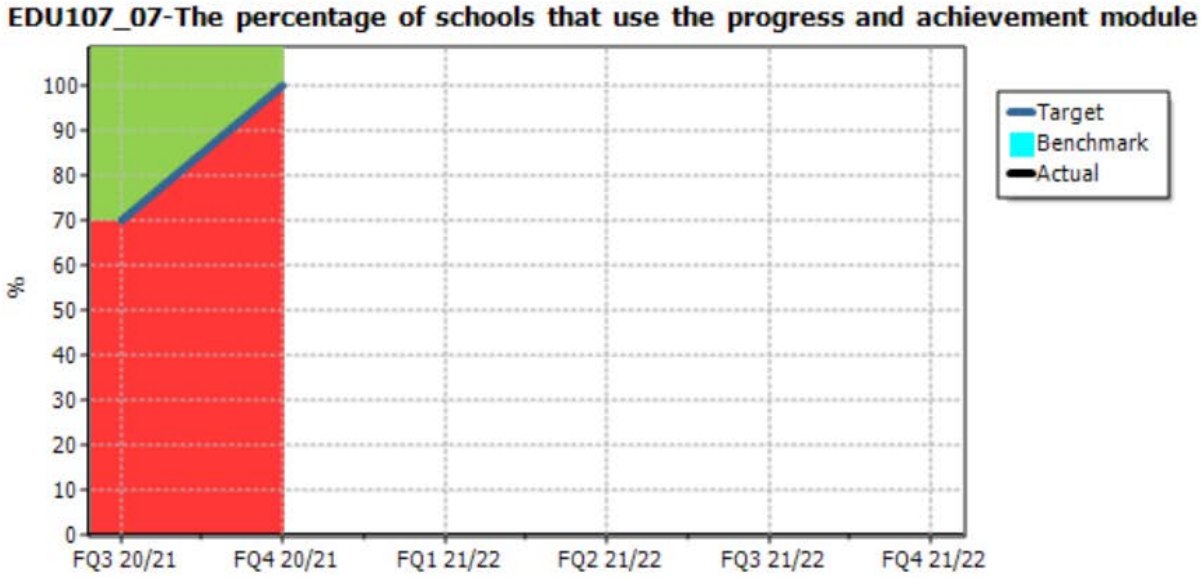
Why measure this? This will enable the Education Service to assess and track children and young people's progress in raising their attainment

Commentary: 100% of schools across the authority are engaging with the Progress and Achievement module at 3 annual junctures - October, February and June. At these 3 points teachers of pupils from P1 to S3 enter data relating to every child's progress in literacy and numeracy within the Curriculum for Excellence level that they are currently working in. The resulting data sets are being used to develop planning and individualised targets for each pupil and identified groups. Data is analysed at school and authority level to ensure excellence and equity in provision. The authority uses the data to inform improvement planning with schools and clusters.

This indicator is above target and performance has increased since the last reporting period

TARGET FQ3	ACTUAL FQ3	BENCHMARK	PERFORMANCE TREND
70%	100% G	NO BENCHMARK	↑

Latest status	FQ3 20/21	100 %



FQ3 2020/21 PERFORMANCE REPORT

Indicator: EDU107_09-Support the increase in uptake of available Grants, Allowances and Entitlements.

Why measure this? To demonstrate the support we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government.

