

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education Operational Delivery
<b>DATE</b>	12 March 2020
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Educational Services - Annual Public Performance (Statutory Performance Indicator) Report 2018-19
<b>REPORT NUMBER</b>	COM/20/057
<b>DIRECTOR</b>	Rob Polkinghorne
<b>CHIEF OFFICER</b>	Martin Murchie
<b>REPORT AUTHOR</b>	Alex Paterson
<b>TERMS OF REFERENCE</b>	Remit 1 and 2

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### 1. PURPOSE OF REPORT

- 1.1 To provide Elected Members with a summary of the 2018-19 Annual Public Performance (Statutory Performance Indicator) Report outcomes covering the work of Educational Services over the fiscal period.

### 2. RECOMMENDATION

- 2.1 That the Committee scrutinise and provide comment on the content of the report, and the detailed Educational Services 2018-19 Annual Public Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B.

### 3. BACKGROUND

- 3.1 At the meeting of the 5<sup>th</sup> March 2018, Council approved the new Governance arrangements supporting introduction of the Target Operating Model. This provided for the establishment of the Education Operational Delivery Committee with, amongst other responsibilities, the core remits outlined below.

*Remit of Committee:*

*The Committee will, for internal educational services:*

- 1. Hold the organisation to account for the in-house delivery of all educational services.*
- 2. approve and monitor the in-house delivery of educational services and take action to ensure that such performance is in line with the outcomes set by*

## *Council and the Strategic Commissioning Committee.*

- 3.2 With effect from the 2018/19 reporting year, the Accounts Commission Direction to local authorities on Statutory and Public Performance Reporting was replaced by new guidance ('the 2018 Direction') which is current for a period of three years.
- 3.3 Within this Direction, councils are required to reflect against outputs from the Scottish Local Government Benchmarking Framework (SLGBF) a significant proportion of which are, as appropriate, captured within the Statutory Performance Indicator (SPI) suite.
- 3.4 In addition, to support meeting of the new Direction, local authorities also need to report against particular thematic:
- Performance in improving public services (including with partners)
  - Performance in improving local outcomes (including with partners)
  - Performance in engaging with communities and service users and responding to their views and concerns
  - Performance in achieving Best Value including performance benchmarking options appraisal and use of resources.

These requirements, as they reflect against Educational services delivery and impact, are primarily encompassed under the first two headings above.

- 3.5 Due to the June deadline for submission of SPI for the purposes of facilitating the External Audit phase, and alignment of this reporting with the Accounts Commission Guidance, attainment data from the most recently completed academic year is not reflected in this Report but, summarises 2018 attainment data (ICFS SPI 1) previously reported to Committee through the Education Improvement Journey Report presented in May 2019.

## **4. MAIN ISSUES**

- 4.1 The content of this report represents the latest step in creating a cohesive and comprehensive suite of Statutory Performance Indicators for Aberdeen City Council Education Services which aligns directly with the Senior Phase National Performance Benchmarking suite and Curriculum for Excellence framework, alongside the drivers set out in the City's current LOIP, the ACC National Improvement Framework and Education Improvement Journey documents.

- 4.1.1 The following summarises the outcomes from the suite of improvement measures linked to the delivery of Educational services as reflected within the Statutory Performance Indicator submissions for these services in 2018/19.

### **4.2 Attainment and Achievement**

- 4.2.1 Attainment and Achievement of National Qualifications and Expected Curriculum for Excellence Levels (ICFS SPI 1)

4.2.2 From the 2014 academic year, National Qualifications were introduced at SCQF levels 4 and 5, replacing Standard Grades and in, 2016, this was followed by the full implementation of the new Higher Grade (SCQF Level 6) Qualification. In 2017, the revised National Qualification examination template was extended to SCQF Level 7.

4.2.3 On this basis, the Indicators contained in the ICFS SPI 1 suite reflected an early opportunity for comparative trend analysis against the complete range of SCQF levels and tariffs linked to these qualification changes.

