
ARGYLL AND BUTE COUNCIL

COMMUNITY SERVICES COMMITTEE

EDUCATION

12 MARCH 2020

PERFORMANCE REPORT – FQ3

1. EXECUTIVE SUMMARY

- 1.1 The Council's Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with Education's performance report and scorecard for FQ3 2019-20 (October - December)
- 1.2 It is recommended that the Community Services Committee reviews the scorecards as presented.

PERFORMANCE REPORT – FQ3

2. INTRODUCTION

2.1 The Planning and Improvement Framework sets out the process for presentation of the council's quarterly performance reports. This paper presents the Community Services Committee with Education's performance report and associated scorecard for FQ3 2019-20 (October - December).

3. RECOMMENDATIONS

3.1 It is recommended that the Community Services Committee reviews the scorecards as presented.

4. DETAIL

4.1 The performance scorecard for the Education Service was extracted from the Council's Pyramid performance management system and is comprised of key performance indicators.

5. 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 Scotland Act 2003.
5.4	HR	None
5.5	Fairer Scotland Duty	None
5.5.1	Equalities	None
5.5.2	Socio-economic Duty	None
5.5.3	Islands	None
5.6	Risk	Ensuring performance is effectively scrutinised by members reduces reputational risk to the Council.
5.7	Customer Services	None

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 Councillor Yvonne McNeilly, Policy Lead for Education
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strategic approaches to meeting the needs of our most vulnerable children and young people should be reinvigorated. Both the Joint Services Management Group and the Joint Resource Groups have been re-established to promote and oversee effective joint working between education

Action Detail –

1. Each of our secondary schools has successfully constructed their timetable for 2019/20 academic year. Both in terms of the curriculum on offer and the recruitment of staff to deliver.
2. To ensure a progressive learning journey for all pupils in secondary school, work is being undertaken with secondary Head Teachers to audit current practice and to review the learner journey in secondary schools.
3. Assessment and moderation strategies are being put in place across all schools to provide a more rigorous approach to assessment and moderation including a greater use of data.
4. Work is underway to review and refresh curriculum guidelines for primary schools.

Carried Forward From Previous Quarter: Y/N

Action Milestone Dates:

Yes

c) The two Principal Teachers of STEM will support schools in the delivery and will be supporting schools to increase their levels of STEM engagement. They will do so by offering STEM events for learners, practitioners and parents.

Carried Forward From Previous Quarter: Y/N

Yes

Action Milestone Dates:

June 2020

Responsible Person:

Louise Connor

Key Challenges and Actions to address the Challenges

Business Outcome 117 We encourage creativity and innovation to ensure our workforce is fit for the future

Challenge – We will be reviewing the guidance on Devolved School Management (DSM)

- a) There is an Education Officer supporting schools through training and one to one support visits.
- b) Presentation to the November Head Teachers meeting on highly effective practice, the quality indicators and the challenge questions.
- c) Increasing capacity in the central team to support
- d) Continue programme of quality improvement visits, visit 1 looked at School Improvement plans and PEF plans.

Carried Forward From Previous Quarter: Y/N

No

Action Milestone Dates:

June 2020

Responsible Person:

Louise Connor

Trend

Target

Actual

Owner

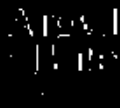


Trend	Target	Actual	Owner

Indicator Ref: EDU108_02 [ED108_02]-Continue to improve outcomes in performance within national qualifications at SCQF 5 [National 5] (Authority Data)

Trend	Target	Actual	Owner	Commentary																		
	81.00 %	79.43 %	Simon Easton	There has been a small decrease in pass rates from 2017/18. However the Argyll and Bute results are 1.2% above the national average for Nat 5s. Continued improvement in the effective use of data has been facilitated through training of HTs in use of Insight. The central education team have carried out a comprehensive analysis by school and by subject shared with head teachers and with the details presented to Community Services Committee.																		
Quartile	Target	Actual	Benchmark																			
FQ3 18/19	79.00%	79.86%		<table border="1"> <caption>Chart Data: Target vs Actual Performance</caption> <thead> <tr> <th>Quarter</th> <th>Target (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>FQ3 18/19</td> <td>79.00%</td> <td>79.86%</td> </tr> <tr> <td>FQ4 18/19</td> <td>79.00%</td> <td>79.86%</td> </tr> <tr> <td>FQ1 19/20</td> <td>81.00%</td> <td>79.86%</td> </tr> <tr> <td>FQ2 19/20</td> <td>81.00%</td> <td>79.43%</td> </tr> <tr> <td>FQ3 19/20</td> <td>81.00%</td> <td>79.43%</td> </tr> </tbody> </table>	Quarter	Target (%)	Actual (%)	FQ3 18/19	79.00%	79.86%	FQ4 18/19	79.00%	79.86%	FQ1 19/20	81.00%	79.86%	FQ2 19/20	81.00%	79.43%	FQ3 19/20	81.00%	79.43%
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Trend	Target	Actual	Owner	Commentary
	30	26		



