

Education Performance Report 2015/16



01. Progress in delivery of strategic outcomes

15/16: Reporting for this quarter is a summary of the last four quarters for Education.

Service Priority 04: Implement strategies for raising attainment and achievement of children and adults:

Setting the Strategic Direction: In quarter two we reported on the strategic direction of the Education service which highlighted that the theme for the year was Closing the Gap, this was also the theme of the Head Teacher Conference. The draft *Good to Great* Improvement Strategy was shared with all Head Teachers and Managers in order to begin to create a coherent strategy which makes explicit our strategic direction to create a world-class education system here in Midlothian, committed to closing the attainment gap by placing high quality learning and teaching at the core of our work. The draft strategy was made up of three main ingredients:

- 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 November 2015, education presented the response to the National Improvement Framework to Council which outlined the importance of drawing on international research, in particular the 2007 and 2010 McKinsey Reports on the top performing school systems world-wide which state that the key levers for the creation of an excellent education system are three-fold:

- The quality of an education system cannot exceed the quality of its teachers
- The only way to improve outcomes is to improve pedagogy
- High performance requires every child to succeed.

On 6th January 2016, the National Improvement Framework was launched by the Scottish Government, the guidance contained within this new framework was shared with all Head Teachers in a professional seminar led by Education Scotland. In addition, further strategic guidance, tailored to Midlothian, was issued in the form of Professional Practice Paper 67 – Guidelines on planning for improvement. As part of our aspiration to create a World-Class Education System in Midlothian, we have agreed to the following key strategic outcomes for session 2016/17:

1. To build excellence by raising attainment overall:

- 2% increase in the number of children achieving the expected CfE level in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4, P7 and S3*
- 2% increase in attendance
- 2% decrease in exclusions

2. To close the gap between the most and the least disadvantaged:

- 5% increase in the number of children from SIMD 1 and 2 achieving the expected level in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4, P7 and S3

3. Teaching, Learning and Assessment:

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

4. Self-evaluation for Self-Improvement and Leadership of Change:

- To implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC Named Person; and HGIOS 4

Raising Attainment

High Performance requires every child to succeed: During quarter 2 and at December Council, the service reported on the Insight local measure data which was released for learners who sat examinations in the 2015 diet. This quarter 4 report highlights a summary for leavers which shows an improvement of 6.8% of leavers who have gained a level 4 qualification and a 4% improvement at level 5 qualification in literacy and numeracy when compared with last year. The national measures data will be explored further in the Attainment Report which will be presented to Council in May.

Pupil progress in primary school performance using standardised assessment data - End of P1: There was a 0.64 improvement in Maths at the end of P1 due to the successful implementation of SEAL (Stages of Early Arithmetic Learning) -an ambitious target has been set for 52.2. There was a 0.33% decrease in Reading at the end of P1. An ambitious target has been set at 52.1 for 2015/16. **End of P7:** There was a 0.4 improvement in the number of P7 pupils leaving primary school with a reading age of 9.5 years+. An improvement target of 89.3 has been set for 2015/16. There was an improvement of 1.5 in Maths by the end of P7 and an ambitious target of 95.3 has been set for 2015/16. As part of the National Improvement Framework which was launched in January 2016, measuring progress through the Broad General Education will be a priority for session 2016/17.

Learning and Teaching: Building on the importance of improving pedagogy and investing in Teacher CPD, 520 teachers and leaders from across Midlothian and 150 support staff participated in professional learning about the Visible Learning approach in August. All primary teachers in Midlothian, along with a few secondary colleagues, engaged in the Visible Learning Plus Foundation Day and support staff were introduced to the Visible Learning approach by members of the Educational Psychology Service. Midlothian were also invited to present at the Visible Learning World Conference. Feedback from both strands of professional learning has been overwhelmingly positive. A further report will be prepared for June Council on progress with Visible Learning.

Lifelong Learning and Employability Service and Positive Destinations: The new service will be consolidating and developing new provision across the authority to support local people to develop skills for learning, life and work. The changes to employability support programmes due to the new devolved responsibilities and the reduction in funding centrally will pose a challenge. It is important that we attempt to mitigate the impact on those most vulnerable by offering targeted employment support opportunities on a localised basis. All devolved programmes require to be in place by April 2017 and optimum bidding areas are being identified and this should create opportunities to work in partnership with other local authorities. Targeted work will also take place to support a wider age group of young people to reflect the 16-19 year old age group in the participation measure; it is advised this will expand up to 24 year olds over time.

