Education Performance Report Quarter One - 2018/19

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 outcomes for Quarter 1 for the education service. The theme for 2018/19 is *Adopting a One Size fits one approach.*

In session 2018/19 we have set 3 main strategic priorities under the following broad heading: Raising Attainment and Achievement; Learning Provision and Leadership.

Raising the attainment and Achievement: (NIF: Performance Information and School Improvement)

● 2% increase CfE in Literacy and Numeracy by the end of P1, P4, P7 and S3 in order to ensure CfE levels are above the national average
● PEF: Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3
● Increase % National Qualifications as per individual school targets
● Secure a three year pattern of 96% Sustained Positive Destinations

2. Learning Provision

QI 2.2 and 2.7 Curriculum as a hook – the power of partnership (NIF: Assessment of Children's Progress)

. BGE: Taking a closer look at QI 2.7 - how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.

. Senior Phase: Taking a closer look at QI 2.7: how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

2.3 Learning, Teaching and Assessment

. To share best practice in moderation, tracking and assessment of progress through the BGE

. To continue to implement Visible Learning including Impact Cycle Training

. To share best practice in learning and teaching

QI 3.1 Ensuring wellbeing, equity and inclusion

. Monitor the ongoing implementation of the Inclusion Review
. Taking a closer look at Mental Health and Wellbeing
. Child Health and Wellbeing PEF Project (3 target communities)
. Further improve attendance and reduce exclusions

QI 1.3 **Leadership of change and 1.1 Self-evaluation for self-improvement**
(NIF: School Leadership and Teacher Professionalism)

We-Collaborate

. Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks

. As collaboration is a key focus within impact focus of VL programme we will run a two year programme and look to build in sustainability.

1.1 Self Evaluation for self-improvement

Continuing to build independence in self-evaluation for self-improvement through
- Reviews – theme or other
- Inspections- Learning communities
- HMIe inspections
- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self-evaluation – cluster or trio

Update on progress during Q1:

Raising the attainment and Achievement: (NIF: Performance Information and School Improvement)

Following the implementation of 3 curriculum for excellence tracking periods last session, in June the CfE levels were collected from each of the schools for P1, P4, P7 and S3. At this stage these are showing significant improvement on the previous year across most measures. The final levels will be published by the Scottish Government in December 2018 and will be included in the Q3 report.

The National qualifications results have not yet been released and these will be included in the Q2 report and there will also be a separate Attainment report presented to Council in December.

Sustained positive destinations were published in June 2018 with 94.4% of pupils now achieving a sustained positive destination which is up 10 percentage points since 2010/11 and up 1.4 percentage points on the previous year. Midlothian is now above the National average. LLE, Education and Partners have supported young people to achieve positive destinations in the following ways:

. Activity Agreements and one to one support.
. Using Data Hub information to target resources
. Partnership working with Edinburgh College
. Increasing vocational pathways in the senior phase and post school.
. Strengthening school/college partnerships
. Improving young people's employability skills
. Expanding the work experience offers
. Introducing foundation apprenticeships in schools
. Promoting pathways in science, technology, engineering and maths
. Increasing employer engagement through business breakfasts
. Partnership working the Regional DYW Group for example our excellent Live Job Fairs 400 live vacancies from 27 employers and over 300 young people attended.
. 156 Duke of Edinburgh Awards were gained an increase of 42%, where young people's volunteering contribution equated to 5,580 worth £22,599.
. Strengthening school-business partnerships
. Expanding use of the online market place and guarantee for those in Midlothian. 200 Midlothian young people have signed for job alerts

 Learning Provision (QI 3.2 The Curriculum, QI 2.3 Learning. Teaching and Assessment) and QI 3.1 Ensuring wellbeing, equity and inclusion.

