Education Service, Q3 Performance Report 2016-17

Midlothian

Progress in delivery of strategic outcomes

Progress in delivery of strategic outcomes

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 for 2016/17:

1) Improving attendance
2) Reducing exclusions
3) Excellent learning and teaching
4) Raising attainment – Closing the gap: an update on progression, using curriculum for excellence levels, through the Broad General Education (P1-S3)
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 into Learning Communities, including outcome of recent HMIE inspection of the Learning and Development in Midlothian.

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 95.05%. This is slightly lower than the quarter 2 but is higher than the same quarter the previous year. In this quarter authorised absences make up 3.15% and unauthorised absences 1.77% with exclusions at 0.04%. Committed to achieving better than our previous best, our ambitious target remains at 96.6%.

In Secondary schools, attendance for the 16/17 School year is at 90.02%. This is lower than quarter 2 and the same quarter the previous year as a result this has been identified as an area of focus for the term ahead. Authorised absences make up 6.27% and unauthorised absences 3.54% with exclusions at 0.17%.Committed to achieving better than our previous best our ambitious target remains at 92%.

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 107 in Q3 (15/16) to 73 in Q3 (16/17). Primary exclusions for the 16/17 school year relates to 39 pupils and the average length of exclusion is 2.8 school days. Although this is on target for this quarter, this will remain a key priority.

The indicator for the secondary sector is on target and for this quarter show a reduction from 233 in Q3 (15/16) to 193 in Q3 (16/17). Secondary exclusions for the 16/17 School year relates to 136 pupils and the average length of exclusion is 3.4 School days. Although this is on target for this quarter, this will remain a key priority.

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. The first phase of the Inclusion review was launched on Thursday 10th November.

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:
In November Midlothian, together with Osiris Educational and the GTCs hosted the first ever Scottish World Conference on Visible Learning with Professor John Hattie. This event was held at Murrayfield Stadium and this event was sold out with practitioners gathering from across the UK. Our own practitioners presented together with other local authorities and the event was positively evaluated. We will continue to roll out Visible Learning to include Impact Cycle Training which will help to feed practitioner research into the new Centre for Innovation and Learning which we will open in Midlothian in August 2017.

4) Raising attainment – Closing the gap

Moderation, tracking and assessment of progress through the Broad General Education (BGE):
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. For the first time a report called *Achievement of Curriculum for Excellence (CfE) Levels 2015/16* was published by the Scottish Government on 13 December 2016 outlining the CfE data for each local authority and the Scottish average. The Cfe data is included in this quarter 3 report. Caution should be applied as the data used by the Scottish Government is called 'Experimental statistics' which means that the data published is data under development. Therefore, due to the lack of standardisation, there is a high level of variance from local authority to local authority which I have shown in this quarter 3 report which includes Midlothian data and National data. However, with that said, this will remain a core priority for Midlothian in order to ensure that we bring CfE levels at all stages in line with the national average in order to build strong progression through the broad general education (P1-S3).

The Senior Phase
A full attainment report, based on the local measures, for the 2015/16 attainment diet was presented to Council in December. Prior to this report, as agreed by Council last year, our Secondary Head Teachers presented 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 provided 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 also highlighted the areas of further improvement. The national benchmarking measures will be reported in quarter 4.

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.

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 continues to grow and the DHT and PT network presented their work in November. Over 70 promoted staff attended the new DHT/PT twilight network and this new programme has been well received and is a key part of our commitment to grow our own leaders. This term the uplifting Leadership programme with focus on the area of 'Learning Provision' and we will take a closer look at quality indicators 2.1-2.7.

In September and October 2016, Education Scotland inspected the Learning and Development in Midlothian at both the strategic and place-based levels. Education Scotland released the formal inspection report entitled "How Good is the Learning and Development within Midlothian" on 13th December 2016. This report highlights the findings from both the strategic and place based inspections. The inspection findings are graded using a six point scale: excellent, very good, good, satisfactory, weak and unsatisfactory. Midlothian for both strategic and place were awarded very good for all indicators. The inspectors identified the follow strengths:

. An ethos of shared endeavour.
. Strong and clear leadership across the partnership.
. Ambitious and enthusiastic staff and volunteers.
. The range of targeted learning programmes leading to life-changing impacts.