The CLD regulations were approved in September 2015, within the next quarter a review of progress will take place.

Service Priority 03: Ensure children have the best start in life by focusing on prevention and early intervention to address barriers to progress and deliver effective outcomes:

Early Years: Implementation of the Early Learning and Childcare provisions of the Children and Young People (Scotland) Act 2014 continues to be a priority. All centres now have Senior Childcare Development workers as a core part of their team. All centres have been fully staffed from August 2015 to ensure seamless, well supported transitions to our centres from home for all children. Woodburn Family Learning Centre opened in February 2016 and multi agency staff are now in place with two year old places now doubled and capacity now at eighteen. ELC team have applied to be a pilot site with SG testing out the Family Learning Centre model to deliver 600 hours ELC.

We have increased availability of places across a range of partners to offer flexible choice for parents who have entitled two's. We now have nine Childminders and two Playgroups in contract to deliver our two year old provision. We have 115 two year olds currently in A Good Time To Be 2 provision.

A Business Transformation Project to review the ELC workforce is almost near completion. Prior to the Easter break meetings have taken place with trade union representatives, teachers in scope of the review and all CDWs and SCDWs, to advise of the details of the review and the proposals for implementation in August 2016. Presentations were given looking at the vision for the review, drivers for the change, the future model's benefits, the proposed four learning communities' model, timescales for implementation and the way forward for careers in early years in Scotland.

The Pre 5 Additional Support Needs specialist teaching team has been enhanced with the provision of 3 Senior Childcare Development Workers who are supporting Hawthorn Child and Family Centre, Bright Sparks Playgroup and the Pre 5 specialist teaching team. The partnership teaching team now includes an ASN specialist teacher. These enhancements are having a positive impact on staff skills and children and families experiences.

The 'I Can' provision at Mayfield Nursery School continues to offer excellent support for our youngest children with speech and language disorders. A recent external inspection has enabled it to continue its positive work. Plans are in place to expand the outreach element of this service. Education staff are working closely with Speech and language

therapy service to offer training advice and support to our Early learning and childcare staff.

We are offering a packed schedule of continued professional development to all 0-5 staff across Midlothian through our training directory. Staff are engaging with the Building Ambition document and are starting to consider the implications of the new self evaluation document How Good is our Early learning and Childcare.

Feedback from staff on our interdisciplinary and cross sector approach to training has been positive so we will continue to expand on this next session.

A number of settings have had positive Care Inspectorate and Education Scotland inspections recently. We have entered into partnership with one new provision and are considering a number of others in order to meet the requirements of flexibility and expansion outlined in the Children and Young Person (Scotland) Act 2014

Supporting schools to improve attendance and reduce exclusions This is a priority for the Education Service and we have set ambitious targets within the quarterly reporting framework. In order to address this in a sustainable way, a review of Inclusion will commence as part of the *Good to Great* strategy as we continue to aspire to create a World-class Education service in Midlothian where every Midlothian child matters and can achieve. In short, closing the equity gap in Education.

02. Emerging Challenges and Risks

Securing Teacher Numbers: Ensuring that Midlothian Council continues to meet Scottish Governments Commitment to maintaining teacher numbers and ratios in our schools and at the same time secures sufficient supply teachers which is currently a national issue. Teacher recruitment within Scotland is proving problematic and Education and HR staff within Midlothian have worked hard to recruit classroom and subject teachers for the coming academic year. We have also recruited permanent supply staff. However, this will remain a challenge in the coming year.

Lifelong Learning and Employability Service and Positive Destinations: The new service will be consolidating and developing new provision across the authority to support local people to develop skills for learning, life and work. The changes to employability support programmes due to the new devolved responsibilities and the reduction in funding centrally will pose a challenge. It is important that we attempt to mitigate the impact on those most vulnerable by offering targeted employment support opportunities on a localised basis. All devolved programmes require to be in place by April 2017 and optimum bidding areas are being identified and this should create opportunities to work in partnership with other local authorities. Targeted work will also take place to support a wider age group of young people to reflect the 16-19 year old age group in the participation measure; it is advised this will expand up to 24 year olds over time. The CLD regulations were approved in September 2015, within the next quarter a review of progress will take place.