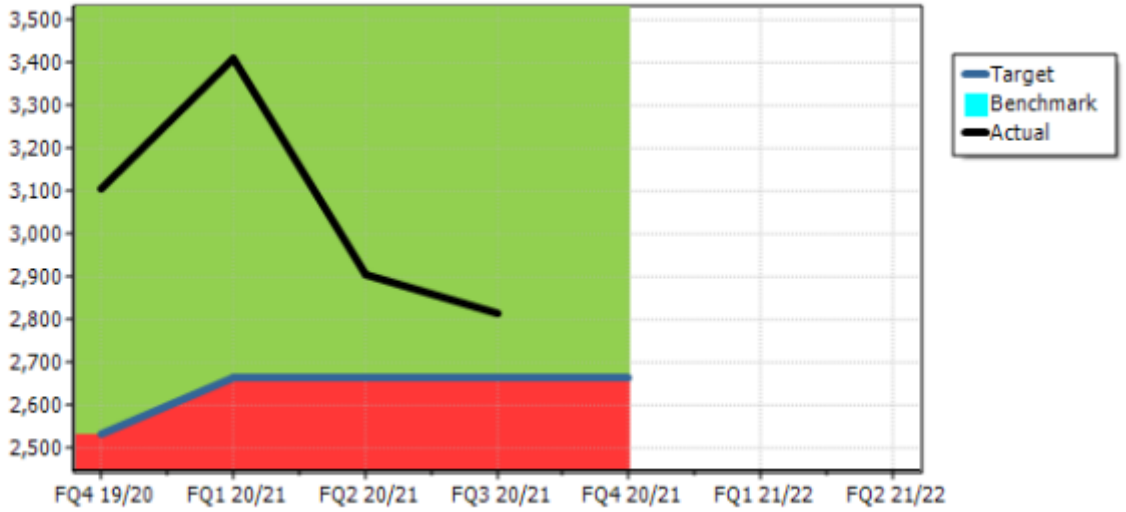
Commentary: Uptake of Clothing Grants is slightly down this year against the same time last year with 163 less grants being awarded. EMA applications are down against the same period last year by 32. More online advertising has been carried out this year along with individual contact to senior pupils. The free school meals figures are for P4-P7 pupils only to reflect the same data collected over previous years, however there have been applications from P1-P3 families also this year due to Covid situation. There has been an increase in applications from families who have had a much reduced income due to Covid.

This indicator is above target however performance has decreased since the last reporting period

TARGET FOR FQ3 (ANNUAL)	ACTUAL FQ3 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
CG 1464 FSM 928 EMA 273	CG 1647 FSM 1015 EMA 153 G	19/20 Performance CG 1839 FSM 982 EMA 282	↓

EDU107_09-Support the increase in uptake of available Grants, Allowances and Entitlements

Latest status	FQ3 20/21	2,815



FQ3 2020/21 PERFORMANCE REPORT

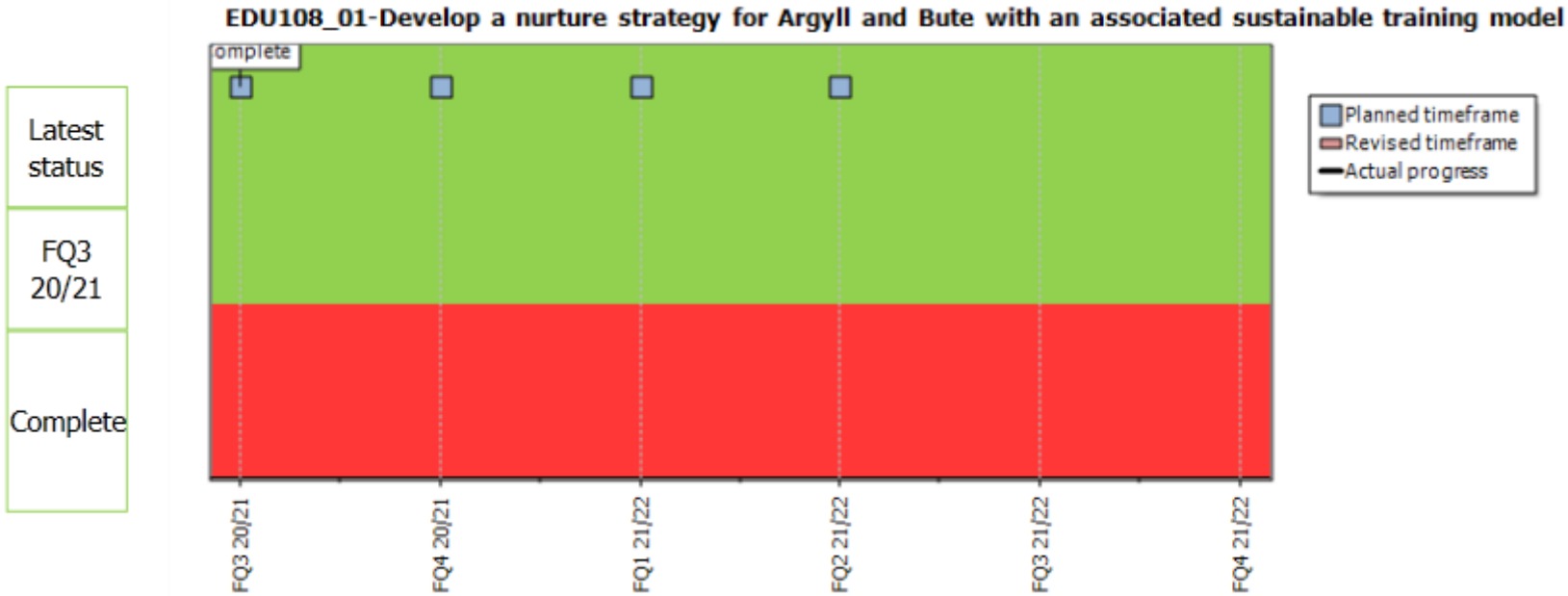
Indicator: EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model.

