

# Education Performance Report

## Quarter Two – 2016/17

Midlothian



### Progress in delivery of strategic outcomes

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Committed to creating a World-Class Education system in Midlothian through excellence and equity, the report for this quarter focuses on the following five improvement actions:

- 1) Improving attendance
- 2) Reducing exclusions
- 3) Excellent learning and teaching
- 4) Raising attainment – Closing the gap
- 5) Self-evaluation for self-improvement and the leadership of change: an update on the leadership programmes and the work being undertaken to grow ASGs (Associated School Groups) into Learning Communities.

#### 1) Improving Attendance:

A new outcomes dashboard has been created which enables the education service to critically analyse attendance weekly and take proactive action across the whole service in order to ensure that the very best interventions are implemented at the earliest possible stage.

As a result of this preventative work, primary school attendance for the 16/17 school year is at 96.13%. This is the highest recorded quarterly attendance for primary schools. Authorised absences make up 2.18% and unauthorised absences 1.63% with exclusions at 0.06%. Although this figure is our highest ever, it is still 0.85% below our ambitious target of 96.6%.

In secondary schools, attendance for the 16/17 School year is at 91.69%. This is the highest recorded quarterly attendance for secondary schools in 2 years. Authorised absences make up 4.83% and unauthorised absences 3.34% with exclusions at 0.14%. Although this is our highest recorded quarterly in two years, it is still 0.31% lower than our ambitious target of 92%.

In terms of nursery attendance, we recently celebrated the work at Mayfield nursery which was recognised in their recent Education Scotland Inspection and as a result they were invited to share their work at a national conference.

A cornerstone of the World-Class Education strategy is the commitment to continuous improvement, delivering results which are *better than our previous best*. We recognise the significant improvements which have been made and we will continue to prioritise attendance to achieve our ambitious targets.

#### 2) Reducing Exclusions:

The new dashboard also helps the education service to monitor exclusion levels across the school estate and implement proactive strategies to help reduce exclusions across Midlothian. The indicator for the primary sector is on target and for this quarter show a reduction from 63 in Q2 (15/16) to 47 in Q2 (16/17). Primary exclusions for the 16/17 school year relates to 37 pupils and the average length of exclusion is 2.5 school days.

The indicator for the secondary sector is on target and for this quarter show a reduction from 144 in Q2 (15/16) to 76 in Q2 (16/17). Secondary exclusions for the 16/17 school year relates to 72 pupils and the average length of exclusion is 2.8 school days.

One of the most impressive examples of an initiative designed to reduce exclusions was undertaken within the Lawfield community. This is a total partnership approach between Midlothian Council, Play Therapy, Homelink, Children First and Surestart. The aim of this partnership is to support the school and to show case how the voluntary sector can help meet the needs in the community by working in partnership with education and other partners. 33% of pupils in this community are in SIMD (Scottish Index of Multiple Deprivation) 1 and 2 with 93% in SIMD deciles 4 or lower. A menu of interventions have been offered to children and families which includes using the reflective approach with families and with staff, visual art play and music therapy, 1-1 support and a chill out space for children. Dads inclusion project sleep advice, family support and befriending, systemic family counselling and transition support. 43 families have been referred with 51 children overall. A whole school approach to support has been offered to staff to the dad's project as well as support at different events. As well as delivering significant reductions in exclusions, this project has had many other positive benefits including increase attendance at parent's nights – up from 50% - 85%; reading attainment - almost all children have shown an increase in their reading ability but 27 of the 51 children so far have shown an increase of more than 12 months of reading ability. Due to the impact of this project, practitioners were invited to present their work at a national conference.

Our commitment to reducing exclusions is key to closing the poverty related attainment gap and over the course of the year ahead we will also undertake a review of Inclusion to ensure that we build on the very early good practice that we have secured with this improvement priority.

