Education
Performance Report Quarter Four 2019/20

Midlothian

01. Progress in delivery of strategic outcomes

Ensuring Excellence and Equity for All Learners

The Education Service Plan sets out 4 key priorities aligned to the Council's strategic priorities to reduce inequalities in learning outcomes, health outcomes and economic circumstance.

This report draws together and summarises the key successes and positive progress made to deliver improved outcomes for children and young people across all 4 key priority areas.

Council Strategic Priority: Reducing inequalities in learning outcomes
Education Service Priority 1 - Improvement in attainment, particularly literacy and numeracy

E.P.1.1. Bring attainment in line with the national average in literacy and numeracy by the end of P1, P4 and P7 where they are not yet at that level and where CfE levels are in line with the national average aim to reach the national stretch aim of 90% of pupils achieving the relevant level in every measure

Due to the impact of the pandemic and closure of schools, all schools provided an estimated CfE level based on progress made August 2019 – March 2020. CfE data was not collected by Scottish Government academic session 2019/20 and any analysis of performance 2019/20 at local and school level will not be considered suitable for accountability purposes.
Last reported data 2018/19
Nationally, 70-80% of children across P1,P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking. Within Midlothian Council schools:
• between 70-80% of children across P1, P4 and P7 achieved expected level in numeracy, reading, writing, reading and listening and talking
• over 80% of P1 pupils achieved the expected level in numeracy, reading, writing and listening and talking
• between 70-80% of P4 children achieved the expected level in numeracy, reading, writing and listening and talking.
• Between 70-80% of P7 children achieved the expected level in numeracy, writing and listening and talking with the majority 69.68% achieving the expected level in reading
• The majority of primaries have all 4 indicators greater than 70%, of these a minority are reaching their stretch aim of 90%
• All secondary schools have all 4 indicators greater than 70%

E.P.1.2 All secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator
Information from Insight shows Midlothian Leavers performance in Numeracy at SCQF Level 3, 4 and 5 is greater than the Virtual Comparator. Literacy results for School Leavers showed Performance above their virtual comparator in Level 3 and Level 4 Literacy. Level 5 Literacy has increased and continues to track above the Virtual comparator.

Level 6 Literacy and Level 6 Numeracy performance are both below the Virtual comparator and have decreased on figures from last year.

The next release of data from insight (available in Q2) will highlight all results from 2019/20 year.

E.P.1.3 100% of schools have a self-evaluation calendar that reflects moderation, tracking and assessment and shared classroom experiences that involve all practitioners and learners

All our schools have in place a self-evaluation calendar and work is now underway to evaluate the impact of the self-evaluation activity in raising attainment and closing the poverty related attainment gap. The Attainment Adviser, Education Scotland has been working closely with all schools to review progress made towards closing the poverty

related attainment gap and provided advice to schools on how to target resources more effectively to address inequalities in attainment and wellbeing.

E.P.1.4 That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools

It is envisaged that practitioner enquiry will become an integral aspect of the day-to-day practice of teachers and other education professionals (General Teaching Council for Scotland). It is argued that teachers who engage in research have a better understanding of their practice and ways to improve it. Practitioner enquiry can play a major part in making change more sustainable and have greater impact on improving outcomes for our learners. Midlothian schools are making good progress in embedding practitioner enquiry as an integral part of professional learning and development and improvement methodology. An audit identified that all schools in Midlothian included practitioner enquiry within their School Improvement Plan. The SEIC In service Day provided an in depth look at the What, Why and the How of Practitioner Enquiry with Midlothian teachers making up 68% of the delegate list. Further support and knowledge will be drawn from our SEIC Research School, Woodburn Primary School, and links with Learning Schools, Pedagogy Pioneers and SEIC Associates will further strengthen our improvement agenda. The impact upon learners will be evaluated as part of our ongoing collaboration with colleagues form across the SEIC.

E.P.1.5 Information from Insight showed that Midlothian leavers in 2018/19 continued to perform above the Virtual comparator levels at Lowest 20%, Middle 60% and Highest 20% groups.

