Education
Annual Performance Report 2016-17

Midlothian

Progress in delivery of strategic outcomes

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 the summary of the year for the education service.

The *Good to Great* Improvement Strategy was shared with all Head Teachers and Managers last session. As part of this strategy we are critically aware of the importance of excellent pedagogy, leadership, collaboration and collective responsibility. The core ingredients of the Good to Great strategy are:

. 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.

We will also continue to implement the National Improvement Framework and the new Education (Scotland) Act 2015.

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, the theme for this year was *Closing the gap – Achieving Excellence and Equity.* The targets for session 2016/17 were as follows:

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
Each secondary school also have individualised targets for the senior phase

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
Each secondary school also have individualised targets for the senior phase

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 Uplifting Leadership Programme for school leaders to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC Named Person; and HGIOS 4

This report focuses on the progress made by the education service within the context of the four priority areas listed above.

1.To build excellence and raise attainment overall:

Attendance
A new outcomes dashboard was 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%. Although this is 1.96% below our aspirational target, attendance for 2016/17 is the highest recorded annual attendance for the primary sector. In Secondary schools, attendance for the 16/17 School year is 90.24%. Although this is 1.76% below our aspirational target, this is 0.22% higher than the previous year. This will remain a priority for improvement for session 2017/18.

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 falls slightly below our aspirational target by 5 recorded incidents but represents a significant improvement on the previous year with exclusions showing 42 less recorded incidents than the previous year dropping from 143 incidents in

2015/16 to 101 incidents in 2016/17.

The indicator for the secondary sector is off target and shows 3 more recorded incidents than the previous year. This will remain a key priority for session 2017/18 because our commitment to reducing exclusions is key to closing the poverty related attainment gap. Over the course of this year, and the year ahead, we are also undertaking 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 Thursday10th November 2016.

Attainment
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 illustrated in the quarter 3 report. This included Midlothian data and National data. Raising attainment through the Broad General Education (P1-S3) 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. In Q2 I provided a summary of attainment and some highlights include a 16.2% improvement in level 5 literacy and numeracy by the end of S4; 9.8% improvement in literacy and numeracy by the end of S6. Further improvements were identified, particularly in relation to attainment by the end of S5. In terms of leavers data (National benchmarking measures), there was a 1.9% improvement in literacy and numeracy at level 4 and a 7% improvement in literacy and numeracy at level 5. There is also a clear positive improvement trend in terms of local government benchmarking ranking for attainment in 8 out of 12 of the LGBF attainment indicators. Our aspiration is to secure a five year improvement trend where attainment measures are above the virtual and national average at all stages.

Positive Destinations
This year we exceeded our ambitious target for positive destinations with 95.1% of Midlothian young people now recorded to be in an initial positive destination. This is our highest recorded figure and Midlothian is now ranked joint 4th when compared with the 31 other local authorities in Scotland. Midlothian is ambitious on behalf of our young people and through the Developing Midlothian Young Workforce Board (DMYWB) we will focus on continuous improvements and offers within the eight areas below:

. Increasing vocational pathways in the senior phase
. Strengthening school/college partnerships
. Improving young people's employability skills
. Reviewing work experience
. Introducing foundation apprenticeships in schools
. Promoting pathways in science, technology, engineering and maths
. Strengthening school-business partnerships
. Supporting young people at risk of negative destinations

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

This has been a significant focus this year and we have reported an improvement in attainment in terms of average total tariff scores for the lowest 20% of learners by the end of S4 and S6; a significant improvement in tariff scores for the middle 60% and highest 20% by SIMD by the end of S6; and 3.69% improvement at 3 or more qualifications at level 6 by the end of S6. In the December 2016 attainment report to Council we reported a three year improvement trend for Literacy and Numeracy at level 4 for the 30% most deprived learners by the end of S4. Attainment in 2016 at this level is now above both the virtual and the national average and is 8.07% higher than the previous year. In addition we reported a three year improvement trend for Literacy and Numeracy at level 5 for the 30% most deprived learners by the end of S4. Attainment in 2016 is now above both the virtual and the national average with attainment at level 5 in 2016 being more than double the percentage achieved in 2014. Further attention will now be given to closing the vocabulary gap by the end of P1 and closing the gap in literacy and numeracy by the end of P1, P4, P7 and S3.