QI 3.2 The Curriculum: Developing enhanced partnership working has been the focus of our work to open the new Centre of Excellence in Digital at the new Newbattle which opened in June 2018 in partnership with the university of Edinburgh. In June, Midlothian also launched the new Centre for Innovation and Research in Learning in partnership

with the GTCs and the University of Edinburgh. We are pleased to confirm that two internationally renowned leaders have agreed to be the Patrons of the new Centre: Dr Avis Glaze and Sir John Jones.

QI 2.3 Learning, teaching and assessment: We are continuing to implement Visible learning and the Impact Cycle training will be ongoing in 2018/19 with results of the impact research feeding into our new Innovation Centre. The new centre will also assist Midlothian in sharing best practice within and outwith the local authority

Key Tools – A Collaborative Impact approach:

Utilising the Visible Learning Collaborative impact cycle training, the programme for this year will take a closer look at year-on year progress.
We will evaluate practitioner enquiry and reflective practice and how this feeds into New Centre for Research and innovation in learning

QI 3.1 Ensuring wellbeing, equity and inclusion. In Q1 Exclusions fell by 10 incidents in Secondary and increased by 6 incidents in Primary. Attendance levels have improved by 0.6% in Secondary and declined by 0.9% in Primary, therefore in August we will launch the new Attendance programme jointly with East Lothian in order to focus on both improving attendance and reducing Exclusions

Leadership:
In August the next set of Headteacher, DHT and PT leadership programmes will commence, we will also increase the number of focussed school reviews and shared practice forums.

Emerging Challenges and Risks

The ongoing implementation of the Regional Improvement Collaboratives.

Implementation of the PEF (Pupil Equity Fund), funds have been directed to Schools directly and we need to ensure that they are being used to close the equity gap.

Change to the National 5 qualifications: removal of internal assessments. There is a risk to level 5 S4 qualifications this year.

Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year.

Full implementation of the new Education (Scotland) Act 2015 including preparing primary schools for the full implementation of 25hrs and Gaelic provision; and the requirements of the NIF as new reporting measures come into force.

Rate of demographic growth particularly in the early years and primary school rolls

Following the outcome of the recent Judicial Review, managing the legislative status of Named Person which was due to come into force on 31 August 2016.

Recruitment of primary teachers remains a risk. Although we have secured an additional pool of permanent supply, a number of those staff are in a much more positive place with staffing than in the past, this will continue to be flagged as a risk as we move into next year.

Ongoing work to prepare for the implementation of 1140 hours by 2020: One of the major challenges of the expansion will be the recruitment and training of sufficient staff, by the Council and also across our partner providers, particularly as all other local authorities will be doing the same at the same time.
The deletion of the vocational budget of over £150,000 and the reduction in LLE staffing poses a challenging in support the same level of activities across work with young people, families, adults and older people.

Suggested changes to priorities in Service Plan
Q1 17/18: **E.S.02.01** - Change action to "Learning Provision: (a)Developing the Curriculum as a hook- the power of learning pathways (b)Moderation, tracking and assessment of progress through the Broad General Education (BGE): " **E.S.02.01b** - Change indicator to "Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to Know thy impact through the impact cycle training" **E.S.02.01c** - Change indicator to "I-Collaborate: to implement year 2 of the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; and HGIOS 4" **E.S.02.01d** - Change indicator to "Creating a collaborative leadership culture at all levels by continuing to grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4 and the new NIF. In session 2017/18 we will also implement a series of personal leadership reflection tools."