Positive Destinations: Reporting on Positive Destinations changed in August 2015 to include participation measures for 16 – 19 year olds. We will monitor this closely during the course of the year and will realign our service to ensure that we not only work hard to improve the positive destinations of our school leavers but that we have sufficient learning pathways post school education to support young people aged 18 and 19 into positive and sustained destinations. The final positive destination figures will be published in June.

The Education Act and the National Improvement Framework: Following the update on the Education Bill to Council in August and the further report on the new National Improvement Framework presented to Council in November which calls for the reporting arrangements within the Bill to be statutory. The roles and the responsibilities of the local authority within this Bill are: To work in partnership with the Scottish Government to support the development and implementation of the National Improvement Framework; To support and challenge schools to help all children to succeed and achieve the highest possible standards; To support teachers to access high quality professional learning opportunities; To make forensic use of school performance information to target support and intervention, fulfilling their statutory duties; To provide strong leadership and direction to schools and teachers to continually improve children's attainment; To ensure that the priorities are translated into local plans. In addition, the Bill is likely to include a 25 hour week for all primary aged pupils.

Implementation of the Named Person: Implementation of Named Person – We are working closely with our Schools/Health Partners/Scottish Government and SEEMIS/IT providers to ensure that we are well placed for implementation in August 2016.

Delivering Excellence: The Education Service, as part of the strategic direction, aims to deliver a World-Class education service and we are in the process of transforming a number of our services including the recent completion of the Lifelong Learning and Employability Review, the ongoing Early Years Review, the Senior Phase Review and the Review of Administrative Support. Moving forward we are also examining a number of other areas as part of the Delivering Excellence programme.

Education PI summary

01.1 Outcomes and Customer Feedback

Priority	Indicator	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	30	3	4	7	9		15/16: Data Only				
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 1	3.57	3	3.67	3	3.67		15/16: Off Target.		5	Number of complaints complete at Stage 1	6
											Number of working days for Stage 1 complaints to be Completed	23
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 2	13	0	0	13.67	17.33		15/16: Off Target. One of the complaints in 2015/16 was received at the end of the School year and couldn't be formally investigated until the beginning of the next School Year.		20	Number of complaints complete at Stage 2	3
											Number of working days for Stage 2 complaints to be Completed	52
01. Provide an efficient complaints service	Percentage of complaints at stage 1 complete within 5 working days	85.71 %	100%	66.67 %	75%	66.67 %		15/16: Off Target. One of the complaints in 2015/16 was received at the end of the School year and couldn't be formally investigated until the beginning of the next School Year.		95%	Number of complaints complete at Stage 1	6
											Number of complaints at stage 1 responded to within 5 working days	4
01. Provide an efficient complaints service	Percentage of complaints at stage 2 complete within 20 working days	100%	0%	0%	66.67 %	100%		15/16: Off Target. One of the complaints in 2015/16 was received at the end of the School year and couldn't be formally investigated until the beginning of the next School Year.		95%	Number of complaints complete at Stage 2	3
											Number of complaints at stage 2 responded to within 20 working days	3

01.2 Making the Best Use of our Resources

Priority	Indicator	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	N/A	£ 74.654 m	£ 72.508 m	£ 78.630 m	N/A		15/16: Performance against budget will be reported to the Council in June.		£ 72.525 m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	6.31	1.3	1.78	3.54	5.51		15/16: On target, a reduction in the same period last year.		5.5	Number of days lost (cumulative)	8,515.44
											Average number of FTE in service (year to date)	1,545.72

01.3 Corporate Health





Priority	Indicator	2014/ 15	Q1 2015/ 16	Q2 2015/ 16	Q3 2015/ 16	2015/16				Annual Target 2015/ 16	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	94.12 %	100%	100%	100%	100%		15/16: On Target.		90%	Number of divisional & corporate priority actions	15
											Number of divisional & corporate priority actions on tgt/completed	15
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	95%	95%	95%	96%		15/16: On Target		92%	Number received (cumulative)	4,934
											Number paid within 30 days (cumulative)	4,718
06. Improve PI performance	% of PIs that are on target/ have reached their target.	76%	63.64 %	54.55 %	43.75 %	63.16 %		15/16: Off Target, please see main body of report for further information.		90%	Number on tgt/ tgt achieved	12
											Number of PI's	19
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%		15/16: On Target There were no risks graded as high		100%	Number of high risks reviewed in the last quarter	0
											Number of high risks	0