3. Teaching, Learning and Assessment:

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).

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

Our priority here was 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 focussed on the area of 'Learning Provision' and we will take a closer look at quality indicators 2.1 - 2.7. In term 3 the focus will shift to Successes and Achievements.

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. 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.

In addition to the four main priority areas outlined, we also have a number of strategic projects which include the roll out of the 1140 hours in Early Years. The summary below outlines a snapshot of progress made during the course of the last year:

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. 160 two year olds are currently in *A Good Time To Be 2* provision. In addition, we opened our first Family Learning Centre at Woodburn Primary School. This came to fruition after eighteen months of development. The FLC builds on existing capacity within Woodburn Primary School and maximises our existing estate. The FLC has an integrated, early intervention approach to engage parents in their children's learning and to support parents own adult learning opportunities. This allows us to develop a very robust approach to early intervention and prevention. This model will develop collaborative working from 0-5 years and ensure a continuum of experience for children in our settings, initially in our areas of most challenge. In terms of the 1140 hrs trials, Midlothian Council have been successful in

receiving funding from the Scottish Government to carry out a Trial to develop a blended approach to expansion in the Mayfield area. This will allow us to extend provision through Midlothian Sure Start and Mayfield Nursery School and link closely to working with childminders in the Mayfield area. There are many more highlights regarding Early Years which can be found in our Service Plan.

Committed to continuous improvement, the theme for the Education service for 2017/18 is *Mind the Gap: taking a closer look at progression, progression, progression.* The strategic outcomes set are linked directly to excellence in pedagogy, leadership, collaboration and collective responsibility in order to raise attainment overall at the same time as closing the poverty related attainment gap. We will continue in our shared endeavour to interrupt the cycle of poverty and the Pupil Equity Funding will be central. As practiced this year, in line with the National Improvement Framework, all school improvement priorities will clearly articulate with the following 4 key outcomes:

. **Excellence through raising attainment:** Raise attainment in literacy, numeracy
. **Close the Gap:** Achieve equity by closing the gap between the most and the least disadvantaged children
. **GIRFEC:** To improve children and young people's health and wellbeing
. **Positive destinations for all:** Continue to improve employability skills and sustained, positive destinations for all young people, adults and families

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.

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.

. 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.

. 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 Performance Indicator Summary

Outcomes and Customer Feedback

Priority	Indicator	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Note	Short Trend	Annual Target 2016/17	Feeder Data	Value
01. Provide an efficient complaints service	Number of complaints received (cumulative)	9	6	14	N/A	58		**16/17**: Data Only	⬆			
	Average time in working days to respond to complaints at stage 1	3.67	3	3.67	N/A	0.82	✅	**16/17**: On Target	⬆	5	Number of complaints complete at Stage 1	33
											Number of working days for Stage 1 complaints completed within target of 5 working days	27
	Average time in working days to respond to complaints at stage 2	17.33	20.33	15.6	N/A	5	✅	**16/17**: On Target	⬆	20	Number of complaints complete at Stage 2	19
											Number of working days for Stage 2 complaints completed within target of 20 working days	95
	Percentage of complaints at stage 1 complete within 5 working days	66.67%	100%	100%	N/A	42.42%	🛑	**16/17**: A Council wide review to raise awareness and understanding for staff and therefore improve performance is planned for 2017/18	⬇	95%	Number of complaints complete at Stage 1	33
											Number of complaints at stage 1 responded to within 5 working days	14
	Percentage of complaints at stage 2 complete within 20 working days	100%	66.67%	80%	N/A	42.11%	🛑		⬇	95%	Number of complaints complete at Stage 2	19
											Number of complaints at stage 2 responded to within 20 working days	8

Making the Best Use of our Resources

Priority	Indicator	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Note	Short Trend	Annual Target 2016/17	Feeder Data	Value
02. Manage budget effectively	Performance against revenue budget	£ 76.957 m	£ 83.568 m	£ 83.483 m	£ 83.825 m			**16/17**: Performance against budget will be reported to the Council in June				
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.51	1.46	2.1	3.95	5.84	🛑	**16/17**: Off Target. Work is ongoing with our HR colleagues to address short and long term absence within Education, in particular to ensure that there is a consistent approach taken across the	⬇	5.5	Number of days lost (cumulative)	10,087.41
											Average number of FTE in service (year to date)	1,726.5

							service in supporting and managing this issue.				

