

Education

Performance Report Quarter Three 2017/18



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 Q3 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:

(National Improvement Framework): Performance Information and School Improvement)

- To bring CfE (Curriculum for Excellence) 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 Pupil Equity Fund (PEF): 5% increase in number of children from SIMD (Scottish Index of Multiple Deprivation) 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 (Developing Young Workforce) 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 (Broad General Education).
- 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 (Associated Schools Group) into Learning Communities and building the professional networks
- Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan

(b) Self Evaluation for self-improvement

Developing independence in self-evaluation for self-improvement through

- Reviews – theme or other
- Inspections- Learning communities
- HMIE inspections

- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self-evaluation – cluster or trio

1. Raising attainment and Achievement:

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

Curriculum for Excellence results 2016/17 (2015/16 in brackets)

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

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

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

Senior Phase including Positive Destinations

The local measures were published in Insight in September and a seminar and full attainment report was presented to Council in December. The national measures will be published at the end of February and will be reported on in Q4.

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.

(c) Ensuring wellbeing, equity and inclusion

Continuing our focus on improving attendance and reducing exclusion, the following quarter 3 achievements are notable: A significant drop of 31% exclusions in the primary sector and a drop of 2% in the secondary sector when compared with quarter 2. However, attendance has not made the same level of improvement and remains an area of focus in both the secondary and primary. As a result, Education and Children's services will work together on an attendance campaign as this is an urgent area of improvement.

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

(a) Collaborate

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

(b)Self Evaluation for self improvement

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

- School Reviews – theme or other and all primary schools have now completed their attainment reviews with the secondary Insight reviews scheduled for October - December.
- Inspections- Learning communities
- 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 and ongoing reports regarding national proposals for changes to educational governance.

Early Years' Service: Expansion planning for 1140 hours by 2020 is moving at a pace. We have an Expansion Working Group with four main workstreams. These groups meet regularly and have clear, focused work plans. We were required to submit a plan and financial model setting out how we will deliver the expansion from 600 to 1140 hours free early learning and childcare for all 3 and 4 year olds and eligible 2 year olds to the Scottish Government at the end of September 2017. The plan was confirmed by elected members at November Council. All local authorities were subsequently asked to review and then resubmit their plans at the beginning of February 2018 (now revised to the beginning of March).

The plan sets out how we would prefer to deliver the increased hours, however the full delivery of the expanded hours from 2021/21 and the phasing of expansion through the transition years between 2017/18 and 2021/22 are dependent on the capital and revenue funding provided by the Scottish Government. To date this has only been provided on a limited, single year basis and this has had a significant impact on what it has been possible to plan for and deliver. The multi-year funding is now not expected to be announced until the end of May 2018. After this funding is announced the expansion plan will require a further rewrite.

While awaiting the funding details we have been continuing with our pilots and trial of 1140 hours and the feedback from staff and parents has been overwhelmingly positive. We have also carried out a survey of parents' needs and preferences for the expanded hours and are in the process of analysing nearly 500 responses and matching, as far as possible given the physical and financial constraints, the expansion plan with the views expressed in the survey.

As a result of our regular self evaluation and discussion on the role of our Early Years Learning Community teams, we are reviewing the teams and will be moving to a different model of delivery of support. A change in staffing has resulted in a reduction in the numbers of teachers which gives us an opportunity to refocus their roles. This will mean that settings will no longer be allocated a teacher on a timetabled basis, however, a teacher may be allocated to a particular setting as needs arise. This will be based on a thorough authority wide evaluation of needs at any given time.

The Early Years Support Teams were set up to provide support to families and to assess children. This provision now includes ASD support and currently one hundred and fifty pupils benefit from this ASN support.

A Good Time to Be 2 currently has twenty-nine settings & nine childminders children placed. All settings have received their annual QI visit and 2 settings are receiving individual support in an 8 week block.

Our Midlothian Design Guide for Early Learning and Childcare shared with the Care Inspectorate, planning and architects and will now be used to inform practice going forward.

Lifelong Learning and Employability Service: Lifelong Learning and Employability Service from October to Dec 2017 have had key events which support the development of skills for learning life and work. LLE in partnership with Employment Learning Midlothian (ELM) hosted the second employability conference agreeing the priorities for employment and learning work in Midlothian. There was an increase in the number of businesses, learners and job seekers who participated, over 100 attendees. Partnerships have strengthened through the attraction of new representatives from businesses and universities for example in the work of the New Midlothian Technology Partnership Group. LLE has also worked in partnership with Crisis Homeless Charity to extend the construction learning offer to adults. This work will lead to improve localised learning pathways for adult returners and job seekers. Positive Destinations work through door knocking, LLE pathways and group leading to increased qualifications has continued to result in positive outcomes for young people.