The inspectors discussed with partners how they might continue to improve their work. This is what was agreed:

. Continue to develop systems to track skills for learning, life and work across partners.
. Consider how learner pathways can be sustained as resources change.

An action plan has been developed to take these areas forward and progress will be reported through existing performance requirements.

Emerging Challenges and Risks
Pace of proposed legislative change in education: a paper was presented to Cabinet on 11 October which summarises this is 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 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, 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 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 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. 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

Outcomes and Customer Feedback

Priority	Indicator	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Q3 2016/17 Status	Q3 2016/17 Note	Q3 2016/17 Short Trend	Annual Target 2016/17	Feeder Data	Value
01. Provide an efficient complaints service	Number of complaints received (cumulative)	9	7	6	14			**Q3 16/17**: Some issues were identified within the system which meant that the accuracy of the complaints data was not reliable. A data cleansing exercise is being undertaken. As a result no quarter three data has been included and work is ongoing to rectify this.				

Making the Best Use of our Resources

Priority	Indicator	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Q3 2016/17 Status	Q3 2016/17 Note	Q3 2016/17 Short Trend	Annual Target 2016/17	Feeder Data	Value
02. Manage budget effectively	Performance against revenue budget	£76.957 m	£78.630 m	£83.568 m	£83.483 m	£83.825 m	✅	**Q3 16/17:** On Target	⬇			
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.51	3.54	1.46	2.1	3.95	✅	**Q3 16/17:** On Target	⬇	5.5	Number of days lost (cumulative)	6,663.26
											Average number of FTE in service (year to date)	1,687.67

Corporate Health

Priority	Indicator	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Q3 2016/17 Status	Q3 2016/17 Note	Q3 2016/17 Short Trend	Annual Target 2016/17	Feeder Data	Value
04. Complete all service priorities	% of service priorities on target / completed, of the total number	100%	100%	100%	100%	100%	✅	**Q3 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%	94%	✅	**Q3 16/17:** On Target	⬇	92%	Number received (cumulative)	8,802
											Number paid within 30 days (cumulative)	8,289

Priority	Indicator	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Value	Status	Note	Short Trend	Annual Target 2016/17	Feeder Data	Value
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.16%	43.75%	60%	47.37%	76.92%	🛑	**Q3 16/17:** Off Target 10 of 13 indicators on target. There are a further 20 indicators which will be reported annually.	⬆	90%	Number on tgt/ tgt achieved	10
											Number of PI's	13
07. Control risk	% of high risks that have been reviewed in the last quarter		N/A	N/A	100%	100%	✅	**Q3 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 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Value	Status	Note	Short Trend	Annual Target 2016/17	Feeder Data	Value
08. Implement improvement plans	% of internal/external audit actions in progress	91.67%	0%	80%	50%	0%	🛑	**Q3 16/17:** Off Target There are 4 outstanding audit actions relating to "Review of Controls Operating Over Pre-School Provision Partnership Providers" which require a Council wide approach to take forward. Meetings with resources have taken place and processes have been identified to deal with them in the future.	⬇	90%	Number of on target actions	4
											Number of outstanding actions	4

Education Action report

Midlothian

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	▶	75%	**Q3 16/17:** On Target Overall there has been a 7% increase across the 4 CfE (Curriculum for Excellence) achievement areas since 2015. 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	▶	75%	**Q3 16/17:** No data available this quarter Further analysis of the CfE data in Q4 will be required to see how the increases gained in levels correlated with SIMD 1+2 pupils. 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	▶	75%	**Q3 16/17:** On Target Four Quality Assurance and Moderation support officers (QAMSO) have been appointed and have taken part in 2 training sessions with Education Scotland. They will take part in a further 2 sessions following which they will contribute to national guidance on assessment and moderation.
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	▶	75%	**Q3 16/17:** On Target Numbers for "A Good Time To Be 2" places across Midlothian have increased to 180. A targeted marketing campaign to raise awareness of the criteria for eligibility has been successful and the partners delivering this has increased to 23.
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	▶	75%	**Q3 16/17:** 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. The timetable for School Leaver Destinations has been changed by the Scottish Government and the 15/16 release will now be in February 2017.