Corporate Health

Priority	Indicator	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Note	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%	80%	100%	✅	**16/17:** On Target	➡	90%	Number of divisional & corporate priority actions	4
											Number of divisional & corporate priority actions on tgt/completed	4
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	97%	96%	94%	93%	✅	**16/17:** Complete	⬇	92%	Number received (cumulative)	12,888
											Number paid within 30 days (cumulative)	11,997
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.16%	60%	47.37%	76.92%	61.54%	🔴	**16/17:** Off Target Please see main body of report for further information.	⬇	90%	Number on tgt/ tgt achieved	16
											Number of PI's	26
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	N/A	100%	100%	100%	✅	**16/17:** Complete	➡	100%	Number of high risks reviewed in the last quarter	1
											Number of high risks	1

Improving for the Future

Priority	Indicator	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Note	2016/17 Short Trend	Annual Target 2016/17	Feeder Data	Value
08. Implement improvement plans	% of internal/external audit actions progressing on target.	91.67%	80%	50%	100%	77.78%	🔴	**16/17:** Off Target There are 4 outstanding audit recommendations following the "Review of Controls Operating Over Pre-School Provision Partnership Providers" meetings have been scheduled between Finance and Procurement to take these actions forward in 17/18.	⬇	90%	Number of on target actions	14
											Number of outstanding actions	18

Education Action report

Midlothian

	Service Priority Actions					
Code	**Priority**	**Action**	**Due Date**	**Icon**	**Progress**	**Comment & Planned Improvement Action**
E.S.01.01	01. Inequalities in learning outcomes have reduced	To build excellence by raising attainment overall	31-Mar-2017	✅	100%	**16/17:** Complete 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. This will be an area of priority moving forward in order to bring CfE levels in line with the national average by the end of P1, P4, P7 and S3.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2017	✅	100%	**16/17:** No Data Available Further analysis of the CfE data uplifted in June 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. The attainment report to Council in December outlined data on closing the attainment gap in S4-6.
E.S.02.01	02. Engaged and supported workforce	Learning Teaching and Assessment	31-Mar-2017	✅	100%	**16/17:** Complete All schools have had 'Achievement of a Level' training and have incorporated this into their improvement priorities for this session. All teaching staff have engaged in moderation activities across departments, schools and ASGs (Associated Schools Group) as well as at authority level in order to become more familiar with the new benchmarks for literacy and numeracy and to ensure that teachers make more robust judgements about achievement of a level in literacy and numeracy. Tracking information is discussed in each school's Quality Indicator Review with related support and challenge from Schools Group Managers.
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	✅	100%	**16/17:** Complete The Initial Destinations of Senior Phase School Leavers report published by the Scottish Government on 7th March 2017 confirmed that Midlothian Council has significantly improved positive destinations and that **95.1%** of our school leavers have now achieved an initial positive destination, this is up **1.6%** on last year. This significant and continued improvement has been achieved through the dedication and persistence of staff from schools, Lifelong Learning & Employability and through effective partnership working with public agencies and third sector partners.