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.

LLE is working with an increased number of adults and young people, we require to examine the capacity of the service due to current and future reductions to ensure expectations can be met.

Education PI summary 2017/18

Outcomes and Customer Feedback

Priority	Indicator	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	58	N/A	6	16	36		Q3 17/18: Data Only				
	Average time in working days to respond to complaints at stage 1	0.82	N/A	17.8	8.46	1.61		Q3 17/18: On Target		5	Number of complaints complete at Stage 1	31
											Number of working days for Stage 1 complaints to be Completed	50
											Number of complaints at stage 1 responded to within 5 working days	19
	Average time in working days to respond to complaints at stage 2	5	N/A	0	77.5	20		Q3 17/18: On Target		20	Number of complaints complete at Stage 2	5
											Number of working days for Stage 2 complaints to be Completed	100
	Percentage of complaints at stage 1 complete within 5 working days	42.42 %	N/A	33%	61.54 %	61.29 %		Q3 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	31
											Number of complaints at stage 1 responded to within 5 working days	19
	Percentage of complaints at stage 2 complete within 20 working days	42.11 %	N/A	0%	0%	40%		Q3 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	5
											Number of complaints at stage 2 responded to within 20 working days	2

Making the Best Use of our Resources




Priority	Indicator	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£82.589m	£83.825m	£86.855m	£87.533m	£87.478m		Q3 17/18: Off Target Actions are in place to address overspend.		£87.412m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.84	3.95	1.9	2.22	4		Q3 17/18: On Target		5.5	Number of days lost (cumulative)	7,129.29
											Average number of FTE in service (year to date)	1,782.16



Corporate Health







Priority	Indicator	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Complete all service priorities	% of service priorities on target / completed, of the total number	100%	80%	100%	100%	100%		Q3 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%	94%	97%	96%	96%		Q3 17/18: On Target		92%	Number received (cumulative)	11,061
											Number paid within 30 days (cumulative)	10,660
06. Improve PI performance	% of PIs that are on target/ have reached their target.	61.54%	76.92%	100%	66.67%	100%		Q3 17/18: On Target		90%	Number on tgt/complete	13
											Total number of PI's	13
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%		Q3 17/18: On Target		100%	Number of high risks reviewed in the last quarter	1
											Number of high risks	1









Improving for the Future





Priority	Indicator	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	77.78%	100%	77.78%	42.86%	43.75%		Q3 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 internal/external audit actions on target or complete	7
											Number of internal/external audit actions in progress	16





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		75%	Q3 17/18: On Target 2016 /17 results show an average 6% increase in CfE (Curriculum for Excellence) since 2015/16. Attainment visits with all Schools are currently underway and this involves robust tracking and monitoring to improve outcomes.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2018		75%	Q3 17/18: 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 reduced. SIMD information is available for school data analysis and is informing the ongoing attainment visits across Primary and Secondary schools. The Authorities School planning guidance is based on our three year strategic plan that prioritises the national Improvement framework priorities including closing the gap between the least and most disadvantaged and therefore there is alignment between national and local targets to close this gap. Schools report on these outcomes through their Standard and Quality reports and the Scottish Government collects this information to inform their annual National Improvement Framework (NIF) report.
E.S.02.01	02. Engaged and supported workforce	Learning Provision: (a). Developing the Curriculum as a hook - the power of learning pathways. (b). Moderation, tracking and assessment of progress through the Broad General Education (BGE).	31-Mar-2018		75%	Q3 17/18: On Target A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools. All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional



Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
						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		75%	Q3 17/18: On Target A review of the Good time to be 2 (GTTBT) numbers is underway with service providers and the Nursery Administration Management Service (NAMS) part of SEEMIS. Full information will be available in Q4. 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		75%	Q3 17/18: 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	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.01.01a	01. Inequalities in learning outcomes have reduced	Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P1	13%	13%	N/A	2%	2%			Q3 17/18: On Target On average there has been a 2% increase in expected CFE level achievement since 2015. Reading +0% (76%), Writing - 4% (70%), Numeracy +27% (76%), Listening and talking +0%(84%)	2%	2015 figures P1 Reading - 76%, Writing - 74%, Listening and Talking - n/a, Numeracy - 49%
E.S.01.01b		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P4	2%	2%	N/A	5%	5%			Q3 17/18: On Target On average there has been a 5% increase in expected P4 CFE level achievement since 2015. Reading +4% (76%), Writing +2% (66%), Numeracy +16% (73%), Listening and talking +0% (78%)	2%	2015 Figures P4 Reading - 72%, Writing - 64%, Listening and Talking - n/a, Numeracy - 57%
E.S.01.01c		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P7	-6%	-6%	N/A	9%	9%			Q3 17/18: On Target On average there has been a 9% increase in expected P7 CFE level achievement since 2015. Reading +8% (73%), Writing +5% (59%), Numeracy +7% (63%), Listening and talking +0% (74%)	2%	2015 figures P7 Reading - 65%, Writing - 54%, Listening and Talking - n/a, Numeracy56%









