

Education Performance Report 2017/18

Midlothian 

Progress in delivery of strategic outcomes

Committed to the creation of a World-Class Education system through excellence and equity, the report for this quarter focuses on outcomes for the last year for the education service. The theme for 2017/18 is Mind the Gap: Taking a closer look at progression, progression, progression.

In session 2017/18 we have set 3 main strategic priorities under the following broad headings: Raising Attainment and Achievement; Learning Provision and Leadership. In addition we will also continue to implement the 1140 hours in early years and the two strategic priorities for Lifelong learning and employability which were reported in their recent inspection.

1. Raising attainment and Achievement:

(NIF: Performance Information and School Improvement)

- To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3
- Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3
- Increase % National Qualifications as per individual school targets
- Secure a three year pattern of 96% Sustained Positive Destinations
- Measuring with Meaning: to develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions.

2. Learning Provision:

(a) Developing the Curriculum as a hook- the power of learning pathways

- BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.
- Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order to implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

(b) Learning, Teaching and Assessment (NIF: Assessment of Children's Progress)

- To continue to support schools with moderation, tracking and assessment of progress through the BGE.
- To continue to implement Visible Learning including Impact Cycle Training

(c) Ensuring wellbeing, equity and inclusion

- Implement the outcomes of the Inclusion Review
- Sharing best practice - Expanded on page 3 - Leadership and Management
- Child Health and Wellbeing PEF Project (3 target communities)
- Further Improve attendance and reduce exclusions
- To share best practice in learning and teaching

3. Leadership and Management:

Leadership of change and 1.1 Self-evaluation for self-improvement (NIF: School Leadership and Teacher Professionalism)

(a) Collaborate

- Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks
- Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan

(b) Self Evaluation for self-improvement

- Developing independence in self-evaluation for self-improvement through
- Reviews – theme or other
- Inspections- Learning communities
- HMIE inspections
- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self-evaluation – cluster or trio

1.Raising attainment and Achievement:

Broad General Education

In December 2017, the Scottish Government published the 2016/17 CfE levels. This shows the following improvements on the previous year:

	Reading		Writing		Listening and Talking		Numeracy	
CfE	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16
P1	76.1	75.6	71.2	74.0	84.8	83.9	76.2	81.9
P4	76.1	71.8	65.8	63.9	78.4	75.7	73.0	69.0
P7	73.9	64.5	58.5	54.0	74.3	67.3	62.8	61.0
S3	82.0	75.1	78.3	71.2	83.5	73.1	88.8	84.3

There were improvements in 14 out of 16 of the key measures. However attainment is still below the national average. In order to bring CfE attainment in line with the national average, we have implemented rigorous attainment meetings in the primary sector mirroring the good work which has been implemented in the secondary sector with a robust evidence-base. With the introduction of a new tracking module in SEEMIS, and pilot work surrounding new assessment and reporting guidance from Education Scotland we have implemented 3 tracking and monitoring periods to ensure that we identify early any learners not expected to achieve the level appropriate to their stage to ensure that we maximise the opportunity for all learners to meet and exceed their expected levels.

In terms of closing the gap relating to SIMD 1 and 2 the following improvements are notable when compared with the previous year: 7.16% improvement by the end of P1; 9.74% improvement by the end of P4; 8.27% improvement by the end of P7; and 17.6% improvement by the end of S3.

In 2017 the Scottish Government announced the Pupil Equity Funding (PEF). As we gather data on how this has impacted in terms of improving outcomes for learners, we will begin to include this within our quarterly reporting and in the December 2018 and May 2019 attainment reports. As well as Lawfield Primary School presenting at the launch of the PEF last year, this year the Newbattle Learning Community presented their work at the South East PEF conference.

Senior Phase including Positive Destinations

The local measures were published in Insight in September and a seminar and full attainment report was presented to Council in December. The national measures (leavers) are reported in this Q4 report and there will also be a report presented at May Council. Overall the following significant improvements have been achieved:

Literacy and numeracy:

- Attainment at level 4 literacy and numeracy shows a positive three year trend in improvement from 86% in 2015 to 92% in 2017.
- Attainment at level 4 Literacy and numeracy has improved by 4% when compared with the previous year and now shows a 3 year pattern above the virtual comparator.
- Attainment at level 5 literacy and numeracy shows a positive three year trend in improvement from 56% in 2015 to 66% in 2017.
- Attainment at level 5 literacy and numeracy has improved by 3% when compared with last year and is above the virtual comparator for the second year in a row
- The 2017 figures are the highest recorded results for level 4 and 5 literacy and numeracy in Midlothian.

Positive Destinations

- Positive destinations remain at 95% securing performance above the virtual comparator and the national average for the second year in a row.
- There has been a significant and continuous overall improvement trend in this measure since 2010-11 and there is a focus on continuing to add value to this measure through incremental target setting in improvement planning.

