

Education Performance Report Quarter One 2017/18

Midlothian 

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 Q1 for the education service. The theme for 2017/18 is *Mind the Gap: Taking a closer look at progression, progression, progression*.

Our commitment to the creation of a World-Class Education system through excellence and equity is rooted in 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.

The theme 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; and Positive destinations for all: Continue to improve employability skills and sustained, positive destinations for all young people, adults and families

For session 2017/18 we have set 3 main strategic priorities under the following broad headings: Raising Attainment and Achievement; Learning Provision and Leadership. In addition we will also continue to prepare for the implementation of the 1140 hours in early years by 2020 and the two strategic priorities for Lifelong learning and employability which were reported in their recent very positive inspection.

1. Raising attainment and Achievement: (National Improvement Framework: Performance Information and School Improvement)

- To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3
- Interrupt the cycle of poverty (PEF): 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
- Measuring with Meaning: to develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions.

2. Learning Provision: (National Improvement Framework: Assessment of Children's Progress)

(a) Developing the Curriculum as a hook- the power of learning pathways

- BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.
- Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order to implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

(b) Learning, Teaching and Assessment (NIF: Assessment of Children's Progress)

- To continue to support schools with moderation, tracking and assessment of progress through the BGE.
- To continue to implement Visible Learning including Impact Cycle Training

(c) Ensuring wellbeing, equity and inclusion

- Implement the outcomes of the Inclusion Review
- Taking a closer look at 3.1 – sharing best practice
- Child Health and Wellbeing PEF Project (3 target communities)
- Further Improve attendance and reduce exclusions
- To share best practice in learning and teaching

3. Leadership: Leadership of change and 1.1 Self-evaluation for self-improvement (National Improvement Framework: School Leadership and Teacher Professionalism)

(a) I-Collaborate

- Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks
- Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan

(b) Self Evaluation for self improvement

Developing independence in self evaluation for self improvement through

- Reviews – theme or other
- Inspections- Learning communities
- HMle inspections
- Toolkit evaluation
- Challenging conversations and support
- Shared practice forums – self evaluation – cluster or trio

1.Raising attainment and Achievement:

Broad General Education

This is the main priority for the year ahead. A year long programme of moderation and achievement of a level training through the Broad General Education has been completed. All schools have participated in moderation activities in literacy and numeracy. Schools' tracking systems have been discussed and developed through QI Reviews. This will continue next session with the introduction of a new tracking module in SEEMIS, and pilot work surrounding new assessment and reporting guidance from Education Scotland. CfE data will be uplifted by the Scottish Government of 31 August 2017 and a further update will be provided in Q3 following the publication of the CfE levels in December.

Senior Phase including Positive Destinations

A full attainment report, based on the local measures, for the 2016/17 attainment diet will be presented to Council in Q3.

From August all schools will participate in Visible Learning Impact training in order to further develop an evidence-based practice approach in classrooms (Impact Coaching). This will include careful analysis of data on children and young people's progress to plan targeted interventions.

2. Learning Provision:

(a) Developing the Curriculum as a hook- the power of learning pathways

Broad General Education: This session we will take a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. In the senior phase we will examine learning pathways, including transitions, in order to implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

(b) Moderation, tracking and assessment of progress through the Broad General Education (BGE):

As already stated, a year long programme of moderation and achievement of a level training has been completed. All schools have participated in moderation activities in literacy and numeracy. Schools' tracking systems have been discussed and developed through QI Reviews. This will continue next session with the introduction of a new tracking module in SEEMIS, and pilot work surrounding new assessment and reporting guidance from Education Scotland. Further data will be shared in Q3

(c) Ensuring wellbeing, equity and inclusion

In November 2016 the Inclusion review was launched, this session we will implement the outcomes of this review. This will be closely monitored in order to ensure that we continuously implement interventions for excellence and equity ensuring that we get it right for ever midlothian child. We will also shared best practice through the leadership networks including the outcomes of the Child Health and Wellbeing PEF Project which is being implemented in our 3 target communities.

We will continue to focus on improving attendance and reducing exclusions. Following significant progress in the primary sector during 2016/17, the focus for 2017/18 will be on the secondary sector. The new outcomes dashboard, developed last year, 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.