All secondary schools continue to review the curricular offer within the senior phase to ensure young people can access a broader range of opportunities, courses and qualifications to meet their needs and aspirations. For example, the Foundation Apprenticeship programme is expanding across our schools offering young people the opportunity to undertake qualifications at SCQF level 6 (Higher level) that include a work based experience. The FA qualifications also help to maximise the tariff scores for learners in the senior phase. For example, for pupils who completed the Foundation apprenticeship in Information Technology: Software development, this course carries 393 insight tariff points and 59 SCQF Tariff points, the equivalent to 2 Highers at Grade A and B.
The closure of schools may impact on maximising the tariff scores for all learners given not all courses could be certificated. For example, the Foundation Apprenticeship qualification includes a work based assessment which could not be carried out during the lockdown period.

Council Strategic Priority: Reducing inequalities in learning outcomes and economic circumstance
Education Service Priority 2 Closing the attainment gap between most and least disadvantaged children:

E.P.2.1 CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving expected CfE level in literacy and numeracy at P1, P4, P7 and S3

Due to the impact of the pandemic and closure of schools, all schools provided an estimated CfE level based on progress made August 2019 – March 2020. CfE data was not collected by Scottish Government academic session 2019/20 and any analysis of performance 2019/20 at local and school level will not be considered suitable for accountability purposes. Moving forward we will assess the impact on the attainment of children and young people receiving free school meals beyond the universal P1-P3 entitlement.

2018/19 data
SIMD 1+2 results against the National and Virtual Comparators.
. P1 - Literacy is above the National and Virtual scores, Numeracy is the same as the National and above the virtual.
. P4 - Literacy is above the National but below our virtual comparator, Numeracy is the same level as National and virtual.
. P7 - Literacy and Numeracy are below the National and Virtual comparators.
. S3 – Literacy is above both the National and Virtual comparator, Numeracy is the same level as both.

Our schools are making effective use of Pupil Equity Funding to enhance learning and teaching, recruit additional support and specialist staff and apply a range of interventions to support and raise the attainment and achievement of our more vulnerable and disadvantaged learners.
As a result of the range of interventions and strategies deployed by schools, children in receipt of FSM have shown an overall improving trend in achievement of CfE levels over the last 3 years resulting in the following percentage increases:
. P1 - Listening and Talking +3%, Numeracy +9%, Reading +7% and Writing +16%.

. P4 - Listening and Talking +28%, Numeracy +5%, Reading +6% and Writing +18%
. P7 - Listening and Talking +15%, Numeracy +17%, Reading +9% and Writing +14%.
. S3 - Listening and Talking +8%, Numeracy +1%, Reading +7% and Writing +10%.

E.P.2.2 Increase % of young people achieving national qualifications at SCQF level 3 and 4 based on comparison with the VC especially for care experienced young people

School leavers who are looked after typically have lower attainment compared to those who are not looked after. The Education Service continues to work closely with schools and partner services/agencies to raise the attainment and achievement of our care experienced young people. Overall, due to the small numbers in the looked after cohort trends in data tend to fluctuate widely. The Leavers data for 2018/19 for Care Experienced Young People showed an increase in Pupils receiving 1 or more award at Level 4, 5, 6 and 7. The numbers of pupils receiving 3 or more awards at Levels 3, 4, 5 and 6 also increased across the board. The largest increase on 2017/18 Care experienced Leavers is for 5 or more awards at Level 4 and 5 which has seen an increase of 28% at Level 4 and 25% at Level 6.

As part of our support for our care experienced children and young people a number of interventions have been put in place to improve attainment and engagement in learning, these include:
• Employment of 3 x Children's Services Practitioners to support young people with attendance below 50%
• Support from the LAC EP for families (17 young people) has continued during school closure with regular contact made with families and attendance at virtual review meetings.
• Direct working from the IWBS Youth Worker.
• In addition, a research paper has been produced titled 'Improving the Educational Outcomes of our Care Experienced Children in Midlothian'. The findings of which are being presented to ASG's, HT's, residential and CLL, CELCiS and the Scottish Government.
• 11 Social Workers have applied for funding for our Care Experienced CYP focused on improving their wellbeing, attainment and achievement, including the creation of a study space and attending community clubs and activities such as equine therapy and swimming lessons.