Improving attainment for all

- The 2017 average total tariff score figure is above the virtual comparator and national for the highest 20% of leavers.
- Total tariff scores for the lowest performing 20% of leavers' shows positive progression from 147pts in 2013/14 to 184 pts in 2016/17, an improvement of 37 pts. This is above all of our comparators including the national average.
- Total tariff scores for the middle performing 60% of leavers' shows positive progression from 711 pts in 2013/14 to 758 pts in 2016/17 but is lower than last year. And is lower than the virtual comparator.
- The improving trend for the lowest 20% of the learner cohort supports our aspiration to continue to close the poverty-related attainment gap

Attainment versus deprivation

- In SIMD decile 1, performance is much greater than the national establishment.
- In SIMD decile 2,3, 4, 5 and 10 it is lower than the national establishment.

Improving Breadth and Depth measures as part of the local measures in the secondary sector is a key priority for 2018/19.

2. Learning Provision:

(a)Developing the Curriculum as a hook- the power of learning pathways

Broad General Education: This session took a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. In the senior phase we will examine learning pathways, including transitions, in order to implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools.

In addition, we will launch the new Centre for Research and Innovation in learning on 22 June in partnership with the University of Edinburgh. This is an exciting initiative which will help to promote practitioner enquiry and will provide the opportunity to share what works in terms of improving outcomes for learners and sharing this more widely with the research community.

Moderation, tracking and assessment of progress through the Broad General Education (BGE):

As already stated rigorous tracking and monitoring has been implemented for session 2017-18 including 3 attainment visits by the local authority. All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional learning programme through Osiris Education is planned across 2017-2020.

(c) Ensuring wellbeing, equity and inclusion

Continuing our focus on improving attendance and reducing exclusion, the following end of year achievements are notable: A drop of 27 primary exclusions (from 101 in 16/17 to 74 in 17/18) A drop of 19 secondary exclusions (318 in 16/17 to 299 in 17/18). Reducing exclusions in the secondary sector will remain a key priority in 2018/19.

However, attendance has not made the same level of improvement and has fallen by 0.6% in primary and 0.8% in the Secondary. This remains an area of focus in both the secondary and primary. As a result, Education and Children's services will work together on an attendance campaign as this is an urgent area of improvement.

3. Leadership and Management: Leadership of change and 1.1 Self-evaluation for self-improvement (NIF: School Leadership and Teacher Professionalism)

(a)I-Collaborate

In August, we implemented year 2 of the leadership programme in order to build a Collaborative Leadership Culture at all Levels. This will be achieved by continuing to grow our ASGs into Learning Communities and building the professional networks. In addition, we have also implemented the Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan.

(b)Self Evaluation for self improvement

Developing independence in self-evaluation for self-improvement will continue to be a priority in 2017/18 and we will continue to undertake the following:

- School Reviews – theme or other and all primary schools have now completed their attainment reviews with the secondary Insight reviews scheduled for October - December.
- Inspections- Learning communities
- HMIE inspections
- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self-evaluation – cluster or trio

In addition to these improvement priorities, the following strategies were also reported to Council/Cabinet:

Presentation of the 30 Year Learning Estate Strategy to Council in September 2017 and ongoing reports regarding national proposals for changes to educational governance.

EARLY YEARS

Expansion

Scottish Government are moving along at a pace with plans for expansion to 1140 hours by 2020. We have reviewed our expansion plan in light of Government feedback and are awaiting confirmation of funding in order to progress with the next round of phasing of 1140. Expansion working groups are meeting regularly to deliver on clear actions going forward into the next phase.

We have circulated information leaflets to childminders, practitioners and parent/carers and leaflets have also been sent to schools, partnership settings and the GIRFEC Board.

The Midlothian Early Years Design Guide is complete and has been used to inform the planning of the Modular units due to be sited in several locations this session.

Workforce

A key area of expansion planning is workforce development, recruiting and training the required number of staff in time, finalising staff shift patterns, and allowing for existing staff's contracts. Expansion provides an opportunity to grow our own workforce ensuring that our vision of Early Learning and Childcare is delivered by effective practitioners. This session we have created four Modern Apprentice posts within our Learning Communities teams who will be supported by colleagues in Lifelong Learning and Employability and the SVQ assessment team. We are offering Leadership modules to a number of our Senior Childcare and Development Workers and for the first time we have offered a Midlothian based Froebel training opportunity in partnership with Edinburgh University and the Edinburgh Froebel Network. HNC, Modern Apprentice etc. training places will become available as vacancies at Early Learning and Childcare settings arise in line with the expansion plan and the supporting workforce plan. The number of places that can be made available/rate of expansion of the workforce will be determined by the funding from the Scottish Government as this is required to enable the support, placements and backfilling of posts during the time taken to qualify.

Early Years Learning Community Team and Quality Improvement.

The Learning Communities consist of all local authority Early Learning and Childcare settings and partnership providers in that locality. We created our Learning Community teams to enable us to begin to interrupt the cycle of poverty, close the attainment gap and improve outcomes for all Midlothian children. The team have had a very busy and productive session so far responding to inspections and training. We have reflected on the role of the team and how best to ensure its effectiveness to impact positively on children's learning, development and attainment. Going into the final term of this session 'access to a teacher' will be in the form of advice, training and guidance for practitioners rather than teachers being timetabled to settings. We will evaluate work from this session and issue guidance on roles, key tasks and remits for next session.

