

# Education Performance Report Quarter Two 2017/18

Cabinet  
Tuesday 21 November 2017  
Item No. 6.5

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 Q2 for the education service. The theme for 2017/18 is Mind the Gap: Taking a closer look at progression, progression, progression.

As stated in the Q1 report, 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
- Taking a closer look at 3.1 – sharing best practice
- 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
- HMle inspections
- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self evaluation – cluster or trio

### **1.Raising attainment and Achievement:**

**Broad General Education:** This is the main priority for the year ahead. During this quarter we completed the final moderation exercise prior to the submission of the final CfE data to the Scottish Government. This is due to be published in December and will be reported formally in quarter 3. In order to improve attainment, 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.

**Senior Phase including Positive Destinations:** The local measures were published in Insight in September and a seminar and full attainment report will be presented to Council in December. Key achievements include:

National Measures:

Literacy and Numeracy at level 4: we have achieved our highest ever level 4 results for literacy and numeracy showing a 2.15% improvement on the previous year and a 14.4% improvement (2011-2017)

Literacy and Numeracy at level 5: we have achieved our highest ever level 5 results for literacy and numeracy showing a 7.1% improvement on the previous year and a 17.6% improvement (2011-2017)

Tarrif Points are up on the previous year with a 16 point improvement for the lowest 20%, 18 point improvement for the middle 60% and 148 point improvement for the highest 20%.

Attainment versus deprivation: better than the virtual comparator for deciles 1 and 8

Positive destinations: as reported previously this is our highest recorded figure to date showing 95.1% initial positive destinations and 93.6% continuing participation.

Local Measures:

S4 Literacy and Numeracy at level 4: we have achieved our highest ever level with 0.1% improvement on the previous year and a 14.74% improvement (2013-2017)

S4 Literacy and Numeracy at level 5: we have achieved our highest ever level with a 1.4% improvement on the previous year and 35.4% improvement (2013-2017)

S5 Literacy and Numeracy at level 4: we have achieved our highest ever level with a 1.8% improvement on the previous year and 14.7% improvement (2013-2017)

S5 Literacy and Numeracy at level we have achieved our highest ever level with a 9.8% improvement on the previous year and 21.6% improvement (2013-2017)

S6 Literacy and Numeracy at level 4: a drop of 0.18% on the previous year but 11% improvement (2013-2017)

S6 Literacy and Numeracy at level 5: a drop of 2.6% on the previous year but 12.1% improvement (2013-2017)

Attainment versus Deprivation: Lower than the virtual comparator in SIMD 1 and 5 by the end of S4 and S5; lower than virtual comparator in SIMD 1, 5, 8, 9 and 10.

Breadth and Depth Measures in S4:

5 or more at level 4 is 2.8% lower than the previous year but 2.4% higher than the national average. Four year trend is negative at -0.7% 5 or more at level 5 is 1.1% lower than the previous year (2016 figure was our highest % to date) and 2.8% below the national average. 4 year trend is positive at 0.6%

Breadth and Depth Measures in S5:

1 or more at level 6 is our highest recorded level to date and is 4.1% higher than the previous year and 7% improvement (2014-2017) resulting in a positive 4 year trend of 2.3%.

3 or more at level 6 is our highest recorded level to date and is 4.3% higher than the previous year and 9.5% improvement (2014-2017) resulting in a positive 4 year trend of 3.2%

5 or more at level 6 is our second highest recorded level and is 2.1% higher than the previous year and 2.4% improvement (2014-2017) resulting in a positive 4 year trend of 0.8%

#### Breadth and Depth Measures in S6:

1 or more at level 6 is our second highest recorded level but is 4.4% lower than the previous year and 5.3% improvement (2014-2017) resulting in a positive 4 year trend of 1.8%.

3 or more at level 6 is our second highest recorded level but is 3% lower and 4.5% improvement (2014-2017) resulting in a positive 4 year trend of 1.5%

5 or more at level 6 is our second highest recorded level but is 0.9% higher than the previous year and 2.5% improvement (2014-2017) resulting in a positive 4 year trend of 0.9%

From August all schools will participate in Visible Learning Impact training in order to further develop an evidence-based practice approach in classrooms (Impact Coaching). This will include careful analysis of data on children and young people's progress to plan targeted interventions which deliver improved outcomes for learners.

## **2. Learning Provision:**

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

Broad General Education: This session we are 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. 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. Further information will be updated in quarter 4.

### **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 and further data will be reported in quarter 3 following the publication of the CfE levels in December.

### **(c) Ensuring wellbeing, equity and inclusion**

Continuing our focus on improving attendance and reducing exclusion, the following quarter 2 achievements are notable: 0.59% improvement in Primary attendance and 1.23% improvement in secondary attendance. A drop of 4 exclusions in the primary sector and a drop of 56 in the secondary sector when compared with quarter 1.

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

### **(a) 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 through 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
- HMle 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 Presentation of the Early Years Expansion to Cabinet in October 2017 and submission to the Scottish Government.

## 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.

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.