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







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







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









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

PI Code	Priority	PI	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
										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	180	152	142	N/A			Q3 17/18: Data not available A review of the Good time to be 2 (GTTBT) numbers is underway with service providers and the Nursery Administration Management Service (NAMS) part of SEEMIS. Full information will be available in Q4.	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	N/A			Q3 17/18: Data not available Information for this indicator will be available with the next release of National benchmark information in Q4.	88.1%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01b	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 5+ (Insight National benchmarking measure)	63.31%	N/A	N/A	N/A	N/A			Q3 17/18: Data not available Information for this indicator will be available with the next release of National benchmark information in Q4.	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	N/A	N/A	42	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	32	3 Yearly average: 30 Midlothian; 35 Virtual; 23 National (Insight national benchmarking data)
E.S.04.01d		Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	139	N/A	N/A	168	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	180	3 Yearly average: 155 Midlothian; 176 Virtual; 160 National (Insight national benchmarking data)
E.S.04.01e		Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	304	N/A	N/A	318	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	341	3 Yearly average: 310 Midlothian; 334 Virtual; 315 National (Insight

PI Code	Priority	PI	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
												national benchmarking data)
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	110	N/A	N/A	131	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	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	N/A	N/A	306	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	316	3 Yearly average: 287 Midlothian; 290 Virtual; 296 National (Insight national benchmarking data)
E.S.04.01h		Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the virtual comparator	730	N/A	N/A	707	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	731	3 Yearly average: 673 Midlothian; 697 Virtual; 709 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01i	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 S6 to bring in line with the virtual comparator	385	N/A	N/A	410	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	390	3 Yearly average: 386 Midlothian; 384 Virtual; 354 National (Insight national benchmarking data)
E.S.04.01j		Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the virtual comparator	812	N/A	N/A	888	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	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	N/A	N/A	1,390	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	1,388	3 Yearly average: 1339 Midlothian; 1373 Virtual; 1350 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	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%	N/A	95.1%	95.1%	95.1%			Q3 17/18: 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%	N/A	N/A	N/A	N/A			Q3 17/18: Data not available Data and analysis from the 16-17 School year will be available in Q4.	96%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
E.S.04.01n		Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	44.3%	N/A	N/A	41.95%	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	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%	N/A	N/A	35.6%	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	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	Q3 2016/17	Q1 2017/18	Q2 2017/18	Q3 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
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	43.9%	N/A	N/A	40.9%	N/A			Q3 17/18: Data not available Information was shared in Q2 for the 16/17 School year.	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	N/A			Q3 17/18: 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	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,792.69	£4,766.01	£4,736.35	£4,703.45	£4,630.16	£4,871.13	16/17 Rank 15 (Second Quartile). 15/16 Rank 14 (Second Quartile). 14/15 Rank 19 (Third Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,163.71	£6,191.86	£6,257.07	£6,321.92	£6,368.61	£6,264.84	£6,691.80	16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.25	£3,001.77	£2,893.18	£3,557.24	£4,381.30	16/17 Rank 18 (Third Quartile). 15/16 Rank 10 (Second Quartile). 14/15 Rank 9 (Second Quartile).
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)		48%	50%	50%	54%	58%	54%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 19 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	26%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	43%	16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	9%	16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile). 14/15 Rank 21 (Third Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%		82%	81.93%	79.33%	78%	78.33%	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.8%	89.2%	94.2%	93.4%	95.1%	Data to follow	15/16 Rank 4 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		715.87	752.09	753.86	787.49	888.82	798.13	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	576	16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	538	572	697	717	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	787	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	918	16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)		1,038	1,067	1,029	1,098	1,227	1,034	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN17	Percentage of children meeting developmental milestones				81.18%	85.76%	85.82%	Data to follow	15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).
CHN18	Percentage of funded early years provision which is graded good/better		97.3%	92.1%	90.9%	90%	90%	90.7%	16/17 Rank 21 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils)	93		93.2		93		92.6	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children')			86.55		88.35		Data to follow	14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06		37		40.2			14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')		0	212.12		188.24			14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)						88.7	93.6	16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).