

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 November 2018
REPORT TITLE	Educational Services Annual Performance (Statutory Performance Indicator) Report 2017-18
REPORT NUMBER	COM/18/181
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Alex Paterson
TERMS OF REFERENCE	1.1, 1.2, 4 and 6

1. PURPOSE OF REPORT

- 1.1 To provide Elected Members with a summary of the 2017-18 Annual Performance (Statutory Performance Indicator) improvement outcomes covering the work of Educational services over the previous fiscal period.

2. RECOMMENDATIONS

That the Committee

- 2.1 note the content of the report, and the detailed Educational Services 2017-18 Annual Performance (Statutory Performance Indicator) outcomes contained within Appendices A and B.

3. BACKGROUND

- 3.1 At the meeting of the 5th 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 remit outlined below.

The Committee will, for internal Educational services:

- a) *Hold the organisation to account for the performance of all in house services. It will oversee the delivery of all in house services in all areas in line with the outcomes set by the Strategic Commissioning Committee and improve results for Public Performance Recording by scrutinising Key Performance Indicators and rigorous performance management ...*

- 3.2 With effect from the 2016/17 reporting year, the Accounts Commission Direction to local authorities on Statutory and Public Performance Reporting was replaced by new guidance ('the 2015 Direction') which is current for 2017/18.
- 3.3 Within this Direction, councils are required to reflect against outputs from the Scottish Local Government Benchmarking Framework (SLGBF) 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.

- 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 recent academic year (2018) is not reflected in this Report.

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 Educational 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 2017-18.

- 4.1.2 Members are asked to note that the content of the report relating to Attainment and Achievement is based on final post-service (appeal process) and validated outcomes which will vary from initial dataset reporting.

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 reflect an early opportunity for comparative 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 represents the first opportunity for trend evaluation of progress against this 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 Excellence and Equity education improvement plan.

- **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 2017 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.

- 4.2.7 In most instances, the outcomes are in line with National Establishment figures and Virtual Comparator projections.

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 substantially between the 2016 and 2017 School Leaver

Destinations Report follow-up surveys with an increase from 89.3% of total school leavers to 92.6%. This measure aligns with the fourth and final National Benchmark Measure against education outcomes: **'Increasing Post-School Participation'**

4.4 School Education and Early Learning Centre Inspections (ICFS SPI 3 and 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 educational and early learning settings, including those managed by partner providers.

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

The combined figure of 95.8% reflects the results from inspections of 42 educational and early learning settings (local authority and partner provider) published from 1st April 2017 to 31st March 2018. This outcome is marginally above 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 97.7%. Again, this was above both the 2016-17 figure of 96.1%, 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 2017-18 rose by just over 1%, from 86.2% in the previous year to 87.5%

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 pursued.

Data Measures



Data provided as supporting information or in the context of variable and dynamic target setting only.

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

- 8.1 Presentation and publication of service delivery and outcome performance information serves to mitigate risk across a number of aspects by demonstrating:

- The Council's commitment to openness of decision making and reputation as a transparent and accountable organisation.
- A willingness to recognise areas of good practice within the Council and in the national context and, where necessary, to challenge under performance.
- Effectiveness of delivery and reporting in the context of Best Value and the legislative requirements that underpin this.
- A continual focus on the extent to which services are meeting customers' needs and expectations.

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There are no direct financial risks attached to this report.	L	Not applicable.
Legal	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.

Employee	There are no material employee risks attached to this report.	L	Not applicable
Customer	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.
Environment	There are no direct environmental risks attached to this report.	L	Not applicable.
Technology	There are no direct technology risks attached to this report.	L	Not applicable.
Reputational	There are no material reputational risks attached to this report.	L	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
Prosperous Economy	The report content aligns with the inclusive economic growth thematic through the primary driver, 'We will invest in our workforce, particularly young people, develop our future workforce, and ensure all benefit from economic activity'.
Prosperous People	This report reflects on the performance of services delivered to children and young people with particular emphasis on the primary drivers; 'Children have the best start in life' and 'Children are safe and responsible'.
Enabling Technology	The Council recognises that enabling technology is central to innovative, integrated and transformed public services and supportive of providing our young people with the digital skill sets necessary for the delivery of positive educational outcomes at an individual level.

Design Principles of Target Operating Model

	Impact of Report
Customer Service Design	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.
Organisational Design	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.
Governance	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.
Workforce	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.
Process Design	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.
Technology	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.
Partnerships and Alliances	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

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

11. BACKGROUND PAPERS

[Excellence and Equity](#), Education and Children's Services Committee, 1st June 2017
[Education Improvement Journey](#), Education Operational Delivery Committee, 19th April 2018

12. APPENDICES

- Appendix A: Educational Services Annual (SPI) Performance Report Scorecard.
- Appendix B: Educational Services Annual (SPI) Performance Report Trendcharts.

13. REPORT AUTHOR CONTACT DETAILS

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