Education Performance Indicator Report

Midlothian

								2016/17				Annual Target 2016/17	Benchmark

			2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17		2016/17				Annual Target 2016/17	Benchmark

Service Priorities

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	Value	Status	Short Trend	Note	Annual Target 2016/17	Benchmark
M.G.E.08.02a		Average primary school attendance	94.08%	95.01%	96.13%	95.05%	95%	🛑	⬆	**16/17:** Off Target However, Primary attendance for the 16/17 school year is 95.00%. This is the highest recorded annual attendance for primaries. Authorised absences make up 3.28% and unauthorised absences 1.70% with exclusions at 0.03%. 94.2% (12/13) 94.9% (13/14) 94.5% (14/15) 94.8% (15/16)	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) 94.8% (15/16)
M.G.E.08.02b	01. Inequalities in learning outcomes have reduced	Average secondary school attendance	89.8%	90.1%	91.69%	90.02%	90.24%	🛑	⬆	**16/17:** Off Target Secondary attendance for the 16/17 school year is at 90.24% which is a 0.24% improvement on the previous year. This will continue to be a priority in session 2017/18. Authorised absences make up 6.13% and unauthorised absences 3.45% with exclusions at 0.18%. 91.4% (12/13) 92.4% (13/14) 91.0% (14/15) 89.8% (15/16)	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) 89.8% (15/16)
M.G.E.08.03a		Total number of primary school exclusions	143	17	47	72	101	🛑	⬆	**16/17:** Off Target There were 101 primary exclusions for the 16/17 school year relating to 52 pupils. Average length of exclusion is 2.5 school days. 84 (12/13) 102 (13/14) 86 (14/15) 143 (15/16)	96	109 (09/10); 127 (10/11); 101 (11/12); 84 (12/13); 102 (13/14); 86 (14/15)

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Short Trend	2016/17 Note	Annual Target 2016/17	Benchmark
M.G.E.08.03b		Total number of secondary school exclusions	315	39	76	193	318	🛑	⬇	**16/17:** Off Target There were 318, 3 more than the previous year. Reducing exclusions will continue to be a priority for session 2017/18. Exclusion incidents in 16/17 relating to 197 pupils, average length of exclusion was 3.4 days. 323 (12/13); 422 (13/14); 365 (14/15); 315 (15/16)	309	423 (09/10); 476 (10/11); 469 (11/12); 323 (12/13); 422 (13/14); 365 (14/15)
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	New for 16/17	N/A	N/A	13%	13%	✅	▬	**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		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P4		N/A	N/A	2%	2%	✅	▬	**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		N/A	N/A	-6%	-6%	🛑	▬	**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%

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Short Trend	2016/17 Note	Annual Target 2016/17	Benchmark
E.S.01.01d		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3		N/A	N/A	15%	15%	✅	▬	**16/17:** Complete 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		N/A	N/A	N/A	N/A	N/A	N/A		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	N/A	N/A	N/A	**16/17:** No Data Available Individual performance information required to analyse SIMD data is unfortunately not available from 15/16. Data from the 16/17 collection will hold individual information and be used as a baseline for 17/18.	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	N/A	N/A		5%	
E.S.01.02d		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in S3		N/A	N/A	N/A	N/A	N/A	N/A		5%	

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.02.01a	02. Engaged and supported workforce	To continue to support schools with moderation, tracking and assessment of progress through the Broad General Education (BGE)	New for 16/17	25%	50%	75%	100%	✅	⬆	**16/17:** On Target All schools have had 'Achievement of a Level' training and have incorporated this into their improvement priorities for this session. All teaching staff have engaged in moderation activities across departments, schools and ASGs as well as at authority level in order to become more familiar with the new benchmarks for literacy and numeracy and to ensure that teachers make more robust judgements about achievement of a level in literacy and numeracy. Tracking information is discussed in each school's Quality Indicator Review with related support and challenge from Schools Group Managers.	100%	
E.S.02.01b		Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to Know thy impact		25%	50%	75%	100%	✅	⬆	**16/17:** On Target Visible learning continues to be a key driver of teacher professional learning and the initial development phase at school system level has been completed this session via Evidence into Practice workshops and skills development relating to Practitioner enquiry. This will enable all schools to support the development of assessment capable learners and give teachers the ability to understand their own impact on learning outcomes. This phase will lead us into the new planned three year professional development programme based on the Visible Learning	100%	