### **3) Excellent Learning and Teaching:**

Central to the creation of a World-Class Education system is the delivery of excellent learning and teaching and there are two significant improvement priorities which we are taking forward this year:

- . Visible Learning should continue to underpin the development of assessment capable learners; and to support teachers to *know thy impact*
- . Moderation, tracking and assessment of progress through the Broad General Education (BGE).

#### **Visible Learning:**

This continues to be a priority for all schools as we continue to build assessment capable learners and support teachers to know the impact of their work. Last year we reported that Midlothian practitioners presented at the World Visible Learning Conference in London. In November Midlothian, together with Osiris Educational, will host the first ever Scottish World Conference on Visible Learning with Professor John Hattie. This event will be held at Murrayfield Stadium and this event is sold out.

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

In June 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills asked Education Scotland to undertake a focused review of the demands placed on schools by local authorities in relation to Curriculum for Excellence (CfE), particularly around their arrangements for curriculum, planning, assessment and reporting in schools. This review was planned as one strand within a wider set of actions announced in the Government's 'Delivery Plan'1 designed to eliminate unnecessary workload demands associated with the implementation of CfE. The review took place in August 2016. Teams of HM Inspectors visited local authorities for one day, or in a few cases, a day and a half. They met Directors of Education and local authority officers; representatives of teachers' professional associations and Local Negotiating Committees for Teachers (LNCT); primary and secondary headteachers; and primary and secondary teachers. Inspectors looked at arrangements, expectations and associated workload requirements for Curriculum for Excellence (CfE) placed on schools by the local authority, as well as any guidance and support provided by the authority to help minimise bureaucracy and workload. This report which sets out the findings of the review is called "Review of Local Authorities' actions to tackle unnecessary bureaucracy and undue workload in schools" and was published in September 2016. Midlothian was evaluated as follows: the local authority provides support and guidance that places reasonable workload demands. In Midlothian we were already taking proactive steps to ensure that the quality of moderation across the BGE was consistent across the local authority and, in May 2015, agreed with the MNCT (Midlothian Negotiating Committee for Teachers) reporting and assessment arrangements for primary schools. In addition, we have simplified improvement planning in February 2016, as outlined in Professional Practice paper 67. Since the publication of the report on tackling unnecessary bureaucracy, the Scottish Qualifications Authority (SQA) have released further information about SQA moderation, assessment and verification to help address a number of issues raised nationally about the implementation of the new qualifications. In February 2016, we had already agreed in Midlothian to prioritise moderation, tracking and assessment of progress through the broad general education and all schools have this commitment in their improvement plans for this academic session. At the end of September, as part of the National Improvement Framework, CfE data using the new term 'achieving a level' was uplifted for P1, P4, P7 and S3 stages and we will report further on this in quarter 4.

### **4) Raising attainment – Closing the gap**

A full attainment report, based on the local measures, for the 2015/16 attainment diet will be presented to Council in December. Prior to this report, as agreed by Council last year, our Secondary Head Teachers will present a seminar to elected members on the steps they are taking in their schools to raise attainment overall and how they are closing the attainment related poverty gap. This Q2 report provides only a summary of attainment and concludes that there have been some considerable improvements over the course of the last year which are to be celebrated. Committed to continuous improvement, we recognise that there is more work to be done with further improvement required to raise attainment and close the gap. For the snapshot of attainment information presented in this Q2 report, the data tells us that we need to focus more on raising attainment at all levels by the end of S5 and improving outcomes for the highest 20% of learners by the end of S4 and S5. The following summary provides an overview of two of the key measures: tariff scores and breadth and depth measures.

