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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
4 FEBRUARY 2015**

**SUBJECT: PERFORMANCE REPORT (EDUCATION AND SOCIAL CARE) –  
HALF YEAR TO SEPTEMBER 2014**

**BY: CORPORATE DIRECTOR (EDUCATION AND SOCIAL CARE)**

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to outline the performance of services for the period from 1 April to 30 September 2014.
- 1.2 This report is submitted to Committee in terms of Section III C (35) of the Council's Scheme of Administration relating to developing and monitoring the Council's Performance Management Framework for Children and Young People's Services and Section III C (36) relating to contributing to public performance reporting.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:**

- (i) **scrutinises and notes performance against Education and Social Care Performance Indicators as at the end of September 2014;**
- (ii) **scrutinises progress against Education and Social Care Service Plan actions for 2014/15;**
- (iii) **welcomes good performance as indicated in the report; and**
- (iv) **notes the actions being taken to seek improvements where required.**

**3. BACKGROUND**

- 3.1 The revised performance management framework was approved at the meeting of The Moray Council on 22 May 2011 (paragraph 8 of the minute refers). As a result, performance is reported on a half yearly basis.

- 3.2 The Policy and Resources Committee, at its meeting on 27 April 2010, approved the development of a quarterly monitoring document which will provide supporting information for the performance management framework and half yearly performance reports will refer to this document (paragraph 12 of the minute refers).
- 3.3 At a meeting of the Children & Young People's Services Committee on 5 March 2014 a revised suite of performance indicators for Education and Social Care for 2014/15 was approved (paragraph 10 of the minute refers). These are reported in this paper.

#### 4. **SUMMARY OF PERFORMANCE**

- 4.1 In paragraph 4.2, amber and red thresholds represent performance at 5% and 10% below target.
- 4.2 The table below summarises performance: –

	Service	No. of Indicators	Green Performing Well	Amber Close Monitoring	Red Action Required	Data Only/Annual PI
<b>Integrated Children's Services</b>	<b>Additional Support Needs</b>	3	1	-	-	2
	<b>Looked After Children</b>	14	5	1	-	8
	<b>Youth Work</b>	5	-	-	-	5
<b>Lifelong Learning, Culture and Sport</b>	<b>Leisure Management</b>	4	1	1	-	2
	<b>Libraries &amp; Museums</b>	12	1	2	-	9
	<b>School Estate Management</b>	2	-	-	-	2
	<b>Sports Development</b>	4	-	-	2	2
<b>Schools and Curriculum Development</b>	<b>Childcare</b>	3	-	-	-	3
	<b>Pre-School Education</b>	5	-	-	-	5
	<b>Primary Education</b>	3	-	-	-	3
	<b>Secondary Education</b>	21	7	-	-	14
	<b>Total</b>	76	15 (20%)	4 (5%)	2 (3%)	55 (72%)
	<b>Total this quarter</b>	21	15 (71%)	4 (19%)	2 (10%)	

- 4.3 Performance against Committee indicators are presented across 11 service areas, involving 21 indicators at the end of quarter 2. At this stage of the year 71% are regarded as performing well, 19% require close monitoring and 10% require action if the target is to be met.
- 4.4 During the first half of 2014/15 (calculated one month in arrears – March 2014 to August 2014) a total of 44 complaints were received; 16 related to Integrated Children's Services (ICS), 2 to Lifelong Learning, Culture & Sport and 26 to Schools & Curriculum Development.
- 4.5 Of the 16 complaints relating to ICS the majority were resolved at stage 1 with just one progressing to stage 2 before resolution. One ICS complaint was upheld and 3 were part upheld with appropriate action taken to resolve the issues. Eleven of the sixteen complaints were responded to within the target timescale of 20 working days and extensions were authorised for four of the other five. The remaining complaint was responded to three days outwith timescale.
- 4.6 Both of the complaints relating to Lifelong Learning, Culture & Sport were investigative stage complaints; neither was upheld. Neither was responded to within the target timescale of 20 working days: one was 1 day outwith and the other was 2 days outwith the timescale. No extensions were agreed.
- 4.7 Eleven of the 26 complaints relating to Schools & Curriculum Development were resolved at frontline, the remainder progressing to the investigative stage. Five complaints were upheld and a further 4 were part upheld with appropriate action taken to resolve the issues. All but one of the 26 complaints was responded to within the target timescale of 20 working days. The complaint outwith timescale was responded to 5 days late due to a clerical error. No holding letter was sent for the complaint outwith timescale.
- 4.8 A summary report of the complaints can be found at:  
[http://www.morayperforms.org/moray\\_standard/page\\_67183.html](http://www.morayperforms.org/moray_standard/page_67183.html)