Education PI summary Q1 2018/19

Outcomes and Customer Feedback

Priority	Indicator	2017/18 Value	Q1 2017/18 Value	Q1 2018/19				Annual Target 2018/19	Feeder Data	Value
				Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	52	6	13		Data only	⬇			
	Average time in working days to respond to complaints at stage 1	9.42	17.8	4.29	✅	**Q1 18/19**: On Target	⬆	5	Number of complaints complete at Stage 1	7
									Number of working days for Stage 1 complaints to be Completed	30
	Average time in working days to respond to complaints at stage 2	34.5	0	11	✅	**Q1 18/19**: On Target	⬆	20	Number of complaints complete at Stage 2	1
									Number of working days for Stage 2 complaints to be Completed	11
	Percentage of complaints at stage 1 complete within 5 working days	52.78%	20%	57.14%	🛑	**Q1 18/19**: Off Target Work is ongoing within the service and with Complaints Officer.	⬆	95%	Number of complaints complete at Stage 1	7
									Number of complaints at stage 1 responded to within 5 working days	4
	Percentage of complaints at stage 2 complete within 20 working days	41.67%	0%	100%	✅	**Q1 18/19**: On Target	⬆	95%	Number of complaints complete at Stage 2	1
									Number of complaints at stage 2 responded to within 20 working days	1

Making the Best Use of our Resources

Priority	Indicator	2017/18 Value	Q1 2017/18 Value	Q1 2018/19				Annual Target 2018/19	Feeder Data	Value
				Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£84.462m	£86.855m	£92.829m	✅	**Q1 18/19**: On Target	⬇	£93.288m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.9	1.9	1.53	🛑	**Q1 18/19**: 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 service in supporting and managing this issue.	⬆	5.5	Number of days lost (cumulative)	2,524.92
									Average number of FTE in service (year to date)	1,646.3

Corporate Health

Priority	Indicator	2017/18 Value	Q1 2017/18 Value	Q1 2018/19				Annual Target 2018/19	Feeder Data	Value
				Value	Status	Note	Short Trend			
04. Complete all service priorities	% of service priorities on target / completed, of the total number	80%	100%	100%	✅	**Q1 18/19**: On Target	⬆	90%	Number of divisional & corporate priority actions	5
									Number of divisional & corporate priority actions on tgt/completed	5
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	97%	98%	✅	**Q1 18/19**: On Target	⬆	93%	Number received (cumulative)	3,448
									Number paid within 30 days (cumulative)	3,370
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.33%	100%	50%	🛑	**Q1 18/19**: Off Target Priorities have been set for 18/19 to deal with off target areas.	⬇	90%	Number on tgt/complete	8
									Total number of PI's	16
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	✅	**Q1 18/19:** On Target	▬	100%	Number of high risks reviewed in the last quarter	1
									Number of high risks	1

Improving for the Future

Priority	Indicator	2017/18 Value	Q1 2017/18 Value	Q1 2018/19				Annual Target 2018/19	Feeder Data	Value
				Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	18.18%	77.78%	0%	🛑	**Q1 18/19**: Off Target Action plan in place to target outstanding actions in Q2 18/19.	⬇	90%	Number of internal/external audit actions on target or complete	0
									Number of internal/external audit actions in progress	7