Education PI Report

Midlothian

							Q3 2016/17					
PI Code	**Priority**	**PI**	**2015/16**	**Q3 2015/16**	**Q1 2016/17**	**Q2 2016/17**					**Annual Target 2016/17**	**Benchmark**
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.01a		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P1	New for 16/17		N/A	N/A	16%	✅	➖	**Q3 16/17:** On Target On average there has been a 13% increase across all areas from the 2015 figure. Scottish average in brackets. Reading 76% +3% (81%), Writing 74% +11% (78%), Listening and Talking 84% No baseline figure (85%), Numeracy 82% +33% (84%)	2%	2015 figures P1 Reading - 73%, Writing - 63%, Listening and Talking - n/a, Numeracy - 49%
E.S.01.01b	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 P4	New for 16/17		N/A	N/A	2%	✅	➖	**Q3 16/17:** On Target On average there has been a 2% increase across all areas from the 2015 figure. Scottish average in brackets. Reading 72% -3% (75%), Writing 64% -3% (69%), Listening and Talking 76% No baseline figure (81%), Numeracy 69% +12% (73%)	2%	2015 Figures P4 Reading - 75%, Writing - 67%, 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	New for 16/17		N/A	N/A	-6%	🛑	➖	**Q3 16/17:** Off Target On average there has been a 6% decrease across all areas from the 2015 figure. Scottish average in brackets. Reading 64% -13% (72%), Writing 54% -9% (65%), Listening and Talking 67% No baseline figure (77%), Numeracy 61% +5% (68%)	2%	2015 figures P7 Reading - 77%, Writing - 63%, Listening and Talking - n/a, Numeracy56%

Service Priority Performance Indicators

PI Code	Priority	PI	2015/16	Q3 2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.01d		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3	New for 16/17		N/A	N/A	15%	✅	▬	**Q3 16/17:** On Target On average there has been a 15% increase across all areas from the 2015 figure. Scottish average in brackets. Reading 75% +22% (86%), Writing 71% +20% (84%), Listening and Talking 73% No baseline figure (87%), Numeracy 84% +3% (86%)	2%	2015 figures S3 Reading - 53%, Writing - 51%, Listening and Talking - n/a, Numeracy - 81%
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 16/17		N/A	N/A	N/A	▬	▬	**Q3 16/17:** This information will be available in Q4. Further analysis of the Scottish Government return is required to give a SIMD breakdown.	5%	
E.S.01.02b	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 P4	New for 16/17		N/A	N/A	N/A	▬	▬	**Q3 16/17:** This information will be available in Q4. Further analysis of the Scottish Government return is required to give a SIMD breakdown.	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 16/17		N/A	N/A	N/A	▬	▬	**Q3 16/17:** This information will be available in Q4. Further analysis of the Scottish Government return is required to give a SIMD breakdown.	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 16/17		N/A	N/A	N/A	▬	▬	**Q3 16/17:** This information will be available in Q4. Further analysis of the Scottish Government return is required to give a SIMD breakdown.	5%	

PI Code	Priority	PI	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17				Annual Target 2016/17	Benchmark
							Value	Status	Short Trend	Note		
M.G.E.08.02a		Average primary school attendance	94.08%	94.98%	95.01%	96.13%	95.05%	🛑	⬇	**Q3 16/17:** Off Target Primary attendance for the 16/17 school year is at 95.05%. This is the highest recorded quarter 3 attendance for primaries. Authorised absences make up 3.15% and unauthorised absences 1.77% with exclusions at 0.04%.	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)
M.G.E.08.02b	01. Inequalities in learning outcomes have reduced	Average secondary school attendance	89.8%	90.86%	90.1%	91.69%	90.02%	🛑	⬇	**Q3 16/17:** Off Target Secondary attendance for the 16/17 school year is at 90.02%. Authorised absences make up 6.27% and unauthorised absences 3.54% with exclusions at 0.17%.	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	107	17	47	72	✅	⬇	**Q3 16/17:** On Target There have been 72 primary exclusions for the 16/17 school year relating to 39 pupils. Average length of exclusion is 2.8 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	223	39	76	193	✅	⬇	**Q3 16/17:** On Target There have been 193 secondary exclusions for the 16/17 school year relating to 136 pupils. Average length of exclusion is 3.4 school days.	309	423 (09/10); 476 (10/11); 469 (11/12); 323 (12/13); 422 (13/14); 365 (14/15)
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)	New for 16/17		25%	50%	75%	✅	⬆	**Q3 16/17:** On Target All School Group Managers have analysed School Improvement Plans and carried a themed visit focusing on Closing the gap which included a particular focus on monitoring, tracking and attainment.	100%	