## **5. PERFORMANCE ANALYSIS**

### **Areas of good performance**

- 5.1 For the second consecutive year all primary age pupils with Additional Support Needs (ASN) are provided for and educated within Moray (EdS601.51). In 2014/15, 9 secondary pupils (0.2% of the total school roll) with ASN required education outwith Moray to cater for their individual needs. Although the percentage result remains unchanged from last year, the actual number has fallen from 13 (EdS601.52). The most recent report on Out of Area Placements and Additional Resource Packages was submitted to this committee on 24 September 2014 (paragraph 15 of the minute refers).

- 5.2 The accommodation breakdown of Looked After Children (LAC) shows that at the end of quarter 2 all categories are achieving target levels for the second consecutive quarter (CSCF001a/001b/001c/001d). Of particular note, there were no children being looked after in secure accommodation in either quarter 1 or 2. The proportions of children looked after in a family placement, in residential accommodation or out of area have been within target levels since the start of 2012/13, with the exception of one quarter when the proportion of children in family placement dropped very slightly below target.
- 5.3 The rate per 1,000 of the child population in Moray of children looked after and accommodated remains slightly above target at 8.2 (CSCF012) while the rate of children subject to compulsory measures of supervision or care remains within target, falling for the third time in a year to 8.2 (CSCF013).
- 5.4 Analysis of long-term trends suggests that the number of Looked After and Accommodated Children (LAAC) in Moray is not unusually high or low when compared with our comparators. Further, for the majority of LAAC a family type placement is possible, which albeit not at home, provides the child with an upbringing as near to normal as possible while they are away from home. The proportions of LAAC in residential and out-of-area placements in Moray again compare similarly to that of our comparator authorities.
- 5.5 Local Government Benchmarking results were published in late January, allowing comparisons to be made.
- (i) Over the last four years, gross expenditure for sports facilities has increased to £3.5m in 2013/14 with attendances showing a similar increasing trend to 1.1m. The cost per attendance rose in the first three years to £3.67 in 2012/13 but has fallen this year to £3.45 (CLS01). Moray remains below the national average (£3.84) placing the Council 16<sup>th</sup> against all other Scottish Councils and 5<sup>th</sup> within the Council's family group (East Ayrshire, East Lothian, Fife, North Ayrshire, Perth and Kinross, South Ayrshire and Stirling). Significant increases over the four years to Moray Council swimming pools and leisure facilities of 23% and 32% respectively have contributed to the performance achieved and helped offset a drop in attendances at Moray Leisure Centre caused by heating and ventilation works.
  - (ii) In 2013/14, there was a substantial increase in the number of library visits with over a million visits recorded during the year. The actual number of physical visits fell slightly in the year to 594k, however virtual visits increased six-fold to 496k. Each year more and more online services are introduced for library users, such services have proved very successful and in 2013/14 Moray Libraries facebook page recorded over 375k hits and was the main reason for the overall increase. As a result the cost per library visit dropped from £3.18 in 2012/13 to £1.89 (CLS02), 2<sup>nd</sup> lowest among Moray's family group and the 5<sup>th</sup> lowest in Scotland, compared with 11<sup>th</sup> previously.