Access to the fund in 2020/21 is being reviewed to allow children and young people to have ownership over the process and how they spend their allocated monies. A CECYP Fund Team has been set up to ensure that the spend is audited and reviewed on a regular basis. This includes involving the Champions Board to seek the views of our Care Experienced children about how to support their educational attainment.

In addition, we have employed 3 Children's Services Practitioners to focus on the attendance and wellbeing of our Looked After Children who are below 50% attendance. This also covers those children and young people on the 'edge of care'. An extremely positive impact has been made with this initiative.

E.P. 2.3 Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility and E.P. 2.4 Deliver the requirement of the child poverty act through the local action plan developed with community planning partners

Communities and Lifelong Learning Youth Work programme is now fully operational for 2019/2020, and there is a youth work offer from age 8 to 18 in all school clusters. All youth clubs are offered at low or no cost, with programming and reviewing planned with the young people. Attendance in all of the youth clubs are at a very high level.

A very successful Midlothian Young People Awards Ceremony took place in September with over 50 young people being nominated, celebrating the contribution and achievements of young people. Schools have made good progress in taking into account the recommendations made by the Child Poverty Action Group, particularly in relation to the cost of the school day. Work is ongoing to embed consideration of the cost of the school day in the life and work of our schools and evidence of progress made will be reported within individual school PEF and Standards and Quality reports June 2020.

Council Strategic Priority Reducing inequalities in health outcomes
Education Service Priority 3 Improvement in children and young people's health and wellbeing

E.P.3.1 Increase the availability of Early Learning and Childcare for 2 year olds

Good Time to Be 2

An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC ensured that we have an increasing families who take up this offer. The ELC service has introduced discretionary funding criteria, following a consultation with representative populations of parents, which means that discretionary funding will be targeted at children "in need" (CYP Act 2014). This criteria was introduced in September 2019 meaning that families that are above the income threshold could now be approved for the funding if they meet one or more of the identified discretionary criteria.

There is an increased number of eligible 2s receiving pilot 1140 hour places. There is an 18% increase in the number of children accessing 2 year old funding this year compared to last. 26 children received a discretionary placements introduced this year to ensure that we reached vulnerable families that were not necessarily economically disadvantaged.

In addition to numbers increasing, children also received more funded hours. From January 2020, children were able to access 1140 hour placements. Multi agency working was key to success in increasing take up. We were also involved with a Pan Lothian working group with health and neighbouring authorities to share ideas that have helped increase take up overall.

Expansion

The council has now completed the fifth phase of piloting expanded hours places and by the end of this quarter, 1,205 expanded hour places were available in Midlothian. This works out to be 43% of the places available which is slightly above Scottish Government expectations (40% in August). Almost all settings are providing 1140 hours provision across the council. Overall the expansion plan will deliver 17% more places than the projected population of entitled children in 2020/21. This overprovision allows flexibility and choice for parents, for more children coming forward than expected (including children from other local authority areas), children taking up places in a different learning community to the one they live in.

Projects of note which have opened this session include Vogrie Outdoor Early Learning and Childcare Setting, Scots Corner Early Learning and Childcare Setting and a new ELC setting at St Davids PS. Vogrie Outdoor ELC is the Council's first fully outdoor nursery and has received considerable national and international interest. The ELC provision at Scots corner is developing in partnership with the MoD and this unique setting works closely with families to develop our family learning approach and areas of practice in supporting Armed Forces families throughout their early learning journey and beyond. The development of the ELC and the partnerships that have enabled it to progress are excellent examples of the Armed Forces Covenant in action in Midlothian. The ELC provision at St Davids is in a refurbished area of the school with access to a newly created outdoor area and provides an additional number of places in the Dalkeith area.