## **Literacy and Numeracy:**

- End of S4:

Level 4: 84.3% of learners achieved level 4 in literacy and numeracy which is a 2.9% improvement when compared with last year and is above both the virtual and the national average

Level 5: 52.9% of learners achieved level 5 in literacy and numeracy which is 16.2% improvement when compared with last year and is above both the virtual and the national average

- End of S5:

**Level 4: 84.7% of learners achieved level 4 literacy and numeracy. This is 0.4% lower than the previous year and is below the virtual and the national average.**

**Level 5: 54.8% of learners achieved level 5 literacy and numeracy. This is 3.15% lower than the previous year and is below the virtual and the national average.**

- End of S6:

Level 4: 85% of learners achieved level 4 literacy and numeracy which is 8.1% higher than the previous year and is above the national average **but below the virtual average.**

Level 5: 60.4% of learners achieved level 5 literacy and numeracy which is 9.8% higher than the previous year **but is below both the virtual and the national average**

**Tariff scores (Insight Local Measures): The target is to bring in line with the virtual comparator**

**Lowest 20% by SIMD: Closing the poverty related attainment gap is our key priority**

End of S4: the average total tariff scores for the lowest 20% of learners by the end of S4 is 9 points higher than the previous year and is above the virtual comparator and the national average.

**End of S5: the average total tariff scores for the lowest 20% of learners by the end of S5 is 18 points lower than the previous year and is below both the virtual and the national. This has been identified as an area for improvement for the year ahead.**

End of S6: the average total tariff scores for the lowest 20% of learners by the end of S6 is 10 points higher than the previous year **but still remains below the virtual and national average.**

**Middle 60% by SIMD:**

End of S4: the average tariff scores for the middle 60% of learners is 22 points above the previous year and is 5 points higher than the national **but is 2 points below the virtual comparator.**

**End of S5, tariff scores for the middle 60% of learners is 71 points lower the previous year and is 99 points lower than the virtual and 69 points lower than the national. This has been identified as an area for significant improvement for the year ahead.**

End of S6, tariff scores for the middle 60% of learners is 117 points above the previous year and is higher than the national **but is 71 points below the virtual comparator.**

**Highest 20% by SIMD: Raising attainment overall is a key priority of the service**

**By the end of S4, tariff scores are 8 points lower than the previous year and are 8 points below the virtual and 45 points below the national comparator for examination year 2015/16. This is an area for improvement over the course of this year.**

**By the end of S5, tariff scores are 89 points lower than the previous year. 37 points below the virtual and 34 points below the national comparator for examination year 2015/16. This has been identified as an area for improvement for the year ahead.**

By the end of S6, tariff scores are 166 points higher than the previous year and are above the virtual and national comparator for examination year 2015/16.

**Breadth and Depth Measures by stage (Local Insight Measures):**

**By the end of S4:**

% of S4 roll achieving 5 or more qualifications at level 5 by the end of S4 is 6% higher than the previous year and is our highest recorded figure **but remains 1.9% below the virtual comparator.**

By the end of S5:

**% of S4 roll achieving 3 or more qualifications at level 6 by the end of S5 is 3.35% lower than the previous year and remains below the virtual comparator. This is an identified priority for improvement for the year ahead.**

By the end of S6:

% of S4 roll achieving 3 or more qualifications at level 6 by the end of S6 is 3.69% higher than the previous year **but remains below our virtual comparator by 6.8%.**

### 5)Self-evaluation for Self-Improvement and Leadership of Change:

Our priority here is to implement the *Uplifting Leadership Programme* for school leaders to support the integrated delivery of the new Education (Scotland) Act; National Improvement Framework; GIRFEC; and the new How Good Is Our School 4. The core ingredients of the world-class strategy will remain central:

- . To adopt an evidence-based practice approach to educational improvement based on the forensic use of data with clear improvements shared and understood by all
- . To create a leadership culture of continuing professional development where systems thinking becomes a habit focussed on delivering improved outcomes for every child
- . To embrace Jim Collin's *Good to Great* Strategy: keeping it simple through a commitment to continuous improvement delivering results that are always better than our previous best.

In August the new Uplifting Leadership Programme, based on the research by Hargreaves, Boyle and Harris, was launched with all Head Teachers and the new Depute Head/Principal Teacher twilight network. This leadership programme was prepared by Nicola McDowell (Schools Group Manager) and Sarah Philp (Principal Educational Psychologist). Over 70 promoted staff attended the new DHT/PT twilight network and this new programme has been well received including a tweet from Professor Andy Hargreaves himself.