Why measure this? Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people.

Commentary: This strategy has been developed and adopted. Updates will be reported through the actions arising from the nurture strategy element.

This indicator is now marked as Complete, there was no change in performance since the last reporting period

TARGET FQ3	ACTUAL FQ3	BENCHMARK	PERFORMANCE TREND
COMPLETE	COMPLETE G	NO BENCHMARK	→

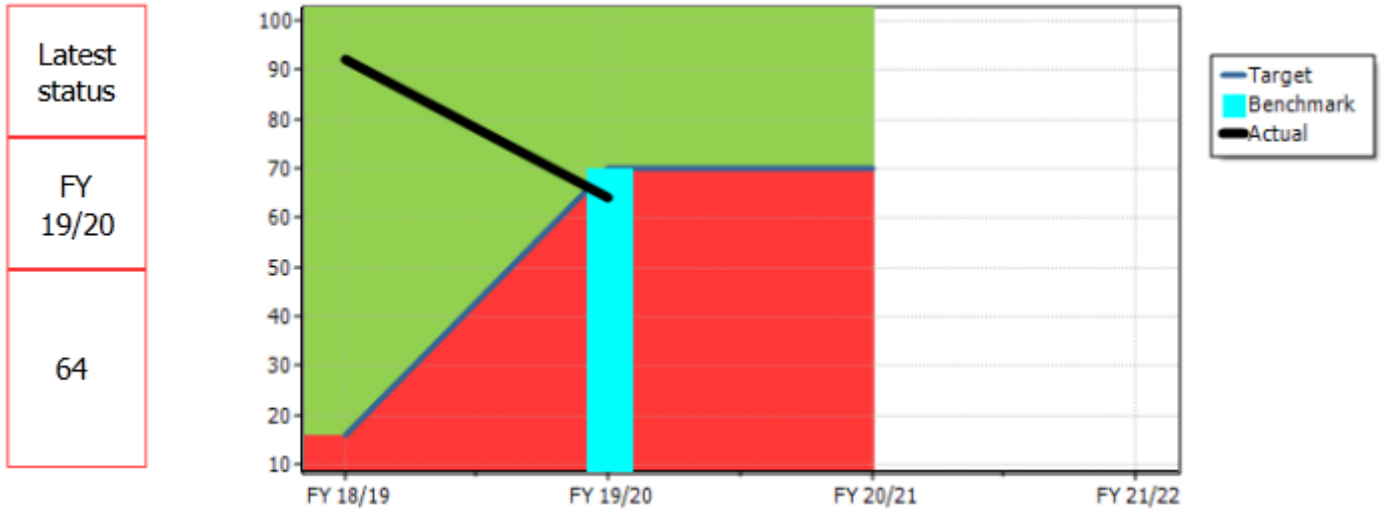


FQ3 2020/21 PERFORMANCE REPORT

Indicator: EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.
Why measure this? These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations.

Commentary: Complete information still not available. It is however apparent that there are a significant number of wider achievement awards that were started but not completed due to Covid 19. Many of which will not be completed as young people move on causing a drop in the number of wider achievement awards completed.

This indicator is below target however performance has decreased since the last reporting period

TARGET FINANCIAL YEAR 2019/20	ACTUAL FINANCIAL YEAR 2019/20	BENCHMARK	PERFORMANCE TREND
70	64 R	70	↓

EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.