

Education Quarter One 2016-17 Performance Report



01. Progress in delivery of strategic outcomes

Reporting for this quarter concentrates on the strategic direction for 2016/17, Early Years, Sustained Positive Destinations - Lifelong Learning and Employability and the implementation of the Children and Young People (Scotland) Act 2014

Setting the Strategic Direction: The *Good to Great* Improvement Strategy was shared with all Head Teachers and Managers last session and 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, session 2016/17 will focus on four main priorities:

1. To build excellence by raising attachment 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 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 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
- The core ingredients of the Good to Great 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.

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

Early Years: 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.

A targeted marketing campaign to raise awareness of the criteria for eligibility has included:

- Facebook Q&A sessions
- Concentrated effort into promoting awareness with staff in Family Support / Housing / Job Centre / Children's Services
- Parents from Midlothian Surestart have produced a 'parent to parent' leaflet explaining *A Good Time To Be 2* provision
- Agreement with Health Visitors Manager to include a letter detailing *A Good Time To Be 2* provision distributed with the invite letter to attend 27 Month Child Health Review
- We have increased our contracts with partnership settings to deliver *A Good Time To Be 2* from 14 to 19 this year and we predict this figure increasing to 22 in the following year. This offers parent's a wide choice of Early Learning and Childcare settings with flexible delivery models.

Sustained Positive Destinations - LLE: In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 2014/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.

Overall there continues to be a positive direction of travel. Work associated with positive destinations remains a priority for Midlothian Council and its partners. We continue to work closely with our schools, LLE (Lifelong Learning and Employability) and partner agencies to ensure positive outcomes for all leavers. There is a need to consider the implications of the statistics in relation to the total number of young people choosing Further and Higher Education and the additional supports in place to help young people sustain their destination within these categories.

Midlothian is ambitious on behalf of our young people and through the Developing Midlothian Young Workforce Board DMYWB 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

Implementation of the Children and Young People (Scotland) Act 2014: Coming into force date: 31st August 2016

To improve the way services work to support children, young people and families, the Act:

- Ensures that all children and young people from birth to 18 years old have access to a Named Person
- Puts in place a single planning process to support those children who require it through the Child's Plan
- Places a definition of wellbeing in legislation
- Places duties on public bodies to coordinate the planning, design and delivery of services for children and young people with a focus on improving wellbeing outcomes, and report collectively on how they are improving those outcomes.

Wellbeing

Wellbeing training for all staff in schools, nurseries, specialist settings and partners is now in place. The interactive training sessions have challenged staff to evaluate their own practice around the values and principles of Getting it Right for Every Child (GIRFEC) and start to forward plan using the eight wellbeing indicators. The development of the e-Training module will allow staff across the council as well as third sector partners to access an appropriate level of training to meet the requirements of the legislation.

Named Person

Training has been delivered to all staff who will have Named Person responsibilities with clear guidance available, in line with national advice, as to who will fulfil the role for Midlothian children:

0-starting school - Health Visitors

Primary - Primary Head Teachers/Deputy Head Teachers/Principal Teachers

Secondary - Guidance/Principal Teachers

16-18 leavers - Life Long Learning and Employability

Gypsy Travellers - If children attend school, Named Person within school

If not attending school - Principal Teachers EAL & Gypsy Travellers

Home Schooled - Education Team

During school holidays the Named Person Service will be delivered by Children's Services.

A single Named Person Service email address has been created, and tested successfully, to facilitate secure information sharing with NHS Lothian and Police Scotland.

SEEMiS Wellbeing Application Module

SEEMiS have delivered an operational version of the Wellbeing Module that will support the Named Person Service for Midlothian children from 31 August 2016. Training for all staff involved in delivering the Service has been delivered in Q1, with catch up sessions planned for August.

02. Emerging Challenges and Risks

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.

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.

Implementation of the New Education (Scotland) Act 2015 and the National Improvement Framework

To bring in line assessment arrangements to implement 'Achieving a level' in place of Developing, Consolidating and Secure.

To implement the new act including provision of 25hrs primary school week for all stages and the new requirements for Gaelic Medium Education.