In September, the leadership conference was offered to all Head Teachers and was also repeated for all Deputy Head Teachers and Principal Teachers. The keynote was delivered by Sir John Jones who is author of "The magic weaving business" which includes a range of inspirational examples of how important it is to believe in each and every child, helping them to progress so that they can exceed their potential and the powerful impact that world-class teachers and world-class parents can make in a child's journey. The session concluded with a wonderful quote: "we are educators, we were born to make a difference". This session greatly inspired participants and a number of tweets celebrated the impact of this session with leaders sharing what they were going to do next in their own school settings as a result.

### Emerging Challenges and Risks

#### Challenges

Pace of proposed legislative change in education: a paper was presented to Cabinet on 11 October which summarises this in detail.

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 (National Improvement Framework) as new reporting measures come into force.

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.











Recruitment of primary teachers remains a risk. Although we have secured an additional pool of permanent supply, and we 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 term 2. Any potential lack of supply will make releasing staff for moderation training and activities challenging, thus impacting on work towards robust teacher judgements.

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 (Early Learning and Childcare) in Scotland" and this will help inform the ongoing implementation of 1140hrs by 2020.





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

# Education Performance Indicator Summary









## Outcomes and Customer Feedback

Priority	Indicator	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	9	4	6	14		Q2 16/17: Data only				
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 1	3.67	3.67	3	3.67		Q2 16/17: On Target		5	Number of complaints complete at Stage 1	3
										Number of working days for Stage 1 complaints to be Completed	11
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 2	17.33	0	20.33	15.6		Q2 16/17: On Target		20	Number of complaints complete at Stage 2	5
										Number of working days for Stage 2 complaints to be Completed	78
01. Provide an efficient complaints service	Percentage of complaints at stage 1 complete within 5 working days	66.67 %	66.67 %	100%	100%		Q2 16/17: On Target		95%	Number of complaints complete at Stage 1	3
										Number of complaints at stage 1 responded to within 5 working days	3
01. Provide an efficient complaints service	Percentage of complaints at stage 2 complete within 20 working days	100%		66.67 %	80%		Q1 16/17: Off Target Of the 5 Stage 2 assessments completed 4 were completed within the appropriate timeframe (20 days), whilst 1 complaint required further investigation and was completed in 23 days.		95%	Number of complaints complete at Stage 2	5
										Number of complaints at stage 2 responded to within 20 working days	4



## Making the Best Use of our Resources

Priority	Indicator	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£ 76.957 m	£ 72.508 m	£ 83.568 m	£ 83.483 m		Q2 16/17: On Target				
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.51	1.78	1.46	2.1		Q2 16/17: On Target		5.5	Number of days lost (cumulative)	3,498.34
										Average number of FTE in service (year to date)	1,662.97

### Corporate Health






Priority	Indicator	2015/ 16	Q2 2015/ 16	Q1 2016/ 17	Q2 2016/17				Annual Target 2016/ 17	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 16/17: 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)	96%	95%	97%	96%		Q2 16/17: On Target		92%	Number received (cumulative)	5,446
										Number paid within 30 days (cumulative)	5,240
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.16 %	54.55 %	60%	47.37 %		Q2 16/17: Off Target 9 of 19 indicators on target. There are a further 11 indicators which will be reported annually.		90%	Number on tgt/ tgt achieved	9
										Number of PI's	19
07. Control risk	% of high risks that have been reviewed in the last quarter	N/A	N/A	N/A	N/A		Q2 16/17: On Target There are no risks graded as high.			Number of high risks reviewed in the last quarter	0
										Number of high risks	0

### Improving for the Future









Priority	Indicator	2015/ 16	Q2 2015/ 16	Q1 2016/ 17	Q2 2016/17				Annual Target 2016/ 17	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions in progress	91.67 %	0%	80%	50%		Q2 16/17: Off Target. There are 4 outstanding audit actions from the "Review of Controls Operating Over Pre-School Provision Partnership Providers". These actions are ongoing and require a council wide approach and supports established.		90%	Number of on target actions	4
										Number of outstanding actions	8