- (iii) Gross expenditure against museums and galleries decreased by 32% to £176k in 2013/14, whereas the number of museum visitors dropped by just 5% to 61k in the same period, resulting in the cost per visit reducing from £3.98 to £2.86 (CSL03), below the national average of £3.72. This result placed the Council 10<sup>th</sup> against other Scottish Councils and 4<sup>th</sup> in the Council's family group. Increased visits in person to the Falconer and Tomintoul museums but in particular to the Elgin museums as well as the level of electronic services has ensured the level of visitor numbers achieved.
- (iv) Moray has one of the lowest unit costs in Scotland across pre-school, primary and secondary placing the Council favourably when compared nationally and within the family group (CHN3 / CHN1, CHN10).
- Gross expenditure on pre-school education has fallen over the last 3 years to £3.3m in 2013/14; whereas the number of places having increased in the two years to 2012/13 decreased slightly to 1,639 in 2013/14, resulting in a cost per pre-school education registration of £2,009, below the national average of £2,999.
  - Both gross expenditure and the number of pupils in Primary Schools has increased over the last three years to £28.2m and 6,622 pupils respectively in 2013/14, giving a cost per primary school pupil of £4,261, below the national average of £4,750. A similar trend is evident nationally and in the majority of the Council's family group comparators.
  - The number of pupils in Secondary Schools fell in the four years to 5,387 in 2013/14; gross expenditure had a similar trend until 2013/14 where there was a slight increase to £31,801m, resulting in a cost per secondary school pupil of £5,903, below the national average of £6,523. The same trend in falling pupil numbers and a slight increase in costs is evident nationally.
- (v) The first attainment report to include the new National Qualifications and benchmarking tool "Insight" was reported to this Committee on 19 November 2014 (para 9 of the minute refers). The performance of Moray pupils in literacy and numeracy in the new National exams at level 4 exceeded the virtual comparator and the national average. 83.46% of Moray pupils attained level 4 in literacy and numeracy compared with the virtual comparator result of 79.35% and national average of 77.09%. Six of the 8 secondary schools in Moray outperformed their individual virtual comparators and all outperformed the national average.
- (vi) In S5/6 SQA examinations, all local targets were either equalled or exceeded. Compared with last year, pass rates improved or remained the same in all but one S5 measure, which was 1% lower. Virtual and national results were not available for inclusion in this report.

- (vii) In 2013/14, 93.9% of Moray school leavers entered positive destinations (CHN11), in line with last year's result of 94%, above the national average of 92.3% and second highest in the Council's family group. Further analysis shows the proportions entering higher and further education are slightly higher than last year at 38.2% and 28.7% respectively while the proportion entering employment has fallen slightly to 25.4%.

#### Areas of performance identified for improvement

- 5.6 In the six months to September 2014, 799 coaches attended holiday and term-time coaching programme sessions, (EdS006.2), against 1,302 for the same period last year. Performance was below the target of 978 due to reduced availability of non-contractual coaches to deliver sessions. In addition the number attending coach education and training courses (EdS006.4), at 10 individuals was also below target (50) and the result of 66, recorded in the same period last year. Cancellation of two coach education training courses due to lack of candidates contributed the result recorded.
- 5.7 The impact of significant budget cuts and removal of key staff members is evident in the performance results of the Sports Development service. However, the Service continues (paragraph 6.2.1 refers) to find new innovative approaches to promote the service and increase participation levels.
- 5.8 The two measures used to record the progress of Looked After Children (CSCF002/018) are no longer viable due to reliability of the data. Development of replacement measures that will provide an accurate indication of progress being made by Moray's looked after children is being progressed.

## **6. SERVICE PLAN PROGRESS**

### Integrated Children's Services

- 6.1 Integrated Children's Services (ICS) Plan contains 5 key actions with a total of 19 sub-actions below. Work has begun on all but one sub-action, which, due to the recruitment of a key member of the management team in August who did not take up post until November 2014, has been postponed to March 2015. At the half year point 15 sub-actions are progressing in line with target timescales. The remaining 3 sub-actions are 20% to 30% progressed and are anticipated to complete within target timescales.
  - (i) Following the restructure of ICS during 2013/14, a Continuous Improvement Officer has carried out an interim review to establish progress in the implementation of changes and identify any issues that have emerged that may require further adjustments. A draft report will be presented to the management team early in 2015. In addition, the Officer is working closely with the service to establish a process for self-evaluation and file audit. The establishment of benchmarking for outcome

data and performance indicators is behind schedule but discussions are ongoing at ICS management meetings and it is anticipated that a final suite of information will be agreed by the end of the year (March 2015) (ECS14/15-ICS1/2).

- (ii) The development of early engagement and early intervention services has progressed with the adoption of the National Child Protection Risk Assessment Framework across Moray, which includes chronologies. Integrated assessment and action plans are being progressed by the GIRFEC partnership officer. A number of visits to other local authorities by the Engagement Team have provided some useful information that will help lead to improvements in the service provided by the Engagement Team. The uptake of Viewpoint, the tool introduced to enhance communication with service users, has progressed more slowly than anticipated and work is being carried out to identify barriers to implementation (ESC14/15-ICS-3).
- (iii) Work to develop the Early Years Service through the Early Years Collaborative is on target. The Partnership Officer for Early Years took up post in November and will be responsible for developing a communication strategy and delivering the required development days. Tests of change have been identified for each of the work streams and data collection and reporting systems are being developed.