Delivering Excellence

To continue to progress the agreed Business Transformation themes, delivering excellence and the budget savings required over the course of 2016/17 and beyond.

Suggested changes to priorities in Service Plan

No changes

Education PI summary

01.1 Outcomes and Customer Feedback

Priority	Indicator	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	9	3	6		Data Only				
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 1	3.67	3	3		Q1 16/17: On Target		5	Number of complaints complete at Stage 1	2
									Number of working days for Stage 1 complaints to be Completed	6
01. Provide an efficient complaints service	Average time in working days to respond to complaints at stage 2	17.33	0	20.33		Q1 16/17: Off Target Of the 3 Stage 2 assessments completed 2 were completed within the appropriate timeframe (20 days), whilst 1 complaint required further investigation and was completed in 23 days.		20	Number of complaints complete at Stage 2	3
									Number of working days for Stage 2 complaints to be Completed	61
01. Provide an efficient complaints service	Percentage of complaints at stage 1 complete within 5 working days	66.67 %	100%	100%		Q1 16/17: On Target		95%	Number of complaints complete at Stage 1	2
									Number of complaints at stage 1 responded to within 5 working days	2
01. Provide an efficient complaints service	Percentage of complaints at stage 2 complete within 20 working days	100%	0%	66.67 %		Q1 16/17: Off Target Of the 3 Stage 2 assessments completed 2 were completed within the appropriate timeframe (20 days), whilst 1 complaint required further investigation and was completed in 23 days.		95%	Number of complaints complete at Stage 2	3
									Number of complaints at stage 2 responded to within 20 working days	2

01.2 Making the Best Use of our Resources

Priority	Indicator	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£ 76.957 m	£ 74.654 m	N/A		Q1 16/17: Performance against budget will be reported to the Council in September				

03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.51	1.3	1.46		Q1 16/17: Off Target This is a priority area which as a service we are addressing to reduce our absence management statistics. Following training, we are endeavouring to provide a consistent yet supportive approach across the service.		5.5	Number of days lost (cumulative)	2,234.87
									Average number of FTE in service (year to date)	1,527.29

01.3 Corporate Health

Priority	Indicator	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
04. Complete all service priorities	% of service priorities on target / completed, of the total number	100%	100%	100%		Q1 16/17: On Target		90%	Number of divisional & corporate priority actions	5
									Number of divisional & corporate priority actions on tgt/completed	5
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	95%	97%		Q1 16/17: On Target		92%	Number received (cumulative)	2,188
									Number paid within 30 days (cumulative)	2,115
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.16 %	63.64 %	60%		Q1 16/17: Off Target 6 of 10 indicators on target. There are a further 21 indicators which will be reported annually.		90%	Number on tgt/ tgt achieved	6
									Number of PI's	10
07. Control risk	% of high risks that have been reviewed in the last quarter	0%	0%	0%		Q1 16/17: On Target There are no risks graded as high.			Number of high risks reviewed in the last quarter	0
									Number of high risks	0

01.4 Improving for the Future

Priority	Indicator	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions in progress	91.67 %	0%	50%		Q1 16/17: Off Target The recommended audit actions over Pre-School Provision Partnership Providers have been reviewed and are due to be fully implemented in Q2.		90%	Number of on target actions	5
									Number of outstanding actions	10

03. Service Priorities

Code	Priority	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.S.01.01	01. Inequalities in learning outcomes have reduced	To build excellence by raising attainment overall	31-Mar-2017		25%	Q1 16/17: Information available in Q2 will create benchmark against which 2% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2017		25%	Q1 16/17: Information available in Q2 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured. SIMD (Scottish Index of Multiple Deprivation) 2016 is due for release in Q2 and will be used to identify the areas of highest deprivation.
E.S.02.01	02. Engaged and supported workforce	Learning Teaching and Assessment	31-Mar-2017		25%	Q1 16/17: On Target A co-ordinated approach is being taken to support our School settings by incorporating the new Uplifting School Leadership Programme for School leavers and growing Midlothian's Associated School Groups (ASG's) into learning communities. It is imperative that this learning incorporates up to date data and use of the latest attainment and attendance information will help underpin areas of strength and weakness.
E.S.03.01	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2017		25%	Q1 16/17: On Target Numbers for "A Good Time To Be 2" places across Midlothian have increased to 160. A targeted marketing campaign to raise awareness of the criteria for eligibility has been launched and has helped increase the numbers of places throughout the year.
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		25%	Q1 16/17: On Target In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.