4.2.4 The national framework for the application and publication of teacher judgement of pupil achievement at levels P1 to S3 against the Curriculum for Excellence was introduced in the 2016 academic year so the data encompassed within this report also represented the first opportunity for three-year trend evaluation of progress against this no longer experimental data framework.

4.2.5 The summary of measures of Senior Phase SQA and Curriculum for Excellence attainment in Appendices A and B are directly aligned with three key National Benchmark Measure themes (see below) and the City's National Improvement Framework Plan for education.

- **Improving Attainment in Literacy and Numeracy**
- **Improving Attainment for All**
- **Tackling Disadvantage by Improving the Attainment of Lower Attainers Relative to Higher Attainers**

4.2.6 Attainment and Achievement Summary

The cumulative pattern for SQA and Curriculum for Excellence attainment across the measures encompassed within this SPI framework, demonstrates an improvement in 2018 outcomes in comparison with the previous year. The overwhelming majority of Indicators reflect both improvement in outcomes against the prior year and meeting of the local targets set for these measures.

### **4.3 School Leaver Destinations (ICFS SPI 2)**

4.3.1 The Proportion of School Leavers in a Positive Sustained Destination

The percentage of school leavers recorded in sustained positive destinations in Aberdeen has risen between the 2017/18 and 2018/19 School Leaver Initial Destinations Report surveys with an increase from 90.8% of total school leavers to 91.4%. This measure aligns with the fourth and final National Benchmark Measure for education outcomes: '**Increasing Post-School Participation**'.

### **4.4 Education and Early Learning Centre Inspections (ICFS SPI 3/4)**

These measures reflect the proportion of positive evaluations of each Quality Reference Indicator conducted by either, or both, Education Scotland and the Care Inspectorate during the course of statutory inspections of all educational, and early learning, settings including those managed by partner providers.

#### 4.4.1 Inspections of Combined Educational/ Early Years Provision (ICFS SPI 3)

The combined figure of 87.7% reflects the results from inspections of 42 educational and early learning settings (local authority and partner provider) published from 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019. This outcome is below the previous year figure of 95.5% and the annual target.

#### 4.4.2 Inspections of Early Years and Childcare Provision (ICFS SPI 4)

The outcome for evaluations of Early Learning and Childcare settings (ICFS SPI 4) produced a figure of 90%. Again, this was below both the 2017-18 figure of 97.7%, and the local target.

### 4.5 **Early Learning and Childcare Provision (ICFS SPI 5)**

4.5.1 The proportion of eligible 3 and 4-year olds within the population whose entitlement to funded Early Learning and Childcare was met through an allocated placement in 2018/19 rose significantly by just over 6%, from 87.4% in the previous year to 93.8%.

## 5. **DATA LEGENDS**

Within the summary dashboards (Appendices A and B) the following symbols are used:

### Performance Measures

#### Traffic Light Icon



On target or within 5% of target



Within 5% and 20% of target and being monitored



Below 20% of target and being actively managed

## 6. **FINANCIAL IMPLICATIONS**

6.1 There are no direct financial implications arising from the recommendations of this report.

## 7. **LEGAL IMPLICATIONS**

7.1 There are no direct legal implications arising from the recommendations of this report.

## 8. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
<b>Financial</b>	There are no direct financial risks attached to this report.	L	Not applicable.
<b>Legal</b>	There are no material legal risks attached to this report.	L	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
<b>Employee</b>	There are no material employee risks attached to this report.	L	Not applicable
<b>Customer</b>	There are no material customer risks applied to this report.	L	The report highlights those areas of service performance that meet the needs of customers.
<b>Environment</b>	There are no direct environmental risks attached to this report.	L	Not applicable.
<b>Technology</b>	There are no direct technology risks attached to this report.	L	Not applicable.
<b>Reputational</b>	There are no material reputational risks attached to this report.	L	Public reporting of service performance serves to enhance the Council's reputation for transparency and accountability.