We have a robust Quality Assurance process that supports children's progression and development in learning and strengthens quality across all our settings in line with our Midlothian vision. We are committed to ensure that day-to-day operational quality will be maintained and enhanced per setting during the period of expansion. Our settings have self evaluation processes in place to inform improvement planning. Improvement plans are monitored centrally and supported by our Principal Teachers in the Learning Community teams. Quality improvement visits are built in to the annual calendar. This session the EY team have carried out over 80 visits and a 0-5 Assessment tool used. Quality Floorbooks have been developed on 'Environments' and 'Literacy' & 'Wellbeing' with a numeracy floorbook currently being developed. Guidance for settings has been developed on 'Planning and Observation' & 'Tracking children's progress' and developmental milestones guidance has been issued.

With Expansion to 1140 hours a Funded Provider standard will be introduced, this will determine what standards are required of providers and apply to Council settings, private and voluntary providers and childminders. The Council will be expected to administer the scheme and carry out quality and organisational checks of providers. The EYLC teams will have a key role in supporting quality provision.

Early Years Support Team

We have enhanced support for our youngest children with additional needs. Three Senior Childcare Development Workers and two Childcare and Development workers work alongside the Principal Teacher ASN and the Principal Teacher ASD to support children with additional needs. A part time teacher supports our partnership settings by offering advice and sharing best practice. Feedback has been very positive and showing a positive impact on our children with additional needs.

Early Years Support Teams currently have a caseload of 150 and carry out support visits to settings and homes. Messy Play sessions are held weekly and support given four days a week to Bright Sparks Playgroup and Building Blocks ASD support. Training sessions for all stakeholders are held regularly.

Peep

42 groups a week are running in Midlothian with 140 trained leaders. 19 parents to date have completed their SVQ level 5 'Parent Progression Pathway'. Lawfield are the 1st nursery to have parents go through accreditation.

Big Bedtime Read

23 LA settings are running the BBR involving approx 1700 children between 3-5. 84% are currently getting a bedtime read 4 or more nights a week.

A good time to be 2

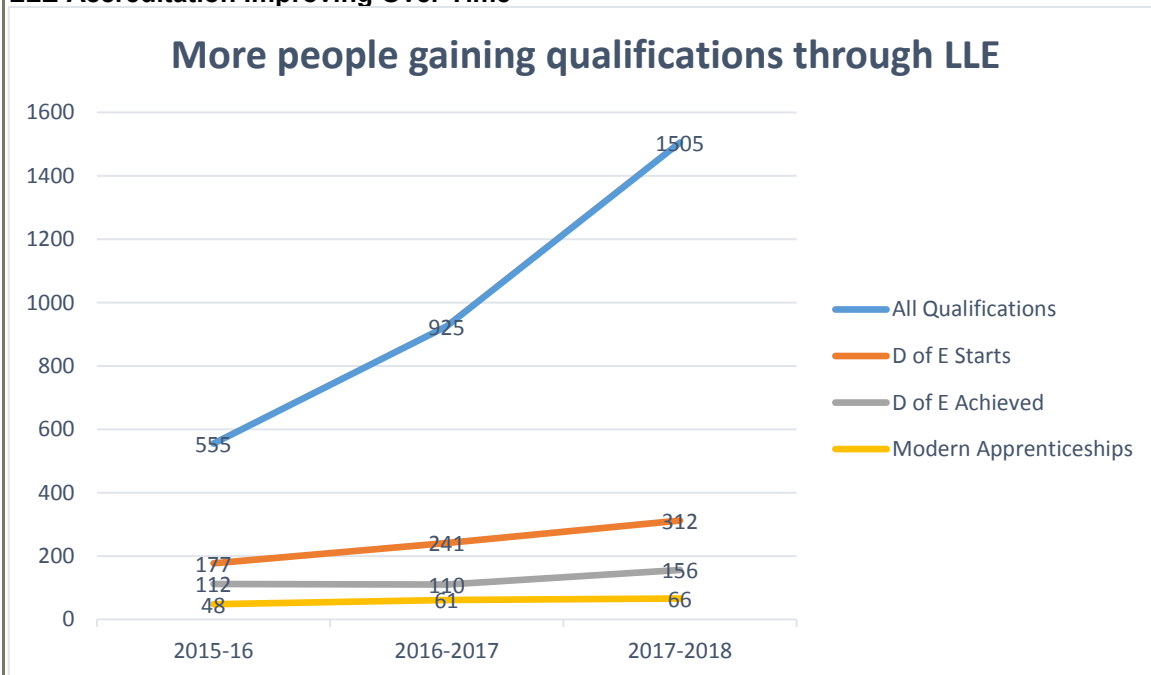
An updated communication plan will raise further awareness of GTTB2 An ongoing marketing plan will be supported by the communications team to ensure effectiveness. A robust reporting process will be implemented and close partnership working with partners to support increased take up of places. Materials created to support quality observation and planning for our 0-3 settings across Midlothian.