Education PI Report



03. Service Priorities

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17			Annual Target 2016/17	Benchmark	
			Value	Value	Value	Status	Short Trend			Note
M.G.E.08.0 2a	01. Inequalities in learning outcomes have reduced	Average primary school attendance	94.08%	94.18%	95.01%			Q1 16/17: Off Target Final figures for the School year show School year attendance for Primary Schools has increased to 95.01% from 94.18% last year.	96.96%	94.9% (09/10) 94.8% (10/11) 95.1% (11/12) 94.2% (12/13) 94.9% (13/14) 94.5% (14/15)
M.G.E.08.0 2b		Average secondary school attendance	89.8%	88.92%	90.1%			Q1 16/17: Off Target Final figures for the School year show School year attendance for Secondary Schools has increased to 90.1% from 88.9% last year.	92%	91.1% (09/10) 91.0% (10/11) 91.6% (11/12) 91.4% (12/13) 92.4% (13/14) 91.0% (14/15)
M.G.E.08.0 3a		Total number of primary school exclusions	143	21	17			Q1 16/17: On Target There were 17 Primary exclusion incidents in the first quarter of 2016/17.	96	109 (09/10) 127 (10/11) 101 (11/12) 84 (12/13) 102 (13/14) 86 (14/15)
M.G.E.08.0 3b		Total number of secondary school exclusions	315	108	39			Q1 16/17: On Target There were 39 Secondary exclusion incidents in the first quarter of 2016/17.	309	423 (09/10) 476 (10/11) 469 (11/12) 323 (12/13) 422 (13/14) 365 (14/15)
E.S.01.01d		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3	New for 15/16		N/A			Q1 16/17: Information available in Q2 will create benchmark against which 2% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured.	2%	

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17			Annual Target 2016/17	Benchmark
			Value	Value	Value	Status	Short Trend		
E.S.01.02a	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 P1	New for 15/16	N/A			Q1 16/17: Information available in Q2 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured .	5%	
E.S.01.02b		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P4	New for 15/16	N/A			Q1 16/17: Information available in Q2 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured .	5%	
E.S.01.02c		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P7	New for 15/16	N/A			Q1 16/17: Information available in Q2 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured .	5%	
E.S.01.02d		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in S3	New for 15/16	N/A			Q1 16/17: Information available in Q2 will create benchmark against which 5% increase value will be added. New National Improvement Framework has changed the way CFE achievement has been measured .	5%	
E.S.02.01a	02. Engaged and supported workforce	To continue to support schools with moderation, tracking and assessment of progress through the Broad General Education (BGE)	New for 15/16	25%			Q1 16/17: On Target A dashboard of School demographics and attainment is under development for each primary and Secondary detailing data by stage and deprivation level.	100%	

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17			Annual Target 2016/17	Benchmark	
			Value	Value	Value	Status	Short Trend			Note
E.S.02.01b	02. Engaged and supported workforce	Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to Know thy impact	New for 15/16		25%			Q1 16/17: On Target In May 67 teachers from 26 schools participated in the Visible Learning into Action for Teachers programme. Over the two day programme teachers are exploring how to use evidence from their class to understand the impact they are having on our learners and what they can do to work smarter rather than harder. The programme supports teachers to examine what is working best and to make adjustments to practice in relation to its impact on the outcomes they seek for their learners. A seminar for elected members was delivered June 2016.	100%	
E.S.02.01c		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 15/16		25%			Q1 16/17: On Target Preparation is underway to commence the Uplifting Leadership Programme with all Headteachers at the beginning of the 16/17 School Year.	100%	
E.S.02.01d		To Grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4 and the new NIF.	New for 15/16		25%			Q1 16/17: On Target Further work is planned for the new School Year to grow the 6 Associated School Groups (ASG) into learning communities in line with the HGIOS 4 (How Good Is Our School) and NIF (National Improvement Framework) alongside the visible learning process.	100%	
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	N/A	151			Q1 16/17: Off Target. By the end of the 2015-16 School year their was 151 eligible 2 year olds in receipt of Early Learning and Childcare.	200	

