

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 from Quarter 1 and 2 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 (Curriculum for Excellence) 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 (Pupil Equity Fund): 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

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

BGE (Broad General Education): 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

Quality Inspection 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

Quality Inspection 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 ASG (Associated School Groups) into Learning Communities and building the professional networks
- As collaboration is a key focus within impact focus of Visible Learning 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 – based on Key QI used in Inspection process with Head Teachers on reviews
- Inspections- Learning communities i.e. ASGs
- HMIE inspections
- School visit QA (Quality Assurance) programme with school evaluations
- Challenging conversations and support at Leadership levels
- Shared practice forums – self-evaluation – cluster or trio

Update on progress during Q2:

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

All schools have been visited for the QI 1.1 in terms of preparation for school improvement and evidence gathering to support this.

A new format for session 2017-18 was fully reviewed during that session. This includes links to NIF (National Improvement Framework) priorities. Further work has been done to better exemplify format and content for Session 2018-19, particularly the need for evaluative statements that were both qualitative and quantitative.

Workshops were also offered in May, 2018, to enable Head and Deputy Head Teachers to ask questions and access training on evaluative statements.

As part of the combined Standard and Quality and School Improvement plan format (SQIP) respondents were also asked to grade themselves against the core QIs. This is compared to any other evidence they have from authority reviews, attainment then visits, short reviews and HMIE (Her Majesty's Inspectorate of Education) inspections. During school visits across all Primary schools officers explored, via an evaluation of QI 1.1, the degree to which schools are consulting with partners in forming their plans, including PEF. We also collect this information via the SQIP where we ask for evidence of consultation.

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.

We have achieved our target of 2% in almost all areas. In some areas the improvement is as much as 18% in P7 English. The area where this has seen least progress is S3 in Listening and Talking and Numeracy.

For PEF-

- We have achieved the 5% increase in mostly all areas in relation to CfE levels.
- We have closed the gap in SIMD 1-2 in all measures except P7 Listening and Talking where there has been a decrease.
- SIMD 3-8 showing improvements in all areas
- Decline in SIMD 9-10 in P4 and S3 reading and writing.

This has been achieved by implementation of 3 curriculum for excellence tracking periods last session, robust monitoring and tracking and teacher training on achievement of a level and robust conversations with Managers and Headteachers. A full report on PEF has been to Cabinet on 16 October 2018.

The final levels have now been published and some are included in this document with a full report for Council in November. Further analysis will therefore be in the Q3 report.

- Increase % National Qualifications as per individual school targets

Focus on schools analysis of their results. To focus their improvement on the areas for them.

Improvements made:

- Level 4 Literacy and Numeracy shows an improvement of 4.1% when compared with 3 years ago.
- Level 5 Literacy and Numeracy shows an improvement of 20.4% when compared with 3 years ago.
- Attainment is now above the virtual comparator and the national average for levels 4 and 5.

Next steps for improvement: To continue to ensure that literacy and numeracy at levels 4 and 5 remain above the virtual comparator and national average.

- Attainment in level 4 Literacy and Numeracy shows an 13.4% improvement when compared with 3 years ago.
- Attainment for literacy and numeracy by the end of S6 in 2017 is below the national average and the virtual comparator.
- Attainment in level 5 Literacy and Numeracy shows a 11.8% improvement when compared with 3 years ago.
- Attainment in 2017 for literacy and numeracy by the end of S6 is below the virtual comparator and the national average.

Next steps for improvement: To focus on improving outcomes at level 4 and 5 literacy and numeracy by the end of S6 in order to bring in line with the National comparator at level 4 and 5.

At S4 Stage (level refers to SCQF levels and % results are for S4/5/6 based on the original S4 cohort number)

- This year's results have seen us maintain our progress at S4 with 34% of students achieving one or more National 5 passes by the end of S4. This is on par with our second highest result ever recorded for this measure and it will rise further as other SCQF course awards are included in the overall analysis released in September.
- 5 at Level 3 and Level 4 are currently sitting at 81.2% and 69.7 % respectively. Down nearly 6 percent from last year and 8 percent for 5 at level 4.
- We also expect the 5 at level 3 and 5 at level 4 figures to improve as the benefits of more flexible curriculum pathways are realised and course awards for alternative and wider courses are included in the September release of Insight.