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
										collaborative impact coaching model – designed to operate in all schools.		
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%	100%	✅	⬆	**16/17:** On Target The Leadership Learning Community programme for Head teachers, Depute Head's and Principal Teachers in all schools and Head Teacher business meetings have supported the development of strategic and operational leadership across all schools and nurseries to ensure we deliver in relation to the new Education Scotland Act, NIF, GIRFEC, Named Person and HGIOS 4. New improvement planning documentation and specific advice and guidance relating to planning and reporting on closing the poverty related attainment gap have been delivered. Systems leaders at all levels have been involved in consultation and dialogue on improvement approaches and new initiatives relating to the NIF and the new Pupil Equity Fund.	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.		25%	50%	75%	100%	✅	⬆	**16/17:** On Target It has been decided to focus with the Newbattle ASG in 16/17 and to use this as a template for further development next session. A meeting has taken place with over 40 partners looking at collaborative working.	100%	

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.03.01a	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	Number of eligible 2 year olds in receipt of Early Learning and Child Care	115	151	160	180	171	🛑	⬆	**16/17:** Off Target As is the case Nationally, Midlothian has been unable to get information from DWP to target eligible families. A successful marketing campaign promoting the "Good time to be 2" has been instrumental in driving numbers.	200	
E.S.04.01a	04. Children and young people are supported to be Healthy, happy and reach their potential l	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	87.8%	✅	⬆	**16/17:** On Target Midlothian - 87.8%, National - 88.1%, Virtual - 86.61%	85.8%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national benchmarking data)
E.S.04.01b		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	56.3%	N/A	N/A	N/A	63.31%	✅	⬆	**16/17:** On Target Midlothian - 63.31%, National - 64.21%, Virtual - 60.56%	56.4%	3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Short Trend	2016/17 Note	Annual Target 2016/17	Benchmark
E.S.04.01c		Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	113	N/A	122	N/A	122	✅	⬆	**16/17:** On Target Midlothian - 122, National - 114, Virtual - 119	119	3 Yearly average: 121 Midlothian; 123 Virtual; 111 National (Insight national benchmarking data)
E.S.04.01d	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	New for 16/17	N/A	377	N/A	377	🛑	▬	**16/17:** Off Target. Virtual Comparator - 379 National - 372. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	396	3 Yearly average: 376 Midlothian; 382 Virtual; 370 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.S.04.01e	04. Children and young people are supported to be Healthy, happy and reach their potential l	Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	New for 16/17	N/A	555	N/A	555	🛑	▬	**16/17:** Off Target. Virtual Comparator - 600 National - 592. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	628	3 Yearly average: 582 Midlothian; 607 Virtual; 600 National (Insight national benchmarking data)
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	126	N/A	126	🛑	▬	**16/17:** Off Target Virtual Comparator - 171, National - 149. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve	145	3 Yearly average: 134 Midlothian; 175 Virtual; 147 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
										outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.		
E.S.04.01g	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the virtual comparator	New for 16/17	N/A	571	N/A	571	🛑	▬	**16/17:** Off Target. Virtual Comparator - 670, National - 640. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	639	3 Yearly average: 587 Midlothian; 666 Virtual; 621 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Short Trend	2016/17 Note	Annual Target 2016/17	Benchmark
E.S.04.01h	04. Children and young people are supported to be Healthy, happy and reach their potential l	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	1,135	N/A	1,135	🛑	▬	**16/17:** Off Target. Virtual Comparator - 1172, National - 1169. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.	1,197	3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 National (Insight national benchmarking data)
E.S.04.01I		Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	New for 16/17	N/A	147	N/A	147	🛑	▬	**16/17:** Off Target. Virtual Comparator - 183, National - 151. School's planning is aligned to the priorities in the National Improvement Framework (NIF) and tackling closing the attainment gap this session. Insight is being analysed and discussed in relation to SIMD and the attainment bands within cohorts in order to target the progression of individual students. Forward planning is concentrating on monitoring and tracking student performance to improve	167	3 Yearly average: 134 Midlothian; 186 Virtual; 146 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Value	Value	Status	Short Trend	Note		
										outcomes in certificated courses that carry tariff points. Schools are continuing to develop wider opportunities to achieve tariff point through a range of courses and other qualifications e.g. national progression awards, Duke of Edinburgh, John Muir.		
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	809	N/A	809	✅	▬	**16/17:** On Target Virtual Comparator - 880 National - 805	736	3 Yearly average: 713 Midlothian; 858 Virtual; 774 National (Insight national benchmarking data)
E.S.04.01k	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 S6 to bring in line with the virtual comparator		N/A	1,878	N/A	1,878	✅	▬	**16/17:** On Target Midlothian - 1878 Virtual Comparator - 1848 National - 1805	1,782	3 Yearly average: 1766 Midlothian; 1846 Virtual; 1801 National (Insight national benchmarking data)
E.S.04.01l		Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average	93.44%	93%	93%	N/A	95.06%	✅	⬆	**16/17:** On Target There has been a 1.6% increase in School Leaver initial positive destinations in 2015/16. The largest increase has been in Further education which has seen a 4.7% increase on 14/15. Unemployment (both seeking and not seeking) has decreased from 6.5% in 14/15 to 4.8% in 15/16.	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)