#### Lifelong Learning, Culture and Sport

- 6.2 The service plan for Lifelong Learning, Culture and Sport has two overarching themes with a number of actions and sub-actions under each one. Educational Resources (ER) has 3 actions with 20 sub-actions and Libraries and Museums (L&M) has 5 actions with 32 sub-actions. Eighteen of the 20 ER sub-actions are progressing according to target timescales, 7 of which have been completed. Of the 32 L&M sub-actions, 25 are progressing within target timescales, one of which has been completed. Across both themes, the sub-actions subject to slippage are not a cause for concern at this stage.
- (i) A range of activity has been undertaken to promote participation in sport, recreation and leisure and to ensure the facilities and venues are appropriate to enable this. Sports Development is marketing services using social media and posters, brochures etc. though the need to find more innovative ways to publicise the services on offer has been identified.
  - (ii) Sports Development is liaising with Moray College and tsiMoray to enhance volunteering opportunities.
  - (iii) A small increase in Sports Development charges, which have not been increased since April 2013, is being implemented and as part of the Review of Sport, Leisure and Recreation provision, a review of charging structures for sports facilities is being undertaken.

- (iv) Partnership working has led to the enhancement of existing sports development events and more opportunities have arisen from the Review of Sports, Leisure and Recreation Provision to further develop partnership working. The new Physical Activity, Sport and Health Strategy currently being developed will further strengthen links with partners.
- (v) The profile and opportunities available through the Commonwealth Games, the Ryder Cup and the year of Homecoming in Scotland have also been used to encourage participation. Many existing events throughout the year have been linked with these events/themes and many national legacy programmes have been implemented in Moray. Additional funding was obtained to increase participation opportunities.
- (vi) The Review of Sport, Leisure and Recreation Provision will impact on the range of venues available for activities; Community Asset Transfer has been identified as an option for some facilities (ESC14/15 –LL-1).
- (vii) Supporting positive outcomes for young people in Moray includes promoting the development of key skills and ensuring premises are suitable and sustainable.
  - Active Schools are working to enhance the provision of opportunities for young people to become involved in volunteering and develop leadership skills. They are administering the Young Ambassador scheme, which uses young people to raise the profile of sport in schools and increase opportunities for secondary pupils to get active, and the YDance Active programme, which supports secondary-aged dance leaders to deliver activities to younger children across Moray. Many of these young leaders were involved in local events celebrating the Commonwealth Games and some were selected to participate in the official games ceremonies in Glasgow. A range of sport-specific leader courses will be offered to young people later in the year.
  - Positive Coaching Scotland workshops are being delivered to young people in Moray to instil the ethos of effort in sport rather than winning at all costs. The first workshop saw attendees from various disciplines including table tennis, swimming and gymnastics. More workshops are planned for later in the year.
  - A key focus of Active Schools is to enable pathways from school to community sports clubs. This year to date, work to develop pathways has been carried out with clubs in netball, rugby and hockey. In addition two Moray-wide championship events have been held in cooperation with local orienteering and mountain biking clubs (ESC14/15-LL-2).
- (viii) Stage 1 of the Elgin High School replacement project is completed with design, brief and initial costings approved by the Scottish Government, the Moray Council and HubCo, the developer. Financial close (stage 2) is programmed for April 2015. The project remains on programme for handover of the new school in October 2016.