At S5 Stage

- In S5 we have maintained progress overall; in particular we have maintained good pass rates for 1 at level 6 and 3 at level 6 although they are down slightly from last year's figures. They will also improve as additional results are added from other courses
- 50.3 % of students in S5 based on the S4 cohort achieved a pass at Higher and 28.4 % gained at least 3 Highers.
- 12.9% of students in S5 based on the S4 cohort achieved 5 Highers and this is slightly above last year's figure and is our second best ever pass rate.

At S6 Stage

- At S6 Midlothian has improved on all measures in terms of passes at Higher with each measure being the best ever recorded. The improvement trend has been positive over the last five years despite the pressure on schools to develop and embed new courses at Higher and National level.
- 60.9% of S6 students based on the S4 cohort achieved at least 1 Higher
- % of S6 students based on the S4 cohort achieved at least 3 Higher passes
- 27.7 % of S6 students based on the S4 cohort achieved at least 5 Higher passes

As stated these are indicative results and are subject to change once all of the courses are populated with wider and alternative awards that are part of the Scottish Qualifications framework

Overall we do better with those pupils who stay on at school until the end of S6.

Next Steps

- Focus on 5 @level 3 and 4
- Focus on Care experienced young people.

As reported to Council on October 2 2018. 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. Positive Destinations have shown an ongoing improvement trend for the last 5 years. The new participation measure published actually includes 16 – 19 year olds and this is 94.3%. This is the highest recorded figures for Midlothian. We are now 1.5% higher in school leaver destinations and 2.5% higher than the National average. Gives us 8th place overall.

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. We are already seeing increased attendance and reduced exclusion at the Centre for Excellence and on various visits to the school increased pupil engagement in learning. The developments in the curriculum via effective partnership working means that they have **developed learning journeys that will equip our students with the**

skills and expertise to thrive in a future work place and act as safe and responsible citizens within their communities.

Work has begun with our learning community on developing a 3-14 digital literacy curriculum that will cover all the schools in our learning community, this work is being supported by Education Scotland.

An intern- partnership with Edinburgh University is bringing post graduate students into the school to work on Educational projects. The first intern will work on the concept of “explorable explanations”. A similar intern partnership is being pursued with Napier University.

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 out with the local authority

Key Tools – A Collaborative Impact approach:

Utilising the Visible Learning Collaborative impact cycle training, we will use the specific KPI, school surveys and Midlothian Attainment to evaluate the impact of Impact Coach role, practitioner enquiry and reflective practice in schools.

High quality effective practice models will feed into New Centre for Research and innovation in learning.

QI 3.1 Ensuring wellbeing, equity and inclusion: In Q2 Exclusions fell by 32 incidents in Secondary and by 9 incidents in Primary. Attendance levels for Q2 in Primary and Secondary are the same as last year, therefore we will launch the new Attendance programme jointly with East Lothian in order to focus on both improving attendance and reducing Exclusions

The attendance policy is being more consistently followed and an attendance strategy and scrutiny group has been established and lead by the Principal educational Psychologist.

Leadership:

There is now a clear focus in Headteacher meetings / Depute Headteacher and Principal Teacher meetings on the Key Quality Indicators for improvement. There is also greater partnerships with Education Scotland at these meetings. A rigorous set of school reviews are in place and underway since October with 2 completed already.

Challenges and Risks

The ongoing implementation of the Regional Improvement Collaborative.

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

Change to the Higher qualifications: There is a risk that Higher results will be affected next year as a result of new SQA Examination arrangements for Highers at S5 and S6. This will need to be mitigated through close monitoring of pupil progress in schools and work with Curriculum PT and SQA coordinators to gain intelligence of any issues around changes to coursework and the effect of increased exam content.

There will be a ballot on Teachers pay.

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. Keep on track with the learning estate timings and pupil numbers.

Lower uptake of Music instruction which could mean financial issues going forward for the education budget if costs need to be met.

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 poses a challenge in ensuring all young people can access the curriculum to meet their needs.