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

(a) I-Collaborate

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

(b) Self Evaluation for self improvement

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

- School Reviews – theme or other
- Inspections- Learning communities
- HMle inspections
- Toolkit evaluation
- Challenging conversations and support Shared practice forums – self evaluation – cluster or trio

Emerging Challenges and Risks

The primary challenge for Education is the Scottish Governments [Education Governance Review](#) which will have significant implications for Education in Midlothian and Scotland including:-

- More power and direct funding to Schools
- Changes to Education act
- Regional improvement collaboratives
- Education services within local authorities will only provide "Educational support services"

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

Pace of proposed legislative change in education: a paper was presented to Cabinet on 11 October which summarises this in detail.

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

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

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

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

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

Ongoing work to prepare for the implementation of 1140 hours by 2020. However Midlothian is making very good progress and our work on the new Woodburn Hub was recently recognised as good practice in the recently published Scottish Govt report "A blueprint for 2020. The expansion of ELLC in Scotland" and this will help inform the ongoing implementation of 1140hrs by 2020. The fire at the nearly complete Gorebridge Community Hub has delayed the planned expansion of Family learning in the area.

Delivering Excellence and the management of resources within a very challenging fiscal climate.

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.

Suggested changes to priorities in Service Plan

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 Performance Indicator Summary









Outcomes and Customer Feedback

Priority	Indicator	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
01. Provide an efficient complaints service	Number of complaints received (cumulative)	58	6	6			↓			
	Average time in working days to respond to complaints at stage 1	0.82	3	17.8		Continued training on indicator time scales, system use and development of policy within schools is underway	↓	5	Number of complaints complete at Stage 1	5
									Number of working days for Stage 1 complaints to be Completed	89
	Average time in working days to respond to complaints at stage 2	5	20.33	0		Q1 17/18: On Target	↑	20	Number of complaints complete at Stage 2	0
									Number of working days for Stage 2 complaints to be Completed	0
	Percentage of complaints at stage 1 complete within 5 working days	42.42 %	100%	33%		Continued training on indicator time scales, system use and development of policy within schools is underway.	↓	95%	Number of complaints complete at Stage 1	5
									Number of complaints at stage 1 responded to within 5 working days	1
	Percentage of complaints at stage 2 complete within 20 working days	42.11 %	66.67 %	100%		Q1 17/18: On Target There were no stage 2 complaints in Q1.	↑	95%	Number of complaints complete at Stage 2	0
									Number of complaints at stage 2 responded to within 20 working days	0



Making the Best Use of our Resources

Priority	Indicator	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
02. Manage budget effectively	Performance against revenue budget	£ 82.589 m	£ 83.568 m			Q1 17/18: Performance against budget will be reported to the Council in August				
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.84	1.46	1.9		Q1 17/18: 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)	3,012.8
									Average number of FTE in service (year to date)	1,587.05






Corporate Health

Priority	Indicator	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	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 17/18: On Target		90%	Number of divisional & corporate priority actions	5
									Number of divisional & corporate priority actions on tgt/completed	5
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	93%	97%	97%		Q1 17/18: On Target		92%	Number received (cumulative)	3,320
									Number paid within 30 days (cumulative)	3,214
06. Improve PI performance	% of PIs that are on target/ have reached their target.	61.54 %	60%	100%		Q1 17/18: On Target		90%	Number on tgt/ tgt achieved	6
									Number of PI's	6
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	N/A	100%		Q1 17/18: On Target		100%	Number of high risks reviewed in the last quarter	1
									Number of high risks	1

Improving for the Future

Priority	Indicator	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	77.78 %	80%	77.78 %		Q1 17/18: Off Target Discussions continue with Resources and Procurement to take forward actions outlined in "Review of Controls Operating Over Pre-School Provision Partnership Providers".		90%	Number of on target actions	14
									Number of outstanding actions	18