Due to Covid all settings closed in mid March and the Scottish Government decided to put the legislative duty for implementation of 1140 hours on hold. Staff continued to make contact with families throughout this time and lunches were provided for families who were entitled or challenged by the circumstances. Vulnerable families with children aged 2-5 years were allocated support through a Gatekeeping process at Midlothian Sure Start or Hawthorn Children and Family Centre.

E.P. 3.2 The majority of young people with ASN/LAC are offered appropriate assessment which is timely and appropriate.

The LAC EP post is improving the level of engagement with and support for our young people (LAC). A further report on the impact of this post in improving outcomes for our young people (LAC) will be reported June 2020, Q1 2020/21.

E.P. 3.3 Achieve attendance targets Primary to 95% overall and secondary to 91.5% with a reduction in unauthorised and unexplained absences

Attendance and absence rates for session 2019/20 will not be comparable to previous years due to the closure of schools. An initial review of attendance and absence will be carried out on the reopening of schools and data will be tracked and reported Q2 2020/21 onwards.

2018/19 data

The overall attendance rates for Primary and Secondary schools academic session 2018/19 were similar to the previous session. There is an ongoing trend of improvement for some primary schools both in terms of reaching the Midlothian target of 95% and improving attendance figures even if the target is not yet reached. Common themes within primary schools where there has been improved attendance over the past four years have been identified and good practice share widely to allow others to put strategies in place. A range of interventions have been put in place by Secondary Schools to target key areas for improvement with some evidence of success.

The education service has introduced a more rigorous approach to monitoring and tracking attendance at individual school level. Workshops have been held to give advice and practical help to schools to target attendance.
Joint work between the Educational Psychology Service, the virtual HT for LAC and Children and Families is underway to support the school attendance of children who are looked after through developing a new service comprising three additional members of staff for Looked After Children with attendance below 50%.

To increase pupil and parental awareness and involvement a design competition for a leaflet for parents on the topic of non-attendance at school and the impact of this has been won by a P7 pupil. 20,000 copies of the leaflet will be reproduced and distributed across Midlothian schools and health centres. Impact of this should be seen through pupil and parent surveys.

E.P.3.4 Reduce exclusions primary to below 15 per 1000, secondary to below 40 per 1000 and care experienced exclusions only in exceptional circumstances and following discussion with ASG Manager
Exclusion rates for session 2019/20 will not be meaningful given the closure of schools and it will not be appropriate to compare the data to previous years.
The secondary school exclusion rate per 1000 has significantly reduced with the current picture looking very positive in relation to below 40 per 1000. The rate for primaries has also reduced in line with the target.

The overall figure (secondary and primary) for session 2019/2020 to date is 7.75 per 1000 which is well on track to meet the target.

E.P.3.5 Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding

The Headstrong programme is currently being rolled out across one locality in Midlothian with a view to extending this progressively across the remaining areas. Headstrong is a mental health awareness programme that is delivered to P7 children and sees collaborative working between school nurses, education, educational psychologists and children's services staff. Following the positive introduction of the programme, 10 primary schools have now signed up to the Headstrong programme which comprises approximately 350 children.

Council Strategic Priority Reducing inequalities in economic circumstances
Education Service Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people

E.P. 4.1 Improvement in employability skills and sustained positive school leaver destinations for all young people

The latest positive destinations information showed 35% of Midlothian school leavers going into Employment this is 10% higher than the National rate. Although the gap is closing the number of leavers going into Higher and Further Education is below all comparators.

There are currently 98 modern apprentices on our apprenticeship programme, including 55 on Midlothian Child Care as part of the early year's expansion. In year one of the Foundation apprentice offer, there are 44 young people engaging is this programme. In the Employability Fund, there are 8 participants in the sector based academy which is a full time 6 week programme for learners who were previously unemployed. This programme provides them with learning, work experience and a guaranteed job interview. We have secured funding for 20 places for Sector Based Academies this year.