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.04.01a	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	85.7%	N/A	N/A			Q1 16/17: N/A Insight data will be available and reported on for leavers in Q4.		3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national benchmarking data)
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			Q1 16/17: Insight data will be available and reported on for leavers in Q4.		3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)
E.S.04.01c		Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	113	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.		3 Yearly average: 120 Midlothian; 124 Virtual; 111 National (Insight national benchmarking data)
E.S.04.01d		Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Insight data will be available and reported on for leavers in Q4.	396	3 Yearly average: 362 Midlothian; 374 Virtual; 359 National (Insight national benchmarking data)
E.S.04.01e		Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	628	3 Yearly average: 590 Midlothian; 615 Virtual; 600 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.04.01f	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for lowest 20% of learners by the end of S5 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	145	3 Yearly average: 132 Midlothian; 169 Virtual; 145 National (Insight national benchmarking data)
E.S.04.01g		Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	639	3 Yearly average: 570 Midlothian; 639 Virtual; 596 National (Insight national benchmarking data)
E.S.04.01h		Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	1,197	3 Yearly average: 1172 Midlothian; 1197 Virtual; 1179 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	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	167	3 Yearly average: 127 Midlothian; 167 Virtual; 137 National (Insight national benchmarking data)
E.S.04.01j		Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	736	3 Yearly average: 658 Midlothian; 806 Virtual; 736 National (Insight national benchmarking data)
E.S.04.01k		Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the virtual comparator	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	1,782	3 Yearly average: 1689 Midlothian; 1817 Virtual; 1782 National (Insight national benchmarking data)

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17			Annual Target 2016/17	Benchmark	
			Value	Value	Value	Status	Short Trend			Note
E.S.04.01i	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average	93.44%	N/A	93%			Q1 16/17: Off Target In Midlothian, a record number of Midlothian school leavers have gone onto a sustained positive destination for 14/15. In this follow up survey of April 2016 the percentage of leavers sustaining a positive destination was 93% which is an increase of 3.0% on the previous year. This is Midlothian's highest recorded sustained destinations to date and is 1.0% higher than the national average.	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
E.S.04.01m		Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations	76%	N/A	80%			Q1 16/17: Off Target Of the 906 Leavers surveyed 30 had experienced Care at some point in their Education, 24 of those were in Positive destinations at Follow-up (80%). The target for Care Experienced Young People has been increased to 95% to bring it into line with all School leavers.	95%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
E.S.04.01n		Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	42%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0
E.S.04.01o		Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	34.15%	2010-21.1 2011-24.3 2012-23.8 2013-26.6 2014-26.1 2015-34.15 3yr avg-28.9
E.S.04.01p		Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	40.21%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%

PI Code	Priority	PI	2015/16	Q1 2015/16	Q1 2016/17				Annual Target 2016/17	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.04.01q	04. Children and young people are supported to be Healthy, happy and reach their potential	% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	N/A	N/A	N/A			Q1 16/17: Annual data is reported on in Q2.	50%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

Local Government Benchmarking Framework - Education

The LGBF data for 2015/16 will be published by the Improvement Service in January 2017
Service performance information for 2015/16 is detailed where available



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	Will be published 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		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		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%	Will be published in January 2017	14/15 Rank 29 (Bottom Quartile). 13/14 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%	Not reported by the Scottish Government due to concerns over comparability of this data given changes introduced through Curriculum for Excellence.			
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%	Will be published 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%		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%		14/15 Rank 15 (Second Quartile). 13/14 Rank 7 between Rank 1 and Rank 16 there is a difference of 3.2%