Education Complaints Indicator Summary

Provide an efficient complaints service

Indicator	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19
	Value	Value	Value	Value	Status	Note	
Number of complaints received (cumulative)	52	16	13	27		Q2 18/19: Data Only	
Number of complaints closed in the year	N/A	N/A	11	23		Q2 18/19: Data Only	
Number of complaints upheld (cumulative)	N/A	N/A	3	5		Q2 18/19: Data Only	
Number of complaints partially upheld (cumulative)	N/A	N/A	0	8		Q2 18/19: Data Only	
Number of complaints not upheld (cumulative)	N/A	N/A	3	9		Q2 18/19: Data Only	
Average time in working days to respond to complaints at stage 1	9.42	8.46	4.29	10.94		Q2 18/19: Off Target Stage 1 complaints responded to within timescale has slipped in Q2 due to Summer holiday period.	5
Average time in working days to respond to complaints at stage 2	34.5	77.5	11	26.5		Q2 18/19: Off Target Stage 2 complaints responded to within timescale has slipped in Q2 due to Summer holiday period.	20
Average time in working days for a full response for escalated complaints	N/A	N/A	11.33	45.33		Q2 18/19: Off Target Escalated complaints responded to within timescale has slipped in Q2 due to Summer holiday period.	20
Percentage of complaints at stage 1 complete within 5 working days	52.78%	61.54%	57.14%	66.67%		Q2 18/19: Off Target Stage 1 complaints responded to within timescale has slipped in Q2 due to Summer holiday period.	95%
Percentage of complaints at stage 2 complete within 20 working days	41.67%	0%	100%	100%		Q2 18/19: On Target	95%
Percentage of complaints escalated and complete within 20 working days	N/A	N/A	100%	66.67%		Q2 18/19: Off Target Escalated complaints responded to within timescale has slipped in Q2 due to Summer holiday period.	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (cumulative)	N/A	N/A	0	0		Q2 18/19: Data Only	

Education PI summary 2018/19



Making the Best Use of our Resources

Priority	Indicator	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Feeder Data	Value	
		Value	Value	Value	Value	Status	Note				Short Trend
02. Manage budget effectively	Performance against revenue budget	£84.462m	£87.533m	£92.829m	£92.930m		Q2 18/19: On Target . The projected budget performance will be reported to the Council on 13th November 2018 and will show an underspend of £338,000.		£93.288m		
03. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.9	2.22	1.53	1.89		Q2 18/19: On Target		5	Number of days lost (cumulative)	3,443.42
										Average number of FTE in service (year to date)	1,819.8



Corporate Health

Priority	Indicator	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Feeder Data	Value	
		Value	Value	Value	Value	Status	Note				Short Trend
04. Complete all service priorities	% of service priorities on target / completed, of the total number	80%	100%	100%	80%		Q2 18/19: Off Target An improvement plan will be implemented to address the off target action.		90%	Number of divisional & corporate priority actions	5
										Number of divisional & corporate priority actions on tgt/completed	4
05. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	96%	98%	97%		Q2 18/19: On Target		93%	Number received (cumulative)	6,472
										Number paid within 30 days (cumulative)	6,274
06. Improve PI performance	% of PIs that are on target/ have reached their target.	63.33%	66.67%	50%	50%		Q2 18/19: Off Target Priorities have been set for 18/19 to deal with off target areas.		90%	Number on tgt/complete	14
										Total number of PI's	28
07. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%		Q2 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	Q2 2017/ 18	Q1 2018/ 19	Q2 2018/19				Annual Target 2018/ 19	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
08. Implement improvement plans	% of internal/external audit actions progressing on target.	18.18 %	42.86 %	0%	100%		Q2 18/19: On Target		90%	Number of internal/external audit actions on target or complete	1
											Number of internal/external audit actions in progress

Inequalities in learning outcomes have reduced


Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.1.1	To build excellence by raising attainment overall	31-Mar-2019		50%	Q2 18/19: On Target 2017/18 results show an average 8.1% increase in CfE (Curriculum for Excellence) since 2016/17. Attainment visits with all Schools are being undertaken in Q2/3 and this involves robust tracking and monitoring to improve outcomes.
E.P.1.2	To close the gap between the least and the most disadvantaged	31-Mar-2019		50%	Q2 18/19: On Target Information from Secondary analysis and CfE (Curriculum for Excellence) show the gap between the least and the most disadvantaged from 16/17 to 17/18 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.

Engaged and supported workforce


Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.2.1	Learning Teaching and Assessment	31-Mar-2019		50%	Q2 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

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					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 level. A three year professional learning programme through Osiris Education is planned across 2017-2020.













Children in their early years and their families are being supported to be healthy, to learn and to be resilient











Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.3.1	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%	Q2 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.



Children and young people are supported to be healthy, happy and reach their potential

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.4.1	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		50%	Q2 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.