01.4 Improving for the Future







Priority	Indicator	2014/ 15	Q1 2015/ 16	Q2 2015/ 16	Q3 2015/ 16	2015/16				Annual Target 2015/ 16	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions in progress	93.33 %	0%	0%	90%	91.67 %		15/16: On Target.		90%	Number of on target actions	11
											Number of outstanding actions	12

Education Action report

03. Service Priorities





Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
ED.SP.1.1	01. SMP GIRFEC - Deliver services to prevent the need for additional support, or provide it early.	Adopt a whole area focus on exclusions and attendance, with schools engaging with Pathways to Success, Family Resilience Project and the outreach work done from Dalkeith House	30-Jun-2016		100%	15/16: On Target. Statistics show an improving trend in secondary school exclusions which are on target. Further improvements are ongoing to support primary schools through the inclusion review.
ED.SP.1.2		Monitor each school's attendance monthly and intervene immediately to improve school attendance whenever it falls below the national average	30-Jun-2016		100%	15/16: Complete. Improving attendance remains a key priority for both the primary and secondary school sectors.
ED.SP.1.3		Establish a Family Learning Centre (FLC) model in Woodburn Primary school. Deliver a multi disciplinary approach involving Early Learning and Childcare Allied Health Professionals (AHP) and Life Long Learning and Employability and 3rd Sector partners.	31-Jul-2016		100%	15/16: Completed before due date . Woodburn Family Learning Centre (WFLC) opened in February 2016 . Multi agency staff now in place , 2 year old place doubled , capacity now at 18.Early Learning & Childcare team have applied to be a pilot site with Scottish Government testing out the Family Learning Centre model to deliver 600 hours Early Learning & Childcare.
ED.SP.3.1	03. SMP GIRFEC Improve the lives of children and young people by putting in place the changes being required by Scottish Government.	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.	29-Jul-2016		100%	15/16: Complete. Increased availability of places across a range of partners to offer flexible choice for parent, we now have 9 Childminders and 2 Playgroups in contract to deliver our 2 year old provision. 115 2 year olds are currently in A Good Time To Be 2 provision.







Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
ED.SP.3.2	03. SMP GIRFEC Improve the lives of children and young people by putting in place the changes being required by Scottish Government.	Disseminate policy guidelines Building the Ambition, defining quality provision across the 0-5 workforce.	30-Jul-2016		100%	15/16: Complete. Settings engaging with the document. Training sessions developed an in training calendar. 0-3 Quality Improvement Framework developed to assess impact of Building The Ambition (BtA) training
ED.SP.5.1	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Increase attainment in literacy and numeracy at key stages	30-Jun-2016		100%	15/16: Complete. Analysis of attainment data against deprivation has been completed and learning developed.
ED.SP.5.2		Learning and Teaching: Implement a range of strategies and interventions to improve the quality of learning and teaching, including Visible Learning approaches	30-Jun-2016		100%	15/16: Complete. By 4th May almost all schools will have completed the Evidence into Action programme (a process of systematic evidence gathering and action planning within the strands of Visible Learner, effective feedback, inspired and passionate teacher, know thy impact and the school matrix). 70 teachers will start the Visible learning into Action for teachers on 15th April, this approach to action enquiry will further support teachers and schools to develop their understanding and practice of the Visible Learning approach.
ED.SP.5.3		Curriculum: Implement a range of strategies to ensure breadth, application and challenge in Broad General Education which enables learners to compete in the global knowledge economy which requires a demand for high level 21st century skills	30-Jun-2016		100%	15/16: Complete. New digital learning technologies strategy produced along with stakeholder surveys and focus groups (digital learning skills identified). New directory of vocational education opportunities produced following evaluation by schools. Work continuing in 3 schools piloting early intervention Career Management skills focusing on S2 and S3. New strategic Curriculum Group under way and focusing on transition, skills and progression pathways in Broad General Education. Mapping carried out to new HGIOS (How good is our School) 4 publication.
ED.SP.5.4		Implement strategies for raising attainment in secondary schools delivering a high performance culture where every child has the opportunity to succeed	30-Jun-2016		100%	15/16: Complete. All secondary schools provided with their 2014/15 Insight reports and training provided in use of Insight tool in September 2015. A programme of Granada Learning Cognitive Abilities Testing (GL CAT) has been introduced in session 2015-16 to support school based assessment in the Broader General Education (BGE). Draft Strategic direction entitled Good to Great has been launched with Head Teachers together with the theme for the year which is 'Closing the gap'.









Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
ED.SP.5.5	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Implement strategies to tackle disadvantage in order to raise attainment in secondary schools delivering a high performance culture where every child has the opportunity to succeed	31-Mar-2016		100%	15/16: Complete. Increased focus on supporting young people at risk of negative destinations and earlier intervention to tackle disadvantage. Increased use by schools of Insight tool to review Attainment vs Deprivation measures and analyse attainment in relation to SIMD (Scottish Index of Multiple Deprivation). SIMD data also analysed for the Broad General Education with a focus on SIMD 1 and 2 in reading, writing and maths.
ED.SP.5.6		Positive Destinations: Implement the recommendations of Developing Young Workforce Report	31-Dec-2015		95%	15/16: Off Target. 95% is the target (figures released Dec 2015 is 93.5% which is 0.4% less than last year at the same time). The target for participation measure is 90%. These will be released in June for school leaver positive destinations and August for those 16-19 year olds called the participation measure. Robust work is taking place on the DYW recommendations The skills/gap workforce analysis report and the review of work experience has commenced and will be presented within the next quarter.
ED.SP.5.7		Implement the recommendations of Developing Young Workforce Report	30-Jun-2016		100%	15/16: Complete. Robust work is taking place on the Developing Young Workforce recommendations The skills/gap workforce analysis report and the review of work experience has commenced and will be presented within the next quarter.
ED.SP.5.8		Develop partnership strategies with local colleges to increase progression to further education	30-Jun-2016		100%	15/16: Complete. A greater understanding of information regarding Midlothian Residents accessing Edinburgh College, joint work taking place on Foundation Apprenticeships and integrated transition pathways targeting those at risk of negative destinations. Further analysis will take place after positive destination figures are released in June 16 with regard to FE figures.
ED.SP.5.9		Implement a range of strategies to ensure increased progression to higher education	30-Jun-2016		100%	15/16: Complete. Ongoing work with LEAPS (Lothians Equal Access Programme for Schools) to ensure increased progression to Higher Education. New inter partnership work taking place with Bright Green Business Partnership. Further analysis will take place after positive destination figures are released in June 16 with regard to HE figures.
ED.SP.5.11		Ensure that all schools have effective systems in place for consulting and involving pupils and parents	30-Jun-2016		100%	15/16: Complete. Major consultation meetings for staff and pupils undertaken in relation to Digital Learning. Midlothian Education Advisory Group have met 3 times with the Cabinet Member of Education (includes representation from parent councils and secondary schools.)





Education PI Report

03. Service Priorities







PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.1.1a	01. SMP GIRFEC - Deliver services to prevent the need for additional support, or provide it early.	Total number of secondary school exclusions	365	108	144	223	315			15/16: On Target. Although the total number of secondary exclusions has declined overall, this remains a key priority. NB These values and those for previous quarters were revised following a data consistency quality check in May 2016.	322	423 (09/10); 476 (10/11); 469 (11/12); 323 (12/13); 422 (13/14); 365 (14/15)
ED.SP.1.1b		Total number of primary school exclusions	86	21	63	107	143			15/16: Off Target. This continues to be a Key priority for 2016/17 and the Education service will lead an inclusion review next session. NB This data and previous quarters for 15/16 have been revised following data consistency quality checking.	82	109 (09/10); 127 (10/11); 101 (11/12); 84 (12/13); 102 (13/14); 86 (14/15)







PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.1.2a	01. SMP GIRFEC - Deliver services to prevent the need for additional support, or provide it early.	Average secondary school attendance	91%	88.92%	91.57%	90.86%	89.8%			15/16: Off Target. Note Q4 is not the end of the School year and encompasses the Winter period when attendance is lower in general. This continues to be a key priority for the Education service and monthly and weekly reports are now monitored closely.	93%	91.1% (09/10) 91.0% (10/11) 91.6% (11/12) 91.4% (12/13) 92.4% (13/14) 91.0% (14/15)
ED.SP.1.2b		Average primary school attendance	94.51%	94.18%	95.64%	94.98%	94.08%			15/16: Off Target. Note Q4 is not the end of the School year and encompasses the Winter period when attendance is lower in general. This continues to be a key priority for the Education service and monthly and weekly reports are now monitored closely.	95.5%	94.9% (09/10) 94.8% (10/11) 95.1% (11/12) 94.2% (12/13) 94.9% (13/14) 94.5% (14/15)
ED.SP.1.3a		% of parents report increased engagement in their child's learning as a result of the FLC	N/A	N/A	50%	50%	60%			15/16: Complete. Family Learning Centre opened in Feb 16. This has already begun to engage more families in their child's learning.	60%	







PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.1.3b	01. SMP GIRFEC - Deliver services to prevent the need for additional support, or provide it early	Reduced Did Not Attend rate at Associated Health Professional assessments	N/A	N/A	30%	30%	60%			15/16: Complete. Early Years Collaborative projects successful in early engagement of pre 3 children with Speech and Language concerns. SALT (Speech and Language Therapist) service committed to co-location in Woodburn Family Learning Centre to support early identification and reduce DNA (Did Not Attend) rates. Working closely with families in Woodburn through the FLC will impact on DNA rates in the future. No other data available at this time for other CPP areas.	60%	
ED.SP.3.1a		Number of eligible 2 year olds in receipt of Early Learning and Child Care	N/A	N/A	80	104	115			15/16: Off Target. National and local low numbers reported from August 2015 as 2 year olds move on to Early Learning & Childcare place . Targeted social marketing campaign new leaflet / poster campaign and engagement with Health staff to identify families.	200	
ED.SP.3.2a	03. SMP GIRFEC Improve the lives of children and young people by putting in place the changes being required by Scottish Government.	Percentage of staff in Early Learning and Child Care settings that are aware of the Building the Ambition guidelines.	N/A	N/A	50%	80%	100%			15/16: Complete. Settings engaging with the document and training sessions.	100%	
ED.SP.3.2b		A quality improvement framework will be developed to assess engagement and impact	N/A	N/A	Yes	Yes	Yes			15/16: Complete. An Inhouse training calendar has been developed. 0-3 Quality Improvement Framework developed to assess impact of BTA training	Yes	







PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.1a	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	PIPS score (standardised) for Maths for Midlothian P1 Pupils at end of P1 year	51.74	N/A	N/A	N/A	N/A			15/16: N/A. PIPS Scores are evaluated at the end of the School year and will be available for reporting in Q1.	52.2	51.4 (08/09) 50.1 (09/10) 51.0 (10/11) 52.0 (11/12) 51.5 (12/13) 51.1 (13/14) 51.7 (14/15)
ED.SP.5.1b		PIPS score (standardised) for Reading for Midlothian P1 Pupils at end of P1 year	49.73	N/A	N/A	N/A	N/A			15/16: N/A. PIPS Scores are evaluated at the end of the School year and will be available for reporting in Q1.	52.1	51.9 (08/09) 50.1 (09/10) 50.1 (10/11) 51.3 (11/12) 51.5 (12/13) 50.6 (13/14) 49.7 (14/15)

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.1c	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	% Primary 7 pupils leaving primary school with reading age of 9.5+ years	87.8%	N/A	N/A	N/A	N/A			15/16: GL (Granada Learning) data will be available and reported in Q1 16/17.	89.3%	84.5% (07/08) 84.4% (08/09) 84.2% (09/10) 84.9% (10/11) 89.1% (11/12) 86.7% (12/13) 87.4% (13/14) 87.8 (14/15)
ED.SP.5.1d		Average standardised Maths score at Primary 7 as measured by Granada Learning (GL) assessments	96.6	N/A	N/A	N/A	N/A			15/16: GL (Granada Learning) data will be available and reported in Q1 16/17.	95.3	92.5 (08/09) 92.0 (09/10) 92.7 (10/11) 93.2 (11/12) 94.9 (12/13) 95.1 (13/14) 96.6 (14/15)
ED.SP.5.2a		Percentage of schools evaluated as good or better in QIs relating to learning & teaching	N/A	N/A	N/A	N/A	N/A			15/16: There have been no Quality Inspections carried out in Midlothian in 2015/16.	100%	N/A