Lifelong learning and Employability – Aim High – Over the last 12 months 595 LLE projects have been provided across 14 different towns and villages in Midlothian. 477 participants from ethnic minorities took part in our opportunities 55 % more than last year. 717 participants from areas of deprivation participated in our programmes 45 % more than last year. 425 local people participated in dedicated equality projects raising awareness and influencing attitudes.

4427 young people have attended our positive destination projects including young people. 573 more than last year. As stated positive destinations are 95%. 1505 qualification have been achieved by adults and young people an 62% increase from last year. 312 young people have started D of E (70 more than last year) 156 awards have been gained. 19 young people participated in Pave with • Over 80% of PAVE participants gained five or more qualifications and moved onto positive destinations: 32% to college, 42% to employment, 10% to vocational training and 16% to Activity Agreements.

127 adults with disabilities or barriers received employability 1:1 support 76% more than last year. 113 day and evening courses were provided including 18 accredited courses. 421 people attended ESOL, Literacy or Numeracy opportunities. 1132 adults and families attended our community non fee paying programme, 363 adults and children attended LLE Family Learning. £836,000 Lottery Early Action Funding Secured through partnership working based on research by Midlothian Youth Platform.

LLE Accreditation Improving Over Time



Satisfaction

94% of participants completing our survey said they were highly satisfied with the LLE programme they had attended

Key Skills Improvements

72% of participants completing our survey reported an improvement in at least one of their "key skills" as a result of taking part in our programs

Partnership Working

Learning and Employability Conference 2017 The successful ELM Conference attracted over 120 delegates from business, job seekers, adult learners, colleges, third and public sectors. The conference has created drive and direction for further improving adult learning and employability across the partnership building on skills for learning, live and work.

Developing Midlothian's Young Workforce

The Partnership with Developing the Young Workforce Regional Employer led group supports our local young people to be more informed, inspired and hired by better connecting education with industry. Over 1500 pupils and teachers have accessed new programmes of activity, workshops, industry visits and events. The Guarantee free recruitment service is on offer to our local businesses. An additional 200 young people have signed up to receive jobs alerts through the Guarantee and Jobs Roadshow Midlothian connected 27 recruiting employers with over 400 live vacancies to over 300 young people from the local high schools.

European Structural Fund Employability Support – LLE and partners including Lothian Veteran's Centre, Access to Industry, Intowork and Ruts have supported local people to achieve 44 vocational qualifications, supported 33 to Further Education and 19 into employment.

Veteran's Placement Internship Programme Midlothian Council

Sean Clancy has become the first person to complete a veteran's placement internship with Midlothian Council. Having left the army after 33 years of service, Sean joined the army reserves two years ago. Sean has since been working in the Lifelong Learning and Employability team as a Youth Support Worker since December last year. Speaking about his experience of the placement, Sean said:

"Midlothian Council have been really good with me since day one, offering support and encouraging me. It was great to know that I could transfer into something like youth work as I was a bit worried my skill set from the army wouldn't be compatible with much. This programme is funded by the Armed Forces Covenant and organised by LLE and Bright Green Business Partnership.

LLE has attracted over £240,000 through winning contracts, external funding and charges for services

Emerging Challenges and Risks

The primary challenge for Education is the Scottish Governments [Education Governance Review](#) which will have significant implications for Education in Midlothian and Scotland including:-

- More power and direct funding to Schools
- Changes to Education act
- Regional improvement collaboratives
- Education services within local authorities will only provide "Educational support services"

Implementation of the PEF (Pupil Equity Fund), funds have been directed to Schools directly and we need to ensure that they are being used to close the equity gap.

Change to the National 5 qualifications: removal of internal assessments. There is a risk to level 5 S4 qualifications this year.

Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year.

Full implementation of the new Education (Scotland) Act 2015 including preparing primary schools for the full implementation of 25hrs and Gaelic provision; and the requirements of the NIF as new reporting measures come into force.

Rate of demographic growth particularly in the early years and primary school rolls and the delay in bringing forward the Capital Plan and April Council decision on Dalkeith and Easthouses means that there is a significant risk of lack of capacity for school places in 2020.

Following the outcome of the recent Judicial Review, managing the legislative status of Named Person which was due to come into force on 31 August 2016.

Recruitment of primary teachers remains a risk. Although we have secured an additional pool of permanent supply, a number of those staff are in a much more positive place with staffing than in the past, this will continue to be flagged as a risk as we move into next year.

Ongoing work to prepare for the implementation of 1140 hours by 2020: One of the major challenges of the expansion will be the recruitment and training of sufficient staff, by the Council and also across our partner providers, particularly as all other local authorities will be doing the same at the same time. Staff will be required across a number of roles, for example additional administrative support, central staff, practitioners and catering staff. Around 300 additional early learning and childcare staff are estimated as required across all providers in Midlothian and this is more staff than are currently employed. As almost all of these staff will need to be qualified in order to meet the required staff:child ratio and taking one to two years to complete the qualifications the provision of sufficient funding

by the Scottish Government each year prior to 2020 to enable the recruitment and training of staff is critical to meeting the legislative requirements.