- (ix) Educational Resources aim to ensure the efficiency, effectiveness and sustainability of their services.
- (x) The findings of the Leisure Review, reported to a special meeting of Full Council on 2 July 2014 (para 9 of the minute refers), design work has begun to upgrade the swimming pools in Forres and Speyside with works programmed to take place at periods of lowest usage during 2015 and 2016.
- (xi) Full option appraisals have been undertaken for all heating replacement projects. A range of activity has been carried out to raise awareness of carbon issues and decrease energy usage. Five energy audits of Primary schools have been completed with more arranged for the future. In partnership with CIFAL an awareness raising programme for schools is progressing. Energy consumption banding information has been provided for all Primary schools and a report on increased energy use in schools in 2012/13 was presented to the Policy & Resources committee on 18 February (paragraph 8 of the minute refers) and 10 June 2014 (paragraph 8 of the minute refers). The project to insulate hot water pipes at Kinloss Primary school was completed. A visit was made by HW Energy, our biomass suppliers, to Milne's High School open to all school pupils in Fochabers and an energy use presentation was made to a Head Teachers meeting (ESC14/15-LL-3).
- (xii) To support the health and welfare of the community, the library service has enhanced its provision of welfare information and continues to identify relevant target markets. The promotion and expansion of Health Matters collections continues with the establishment of an Autism collection, in partnership with the Autism Development Coordinator. A One-Stop-Shop for autism has also been set up, offering drop-in sessions, support groups, workshops and book groups.
- (xiii) The number of reminiscence boxes being issued to sheltered housing and homes has increased and events such as working with the Living It Up initiative are planned in the coming months (ESC14/15 – LM-1).
- (xiv) Targeted provision of learning and digital literacy has led to increased numbers of learners, with Citizens Online sessions run during the summer targeting older people and job seekers.
- (xv) Progress towards establishing a dementia friendly library service is slightly behind schedule but training dates have been agreed and discussions have taken place with community care.
- (xvi) Implementation of the Lifelong Learning Strategy is progressing. Various promotions have been agreed within the Libraries Service, one of which, inclusion of information on Walkers payslips, has been implemented with a good response for English for Speakers of Other Languages (ESOL) but no link as yet with Essential Skills and Libraries. Citizens Online ICT sessions for beginners were run throughout the summer resulting in 75% of attendees signing up for an accredited course.

- (xvii) The refurbishment of Buckie and Forres learning centres has completed and is awaiting configuration and installation of computers by ICT.
- (xviii) Job Centre Plus is actively referring job seekers to Citizens Online ICT sessions and to Job Clubs. Involvement in the Employability Action Group has improved communication with other agencies and raised awareness of services. Three volunteers have been recruited for the Keith Job club which started in October and a campaign for volunteers in Forres has been successful with 4 regular volunteers.
- (xix) The focus on delivery of learning and job clubs has delayed some staff training to enhance the effective provision of advice, guidance, information and referral; this will be picked up in the early part of 2015 (ESC14/15-LM-2).
- (xx) The service is working to increase digital participation across Moray. A revised libraries digital participation strategy will reflect progress made by a national working group in which Moray libraries are involved. Wi-Fi is now available in Elgin Library with roll out to 3 other libraries in early 2015.
- (xxi) The upgrading of Libindx (the Local Heritage Service's index to sources of information about people, places and subjects relating to Moray) has not yet commenced but it is included in the ICT Action Plan and is anticipated to progress later in the year (ESC14/15-LM-3).
- (xxii) A number of events have been held to develop reading and literacies. Wealth of Reading and Quintin Jardine initiatives were implemented in all libraries with good uptake, a Summer Reading Challenge was delivered and received much positive feedback from both parents and children and the annual Book Festival schools' programme attracted 11 schools, 62 classes totalling 1,695 children; the public programme attracted 576 people (ESC14/15-LM-4).
- (xxiii) GIRFEC principles are reflected whilst working with young people. Libraries policies and procedures are being revised to ensure access to services for all young people.
- (xxiv) Baby and toddler packs continue to be managed by libraries and gifted through health centres. P1 family packs, which arrived at the end of September, have been delivered to schools; the Assertive Outreach programme is helping to ensure that the most vulnerable families receive their pack.
- (xxv) Health visitors, Public Health Team Leads and Practice Managers have been offered collections, with funding requested to enable targeted collections to be provided in all GP surgeries (ESC14/15-LM-5).

#### Schools and Curriculum Development

- 6.3 Schools and Curriculum Development Service Plan contains 7 overarching themes, six of which relate to the key themes of the 5-year strategic plan, the other covering other priorities. Each theme has a number of associated

actions totalling 49 and at the end of quarter 2, half were at least 50% complete and the remainder were not as advanced.