PI Code	Priority	PI	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17				Annual Target 2016/17	Benchmark
							Value	Status	Short Trend	Note		
E.S.02.01b		Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to Know thy impact	New for 16/17		25%	50%	75%	✅	⬆	**Q3 16/17:** On Target Further training is being delivered by our Educational Psychology Service (EPS). This will support schools in carrying out impact cycles. Training has been provided and is ongoing for all our Learning Assistants	100%	
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%	75%	✅	⬆	**Q3 16/17:** On Target An excellent start has been made to this programme which is now being delivered to all Head, Depute and Principal Teachers. Two school group managers delivered a session to the wider Leadership Forum.	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%	75%	✅	⬆	**Q3 16/17:** On Target It has been decided to have a major focus with the Newbattle ASG to use as a template for further development next session. A meeting has taken place with over 40 partners looking at collaborative working.	100%	
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	N/A	▬	▬	**Q3 16/17:** 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)

PI Code	Priority	PI	2015/16	Q3 2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
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	N/A	▬	▬	**Q3 16/17:** 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	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	113	N/A	N/A	122	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	119	3 Yearly average: 121 Midlothian; 123 Virtual; 111 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	New for 16/17	N/A	N/A	377	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	396	3 Yearly average: 376 Midlothian; 382 Virtual; 370 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	New for 16/17	N/A	N/A	126	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	145	3 Yearly average: 134 Midlothian; 175 Virtual; 147 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Q3 2016/17 Status	Q3 2016/17 Short Trend	Q3 2016/17 Note	Annual Target 2016/17	Benchmark
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	New for 16/17	N/A	N/A	571	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	639	3 Yearly average: 587 Midlothian; 666 Virtual; 621 National (Insight national benchmarking data)
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	New for 16/17	N/A	N/A	1,135	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	1,197	3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 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	New for 16/17	N/A	N/A	809	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	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	New for 16/17	N/A	N/A	1,878	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	1,782	3 Yearly average: 1766 Midlothian; 1846 Virtual; 1801 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Q3 2016/17 Status	Q3 2016/17 Short Trend	Q3 2016/17 Note	Annual Target 2016/17	Benchmark
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%	N/A	▬	▬	**Q3 16/17:** N/A In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In the 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. The new release schedule for School leavers destinations means the 15/16 publication will be in Q4.	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%	N/A	▬	▬	**Q3 16/17:** N/A The new release schedule for School leavers destinations means the 15/16 publication will be in Q4.	95%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
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	New for 16/17	N/A	N/A	44.3%	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	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	New for 16/17	N/A	N/A	30.8%	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	34.15%	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	2015/16 Value	Q3 2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Status	Short Trend	Note	Annual Target 2016/17	Benchmark
E.S.04.01p	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 S6 - percentage with 3+ at Level 6	New for 16/17	N/A	N/A	43.9%	N/A	▬	▬	**Q3 16/17:** No data available this quarter Insight data is reported on for leavers in Q2.	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.	New for 16/17	N/A	N/A	N/A	N/A	▬	▬	**Q3 16/17:** This information 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	72	✅	⬇	**Q3 16/17:** On Target There have been 72 primary exclusions for the 16/17 school year relating to 39 pupils. Average length of exclusion is 2.8 school days.	96	
BS.ED.04		Reduce exclusions in Secondary schools by 2%	315		39	76	193	✅	⬇	**Q3 16/17:** On Target There have been 193 secondary exclusions for the 16/17 school year relating to 136 pupils. Average length of exclusion is 3.4 school days.	309	
BS.ED.05		Improve in Primary School attendance by 2%	94.08%	94.98%	95.01%	96.13%	95.05%	🛑	⬇	**Q3 16/17:** Off Target Primary attendance for the 16/17 school year is at 95.05%. This is the highest recorded quarter 3 attendance for primaries. Authorised absences make up 3.15% and unauthorised absences 1.77% with exclusions at 0.04%.	96.5%	
BS.ED.06		Improve Secondary School Attendance by 2%	90%	92.92%	90.1%	91.69%	90.02%	🛑	⬇	**Q3 16/17:** Off Target Secondary attendance for the 16/17 school year is at 90.02%. Authorised absences make up 6.27% and unauthorised absences 3.54% with exclusions at 0.17%.	92%	