Education Action Report





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-2018		25%	Q1 17/18: On Target Data from CfE (Curriculum for Excellence) and SQA (Scottish Qualifications Authority) will be available in Q2.
E.S.01.02		To close the gap between the least and the most disadvantaged.	31-Mar-2018		25%	Q1 17/18: On Target Data from CfE (Curriculum for Excellence) and SQA (Scottish Qualifications Authority) will be available in Q2.
E.S.02.01	02. Engaged and supported workforce	Learning Teaching and Assessment	31-Mar-2018		25%	Q1 17/18: On Target A comprehensive Leadership Programme has been delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves. 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. All schools have participated in moderation activities in literacy and numeracy. Schools' tracking systems been discussed and developed through QI Reviews. A three year professional learning programme through Osiris Education is planned across 2017-2020.
E.S.03.01	03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2018		25%	Q1 17/18: On Target Our uptake of Good Time to Be Two is the highest in Scotland per head of population with 171 children taking up a place throughout 2016-17. We have an ongoing Communications plan in place and have had a successful advertising campaign to attract families with eligible two year olds within some of our most deprived areas in Midlothian. Our first two year old in a local authority setting will take up a place in Moorfoot ELC setting in August.
E.S.04.01	04. Children and young people are supported to be Healthy, happy and reach their potential	Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	31-Mar-2018		0%	Q1 17/18: On Target The Initial Destinations of Senior Phase School Leavers report published by the Scottish Government confirmed that Midlothian Council has significantly improved positive destinations and that 95.1% of our 15/16 school leavers have now achieved an initial positive destination, with 93% sustaining that initial destination. Figures for those aged up to 19 years old (the participation measure) will be released in August 2017.



Education Performance Indicator Report 2017/18



Service Priority Performance Indicators

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.01.01a	01. Inequalities in learning outcomes have reduced	Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in P1	13%	N/A	N/A	N/A	N/A	Q1 17/18: Data not available Information on CfE levels for 2016/17 School year requires Scottish level benchmarking and will be available in Q3.		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	2%	N/A	N/A	N/A	N/A			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	-6%	N/A	N/A	N/A	N/A			2015 figures P7 Reading - 77%, Writing - 63%, Listening and Talking - n/a, Numeracy 56%
E.S.01.01d		Increase the number of children achieving the expected CfE level in Reading, Writing, Listening, Talking and Numeracy in S3	15%	N/A	N/A	N/A	N/A			2015 figures S3 Reading - 53%, Writing - 51%, Listening and Talking - n/a, Numeracy - 81%



PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
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	N/A	N/A	N/A	N/A	N/A	Q1 17/18: Data not available Information on CfE levels at individual pupil level will be available in Q3.		
E.S.01.02b		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing, Listening, Talking and Numeracy in P4	N/A	N/A	N/A	N/A	N/A		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		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		5%	
E.S.02.01a	02. Engaged and supported workforce	To continue to support schools with moderation, tracking and assessment of progress through the Broad General Education (BGE)	100%	25%	25%			Q1 17/18: On Target A year long programme of moderation and achievement of a level training has been completed. All schools have participated in moderation activities in literacy and numeracy. Schools' tracking systems been discussed and developed through QI Reviews. This will continue next session with the introduction of a new tracking module in SEEMIS, and pilot work surrounding new assessment and reporting guidance from Education Scotland.	100%	

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	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	100%	25%	25%			Q1 17/18: On Target A three year professional learning programme through Osiris Education is planned across 2017-2020. This professional learning package will involve the development of a collaborative working approach in schools with a clear focus on practitioner enquiry that impacts on classroom teaching, improving learner outcomes through teachers understanding of their impact and developing of assessment capable learners. The programme also involves the use of a common approach to self-evaluation in relation to key aspects of school improvement through access to a number of system tools provided by Osiris Education.	100%	
E.S.02.01c	02. Engaged and supported workforce	Continue to implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; and HGIOS 4	100%	25%	25%			Q1 17/18: On Target A comprehensive Leadership Programme has been delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves. 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 has also been developed through a practitioner enquiry approach. An 'I Collaborate' Conference was delivered which allowed teachers to share excellent practice and network with colleagues. Inspirational speakers have supported the programme, including Sir John Jones, Guy Claxton and Shirley Clarke.	100%	