While the Scottish Government have stated that the increase in free Early Learning and Childcare hours will be fully funded, there are significant implications for resources across the Council and its partners. It will require the collaboration and input across a broad range of services: early years practitioners; Head Teachers; central admission support staff; finance; human resources; property; catering; facilities management etc. A resources development plan has been drawn up regarding early years staff numbers across the Council and partners.

More physical capacity is required under 1140 hours than under 600 hours and as a result capital cost will be incurred. Once the 1140 hours legislation is passed Section 75 agreements with property developers will be revised to take account of this increased capital cost, however the Council has existing Section 75 agreements with property developers and will be signing more before the legislation is passed. These agreements will only cover the capital cost of providing places under 600 hours. The SG has clarified that the funding provided for expansion will only relate to the expansion planning period (i.e. up to and including 2021/22) and not beyond therefore there is the potential for the Council to be required to meet the shortfall between the SG funding and the developer contributions, and the cost of providing 1140 hour places. An early calculation of this shortfall estimates at between £3.7m and £5.6m at 2018 prices however further work would be required to achieve greater certainty, and until the 1140 hours legislation is passed Section 75 agreements cannot include increased costs to reflect the expansion. Information on this shortfall will be submitted to SG along with the revised financial template.

A good time to be 2 The recent decrease can be attributed to information on location of eligible families being difficult to obtain as it is not available from DWP. An improvement project will start looking at ways of improving the identification of eligible families using DWP information. Furthermore, numbers continuously increase and decrease due to number of children transitioning every month to nursery and fluctuations in the birth rate month by month.

Lifelong Learning and Employability

We need to further improve the opportunities and support available to young people, adults and families to improve further skills for learning, live and work. Positive Destinations, Adult Employment, Qualifications, social inclusion, influencing attitudes and increasing average earnings for those on low wages remain our key priorities. However it is more challenging to maintain and better the improvement outcomes due to a reduction in staff and budget reductions within LLE. The service has had an enterprising away day facilitated by Business Gateway and are exploring ways of working different, reducing costs and seeking funding through new partnerships. The management team are considering what work may have to stop to manage effectively improvement outcomes.

Education PI summary 2017/18

Outcomes and Customer Feedback

Priority	Indicator	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	58	6	16	36	52		17/18: Data Only				
	Average time in working days to respond to complaints at stage 1	0.82	17.8	8.46	1.61	9.42		17/18: Off Target Work is ongoing within the service and with Complaints Officer. Information in 18/19 will be checked on a monthly basis.		5	Number of complaints complete at Stage 1	36
											Number of working days for Stage 1 complaints to be Completed	339
											Number of complaints at stage 1 responded to within 5 working days	19
	Average time in working days to respond to complaints at stage 2	5	0	77.5	20	34.5		17/18: Off Target Work is ongoing within the service and with Complaints Officer. Information in 18/19 will be checked on a monthly basis.		20	Number of complaints complete at Stage 2	12
											Number of working days for Stage 2 complaints to be Completed	414
	Percentage of complaints at stage 1 complete within 5 working days	42.42 %	33%	61.54 %	61.29 %	52.78 %		17/18: Off Target Work is ongoing within the service and with Complaints Officer. Information in 18/19 will be checked on a monthly basis.		95%	Number of complaints complete at Stage 1	36
											Number of complaints at stage 1 responded to within 5 working days	19
	Percentage of complaints at stage 2 complete within 20 working days	42.11 %	0%	0%	40%	41.67 %		17/18: Off Target Work is ongoing within the service and with Complaints Officer. Information in 18/19 will be checked on a monthly basis.		95%	Number of complaints complete at Stage 2	12
											Number of complaints at stage 2 responded to within 20 working days	5



Making the Best Use of our Resources

Priority	Indicator	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£82.589m	£86.855m	£87.533m	£87.478m	N/A		17/18: Finance data will be presented to the Council in June 2018.		£87.412m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.84	1.9	2.22	4	5.9		17/18: Off Target. Work is ongoing with our HR colleagues to address short and long term absence within Education, in particular to ensure that there is a consistent approach taken across the service in supporting and managing this issue.		5.5	Number of days lost (cumulative)	10,777.28
											Average number of FTE in service (year to date)	1,826.99

Corporate Health



Priority	Indicator	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Complete all service priorities	% of service priorities on target / completed, of the total number	100%	100%	100%	100%	80%		17/18: Off Target Action plan in place for action that is currently off target.		90%	Number of divisional & corporate priority actions	5
											Number of divisional & corporate priority actions on tgt/completed	4
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	93%	97%	96%	96%	96%		17/18: On Target		92%	Number received (cumulative)	15,697
											Number paid within 30 days (cumulative)	15,080
06. Improve PI performance	% of PIs that are on target/ have reached their target.	61.54%	100%	66.67%	100%	63.33%		17/18: Off Target Priorities have been set for 18/19 to deal with off target areas.		90%	Number on tgt/complete	19
											Total number of PI's	30
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%		17/18: On Target		100%	Number of high risks reviewed in the last quarter	1
											Number of high risks	1