# Education Action report











Service Priority Actions						
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-2017		50%	<b>Q2 16/17:</b> No data available this quarter Information available this year will create benchmark against which 2% increase value will be added. New National Improvement Framework has changed the way CfE achievement has been measured.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2017		50%	<b>Q2 16/17:</b> No data available this quarter Information available in Q4 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CfE achievement has been measured.
E.S.02.01	02. Engaged and supported workforce	Learning Teaching and Assessment	31-Mar-2017		50%	<b>Q2 16/17:</b> On Target A co-ordinated approach is being taken to support our School settings by incorporating the new Uplifting School Leadership Programme for School leavers and growing Midlothian's Associated School Groups (ASG's) into learning communities. It is imperative that this learning incorporates up to date data and use of the latest attainment and attendance information will help underpin areas of strength and weakness.
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-2017		50%	<b>Q2 16/17:</b> On Target Numbers for "A Good Time To Be 2" places across Midlothian have increased to 160. A targeted marketing campaign to raise awareness of the criteria for eligibility has been successful and the partners delivering this has increased to 20.
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-2017		50%	<b>Q2 16/17:</b> On Target In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.









# Education Performance Indicator Report





Service Priority Actions											
PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	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	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4.	2%	
E.S.01.01b		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P4	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4..	2%	
E.S.01.01c		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P7	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4.	2%	
E.S.01.01d		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4.	2%	











PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.02a	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 P1	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4.	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	N/A			Q2 16/17: This information will be available in Q4.	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	N/A			Q2 16/17: This information will be available in Q4.	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	N/A	N/A	N/A	N/A			Q2 16/17: This information will be available in Q4.	5%	
M.G.E.08.02a		Average primary school attendance	94.08%	95.64%	95.01%	96.13%			Q2 16/17: Off Target Primary attendance for the 16/17 school year is at 96.13%. This is the highest recorded quarterly attendance for primaries. Authorised absences make up 2.18% and unauthorised absences 1.63% with exclusions at 0.06%.	96.96%	94.9% (09/10) 94.8% (10/11) 95.1% (11/12) 94.2% (12/13) 94.9% (13/14) 94.5% (14/15)

PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
M.G.E.08.02b	01. Inequalities in learning outcomes have reduced	Average secondary school attendance	89.8%	91.57%	90.1%	91.69%			<b>Q2 16/17:</b> Off Target Secondary attendance for the 16/17 school year is at 91.69%. This is the highest recorded quarterly attendance for secondaries in 2 years. Authorised absences make up 4.83% and unauthorised absences 3.34% with exclusions at 0.14%.	92%	91.1% (09/10) 91.0% (10/11) 91.6% (11/12) 91.4% (12/13) 92.4% (13/14) 91.0% (14/15)
M.G.E.08.03a		Total number of primary school exclusions	143	63	17	47			<b>Q2 16/17:</b> On Target There have been 47 primary exclusions for the 16/17 school year relating to 37 pupils. Average length of exclusion is 2.5 school days.	96	109 (09/10); 127 (10/11); 101 (11/12); 84 (12/13); 102 (13/14); 86 (14/15)
M.G.E.08.03b		Total number of secondary school exclusions	315	144	39	76			<b>Q2 16/17:</b> On Target There have been 76 secondary exclusions for the 16/17 school year relating to 72 pupils. Average length of exclusion is 2.8 school days.	309	423 (09/10); 476 (10/11); 469 (11/12); 323 (12/13); 422 (13/14); 365 (14/15)
E.S.02.01c	02. Engaged and supported workforce	To implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; and HGIOS 4	New for 16/17		25%	50%			<b>Q2 16/17:</b> On Target 12 Meetings will take place across the school year with a focus on Andy Hargreaves "Uplifting Leadership".	100%	
E.S.02.01d		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.	New for 16/17		25%	50%			<b>Q2 16/17:</b> On Target This has been built into each school improvement plan and the Head, Deputy and Principal Teacher Uplifting Leadership Programme. Newbattle Learning Community have also undertaken a development programme with the Drummond Foundation.	100%	









PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
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	115	80	151	160			<b>Q2 16/17:</b> Off Target As at the end of September there were 160 eligible 2 year olds in receipt of Early Learning and Childcare, with more currently going through enrolment.	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)	85.7%	N/A	N/A	N/A			<b>Q2 16/17:</b> No data available this quarter Insight data will be available and reported on for leavers in Q4.		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)	56.3%	N/A	N/A	N/A			<b>Q2 16/17:</b> No data available this quarter Insight data will be available and reported on for leavers in Q4.		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	113	113	N/A	122			<b>Q2 16/17:</b> On Target Virtual Comparator - 119 National - 114	119	3 Yearly average: 121 Midlothian; 123 Virtual; 111 National (Insight national benchmarking data)













PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01d	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 S4 to bring in line with the virtual comparator	N/A	355	N/A	377			<b>Q2 16/17:</b> Off Target. Virtual Comparator - 379 National - 372. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	396	3 Yearly average: 376 Midlothian; 382 Virtual; 370 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	N/A	563	N/A	555			<b>Q2 16/17:</b> Off Target. Virtual Comparator - 600 National - 592. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	628	3 Yearly average: 582 Midlothian; 607 Virtual; 600 National (Insight national benchmarking data)











PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01f	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 S5 to bring in line with the virtual comparator	N/A	144	N/A	126			<b>Q2 16/17:</b> Off Target Virtual Comparator - 171, National - 149. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	145	3 Yearly average: 134 Midlothian; 175 Virtual; 147 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	N/A	642	N/A	571			<b>Q2 16/17:</b> Off Target. Virtual Comparator - 670, National - 640. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	639	3 Yearly average: 587 Midlothian; 666 Virtual; 621 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01h	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 S5 to bring in line with the virtual comparator	N/A	1,224	N/A	1,135			<b>Q2 16/17:</b> Off Target. Virtual Comparator - 1172, National - 1169. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	1,197	3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 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	N/A	137	N/A	147			<b>Q2 16/17:</b> Off Target. Virtual Comparator - 183, National - 151. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	167	3 Yearly average: 134 Midlothian; 186 Virtual; 146 National (Insight national benchmarking data)



PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01j	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 S6 to bring in line with the virtual comparator	N/A	692	N/A	809			<b>Q2 16/17:</b> On Target. Virtual Comparator - 880 National - 805	736	3 Yearly average: 713 Midlothian; 858 Virtual; 774 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	N/A	1,712	N/A	1,878			<b>Q2 16/17:</b> On Target. Midlothian - 1878 Virtual Comparator - 1848 National - 1805	1,782	3 Yearly average: 1766 Midlothian; 1846 Virtual; 1801 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	93.44%	N/A	93%	93%			<b>Q2 16/17:</b> Off Target. In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than 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%	76%	80%	80%			<b>Q2 16/17:</b> Off Target Next update will be for 2015-16 School year, data released in Q3.	95%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up

PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01n	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 S4 - percentage with 5+ at Level 5	N/A	38.3%	N/A	44.3%			<b>Q2 16/17:</b> On Target. Midlothian - 44.3% Virtual Comparator - 46.2%	42%	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	N/A	34.15%	N/A	30.8%			<b>Q2 16/17:</b> Off Target. Midlothian - 30.8% Virtual Comparator - 41.1%	34.15%	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	N/A	40.21%	N/A	43.9%			<b>Q2 16/17:</b> On Target. Midlothian - 43.9% Virtual Comparator - 50.7%	40.21%	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.	N/A	40%	N/A	N/A			<b>Q2 16/17:</b> No data available this quarter This data will be available in Q4.	50%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)
BS.ED.03	06. Balanced Scorecard – Quarterly Indicators	Reduce exclusions in Primary schools by 2%	140.14		17	47			<b>Q2 16/17:</b> On Target There have been 47 primary exclusions for the 16/17 school year relating to 37 pupils. Average length of exclusion is 2.5 school days.	140	
BS.ED.04		Reduce exclusions in Secondary schools by 2%	315	N/A	39	76			<b>Q2 16/17:</b> On Target There have been 76 secondary exclusions for the 16/17 school year relating to 72 pupils. Average length of exclusion is 2.8 school days.	309	