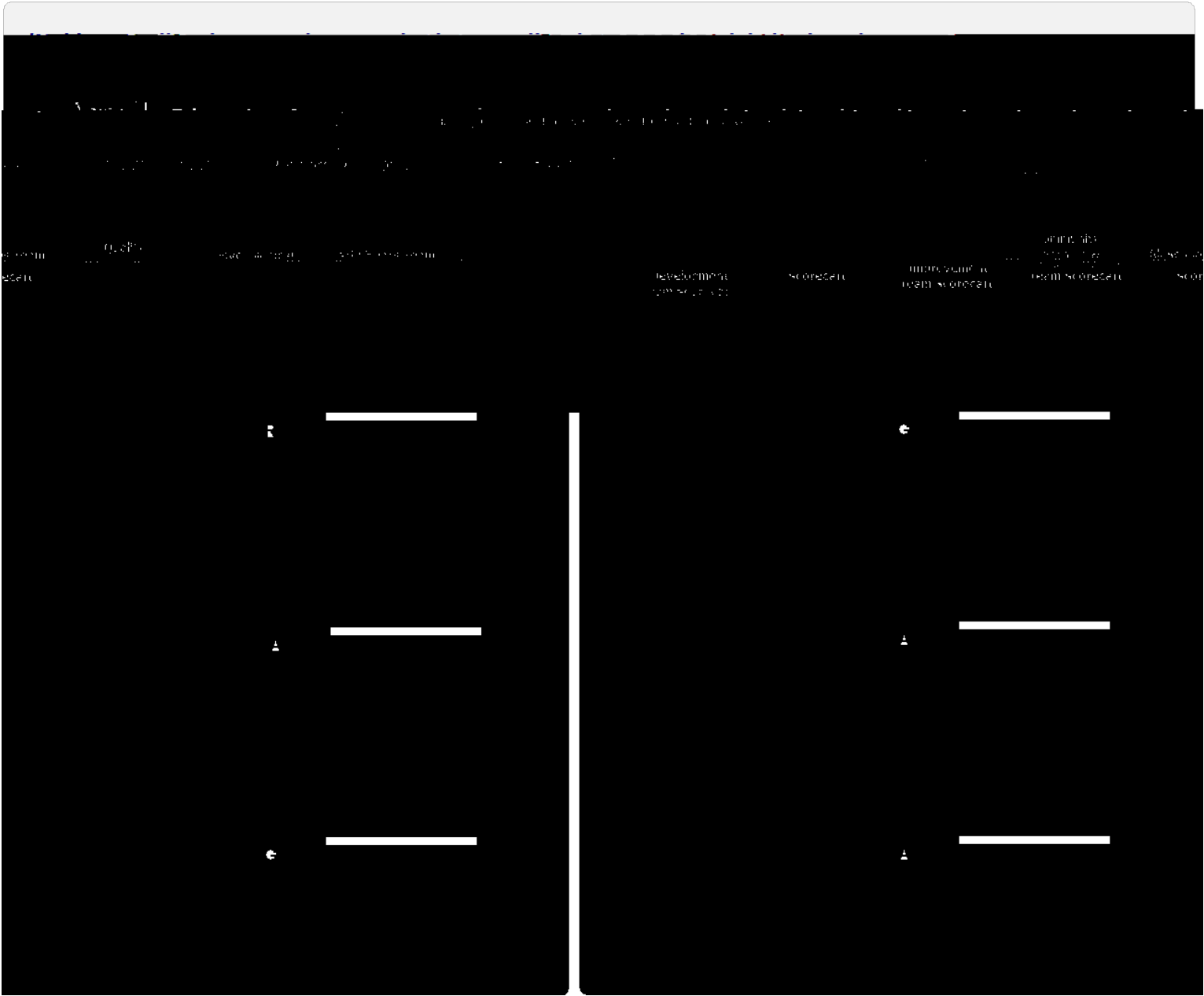
Education Service Scorecard 2019-22

Scorecard Director: Douglas Hendry FQ3 19/20

Total LGE Staff Absence [ENI]		3,472 Days	3,220 Days	⬇	
1]	1.50 Days	2,015 Days	R	⬇	Total Teacher Absence [EDU]
	90 %	90 %	R	⬇	
	£K 8,456	£K 8,456	€	➔	Finance Revenue totals EDU

Capital Investment - current vs		Capital Investment - current vs			
Capital Investment - current vs		Capital Investment - current vs			
Capital Investment - current vs		Capital Investment - current vs			
Outcomes	Improvement Plan Outcomes [ENI]	Actions	Total [EN]	Contracted	Contracted
8			13	0	5

Category	Current	Target	Actual	Contracted	Contracted
Capital Investment	11	0	10	0	0
Capital Investment	11	0	10	0	0
Capital Investment	11	0	10	0	0



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