PI Code	Priority	PI	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	2016/17 Status	2016/17 Short Trend	2016/17 Note	Annual Target 2016/17	Benchmark
E.S.04.01m		Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations	76%	80%	80%	N/A	76.92%	🛑	⬆	**16/17:** Off Target Initial School Leaver destinations for Looked after and Accommodated pupils have increased from 74.07% in 14/15 to 76.92% in 15/16. The largest increase is in Further Education which has risen from 18.52% to 61.54%, unemployment has fallen from 25.9% to 23.1%.	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	44.3%	N/A	44.3%	✅	▬	**16/17:** On Target Midlothian - 44.3% Virtual Comparator - 46.2%	42%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0
E.S.04.01o		Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	34.15%	N/A	30.8%	N/A	31.26%	🛑	⬇	**16/17:** Off Target. Midlothian - 31.26% Virtual Comparator - 41.1%	42%	2010-21.1 2011-24.3 2012-23.8 2013-26.6 2014-26.1 2015-34.15 3yr avg-28.9
E.S.04.01p		Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6		N/A	43.9%	N/A	43.9%	✅	▬	**16/17:** On Target Midlothian - 43.9% Virtual Comparator - 50.7%	40.21%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%
E.S.04.01q		% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	New for 16/17	N/A	N/A	N/A	90%	✅	▬	**16/17:** Complete Information from insight shows Midlothian School Leavers are above the virtual comparator in 9 of 10 SIMD Deciles.	50%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

Balanced Scorecard Indicators

PI Code	Performance Indicator	2015/16 Value	Q1 2016/17 Value	Q2 2016/17 Value	Q3 2016/17 Value	2016/17 Value	Target	Status	Note
BS.ED.03	Reduce exclusions in Primary schools by 2%	140.14	17	47	72	101	96	🛑	**16/17:** Off Target There were 101 primary exclusions for the 16/17 school year relating to 52 pupils. Average length of exclusion is 2.5 school days. 84 (12/13) 102 (13/14) 86 (14/15) 143 (15/16)
BS.ED.04	Reduce exclusions in Secondary schools by 2%	315	39	76	193	318	309	🛑	**16/17:** Off Target There were 318, 3 more than the previous year. Reducing exclusions will continue to be a priority for session 2017/18. Exclusion incidents in 16/17 relating to 197 pupils, average length of exclusion was 3.4 days. 323 (12/13); 422 (13/14); 365 (14/15); 315 (15/16)
BS.ED.05	Improve in Primary School attendance by 2%	94.08%	95.01%	96.13%	95.05%	95%	96.96%	🛑	**16/17:** Off Target However, Primary attendance for the 16/17 school year is 95.00%. This is the highest recorded annual attendance for primaries. Authorised absences make up 3.28% and unauthorised absences 1.70% with exclusions at 0.03%. 94.2% (12/13) 94.9% (13/14) 94.5% (14/15) 94.8% (15/16)
BS.ED.06	Improve Secondary School Attendance by 2%	90%	90.1%	91.69%	90.02%	90.24%	92%	🛑	**16/17:** Off Target Secondary attendance for the 16/17 school year is at 90.24% which is a 0.24% improvement on the previous year. This will continue to be a priority in session 2017/18. Authorised absences make up 6.13% and unauthorised absences 3.45% with exclusions at 0.18%. 91.4% (12/13) 92.4% (13/14) 91.0% (14/15) 89.8% (15/16)
BS.ED.07	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy	New for 2016/17	Annual Measure			6%	2%	✅	**16/17:** On Target On average there has been a 6% increase in pupils achieving the expected CfE level in Reading, Writing ad Numeracy across P4, P7 and S3.
BS.ED.08	Increase the number of children from SIMD achieving the expected CfE level in Reading, Writing and Numeracy		N/A		N/A				**16/17:** No Data Available Individual performance information required to analyse SIMD data is unfortunately not available from 15/16. Data from the 16/17 collection will hold individual information and be used as a baseline for 17/18.
BS.ED.09	Increase the percentage of leavers who achieve Literacy and Numeracy at Level 4 to bring in line with the national average		Annual Measures			87.8%	85.8%	✅	**16/17:** On Target Midlothian - 87.8%, National - 88.1%, Virtual - 86.61%
BS.ED.10	Increase the average total tariff score for leavers to bring inline with the virtual comparator (National benchmarking measures)					5%	3%	✅	**16/17:** On Target Midlothian has increased it's average total tariff score for all leavers from 850 in 2014/15 to 891.4 in 15/16. Virtual Comparator - 852.4 National Comparator - 901.2