PI Code	Priority	PI	2015/16	Q2 2015/16	Q1 2016/17	Q2 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Status	Short Trend	Note		
BS.ED.05	06. Balanced Scorecard – Quarterly Indicators	Improve in Primary School attendance by 2%	94.08%	95.64%	95.01%	96.13%			<b>Q2 16/17:</b> Off Target Primary attendance for the 16/17 school year is at 96.13%. This is the highest recorded quarterly attendance for primaries. Authorised absences make up 2.18% and unauthorised absences 1.63% with exclusions at 0.06%.	96.5%	
BS.ED.06		Improve Secondary School Attendance by 2%	90%	93.61%	90.1%	91.69%			<b>Q2 16/17:</b> Off Target Secondary attendance for the 16/17 school year is at 91.69%. This is the highest recorded quarterly attendance for secondaries in 2 years. Authorised absences make up 4.83% and unauthorised absences 3.34% with exclusions at 0.14%.	92%	
BS.ED.13		% S5 pupils with 3+ Level 6	34.15%	N/A	N/A	43.3%			<b>Q2 16/17:</b> On Target. Midlothian - 44.3% Virtual Comparator - 46.2%	42%	School year 2011/12: Scotland 27%, Midlothian 22%
BS.ED.12		Increase percentage of school leavers in positive destinations to 93% from 89.2%	93.5%	N/A	N/A	93%			<b>Q2 16/17:</b> Off Target. In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.	95%	
M.IOM.E.03.0 1b		% of 16-19 years olds secure a positive destination (reported quarterly). DSYW plan details the actions required to achieve this	N/A	N/A	N/A	88.7%			<b>Q2 16/17:</b> Data only This is a new average calculation, compared to the previous snapshot calculation, value 89.9% for the same period). This stat is only reported once a year in August.		

## Local Government Benchmarking Framework - Education



The LGBF data for 2015/16 will be published by the Improvement Service in January 2017.

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	
P-CHN1	Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,799.39	£4,784.62	£4,762.29	£4,725.50		14/15 Rank 18 (Third Quartile). 13/14 Rank 17 (Third Quartile)
P-CHN3	Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.86	£3,003.54	£2,894.24		14/15 Rank 9 (Second Quartile). 3/14 Rank 18 (Third Quartile)
P-CHN4	Percentage of S4 Pupils Gaining 5+ Awards at Level 5 (LGBF)	31%	33%	34%	34%	37%		12/13 Rank 28 Bottom Quartile
P-CHN5	Percentage of Pupils Gaining 5+ Awards at Level 6 (LGBF)	19%	21%	21.4%	24.13%	23.01%		14/15 Rank 29 (Bottom Quartile). 13/14 Rank 27 (Bottom Quartile)
P-CHN7	Percentage Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD) (LGBF)	5.7%	5.9%	11.39%	13.75%	6.94%		14/15 Rank 23 (Third Quartile). 13/14 Rank 10 (Second Quartile)
P-CHN10	Percentage of Adults satisfied with local schools (LGBF)	85.8%	N/A	82%	78%	78%		14/15 Rank 23 (Third Quartile) 13/14 Rank 25 (Bottom Quartile)
P-CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.4%	89.2%	93.9%	93.5%		14/15 Rank 15 (Second Quartile) 13/14 Rank 7 between Rank 1 and Rank 16 there is a difference of 3.2%