02. Challenges and Risks

•Impact of the school closures on children and young people's progress and attainment.
•Impact of the school closures on young people's attainment in the senior phase and post-school destinations given the impact of the pandemic on the availability of post-school pathways.
•Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year at both school and central points.
•Impact of school lcosures on progress with service improvement priorities and transformation project
•Planned further reduction in Devolved School Management (DSM) for schools which was implemented from April 2019 which will further reduce teacher numbers. This will impact on the choices for curricular options in Senior phase at Secondary schools and on absence cover.

•Impact of school closures on delivery of instrumental music service added to the ongoing low uptake of music instruction which could mean further financial issues going forward for the education budget as we continue to have a significant shortfall in income.
•Impact of instrumental music service efficiency target as an unachievable target for the service to achieve.
•Vacancy control within the central team to protect frontline services leading to less direct support to ensure that schools are improving outcomes for learners and possible weaker inspection outcomes.
•Ensuring the reduction in Communities and LLE (now merged and called Communities and Lifelong Learning) still meets the statutory requirements of delivering an adequate and efficient service.
•Rate of demographic growth particularly in the early years and primary school rolls. Keep on track with the learning estate strategy across the council which is challenging due to less staff.
•Ongoing work to re-start and prepare for the implementation of 1140 hours by 2020. The population projections used by Scottish Government differ from the populations projections used by the Council when submitting our financial forecast in 2017. Consequently, the Council will receive less funding from Scottish Government than was expected. Challenge will be to align delivery model with funding received limiting ability to flex the choice for parents.
•The potential impact from Brexit could effect employability funding which supports elements of Education especially the third sector.

Education

Successes and Challenges

Midlothian

Corporate Performance Indicators (latest)
🔴 5 ✅ 8 🔲 0 📈 6

Service Plan Actions (latest)
🔴 0 ✅ 15

Service Plan PIs (latest)
🔴 4 ✅ 4 🔲 0 📈 1

Service Risks (latest)
⚠️ 7

Corporate PIs Off Target as at 31st March 2020

PIs   🔴 5

Average number of working days lost due to sickness absence (cumulative)

% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)

Average time in working days to respond to complaints at stage 2

Percentage of complaints at stage 1 complete within 5 working days

Percentage of complaints at stage 2 complete within 20 working days

Service Plan Actions Off Target as at 31st March 2020

Actions 🔴 0

No Actions Off Target

Service Plan PIs Off Target as at 31st March 2020

PIs   🔴 4

Improve Primary School attendance

Improve Secondary School Attendance

Percentage of Midlothian Care Experienced school leavers progressing to positive destinations

Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.

High Risks as at 31st March 2020

Risks   ⚠️ 1

6 Risks at Medium and 1 at High

School Capacities/Catchment Areas/Demand for Pupil Places

Key PIs
- 🔴 Off Target
- ✅ On Target
- 📈 Data Only Indicator
- 🔲 Data is not yet available

Key Actions
- ⚠️ Off Target
- ✅ On Target/Complete
- 🔲 Data is not yet available

Key PIs
- 🔴 Off Target
- ✅ On Target
- 📈 Data Only Indicator
- 🔲 Data is not yet available

Key Risks
- ⚠️ High Risk / Medium Risk
- 🔲 Data is not yet available

Education PI summary

1. Making the Best Use of our Resources

Priorities	Indicator	2018/19 Value	Q1 2019/20 Value	Q2 2019/20 Value	Q3 2019/20 Value	2019/20 Value	Status	Note	Short Trend	Annual Target 2019/20	Feeder Data	Value
01. Manage budget effectively	Performance against revenue budget	£89.188m	£98.497m	£98.997m	£98.993m	£93.249m	✅	**19/20**: On Target	⬇	£93.249m		
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.82	1.82	2.66	4.81	6.99	🔴	**19/20**: Off Target Staff absence continues to be a priority for the Service and work is ongoing within the Management team to address. Education services continue to show strong results compared to other National comparators.	⬇	5	Number of days lost	13,854.02
											Number of FTE in service	1,983.37