PI Code	Performance Indicator	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17		Status	Note
		Value	Value	Value	Value	Value	Target	Status	Note
BS.ED.11	Close the attainment gap for all leavers (Attainment versus deprivation - National benchmarking measure)	New for 2016/17	Annual Measure			90%	50%	✅	**16/17:** On Target Information from insight shows Midlothian School Leavers are above the virtual comparator in 9 of 10 SIMD Deciles.
BS.ED.12	Increase percentage of school leavers in positive destinations to 93% from 89.2%	93.5%				95.1%	95%	✅	**16/17:** On Target There has been a 1.6% increase in School Leaver initial positive destinations in 2015/16. The largest increase has been in Further education which has seen a 4.7% increase on 14/15. Unemployment (both seeking and not seeking) has decreased from 6.5% in 14/15 to 4.8% in 15/16.
BS.ED.13	% S5 pupils with 3+ Level 6	34.15%		31.26%		31.26%	42%	🛑	**16/17:** Off Target. Midlothian - 31.26% Virtual Comparator - 41.1%
CHN01	Corporate - Primary Education - Cost per pupil (LGBF)	£4,649	Annual Measures					📈	Local Government Benchmarking Framework Indicators data for 2016/17 will be published in January 2018
CHN02	Corporate - Secondary Education - Cost per pupil (LGBF)	£6,298						📈	
CHN03	Corporate - Pre- Primary Education - Cost per pupil (LGBF)	£3,558						📈	
CHN10	Corporate - Percentage of Adults satisfied with local schools (LGBF)	78%						📈	
CHN11	Corporate - Proportion of Pupils Entering Positive Destinations (LGBF)	95.1%							
M.G.E.03.01a	% uptake of 27-30 Month health checks		Annual Measures			84.6%	86.7%	🛑	**16/17:** Off Target The latest information (2015/16) shows that Midlothian is below target.
M.G.E.05.01c	In identified SIMD areas (1 & 2), value added for each pupil from entry to exit in P1 as a % comparison to Midlothian overall	New for 2016/17				81.2%	90%	🛑	**16/17:** Off Target Latest information is from 2015/16. SIMD 1 and 2 - 1.51 (82 pupils). Overall 1.86 (727 pupils).
M.G.E.05.05a	Number of 2 year olds in early learning and childcare	115				171	180	🛑	**16/17:** Off Target Unable to get information from DWP to target eligible families.
M.G.E.08.02a	Average primary school attendance	94.08%	95.01%	96.13%	95.05%	95%	96.96%	🛑	**16/17:** Off Target However, Primary attendance for the 16/17 school year is 95.00%. This is the highest recorded annual attendance for primaries. Authorised absences make up 3.28% and unauthorised absences 1.70% with