Inequalities in learning outcomes have reduced





PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark	
		Value	Value	Value	Value	Status	Short Trend			Note
BS.E.P.1.1g	Reduce exclusions in Primary schools	74	22	24	13			Q2 18/19: On Target There were 13 Exclusion incidents in Primary School in Q2. An decrease of 9 on the same time last year.	72	
BS.E.P.1.1h	Reduce exclusions in Secondary schools	299	54	64	23			Q2 18/19: On Target There were 23 Exclusions in Q2, less than half the number in Q2 17/18.	190	
BS.E.P.1.1e	Improve Primary School attendance	94.5%	95.59%	94%	95.5%			Q2 18/19: Off Target Primary attendance for the first 2 months of 2018/19 School year was up to 95.5%.	96.5%	
BS.E.P.1.1f	Improve Secondary School Attendance	89.4%	91.41%	88.52%	91.1%			Q2 18/19: Off Target Secondary attendance Q2 was 91.1%. Joint Local authority working group with East Lothian & GIRFEC sub group looking at patterns and trends plus interventions.	92%	
E.P.1.1a	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P1	2%	2%	2%	10.9%			Q2 18/19: On Target On average there has been a 10.1% increase in expected CFE level achievement since 2016/17. Reading +10.9% (86.7%), Writing +13.1% (83.6%), Numeracy +10% (86.4%), Listening and talking +6.2% (90.4%)	2%	2015 figures P1 Reading - 76%, Writing - 74%, Listening and Talking - n/a, Numeracy - 49%
E.P.1.1b	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P4	5%	5%	5%	5.2%			Q2 18/19: On Target On average there has been a 5.2% increase in expected P4 CFE level achievement since 2016/17.	2%	2015 Figures P4 Reading - 72%, Writing - 64%, Listening and

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
									Talking - n/a, Numeracy - 57%
E.P.1.1c	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P7	9%	9%	9%	9.1%			2%	2015 figures P7 Reading - 65%, Writing - 54%, Listening and Talking - n/a, Numeracy 56%
E.P.1.1d	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in S3	7%	7%	7%	1.2%			2%	2015 figures S3 Reading - 75%, Writing - 74%, Listening and Talking - n/a, Numeracy - 84%
E.P.1.2a	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P1 (Pupil Equity Fund)	7.16%	N/A	7.16%	6.6%			5%	
E.P.1.2b	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P4 (Pupil Equity Fund)	9.74%	N/A	9.74%	10.83%			5%	
E.P.1.2c	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P7	8.27%	N/A	8.27%	7.79%			5%	

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
								(56.73%), 17-18 data in brackets. Equating to an average increase of +7.79%.	
E.P.1.2d	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in S3 (Pupil Equity Fund)	17.6%	N/A	17.6%	6.25%			Q2 18/19: On Target Information on S3 CfE levels for 2017/18 School year shows an overall increase of 6.25% on achieving the expected level from 2016/17. Reading 79.76% (+10.25%), Writing 78.57% (+10.28%), Listening and Talking 77.38% (+6.25%), Numeracy 79.52% (+1.47%).	5%



Engaged and supported workforce

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
E.P.2.1a	Taking a closer look at how enhanced partnerships help us to deliver a tailor made Curriculum.	100%	50%	25%	50%			Q2 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.2.1b	To continue to implament Visible Learning including including Impact Cycle Training. To share best	100%	50%	25%	50%			Q2 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	100%







PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
	practice in moderation, tracking and assessment through the BGE, To share best practice in learning and teaching.								
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%	50%	25%	50%			100%	
E.P.2.1d	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	100%	50%	25%	50%			100%	













PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend	Note		
	(PEF) "We collaborate"..							learning communities, and to inform collaborative working through improvement partnerships.		