- (i) The majority of actions relating to Curriculum Design are well progressed, including the development of a curriculum structure for the Broad General Education that reflects the four contexts for learning and the development of profiles for all P7 and S3 pupils. The development of progressions in Maths, English and Modern languages, and Science and Expressive Arts will be undertaken in early 2015 (ESC14/15-SCD-101).
- (ii) All actions for the Leadership, Management and Building Capacity theme are over 50% progressed with several completed. A Leadership Framework has been approved and launched, pilots of a leadership and management development programme for school leaders and a middle leadership development programme have begun. The flexible route to headship course is being undertaken by 7 candidates, who will complete in August 2015 (ESC14/15-SCD-201).
- (iii) All actions under the Learning and Teaching theme commenced in August, at the start of the 2014/15 session so progress at the end of September is limited though within target timescales (ESC14/15-SCD-301).
- (iv) Four of the seven actions relating to the New Qualifications were over 50% progressed at the end of September. In year 1 of the Career Academies programme schools have completed their interview process and are underway. The Career Academies programme helps young people bridge the gap between education and work by giving them access to real experience of the working world by providing a structured programme of paid internships, mentoring, motivational lectures and workshops to give 16-19 year olds the work experience and skills they need to be able to perform more effectively in the wider world. Nominees for internal verifiers have received training and procedures for internal verification are being developed.
- (v) Engagement with local employers in line with the Wood Commission report is continuing and leaflets have been reviewed. There has been some slippage against this action due to the later than planned release of the Wood Commission report.
- (vi) The development of parental leaflets for level 6/7 provision commenced at the start of the 2014/15 session. The secondee leading on this action is looking at a trial for advanced higher delivery in sciences in partnership with Moray College (ESC14/15-SCD-401).
- (vii) The majority of actions related to Supporting Learners commenced in August, at the start of the 2014/15 session and as such are progressing according to target timescales. Education Support Officers are trialling various methods of tracking progress in Broad General Education and Senior phase and linking with Education Support Officers in other authorities to share good practice. Material exemplifying what makes a good pupil profile and the importance of how profiling can be used to support learners is being reinforced and added to Moray GLOW. Initial

training on the role of the Named Person in Moray has been delivered with mop-up training completed in November.

- (viii) Awareness raising with educational establishments on the new ICS Inspection format, which was due to start in August 2014 is subject to slippage as the new format has not yet been confirmed (ESC14/15-SCD-501).
  - (ix) Most of the actions related to Validated Self-Evaluation were not due to commence until August and as such are progressing within target timescales. Guidelines on the self-evaluation process and reporting on the outcomes of self-evaluation have been produced; a leadership programme is being developed.
  - (x) Updating the Record of Inspection findings is carried out as part of quality assurance and monitoring (ESC14/15-SCD-601).
- 6.4 Other priority actions are all well progressed with one action complete; the Languages Strategy has been launched. Two hours of physical education is undertaken in all but one primary school. An Attainment and Achievement Strategy was approved by this committee on 24 September 2014 (paragraph 9 of the minute refers) and is due to be launched in early 2015. Work is continuing on an ICT Strategy, with some significant advances in the technology available to the Education Network including Windows 7, Office 2010, Home Email Access and tablet devices. A consultation with pupils, teachers and staff on their hardware and software requirements has been undertaken with a report due later in the year. In addition Primary ICT support is being piloted for one year.

## 7. **SUMMARY OF IMPLICATIONS**

### **(a) Moray 2023: A Plan for the Future/Service Plan**

The contents of this report relate to National Outcomes 3, 4, 5, 6 and 8 and Local Priorities 1, 2, 3 and 5 of the Moray 2023: A Plan for the Future. Also to the service plans for ICS, Lifelong Learning, Culture and Sport and Schools and Curriculum Development.

### **(b) Policy and Legal**

None

### **(c) Financial implications**

None

### **(d) Risk Implications**

None

**(e) Staffing Implications**

None

**(f) Property**

None

**(g) Equalities**

An Equality Impact Assessment is not needed because the report is to inform Committee on performance.

**(h) Consultations**

The Corporate Director (Education and Social Care); Senior Officers in Education and Social Care; Deborah Brands, Principal Accountant; Margaret Forrest, Legal Services Manager; and Katrina McGillivray, Senior Human Resources Advisor have been consulted on this report and agree with the sections of the report relating to their areas of responsibility.

**8. CONCLUSION**

**8.1 Performance during the first half of 2014/15 has overall been positive, the majority of measures being on target with just 4 indicators between 5% and 10% off their targets (amber status) and 2 indicators at least 10% off target (red status).**

**8.2 Progress against Service Plan actions is on target with no cause for concern at this point in the year.**

Author of Report: Jenifer O'Hagan, Continuous Improvement Officer

Background Papers: Performance Monitoring Statements 2014-15

Quarters 1 & 2 – April to September 2014

Ref: [http://www.morayperforms.org/moray\\_standard/page\\_67183.html](http://www.morayperforms.org/moray_standard/page_67183.html)