Education Action report Q1 2018/19

Midlothian

<table>
<tr><td colspan="6" align="center">Service Priority Actions</td></tr>
<tr>
<th>Code</th>
<th>Priority</th>
<th>Action</th>
<th>Due Date</th>
<th>Icon</th>
<th>Progress</th>
<th>Comment & Planned Improvement Action</th>
</tr>
<tr>
<td>E.P.1.1</td>
<td></td>
<td>To build excellence by raising attainment overall</td>
<td>31-Mar-2019</td>
<td>▶</td>
<td>25%</td>
<td>Q1 18/19: On Target
2016 /17 results show an average 6% increase in CfE (Curriculum for Excellence) since 2015/16. Attainment visits with all Schools have been undertaken in session 2017-18 and this involves robust tracking and monitoring to improve outcomes. Current predicted returns are showing a substantial overall improvement in CfE levels for session 2017-18.</td>
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<tr>
<td>E.P.1.2</td>
<td>01. Inequalities in learning outcomes have reduced</td>
<td>To close the gap between the least and the most disadvantaged</td>
<td>31-Mar-2019</td>
<td>▶</td>
<td>25%</td>
<td>Q1 18/19: On Target
Information from Secondary analysis and CfE (Curriculum for Excellence) show the gap between the least and the most disadvantaged from 15/16 to 16/17 has reduced. SIMD information is available for school data analysis and is informing the ongoing attainment visits across Primary and Secondary schools. The Authorities School planning guidance is based on our three year strategic plan that focuses on the National Improvement framework priorities including closing the gap between the least and most disadvantaged and therefore there is alignment between national and local targets to close this gap. Schools report on these outcomes through their Standard and Quality reports and the Scottish Government collects this information to inform their annual National Improvement Framework (NIF) report.</td>
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<tr>
<td>E.P.2.1</td>
<td>02. Engaged and supported workforce</td>
<td>Learning Teaching and Assessment</td>
<td>31-Mar-2019</td>
<td>▶</td>
<td>25%</td>
<td>Q1 18/19: On Target
A comprehensive Leadership Programme continues to be delivered this session, focusing on the key inspection QIs; 1.1 (Self-Evaluation for Self-Improvement), 1.3 (Leadership of Change), 2.3 (Learning Teaching and Assessment) and 3.2 (Raising Attainment and Achievement), plus the NIF drivers Teacher Professionalism and School Leadership. This programme will be delivered to Head Teachers, Depute Head Teachers and Principal Teachers.
This will supported and develop their leadership capacity. All schools will continue to participate in moderation activities in literacy and numeracy, and teaching staff in all primary schools have been trained in the use of Holistic Assessment. They will now be required to plan these into blocks of teaching, and moderate their use at school, ASG and authority level. Schools' tracking systems will continue to be discussed and developed through an increased number of QI Reviews, and set tracking periods will continue to support Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a</td>
</tr>
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Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
						level. A three year professional learning programme through Osiris Education is planned across 2017-2020.
E.P.3.1	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2019	▶	20%	**Q1 18/19**: Off Target Lack of increase can be partially attributed to lack of information on location of eligible families not being available from DWP. An improvement project will start looking at ways of improving the identification of eligible families using DWP information.
E.P.4.1	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-2019	▶	25%	**Q1 18/19**: On Target The 2017 School leaver destination measure showed Midlothian sustaining strong rates above their Virtual, National and Regional collaborative comparators. The Annual Participation Measure showed that of the 3,887 16-19 year olds in Midlothian 93.6% were in education, employment or training and personal development. This is 4.9% more young adults than last year who have positively secured their future either through sustaining employment, enrolled in further or higher education, training or secured another positive destination such as volunteering.

Education PI Report Q1 2018/19

Midlothian

				Service Priority Performance Indicators						

PI Code	Priority	PI	2017/18	Q1 2017/18	Q1 2018/19				Annual Target 2018/19	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
BS.E.P.1.1e	01. Inequalities in learning outcomes have reduced	Improve Primary School attendance	94.5%	94.09%	94%	🛑	⬇	**Q1 18/19**: Off Target Primary attendance for Q1 was 94.00%. Joint Local authority working group with East Lothian & GIRFEC sub group looking at patterns and trends plus interventions.	96.5%	
BS.E.P.1.1f		Improve Secondary School Attendance	89.4%	87.92%	88.52%	🛑	⬇	**Q1 18/19**: Off Target Secondary attendance Q1 was 88.52%. Joint Local authority working group with East Lothian & GIRFEC sub group looking at patterns and trends plus interventions.	92%	
E.P.2.1a	02. Engaged and supported workforce	Taking a closer look at how enhanced partnerships help us to deliver a tailor made Curriculum.	100%	25%	25%	✅	⬇	**Q1 18/19**: On Target All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional learning programme through Osiris Education is planned across 2017-2020.	100%	