Children in their early years and their families are being supported to be healthy, to learn and to be resilient

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend	Note		
E.P.3.1a	Number of eligible 2 year olds in receipt of Early Learning and Child Care	161	142	171	179			Q2 18/19: Off Target Up 37 on the same quarter in 17/18.	200	

Children and young people are supported to be healthy, happy and reach their potential

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend	Note		
E.P.4.1c	Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	42	112	112	110			Q2 18/19: On Target Midlothians average complimentary tariff points for S4 in 17/18 was 110, above the National at 100 and Virtual at 101.	101	3 Yearly average: 30 Midlothian; 35 Virtual; 23 National (Insight national benchmarking data)
E.P.4.1d	Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the virtual comparator	168	304	304	294			Q2 18/19: Off Target Midlothians average complimentary tariff points for the "middle 60%" learners in S4 in 17/18 was 294, below the National at 308 and Virtual at 303.	303	3 Yearly average: 155 Midlothian; 176 Virtual; 160 National (Insight national benchmarking data)
E.P.4.1e	Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the virtual comparator	318	424	424	424			Q2 18/19: On Target Midlothians average complimentary tariff points for the "Highest 20%" of learners S4 in 17/18 was 425, equal with the National at 425 and Virtual at 424.	423	3 Yearly average: 310 Midlothian; 334 Virtual; 315 National (Insight national benchmarking data)

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark	
		Value	Value	Value	Value	Status	Short Trend			Note
E.P.4.1f	Increase the average total tariff score for lowest 20% of learners by the end of S5 to bring in line with the virtual comparator	131	187	187	169			Q2 18/19: Off Target Midlothians average complimentary tariff points for the "Lowest 20%" of learners S5 in 17/18 was 169, Slightly below the National at 192 and virtual at 189.	189	3 Yearly average: 118 Midlothian; 96 Virtual; 110 National (Insight national benchmarking data)
E.P.4.1g	Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the virtual comparator	306	306	306	552			Q2 18/19: On Target Midlothians average complimentary tariff points for the "Middle 60%" of learners S5 in 17/18 was 552, below the National at 595 and Virtual at 582.	582	3 Yearly average: 287 Midlothian; 290 Virtual; 296 National (Insight national benchmarking data)
E.P.4.1h	Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the virtual comparator	707	928	928	947			Q2 18/19: Off Target Midlothians average complimentary tariff points for the "Highest 20%" of learners S5 in 17/18 was 947, slightly below the National at 964 and Virtual at 955.	955	3 Yearly average: 673 Midlothian; 697 Virtual; 709 National (Insight national benchmarking data)
E.P.4.1i	Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	410	472	472	439			Q2 18/19: On Target Midlothians average complimentary tariff points for the "Lowest 20%" of learners S6 in 17/18 was 439, below the National at 491 and Virtual at 524.	524	3 Yearly average: 386 Midlothian; 384 Virtual; 354 National (Insight national benchmarking data)
E.P.4.1j	Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the virtual comparator	888	1,134	1,134	1,220			Q2 18/19: On Target Midlothians average complimentary tariff points for the "Middle 20%" of learners S6 in 17/18 was 1220, equal with the virtual at 1220 and above the National at 1213.	1,220	3 Yearly average: 849 Midlothian; 875 Virtual; 848 National (Insight national benchmarking data)
E.P.4.1k	Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the virtual comparator	1,390	1,978	1,978	1,944			Q2 18/19: Off Target Midlothians average complimentary tariff points for the "Highest 20%" of learners S6 in 17/18 was 1944, below the National at 1969 and Virtual at 1964.	1,964	3 Yearly average: 1339 Midlothian; 1373 Virtual; 1350 National (Insight national benchmarking data)

PI Code	PI	2017/18	Q2 2017/18	Q1 2018/19	Q2 2018/19			Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
E.P.4.1n	Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	41.95%	41.95%	41.95%	43.38%			46.62%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0
E.P.4.1o	Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6	35.6%	35.6%	35.6%	34.95%			39.54%	2010-21.1 2011-24.3 2012-23.8 2013-26.6 2014-26.1 2015-34.15 3yr avg-28.9
E.P.4.1p	Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6	40.9%	40.9%	40.9%	43.6%			50.6%	2010-31.8 2011-31.3 2012-32.5 2013-35.9 2014-36.3 2015-40.21 3yr avg-37.5%
E.P.4.1q	% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	50%	N/A	50%	50%			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	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
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	£4.87	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	£6.69	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	£4.38	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 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)	New for 2011/12	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)	New for 2011/12	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)	New for 2011/12	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	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN12a	Overall Average Total Tariff (LGBF)	New 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)	New for 2011/12	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)	New for 2011/12	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)	New for 2011/12	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)	New for 2011/12	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)	New for 2011/12	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 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 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')	New for 2012/13		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 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).
CHN21	Participation rate for 16-19 year olds (per 100)	New for 2015/16					88.7	93.6	16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).