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.02.01d	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 and the new NIF.	100%	25%	25%			Q1 17/18: On Target In session 2016-17 cluster schools were provided with a HGIOS 4 toolkit to help them to self evaluate for self improvement. Schools have used this to grade themselves across Quality Indicators within the Standards and Quality process reported on in June 2017. During the 2016-17 session School Group Managers carried out a system wide quality assurance programme across QI looking at leadership of change and learning, teaching and assessment. All of this information will be collated and used during the next session 2017-18 to drive targeted support to schools to improve the quality of provision both individually and as part of ASG learning communities, and to inform collaborative working through improvement partnerships. School Improvement planning guidance and three year priorities were issued to schools via a professional practice paper in March 2017 and this will influence schools and ASG working in session 2017-18. New Standard and Quality and School improvement plan documentation have also been piloted this session and will be reviewed and further developed in July, 2017. All intelligence gathered on school performance in relation to HGIOS 4 will feed into our reporting on outcomes of the NIF priorities of the Scottish Government as well as informing advice and guidance to Head Teachers as they carry out on-going Pupil Equity Fund planning, including as part of the ASG learning communities	100%	

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			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	171	151	152			Q1 17/18: 152 At the last count (May 2017) there were 152 eligible 2 year olds in receipt of Early Learning and Child Care. School and nursery enrolment in Q2 will give a fuller picture of numbers for the 2017-18 year.	200	
E.S.04.01a	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	87.8%	N/A	N/A	N/A	N/A	Q1 17/18: Data not available Data and analysis from the 16-17 School year will be available in Q2	88.1%	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)	63.31%	N/A	N/A	N/A	N/A		64.3%	3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)
E.S.04.01c		Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	122	N/A	N/A	N/A	N/A		124	3 Yearly average: 121 Midlothian; 123 Virtual; 111 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
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	377	N/A	N/A	N/A	N/A	Q1 17/18: Data not available Data and analysis from the 16-17 School year will be available in Q2	380	3 Yearly average: 376 Midlothian; 382 Virtual; 370 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	555	N/A	N/A	N/A	N/A		602	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	126	N/A	N/A	N/A	N/A		172	3 Yearly average: 134 Midlothian; 175 Virtual; 147 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	571	N/A	N/A	N/A	N/A		671	3 Yearly average: 587 Midlothian; 666 Virtual; 621 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	1,135	N/A	N/A	N/A	N/A		1,173	3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 National (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
										benchmarking data)
E.S.04.01i	04. Children and young people are supported to be Healthy, happy and reach their potential	Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	147	N/A	N/A	N/A	N/A	Q1 17/18: Data not available Data and analysis from the 16-17 School year will be available in Q2	185	3 Yearly average: 134 Midlothian; 186 Virtual; 146 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	809	N/A	N/A	N/A	N/A		1,206	3 Yearly average: 713 Midlothian; 858 Virtual; 774 National (Insight national benchmarking data)
E.S.04.01k		Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the virtual comparator	1,878	N/A	N/A	N/A	N/A		2,033	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	95.06%	93%	95.1%			Q1 17/18: On Target On target 95.1 % of school leavers secured an initial positive destination with 93% sustaining that initial destination. Figures for those aged up to 19 years old (the participation measure) will be released in August 2017.	96%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)

PI Code	Priority	PI	2016/17	Q1 2016/17	Q1 2017/18				Annual Target 2017/18	Benchmark
			Value	Value	Value	Status	Short Trend	Note		
E.S.04.01m	04. Children and young people are supported to be Healthy, happy and reach their potential	Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations	76.92%	80%	N/A	N/A	N/A	Q1 17/18: Data not available Data and analysis from the 16-17 School year will be available in Q2	96%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
E.S.04.01n		Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	44.3%	N/A	N/A	N/A	N/A		46.3%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0
E.S.04.01o		Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	31.26%	N/A	N/A	N/A	N/A		41.2%	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	43.9%	N/A	N/A	N/A	N/A		50.8%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%
E.S.04.01q		% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	90%	N/A	N/A	N/A	N/A		100%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

Published Local Government Benchmarking Framework - Education



Children's Services								
Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN01	Corporate Indicator - 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	Corporate Indicator - 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	Corporate Indicator - 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	Corporate Indicator - 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)