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.2b	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Percentage of Lifelong Learning & Employment establishment evaluated as good or better	N/A	N/A	N/A	N/A	N/A			15/16: There have been no Quality Inspections carried out in Midlothian in 2015/16.	100%	N/A
ED.SP.5.3a		Percentage of schools evaluated as good or better in QIs relating to Curriculum	N/A	N/A	N/A	N/A	N/A			15/16: There were no QI Inspections carried out in 2015/16.	100%	N/A
ED.SP.5.4a		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	78.9%	N/A	N/A	N/A	85.7%			15/16: Complete.	82%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator ; 78.6% National average (Insight national benchmarking data)









PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.4b	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	51.38%	N/A	N/A	N/A	56.3%			15/16: Complete.	53%	3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator ; 53.5% National average (Insight national benchmarking data)
ED.SP.5.4c		Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	127	N/A	113	N/A	N/A			15/16: Annual data is reported on in Q2.	127	3 Yearly average: 120 Midlothian; 124 Virtual; 111 National (Insight national benchmarking data)
ED.SP.5.4d		Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	394	N/A	355	N/A	N/A			15/16: Annual data is reported on in Q2.	375	3 Yearly average: 362 Midlothian; 374 Virtual; 359 National (Insight national benchmarking data)

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.4e	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	626	N/A	563	N/A	N/A			15/16: Annual data is reported on in Q2.	615	3 Yearly average: 590 Midlothian; 615 Virtual; 600 National (Insight national benchmarking data)
ED.SP.5.4f		Increase the average total tariff score for lowest 20% of learners by the end of S5 to bring in line with the virtual comparator	131	N/A	143	N/A	N/A			15/16: Annual data is reported on in Q2.	145	3 Yearly average: 132 Midlothian; 169 Virtual; 145 National (Insight national benchmarking data)
ED.SP.5.4g		Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the virtual comparator	543	N/A	642	N/A	N/A			15/16: Annual data is reported on in Q2.	639	3 Yearly average: 570 Midlothian; 639 Virtual; 596 National (Insight national benchmarking data)

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.4h	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the virtual comparator	1,159	N/A	1,224	N/A	N/A			15/16: Annual data is reported on in Q2.	1,197	3 Yearly average: 1172 Midlothian; 1197 Virtual; 1179 National (Insight national benchmarking data)
ED.SP.5.4i		Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	119	N/A	137	N/A	N/A			15/16: Annual data is reported on in Q2.	167	3 Yearly average: 127 Midlothian; 167 Virtual; 137 National (Insight national benchmarking data)
ED.SP.5.4j		Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the virtual comparator	635	N/A	692	N/A	N/A			15/16: Annual data is reported on in Q2.	736	3 Yearly average: 658 Midlothian; 806 Virtual; 736 National (Insight national benchmarking data)

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.4k	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the virtual comparator	1,703	N/A	1,712	N/A	N/A			15/16: Annual data is reported on in Q2.	1,782	3 Yearly average: 1689 Midlothian; 1817 Virtual; 1782 National (Insight national benchmarking data)
ED.SP.5.4l		Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average	94.2%	N/A	N/A	N/A	93.44%			15/16: Off Target. There has been a small decline in numbers achieving a positive destination of 0.73% from 94.17% to 93.44%. This compares positively with the National figure of 93.02% and the virtual comparator figure of 92.83%. The Education team, Lifelong Learning & Employability (LLE) teams and schools are reviewing strategies and renewing collaboration to achieve the ambitious target of 95%.	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
ED.SP.5.4o		Number of learners participating in Literacy & Numeracy	N/A	95	177	282	312			15/16: Complete. Over 300 learners have attended literacy and Numeracy in 2015/16.	169	161
ED.SP.5.4p		Number of learners participating in ESOL (English as Second or Other Language)	N/A	62	108	109	242			15/16: Complete. There were 242 learners participating in ESOL (English as Second or Other Language) in 15/16.	234	229