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. However Midlothian is making very good progress and our work on the new Woodburn Hub was recently recognised as good practice in the recently published Scottish Govt report "A blueprint for 2020. The expansion of ELLC in Scotland" and this will help inform the ongoing implementation of 1140hrs by 2020. The fire at the nearly complete Gorebridge Community Hub has delayed the planned expansion of Family learning in the area.

Delivering Excellence and the management of resources within a very challenging fiscal climate.





New opportunities are now emerging for the replacement employability funded programmes by Scottish Government. LLE will embrace these opportunities to attract resources to support adults and young people to secure employment through these new funded programmes, which will complement the recent funds secured through European Structural Funds.

# Education PI summary 2017/18









## Outcomes and Customer Feedback

Priority	Indicator	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	58	14	6	16		Q2 17/18: Data Only				
	Average time in working days to respond to complaints at stage 1	0.82	3.67	17.8	8.46		Q2 17/18: Off Target As development work of the corporate complaints policy continues, approaches to raise awareness of the pre-determined time limits is underway.		5	Number of complaints complete at Stage 1	13
										Number of working days for Stage 1 complaints to be Completed	110
	Average time in working days to respond to complaints at stage 2	5	15.6	0	77.5		Q2 17/18: Off Target As development work of the corporate complaints policy continues, approaches to raise awareness of the pre-determined time limits is underway.		20	Number of complaints complete at Stage 2	2
										Number of working days for Stage 2 complaints to be Completed	155
	Percentage of complaints at stage 1 complete within 5 working days	42.42 %	100%	33%	61.54 %		Q2 17/18: Off Target As development work of the corporate complaints policy continues, approaches to raise awareness of the pre-determined time limits is underway.		95%	Number of complaints complete at Stage 1	13
										Number of complaints at stage 1 responded to within 5 working days	8
	Percentage of complaints at stage 2 complete within 20 working days	42.11 %	80%	0%	0%		Q2 17/18: Off Target As development work of the corporate complaints policy continues, approaches to raise awareness of the pre-determined time limits is underway.		95%	Number of complaints complete at Stage 2	2
										Number of complaints at stage 2 responded to within 20 working days	0



## Making the Best Use of our Resources

Priority	Indicator	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£ 82.58 9 m	£ 83.48 3 m	£ 86.85 5 m	£ 87.55 3 m		Q2 17/18: Off Target Actions are in place to address overspend		Half yearly target is £86.9 17 m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.84	2.1	1.9	2.22		Q2 17/18: On Target		5.5	Number of days lost (cumulative)	3,817.9 6
										Average number of FTE in service (year to date)	1,716.9 5

## Corporate Health






Priority	Indicator	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Feeder Data	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%		Q2 17/18: On Target		90%	Number of divisional & corporate priority actions	5
										Number of divisional & corporate priority actions on tgt/completed	5
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	93%	96%	97%	96%		Q2 17/18: On Target		92%	Number received (cumulative)	6,099
										Number paid within 30 days (cumulative)	5,840
06. Improve PI performance	% of PIs that are on target/ have reached their target.	61.54 %	47.37 %	100%	66.67 %		Q2 17/18: Off Target Q2 service return incorporated a large number of Secondary attainment results, this data is being used in ongoing attainment visits.		90%	Number on tgt/ tgt achieved	16
										Number of PI's	24
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%		Q2 17/18: On Target Work is ongoing to review all Education risks.		100%	Number of high risks reviewed in the last quarter	1
										Number of high risks	1







## Improving for the Future

Priority	Indicator	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	77.78 %	50%	77.78 %	42.86 %		Q2 17/18: Off Target Discussions continue with Resources and Procurement to take forward actions outlined in "Review of Controls Operating Over Pre-School Provision Partnership Providers".		90%	Number of on target actions	6
										Number of outstanding actions	14













# Education Action report 2017/18





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		50%	<b>Q2 17/18:</b> On Target 2016 /17 results show a 6% increase in CfE (Curriculum for Excellence) since 2015/16. Attainment visits with all Schools are currently underway.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2018		50%	<b>Q2 17/18:</b> On Target 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 closed. SIMD analysis is available on all School testing and is informing the ongoing attainment visits.
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		50%	<b>Q2 17/18:</b> 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. All schools have participated in moderation activities in literacy and numeracy. Schools' tracking systems been discussed and developed through QI Reviews. A three year professional learning programme through Osiris Education is planned across 2017-2020.
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		50%	<b>Q2 17/18:</b> On Target Our uptake of Good Time to Be Two is the highest in Scotland per head of population with 171 children having taken up a place throughout 2017. We have an ongoing Communications plan in place and have had a successful advertising campaign to attract families with eligible two year olds within some of our most deprived areas in Midlothian.
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		50%	<b>Q2 17/18:</b> On Target The 2017 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	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			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	N/A	2%			<b>Q2 17/18:</b> 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%)		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	N/A	5%			<b>Q2 17/18:</b> 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%)		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	N/A	9%			<b>Q2 17/18:</b> 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%)		2015 figures P7 Reading - 65%, Writing - 54%, Listening and Talking - n/a, Numeracy 56%
















PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			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	N/A	7%			<b>Q2 17/18:</b> 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%		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	New for 17/18	N/A	N/A	N/A			<b>Q2 17/18:</b> Data not available Information on CfE levels for 2016/17 School year requires Scottish level benchmarking and will be available in Q3.		
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	New for 17/18	N/A	N/A	N/A			<b>Q2 17/18:</b> Data not available Information on CfE levels for 2016/17 School year requires Scottish level benchmarking and will be available in Q3.	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	New for 17/18	N/A	N/A	N/A			<b>Q2 17/18:</b> Data not available Information on CfE levels for 2016/17 School year requires Scottish level benchmarking and will be available in Q3.	5%	
E.S.01.02d		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in S3	New for 17/18	N/A	N/A	N/A			<b>Q2 17/18:</b> Data not available Information on CfE levels for 2016/17 School year requires Scottish level benchmarking and will be available in Q3.	5%	







PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
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%	50%	25%	50%			<b>Q2 17/18:</b> On Target A year long programme of moderation and achievement of a level training has been completed. All schools have participated in moderation activities in literacy, numeracy, and listening and talking. Schools' tracking systems are being reviewed and developed through QI Reviews. A new tracking module in SEEMIS has been introduced, and pilot work is ongoing surrounding new assessment and reporting guidance from Education Scotland.	100%	
E.S.02.01b		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%	50%	25%	50%			<b>Q2 17/18:</b> 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%	

PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.02.01c	02. Engaged and supported workforce	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%	50%	25%	50%			<b>Q2 17/18:</b> 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%	
E.S.02.01d		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%	50%	25%	50%			<b>Q2 17/18:</b> 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	100%	








PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
									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 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	160	152	142			<b>Q2 17/18:</b> On Target At the last count (Sept 2017) there were 142 eligible 2 year olds in receipt of Early Learning and Child Care.	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			<b>Q2 17/18:</b> Data not available Information for this indicator will be available in Q3.	88.1%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national)




PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
	04. Children and young people are supported to be Healthy, happy and reach their potential										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			<b>Q2 17/18:</b> Data not available Information for this indicator will be available in Q3.	64.3%	3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)
E.S.04.01c		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	17	N/A	42			<b>Q2 17/18:</b> 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	139	N/A	168			<b>Q2 17/18:</b> 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)

PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01e	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 S4 to bring in line with the virtual comparator	304	304	N/A	318			<b>Q2 17/18:</b> 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	110	N/A	131			<b>Q2 17/18:</b> 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)
E.S.04.01g		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	312	N/A	306			<b>Q2 17/18:</b> 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	730	N/A	707			<b>Q2 17/18:</b> 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)

PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
	04. Children and young people are supported to be Healthy, happy and reach their potential										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	385	N/A	410			<b>Q2 17/18:</b> 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	812	N/A	888			<b>Q2 17/18:</b> On Target	887	3 Yearly average: 849 Midlothian; 875 Virtual; 848 National (Insight national benchmarking data)
E.S.04.01k		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	1,313	N/A	1,390			<b>Q2 17/18:</b> 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)



PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01l	04. Children and young people are supported to be Healthy, happy and reach their potential	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%	93%	95.1%	95.1%			<b>Q2 17/18:</b> On Target On target 95.1 % of school leavers secured an initial positive destination with 93% sustaining that initial destination.	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%	80%	N/A	N/A			<b>Q2 17/18:</b> Data not available Data and analysis from the 16-17 School year will be available in Q3.	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%	44.3%	N/A	41.95%			<b>Q2 17/18:</b> 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
E.S.04.01o		Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	31.26%	30.8%	N/A	35.6%			<b>Q2 17/18:</b> 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

PI Code	Priority	PI	2016/17	Q2 2016/17	Q1 2017/18	Q2 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01p		Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6	43.9%	43.9%	N/A	40.9%			<b>Q2 17/18:</b> 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			<b>Q2 17/18:</b> Data not available Information will be available in Q4	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	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN01	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,799.39	£4,784.62	£4,762.29	£4,725.50	£4,649.97	15/16 Rank 14 (Second Quartile). 14/15 Rank 18 (Third Quartile).
CHN02	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,163.71	£6,200.19	£6,274.35	£6,367.07	£6,411.56	£6,298.73	15/16 Rank 6 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN03	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.86	£3,003.54	£2,894.24	£3,558.81	15/16 Rank 9 (Second Quartile) 14/15 Rank 9 (Second Quartile).
CHN04	% achieving 5 or more awards at SCQF Level 5 (LGBF)		48%	50%	50%	54%	58%	15/16 Rank 18 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN05	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN06	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN07	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	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%		82%	78%	78%	78%	15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.4%	89.2%	93.9%	93.5%	95.1%	15/16 Rank 5 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		715.87	752.09	753.86	787.49	888.43	15/16 Rank 13 (Second Quartile), 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	15/16 Rank 12 (Second Quartile), 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	538	572	695	15/16 Rank 23 (Third Quartile), 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	15/16 Rank 23 (Third Quartile), 14/15 Rank 19 (Third Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	15/16 Rank 12 (Second Quartile), 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)		1,038	1,067	1,029	1,098	1,228	15/16 Rank 7 (Top Quartile), 14/15 Rank 23 (Third Quartile)