PI Code	Performance Indicator	2015/16	Q1 2016/17	Q2 2016/17	Q3 2016/17	2016/17		Status	Note
		Value	Value	Value	Value	Value	Target	Status	Note
									exclusions at 0.03%. 94.2% (12/13) 94.9% (13/14) 94.5% (14/15) 94.8% (15/16)
M.G.E.08.0 2b	Average secondary school attendance	89.8%	90.1%	91.69%	90.02%	90.24%	92%	🛑	**16/17:** Off Target Secondary attendance for the 16/17 school year is at 90.24% which is a 0.24% improvement on the previous year. This will continue to be a priority in session 2017/18. Authorised absences make up 6.13% and unauthorised absences 3.45% with exclusions at 0.18%. 91.4% (12/13) 92.4% (13/14) 91.0% (14/15) 89.8% (15/16)
M.G.E.08.0 3a	Total number of primary school exclusions	143	17	47	72	101	96	🛑	**16/17:** Off Target There were 101 primary exclusions for the 16/17 school year relating to 52 pupils. Average length of exclusion is 2.5 school days. 84 (12/13) 102 (13/14) 86 (14/15) 143 (15/16)
M.G.E.08.0 3b	Total number of secondary school exclusions	315	39	76	193	318	309	🛑	**16/17:** Off Target There were 318, 3 more than the previous year. Reducing exclusions will continue to be a priority for session 2017/18. Exclusion incidents in 16/17 relating to 197 pupils, average length of exclusion was 3.4 days. 323 (12/13); 422 (13/14); 365 (14/15); 315 (15/16)
M.IOM.E.0 2.01a	The qualification levels of Midlothian residents have increased as follows: SVQ4 and above from 38.5% to 40%	New for 2016/17	N/A	Annual Measure		38.5%	40%	🛑	**16/17:** Off Target The latest available information (Jan-Dec 2016) shows Midlothian is slightly below the Scottish average.
M.IOM.E.0 2.01e	Midlothian residents with no qualifications have reduced from 9.7% to 9.4%			7.9%	N/A	6.4%	9.4%	✅	**16/17:** On Target
M.IOM.E.0 3.01a	% of those leaving school secure a positive destination			93.5%	N/A	95.1%	95%	✅	**16/17:** On Target Initial school leaver destinations
M.IOM.E.0 3.01b	% of 16-19 years olds secure a positive destination (reported quarterly). DSYW plan details the actions required to achieve this			89.9%	89.9%	N/A		📈	**16/17:** Data Only Participation measure not available until Summer 2017.

Published Local Government Benchmarking Framework
Education Service

Midlothian

LGBF Category - 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)	£4,679.35	£4,799.39	£4,784.62	£4,762.29	£4,725.50	£4,649.97	15/16 Rank 14 (Second Quartile). 14/15 Rank 18 (Third Quartile).
CHN02	Secondary Education - Cost per pupil (LGBF)	£6,163.71	£6,200.19	£6,274.35	£6,367.07	£6,411.56	£6,298.73	15/16 Rank 6 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN03	Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.86	£3,003.54	£2,894.24	£3,558.81	15/16 Rank 9 (Second Quartile) 14/15 Rank 9 (Second Quartile).
CHN04	% achieving 5 or more awards at SCQF Level 5 (LGBF)		48%	50%	50%	54%	58%	15/16 Rank 18 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN05	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN06	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN07	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	15/16 Rank 21 (Third Quartile), 14/15 Rank 21 (Third Quartile)
CHN10	Percentage of Adults satisfied with local schools (LGBF)	85.8%		82%	78%	78%	78%	15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.4%	89.2%	93.9%	93.5%	95.1%	15/16 Rank 5 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		715.87	752.09	753.86	787.49	888.43	15/16 Rank 13 (Second Quartile), 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	15/16 Rank 12 (Second Quartile), 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	538	572	695	15/16 Rank 23 (Third Quartile), 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	15/16 Rank 23 (Third Quartile), 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	15/16 Rank 12 (Second Quartile), 14/15 Rank 29 (Bottom Quartile)

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