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.5a	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	40.3%	N/A	38.3%	N/A	N/A			15/16: Annual data is reported on in Q2.	41.8%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0
ED.SP.5.5b		Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	26.1%	N/A	34.15%	N/A	N/A			15/16: Annual data is reported on in Q2.	37%	2010-21.1 2011-24.3 2012-23.8 2013-26.6 2014-26.1 2015-34.15 3yr avg-28.9
ED.SP.5.5c		Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6	36.3%	N/A	40.21%	N/A	N/A			15/16: Annual data is reported on in Q2.	46%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%
ED.SP.5.5d		% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	50%	N/A	40%	N/A	N/A			15/16: Annual data is reported on in Q2.	80%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

PI Code	Priority	PI	2014/15	Q1 2015/16	Q2 2015/16	Q3 2015/16	2015/16				Annual Target 2015/16	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
ED.SP.5.6a	05. SMP GIRFEC - Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	Percentage of Midlothian school leavers progressing to positive destinations (initial SLDR survey)	93.9%	N/A	N/A	93.5%	93.5%			15/16: Off Target (93.44%) March follow up statistics showed 93.44% of leavers entered a positive destination. Work is ongoing to follow up on the remaining 6.56% to support into a positive destination pathway.	95%	85.2% (10/11) 85.4% (11/12) 89.2% (12/13) 93.9% (13/14)
ED.SP.5.8a		Percentage of Midlothian school leavers progressing to further education (initial SLDR survey)	25.2%	N/A	N/A	25.1%	25.5%			15/16: Off Target by 0.5%. The Midlothian rate of pupils going to further Education has stayed steady over the past 3 years, but continues to stay below the National and Virtual comparator.	26%	26.1% (10/11) 23.5% (11/12) 24.4% (12/13) 25.2% (13/14)
ED.SP.5.9a		Percentage of Midlothian school leavers progressing to higher education (initial SLDR survey)	28.8%	N/A	N/A	27.3%	29.4%			15/16: Off target (29.4%) Information from Initial SLDR (Scottish Leavers Destination Return) shows Midlothian has increased it's rate of Leavers going to Higher Education. Secondary Schools are in the process of reviewing their curriculum to support more young people into higher education.	30%	29.8% (10/11) 31.6% (11/12) 29.3% (12/13) 28.8% (13/14)
ED.SP.5.11a		% of schools with effective systems in place (pupil/parent responses in schools survey & feedback via parent council chairs	100%	100%	100%	100%	100%			15/16: Complete. A stakeholder survey was undertaken in Q3. Pupils and parents involved in 6 secondary school VSE (Validated Self- Evaluated) reviews and in many primary visits. Midlothian Education Advisory Group established includes representation from parent councils and secondary schools.	80%	

Local Government Benchmarking Framework - Education



Children's Services								
Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	External Comparison
		Value	Value	Value	Value	Value	Value	
P-CHN1	Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,799.39	£4,784.62	£4,762.29	£4,725.50	Data will be available in January 2017	14/15 Rank 18 (Third Quartile). 13/14 Rank 17 (Third Quartile)
P-CHN2	Secondary Education - Cost per pupil (LGBF)	£6,163.70	£6,200.19	£6,274.35	£6,367.07	£6,411.56	Data will be available in January 2017	14/15 Rank 9 (Second Quartile). 13/14 Rank 14 (Second 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	Data will be available in January 2017	14/15 Rank 9 (Second Quartile). 13/14 Rank 18 (Third Quartile)
P-CHN4	Percentage of S4 Pupils Gaining 5+ Awards at Level 5 (LGBF)	31%	33%	34%	34%	37%	38.3%	2012/13 Rank 28 Bottom Quartile
P-CHN5	Percentage of Pupils Gaining 5+ Awards at Level 6 (LGBF)	19%	21%	21.4%	24.13%	23.01%	Data will be available in January 2017	14/15 Rank 29 (Bottom Quartile). 2013/14 Rank 27 (Bottom Quartile)
P-CHN6	Percentage of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD) (LGBF)	11.4%	20.3%	17.91%	No measured			
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%	Data will be available in January 2017	14/15 Rank 23 (Third Quartile). 13/14 Rank 10 (Second Quartile)
P-CHN10	Percentage of Adults satisfied with local schools (LGBF)	85.8%		82%	78%	78%	Data will be available in January 2017	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%	Data will be available in January 2017	14/15 Rank 15 (Second Quartile) 13/14 Rank 7 between Rank 1 and Rank 16 there is a difference of 3.2%