2. Corporate Health

Priorities	Indicator	2018/19 Value	Q1 2019/20 Value	Q2 2019/20 Value	Q3 2019/20 Value	2019/20 Value	Status	Note	Short Trend	Annual Target 2019/20	Feeder Data	Value
03. Complete all service priorities	% of service priority Actions on target / completed, of the total number	100%	100%	100%	100%	100%	✅	**19/20**: On Target	▬	90%	Number of divisional & corporate priority actions	15
											Number of divisional & corporate priority actions on tgt/completed	15
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	96%	95%	95%	95%	✅	**Q4 19/20**: On Target	⬇	93%	Number received (cumulative)	14,998
											Number paid within 30 days (cumulative)	14,223
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	50%	25%	62.5%	55.56%	55.56%	🔴	**19/20**: Off Target 6 of 15 PI's on Target, due to the lack of new CfE data and the early closure of Schools due to covid some indicators were not able to be updated with full School term data.	⬆	90%	Number on tgt/complete	5
											Total number of PI's	9

| 06. Control risk | % of high risks that have been reviewed in the last quarter | 100% | 100% | 100% | 100% | 100% | ✅ | **19/20**: On Target New Risk register has been reviewed by Head of Service and Education Resource Manager. | ▬ | 100% | Number of high risks reviewed in the last quarter | 1 |
| | | | | | | | | | | | Number of high risks | 1 |

3. Improving for the Future

Priorities	Indicator	2018/ 19	Q1 2019/ 20	Q2 2019/ 20	Q3 2019/ 20	2019/20				Annual Target 2019/ 20	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
07. Implement improvement plans	% of internal/external audit actions progressing on target or complete this quarter.	0%	100%	66.67 %	0%	100%	✅	**19/20**: On Target	⬆	90%	Number of internal/external audit actions on target or complete	2
											Number of internal/external audit actions	2

9

Education Complaints Indicator Summary

Commitment to valuing Complaints									

Indicator	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	Q4 2019/20	2019/20			Annual Target 2019/20
	Value	Value	Value	Value	Value	Value	Status	Note	
Number of complaints received (quarterly)	62	14	22	16	9	59	📈	**19/20**: Data Only	
Number of complaints closed in the year	61	13	19	10	7	58	📈	**19/20**: Data Only	
Number of complaints upheld (quarterly)	7	1	0	1	0	3	📈	**19/20**: Data Only	
Number of complaints partially upheld (quarterly)	18	1	2	3	3	14	📈	**19/20**: Data Only	
Number of complaints not upheld (quarterly)	32	9	15	5	3	39	📈	**19/20**: Data Only	
Average time in working days to respond to complaints at stage 1	8.07	3.55	6.57	4.33	4.33	5.21	🛑	**19/20**: Off Target	5
Average time in working days to respond to complaints at stage 2	23.38	32	16.5	16.25	33	24.12	🛑	**19/20**: Off Target	20
Average time in working days for a full response for escalated complaints	27.86	10	12	0	0	13	✅	**19/20**: There were no escalated complaints.	20
Percentage of complaints at stage 1 complete within 5 working days	60.87%	72.73%	78.57%	66.67%	66.67%	76.32%	🛑	**19/20**: Off Target	95%
Percentage of complaints at stage 2 complete within 20 working days	62.5%	0%	75%	100%	0%	52.94%	🛑	**19/20**: Off Target	95%
Percentage of complaints escalated and complete within 20 working days	71.43%	100%	100%	100%	100%	100%	✅	**19/20**: On Target	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	2	0	0	0	0	4	📈	**19/20**: Data Only	