PI Code	Priority	PI	2017/18	Q1 2017/18	Q1 2018/19				Annual Target 2018/19	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.P.2.1b	02. Engaged and supported workforce	To continue to implement Visible Learning including inclusive Impact Cycle Training. To share best practice in moderation, tracking and assessment through the BGE, To share best practice in learning and teaching.	100%	25%	25%	✅	⬇	**Q1 18/19**: On Target All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. A three year professional learning programme through Osiris Education is planned across 2017-2020.	100%	
E.P.2.1c		To continue to implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; HGIOS 4, year 2 "We Collaborate"	100%	25%	25%	✅	⬇	**Q1 18/19**: On Target A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality Indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools. A taster session was also delivered to the Leadership Forum. Early Leadership continues to be developed through a practitioner enquiry approach.	100%	

PI Code	Priority	PI	2017/18 Value	Q1 2017/18 Value	Q1 2018/19				Annual Target 2018/19	Benchmark
					Value	Status	Short Trend	Note		
E.P.2.1d	02. Engaged and supported workforce	To Grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4, National Improvement Framework (NIF) and the Pupil Equity Fund (PEF) "We collaborate"..	100%	25%	25%	✅	⬇	**Q1 18/19**: On Target During the 17/18 session Schools Group Managers carried out a system wide quality assurance programme across QI looking at raising attainment and achievement and learning, teaching and assessment. All of this information will be collated and used to drive targeted support to schools to improve the quality of provision both individually and as part of ASG learning communities, and to inform collaborative working through improvement partnerships.	100%	
E.P.3.1a	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	161	152	171	🛑	⬆	**Q1 18/19**: Off target Up 19 on the same Quarter 17/18.	200	

Published Local Government Benchmarking Framework - Education

Midlothian

Children's Services

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	External Comparison
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£4,679.35	£4,792.69	£4,766.01	£4,736.35	£4,703.45	£4,630.16	£4,871.13	16/17 Rank 15 (Second Quartile). 15/16 Rank 14 (Second Quartile). 14/15 Rank 19 (Third Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,163.71	£6,191.86	£6,257.07	£6,321.92	£6,368.61	£6,264.84	£6,691.80	16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,362.91	£2,958.02	£3,071.25	£3,001.77	£2,893.18	£3,557.24	£4,381.30	16/17 Rank 17 (Third Quartile). 15/16 Rank 10 (Second Quartile). 14/15 Rank 9 (Second Quartile).
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	New measures for 2011/12	48%	50%	50%	54%	58%	54%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 19 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	26%	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	43%	16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	9%	16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile), 14/15 Rank 21 (Third Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%	N/A	82%	81.93%	79.33%	78%	78.33%	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.8%	89.2%	94.2%	93.4%	95.1%	94.7%	16/17 Rank 9 (Second Quartile) 15/16 Rank 4 (TOP Quartile) 14/15 Rank 15 (Second Quartile)

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	External Comparison
CHN12a	Overall Average Total Tariff (LGBF)	New measures for 2011/12	715.87	752.09	753.86	787.49	888.82	798.13	16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	576	16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	538	572	697	717	16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	787	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	918	16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)		1,038	1,067	1,029	1,098	1,227	1,034	16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN17	Percentage of children meeting developmental milestones	New measure for 2013/14			81.18%	85.76%	85.82%	79.62%	16/17 Rank 4 (Top Quartile). 15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).
CHN18	Percentage of funded early years provision which is graded good/better	New measure for 2011/12	97.3%	92.1%	90.9%	90%	90%	90.7%	16/17 Rank 21 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils)	93	N/A	93.2	N/A	93	N/A	92.6	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children')	Not measured		86.55	N/A	88.35	N/A	89.12	16/17 Rank 27 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06	N/A	37	N/A	40.2	N/A	44.35	16/17 Rank 31 (Bottom Quartile) 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')	New measure for 2012/13		212.12	N/A	188.24	N/A	135.14	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 28 (Bottom Quartile).

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	External Comparison
CHN21	Participation rate for 16-19 year olds (per 100)	New measure for 2015/16					88.7	93.6	16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).