## 9. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
<b>Prosperous Economy</b> 10% increase in employment across priority and volume growth sectors by 2026.	The report content aligns with and supports the delivery of Children & Young People Stretch Outcomes 1 in the LOIP
<b>Prosperous People</b> 95% of children (0-5years) will reach their expected developmental milestones by	The content within this report supports the delivery of Children & Young People Stretch Outcomes 3 to 7 in the LOIP, including:

<p>the time of their child health reviews by 2026.</p> <p>90% of children and young people will report that they feel mentally well by 2026.</p> <p>95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>	<p>Increase the number of young people who effectively transition from primary school to secondary school by 2021</p> <p>Increase the range and number of accredited courses being provided by schools &amp; partners by 25% by 2021.</p> <p>Increase the number of young people taking up foundation apprenticeships to 142 by 2021.</p> <p>Reduce the number of winter leavers with no positive destination by 50% by 2021.</p> <p>Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021</p> <p>Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.</p> <p>Increase the number of curricular offerings shaped by school communities by 20%, by 2021.</p> <p>Increase children, young people and families' awareness and understanding of future skill requirements by June 2021.</p>
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<b>Design Principles of Target Operating Model</b>	
	<b>Impact of Report</b>
<b>Customer Service Design</b>	In concert with Customer Services and the Commissioning function, the Services will continue to maintain a focus, as embodied by the Duty of Regard, on the delivery of customer centric services which maximise engagement with and by our young people.
<b>Organisational Design</b>	The report reflects recognition of the process of organisational design and provides assurance around maintenance of Elected Member scrutiny of operational effectiveness through embracing change.
<b>Governance</b>	Oversight and scrutiny of operational performance, including that provided by external inspection, supports the robustness of governance arrangements between and across internal and external providers involved in the delivery of services to the community.

<b>Workforce</b>	The Services, through a commitment to maintaining professional training and support, providing opportunities for personal development and future proofing individual skill sets, seeks to assist and assure employees over the course of the transition journey.
<b>Process Design</b>	As the interim structure embeds, development and integration of process design will be influenced by continual evaluation of the performance and outcome measures applied to service provision.
<b>Technology</b>	In concert with Customer Services and the Commissioning function, supported by the digital partners, the Services will seek to maximise opportunities for the use and development of technological solutions that enhance both the experience of customers, evaluations of these experiences and provide our young people with the skill sets necessary for positive and robust societal engagement.
<b>Partnerships and Alliances</b>	Continuous review of the outcomes, and effectiveness, of in-house services provides assurance to critical partners: NHS, Police, Education Scotland, Care Inspectorate, which support strategic Council and City improvement objectives for young people which are delivered through partnership models.

## 10. IMPACT ASSESSMENTS

<b>Assessment</b>	<b>Outcome</b>
<b>Equality &amp; Human Rights Impact Assessment</b>	The recommendations arising from this report do not require that a full Equality and Human Rights Impact Assessment is completed.
<b>Data Protection Impact Assessment</b>	The recommendations arising from this report do not require that a Data Protection Impact Assessment is completed.
<b>Duty of Due Regard / Fairer Scotland Duty</b>	Not applicable.

## 11. BACKGROUND PAPERS

OPE/19/251 [Education Improvement Journey](#), Education Operational Delivery Committee, 16<sup>th</sup> May 2019

OPE/19/336 [Aberdeen City Council National Improvement Framework Plan](#) Education Operational Delivery Committee, 17<sup>th</sup> September 2019

## **12. APPENDICES**

Appendix A: Educational Services Annual (SPI) Public Performance Report Scorecard.

Appendix B: Educational Services Annual (SPI) Public Performance Report Trend Analysis

## **13. REPORT AUTHOR CONTACT DETAILS**

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