Improving for the Future







Priority	Indicator	2016/ 17	Q1 2017/ 18	Q2 2017/ 18	Q3 2017/ 18	2017/18				Annual Target 2017/ 18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	77.78 %	77.78 %	42.86 %	43.75 %	18.18 %		17/18: Off Target Action plan in place to target outstanding actions in Q1/2 18/19.		90%	Number of internal/external audit actions on target or complete	2
											Number of internal/external audit actions in progress	11









Service Priorities





Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.S.01.01	01. Inequalities in learning outcomes have reduced	To build excellence by raising attainment overall	31-Mar-2018	✓	100%	17/18: Complete 2016 /17 results show an average 6% increase in CfE (Curriculum for Excellence) since 2015/16. Attainment visits with all Schools are currently underway, and this involves robust tracking and monitoring to improve outcomes. Current tracking indicates an overall improvement in CfE levels for this year.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2018	✓	100%	17/18: Complete Information from Secondary analysis and CfE (Curriculum for Excellence) show the gap between the least and the most disadvantaged from 15/16 to 16/17 has reduced. SIMD information is available for school data analysis and is informing the ongoing attainment visits across Primary and Secondary schools. The .Authorities School planning guidance is based on our three year strategic plan that prioritises the national Improvement framework priorities including closing the gap between the least and most disadvantaged and therefore there is alignment between national and local targets to close this gap. Schools report on these outcomes through their Standard and Quality reports and the Scottish Government collects this information to inform their annual National Improvement Framework (NIF) report.
E.S.02.01	02. Engaged and supported workforce	Learning Provision: (a). Developing the Curriculum as a hook - the power of learning pathways. (b). Moderation, tracking and assessment of progress through the Broad General Education (BGE).	31-Mar-2018	✓	100%	17/18: Complete A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools. All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional learning programme through Osiris Education is planned across 2017-2020.





Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.S.03.01	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2018		75%	17/18: Off Target Lack of increase can be partially attributed to lack of information on location of eligible families not being available from DWP. An improvement project will start looking at ways of improving the identification of eligible families using DWP information.
E.S.04.01	04. Children and young people are supported to be Healthy, happy and reach their potential	Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	31-Mar-2018		100%	17/18: Complete The 2017 School leaver destination measure showed Midlothian sustaining strong rates above their Virtual, National and Regional collaborative comparators. The Annual Participation Measure showed that of the 3,887 16-19 year olds in Midlothian 93.6% were in education, employment or training and personal development. This is 4.9% more young adults than last year who have positively secured their future either through sustaining employment, enrolled in further or higher education, training or secured another positive destination such as volunteering.



Service Priorities







PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.01a	01. Inequalities in learning outcomes have reduced	Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P1	13%	N/A	2%	2%	2%			17/18: On Target On average there has been a 2% increase in expected CFE level achievement since 2015. Reading +0% (76%), Writing -4% (70%), Numeracy +27% (76%), Listening and talking +0%(84%)	2%	2015 figures P1 Reading - 76%, Writing - 74%, Listening and Talking - n/a, Numeracy - 49%
E.S.01.01b		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P4	2%	N/A	5%	5%	5%			17/18: On Target On average there has been a 5% increase in expected P4 CFE level achievement since 2015. Reading +4% (76%), Writing +2% (66%), Numeracy +16% (73%), Listening and talking +0% (78%)	2%	2015 Figures P4 Reading - 72%, Writing - 64%, Listening and Talking - n/a, Numeracy - 57%
E.S.01.01c		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P7	-6%	N/A	9%	9%	9%			17/18: On Target On average there has been a 9% increase in expected P7 CFE level achievement since 2015. Reading +8% (73%), Writing +5% (59%), Numeracy +7% (63%), Listening and talking +0% (74%)	2%	2015 figures P7 Reading - 65%, Writing - 54%, Listening and Talking - n/a, Numeracy 56%









PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.01d	01. Inequalities in learning outcomes have reduced	Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3	15%	N/A	7%	7%	7%			17/18: On Target On average there has been a 7% increase across all areas from the 2015 figure. Reading 82% +7%, Writing 78% +4%, Listening and Talking 83% +0%, Numeracy 89% +5%	2%	2015 figures S3 Reading - 75%, Writing - 74%, Listening and Talking - n/a, Numeracy - 84%
E.S.01.02a		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P1	N/A	N/A	N/A	7.16%	7.16%			17/18: On Target Data from SIMD Decile 1+2 in 2016-17 CfE results showed Reading 68.66% (63.91%), Writing 68.66% (59.40%), Listening and Talking 81.34% (68.42%), Numeracy 73.88% (72.18%), 15-16 data in brackets. Equating to an overall increase of 7.16%.	5%	
E.S.01.02b		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P4	N/A	N/A	N/A	9.74%	9.74%			17/18: On Target Data from SIMD Decile 1+2 in 2016-17 CfE results showed Reading 62.16% (51.16%), Writing 51.35% (44.19%), Listening and Talking 66.67% (57.36%), Numeracy 65.77% (54.26%) 15-16 data in brackets. Equating to an overall increase of 9.74%.	5%	
E.S.01.02c		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P7	N/A	N/A	N/A	8.27%	8.27%			17/18: On Target Information on P7 CfE levels for 2016/17 School year shows an overall increase of 8.27% on achieving the expected level from 2015/16. Reading 59.41% (+7.37%), Writing 42.57% (+3.80%), Listening and Talking 72.28% (+19.22%), Numeracy 45.54% (+2.69%).	5%	









PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.02d	01. Inequalities in learning outcomes have reduced	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in S3	N/A	N/A	N/A	17.6%	17.6%			17/18: On Target Information on S3 CfE levels for 2016/17 School year shows an overall increase of 17.60% on achieving the expected level from 2015/16. Reading 69.51% (+17.34%), Writing 68.29% (+19.38%), Listening and Talking 74.39% (+24.39%), Numeracy 78.05% (+19.35%).	5%	
E.S.02.01a	02. Engaged and supported workforce	To continue to support schools with moderation, tracking and assessment of progress through the Broad General Education (BGE)	100%	25%	50%	75%	100%			17/18: On Target All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional learning programme through Osiris Education is planned across 2017-2020.	100%	









PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.02.01b	02. Engaged and supported workforce	Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to Know the impact through the impact cycle training	100%	25%	50%	75%	100%			17/18: On Target A three year professional learning programme through Osiris Education is planned across 2017-2020. This professional learning package will involve the development of a collaborative working approach in schools with a clear focus on practitioner enquiry that impacts on classroom teaching, improving learner outcomes through teachers understanding of their impact and developing of assessment capable learners. The programme also involves the use of a common approach to self-evaluation in relation to key aspects of school improvement through access to a number of system tools provided by Osiris Education.	100%	
E.S.02.01c		I-Collaborate: to implement year 2 of the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; and HGIOS 4	100%	25%	50%	75%	100%			17/18: On Target A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality Indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools. A taster session was also delivered to the Leadership Forum. Early Leadership continues to be developed through a practitioner enquiry approach.	100%	







PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.02.01d	02. Engaged and supported workforce	Creating a collaborative leadership culture at all levels by continuing to grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4 and the new NIF	100%	25%	50%	75%	100%			17/18: On Target In session 2016-17 cluster schools were provided with a HGIOS 4 toolkit to help them to self-evaluate for self-improvement. Schools have used this to grade themselves across Quality Indicators within the Standards and Quality process reported on in June 2017. During this session Schools Group Managers will carry out a system wide quality assurance programme across QI looking at raising attainment and achievement and learning, teaching and assessment. All of this information will be collated and used to drive targeted support to schools to improve the quality of provision both individually and as part of ASG learning communities, and to inform collaborative working through improvement partnerships. School Improvement planning guidance and three year priorities were issued to schools via a professional practice paper in March 2017 and this will influence schools and ASG working in session 2017-18. New Standard and Quality and School improvement plan documentation have also been piloted this session and will be reviewed and further developed in July, 2017. All intelligence gathered on school performance in relation to HGIOS 4 will feed into our reporting on outcomes of the NIF priorities of the Scottish Government as well as informing advice and guidance to Head Teachers as they carry out on-going Pupil Equity Fund	100%	

PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
										planning, including as part of the ASG learning communities		
E.S.03.01a	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	Number of eligible 2 year olds in receipt of Early Learning and Child Care	171	152	142	N/A	161			17/18: Off Target Despite a Communication plan and targeted actions numbers have dropped. Plan in place to improve take up and ensure robust reporting.	200	
E.S.04.01a	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	87.8%	N/A	N/A	N/A	91.6%			17/18: On Target Midlothian - 91.6%, Virtual - 88.2%	88.1%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national benchmarking data)
E.S.04.01b		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	63.31%	N/A	N/A	N/A	66.01%			17/18: On Target Midlothian - 66.01%, Virtual - 63.27%	64.3%	3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01c	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	17	N/A	42	N/A	42			17/18: On Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	32	3 Yearly average: 30 Midlothian; 35 Virtual; 23 National (Insight national benchmarking data)
E.S.04.01d		Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	139	N/A	168	N/A	168			17/18: Off Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	180	3 Yearly average: 155 Midlothian; 176 Virtual; 160 National (Insight national benchmarking data)
E.S.04.01e		Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	304	N/A	318	N/A	318			17/18: Off Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	341	3 Yearly average: 310 Midlothian; 334 Virtual; 315 National (Insight national benchmarking data)
E.S.04.01f		Increase the average total tariff score for lowest 20% of learners by the end of S5 to bring in line with the virtual comparator	110	N/A	131	N/A	131			17/18: On Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	101	3 Yearly average: 118 Midlothian; 96 Virtual; 110 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01g	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the virtual comparator	312	N/A	306	N/A	306			17/18: Off Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	316	3 Yearly average: 287 Midlothian; 290 Virtual; 296 National (Insight national benchmarking data)
E.S.04.01h		Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the virtual comparator	730	N/A	707	N/A	707			17/18: Off Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	731	3 Yearly average: 673 Midlothian; 697 Virtual; 709 National (Insight national benchmarking data)
E.S.04.01i		Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	385	N/A	410	N/A	410			17/18: On Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	390	3 Yearly average: 386 Midlothian; 384 Virtual; 354 National (Insight national benchmarking data)
E.S.04.01j		Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the virtual comparator	812	N/A	888	N/A	888			17/18: On Target	887	3 Yearly average: 849 Midlothian; 875 Virtual; 848 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01k	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the virtual comparator	1,313	N/A	1,390	N/A	1,390			17/18: On Target In line with Scottish Government improvements Midlothian now calculates Complimentary Tariff points which provide a much more rigorous like for like measure than the previous Total Tariff point system.	1,388	3 Yearly average: 1339 Midlothian; 1373 Virtual; 1350 National (Insight national benchmarking data)
E.S.04.01l		Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average	95.06%	95.1%	95.1%	95.1%	95%			17/18: On Target 95% of school leavers in 16/17 secured an initial positive destination. Midlothian positive destination figures continue to outperform the National average.	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
E.S.04.01m		Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations	76.92%	N/A	N/A	N/A	76.92%			17/18: Off Target Target has been raised to match that of overall School cohorts.	96%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
E.S.04.01n		Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	44.3%	N/A	41.95%	N/A	41.95%			17/18: Off Target Information from Insight has been collated by School and is informing School attainment visits currently being carried out by School Group managers.	44.78%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0

PI Code	Priority	PI	2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18	2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01o	04. Children and young people are supported to be Healthy, happy and reach their potential	Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	31.26%	N/A	35.6%	N/A	35.6%			17/18: Off Target Information from Insight has been collated by School and is informing School attainment visits currently being carried out by School Group managers.	41.2%	2010-21.1 2011-24.3 2012-23.8 2013-26.6 2014-26.1 2015-34.15 3yr avg-28.9
E.S.04.01p		Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6	43.9%	N/A	40.9%	N/A	40.9%			17/18: Off Target Information from Insight has been collated by School and is informing School attainment visits currently being carried out by School Group managers.	50.8%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%
E.S.04.01q		% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	90%	N/A	N/A	N/A	50%			17/18: Off Target Information from insight shows Midlothian School Leavers are above the virtual comparator in 5 of 10 SIMD Deciles.	100%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

Published Local Government Benchmarking Framework - Education



Children's Services

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,792.69	£4,766.01	£4,736.35	£4,703.45	£4,630.16	£4,871.13	16/17 Rank 15 (Second Quartile). 15/16 Rank 14 (Second Quartile). 14/15 Rank 19 (Third Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,163.71	£6,191.86	£6,257.07	£6,321.92	£6,368.61	£6,264.84	£6,691.80	16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.25	£3,001.77	£2,893.18	£3,557.24	£4,381.30	16/17 Rank 17 (Third Quartile). 15/16 Rank 10 (Second Quartile). 14/15 Rank 9 (Second Quartile).
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	New for 2011/12	48%	50%	50%	54%	58%	54%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 19 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	20%	21%	26%	24%	29%	26%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	New for 2011/12	26%	35%	34%	39%	37%	43%	16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	5%	9%	14%	10%	12%	9%	16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile). 14/15 Rank 21 (Third Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%	N/A	82%	81.93%	79.33%	78%	78.33%	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.8%	89.2%	94.2%	93.4%	95.1%	94.7%	16/17 Rank 9 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 15 (Second Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN12a	Overall Average Total Tariff (LGBF)	New for 2011/12	715.87	752.09	753.86	787.49	888.82	798.13	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	New for 2011/12	422	544	501	493	581	576	16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)	New for 2011/12	541	541	538	572	697	717	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	New for 2011/12	727	669	783	842	849	787	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)	New for 2011/12	848	922	895	854	1,041	918	16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	New for 2011/12	1,038	1,067	1,029	1,098	1,227	1,034	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN17	Percentage of children meeting developmental milestones	New for 2013/14			81.18%	85.76%	85.82%	N/A	15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).
CHN18	Percentage of funded early years provision which is graded good/better	New for 2011/12	97.3%	92.1%	90.9%	90%	90%	90.7%	16/17 Rank 21 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils)	93	N/A	93.2	N/A	93	N/A	92.6	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children')	New for 2012/13		86.55	N/A	88.35	N/A	N/A	14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06	N/A	37	N/A	40.2	N/A	44.35	16/17 Rank 31 (Bottom Quartile) 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')	New for 2012/13		212.12	N/A	188.24	N/A	N/A	14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)	New for 2015/16					88.7	93.6	16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).