PI Code	Priority	PI	2015/16	Q3 2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
M.IOM.E.03.01b	06. Balanced Scorecard Quarterly Indicator	% of 16-19 years olds secure a positive destination (reported quarterly). DSYW plan details the actions required to achieve this	New for 16/17			89.9%	89.9%			**Q3 16/17**: Data only Balance score card finalised, compared to the previous snapshot calculation, value 85.3% for the same period, first report of baselines being presented to Jan DYW Board 17, next update available March 17.		

Local Government Benchmarking Framework - Education

Midlothian

Children's Services

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	External Comparison
CHN01	Primary Education - Cost per pupil (LGBF)	£4,679	£4,799	£4,784	£4,762	£4,725	£4,649	15/16 Rank 14 (Second Quartile). 14/15 Rank 18 (Third Quartile).
CHN02	Secondary Education - Cost per pupil (LGBF)	£6,163	£6,200	£6,274	£6,367	£6,411	£6,298	15/16 Rank 6 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN03	Pre- Primary Education - Cost per pupil (LGBF)	£3,362	£2,958	£3,071	£3,003	£2,894	£3,558	15/16 Rank 9 (Second Quartile) 14/15 Rank 9 (Second Quartile).
CHN04	% achieving 5 or more awards at SCQF Level 5		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		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		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		5%	9%	14%	10%	12%	15/16 Rank 21 (Third Quartile), 14/15 Rank 21 (Third Quartile)
CHN10	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%	N/A	14/15 Rank 15 (Second Quartile) 13/14 Rank 7 between Rank 1 and Rank 16 there is a difference of 3.2%
CHN12a	Overall Average Total Tariff		715.87	752.09	753.86	787.49	888.43	15/16 Rank 13 (Second Quartile), 14/15 Rank 27 (Bottom Quartile)

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	External Comparison
CHN12b	Average Total Tariff SIMD Quintile 1		422	544	501	493	581	15/16 Rank 13 (Second Quartile), 14/15 Rank 27 (Bottom Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2		541	541	538	572	695	15/16 Rank 23 (Third Quartile), 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3		727	669	783	842	849	15/16 Rank 23 (Third Quartile), 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4		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		1,038	1,067	1,029	1,098	1,228	15/16 Rank 7 (Top Quartile), 14/15 Rank 23 (Third Quartile)
CHN13a	Percentage of pupils achieving expected levels in Reading P1	New Indicators for 2015/16. No data available for previous years.					76%	15/16 Rank 26 (Bottom Quartile)
CHN13b	Percentage of pupils achieving expected levels in Reading P4						72%	15/16 Rank 21 (Third Quartile)
CHN13c	Percentage of pupils achieving expected levels in Reading P7						64.5%	15/16 Rank 25 (Bottom Quartile)
CHN14a	Percentage of pupils achieving expected levels in Writing P1						74%	15/16 Rank 22 (Third Quartile)
CHN14b	Percentage of pupils achieving expected levels in Writing P4						64%	15/16 Rank 21 (Second Quartile)
CHN14c	Percentage of pupils achieving expected levels in Writing P7						54%	15/16 Rank 27 (Bottom Quartile)
CHN15a	Percentage of pupils achieving expected levels in Listening and Talking P1						83.9%	15/16 Rank 18 (Third Quartile)
CHN15b	Percentage of pupils achieving expected levels in Listening and Talking P3						75.7%	15/16 Rank 26 (Bottom Quartile)
CHN15c	Percentage of pupils achieving expected levels in Listening and Talking P7						67.3%	15/16 Rank 29 (Bottom Quartile)
CHN16a	Percentage of pupils achieving expected levels in Numeracy P1						82%	15/16 Rank 22 (Third Quartile)
CHN16b	Percentage of pupils achieving expected levels in Numeracy P3						69%	15/16 Rank 20 (Third Quartile)
CHN16c	Percentage of pupils achieving expected levels in Numeracy P7						61%	15/16 Rank 19 (Third Quartile)