Education Action report

Midlothian

<table>
<tr><td colspan="6">01. Improvement in Primary attainment</td></tr>
<tr><th>Code</th><th>Action</th><th>Due Date</th><th>Icon</th><th>Progress</th><th>Comment & Planned Improvement Action</th></tr>
<tr>
<td>E.P.1.1</td>
<td>To bring CFE levels in line with the National average in Literacy and Numeracy by the end of P1, P4 and P7</td>
<td>31-Mar-2020</td>
<td>✅</td>
<td>100%</td>
<td>2019/20: On Target
Due to impact of covid and closure of schools no data will be reported 2019/20. 2018/19 results in CfE (Curriculum for Excellence) are broadly the same as in 2017/18.
There continues to be an emphasis on improving moderation activities to ensure validity and reliability of CfE data and ensuring planned learning and assessment is leading to improved challenge and progression. There has been further training for subject leaders in secondary schools in delivering high quality (previously holistic) assessment in order to further improve validity of teacher judgements. We have increased the number of QAMSOs (Quality Assurance and Moderation Support Officers) who have been trained with Education Scotland and who are disseminating this at locality level. All Schools now have access to the BGE (Broad General Education) benchmarking tool to work on local analysis and find comparator Schools.
Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.</td>
</tr>
<tr>
<td>E.P.1.2</td>
<td>All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</td>
<td>31-Mar-2020</td>
<td>✅</td>
<td>100%</td>
<td>19/20: On Target
Insight data on SQA results has been analysed. Individual Secondary Schools are engaging with specialist insight staff from Scottish Government to interrogate this data. The Secondary QIO will also provide scrutiny of this data.
A calendar for the 2020/21 School year to look at Secondary analysis with Schools has been developed.</td>
</tr>
<tr>
<td>E.P.1.3</td>
<td>100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</td>
<td>31-Mar-2020</td>
<td>✅</td>
<td>100%</td>
<td>19/20: On Target
All schools have now submitted their Quality Assurance calendars. These have been monitored centrally and feedback has been given where necessary changes have been required. Next steps will focus on impact of the QA activity in driving forward improvement within individual schools.</td>
</tr>
<tr>
<td>E.P.1.4</td>
<td>That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</td>
<td>31-Mar-2020</td>
<td>✅</td>
<td>100%</td>
<td>19/20: Complete
The Education Support Officer has reviewed SQIPs to identify schools undertaking practitioner enquiry and is providing support and training. The Leadership and Professional Learning SEIC Workstream led by Midlothian hosted a practitioner enquiry workshop for 120 delegates from across the SEIC to share</td>
</tr>
</table>

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					proactive and encourage participation. An evaluation of the impact of practitioner enquiry will be developed to inform future practitioner enquiry practice.
E.P.1.5	Maximising the tariff scores for all learners in the Senior Phase	31-Mar-2020	✅	100%	**2019/20**: On Target Work is ongoing with secondaries to maximise tariff scores across the whole School roll with particular focus upon reducing inequalities in LAC/LAAC and ASN cohorts.

02. Closing the attainment gap between most and least disadvantaged children

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.2.1	Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3	31-Mar-2020	✅	100%	**19/20**: On Target Key actions to drive forward the reduction in inequalities in the outcomes of learning in our population are:- - Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap - Ensure Pupil Equity Fund funding is used to effectively and measurably close the attainment gap - Monitor the impact of PEF, through individual school PEF plans and school visits All above actions continue. Midlothian's new Attainment Advisor from Education Scotland will deliver a PEF workshop to Head Teachers in January, along with PEF clinics to support school staff to effectively measure the impact of PEF projects and plan ahead for future improvements in attainment for those living in poverty. Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.
E.P.2.2	Increase % of young people achieving National Qualifications at Levels 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.	31-Mar-2020	✅	100%	**19/20**: On Target Information from insight has been used to create benchmarks for target setting, the VHT will then look to support an increase in these figures.
E.P.2.3	Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.	31-Mar-2020	✅	100%	**19/20**: On Target Plans for 2019/20 and 2020/21 are in place for promotion of Cost of the School Day delivery throughout the School estate. Main actions points are:- - Monitor the impact of PEF, through individual school PEF plans and school visits - Focused work will continue on Cost of the School Day - All schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool
E.P.2.4	Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.	31-Mar-2020	✅	100%	**2019/20**: On Target Education service have been fully involved in the development of the Local Child poverty action plan, all schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool. - Schools will be represented on the Child Poverty Action Group

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					- Awareness will be raised with Parent Councils re Participatory Budgeting and Period Poverty - PEF plans will contain a priority on Period Poverty and robust actions to reduce the cost of the school day - Equity and Excellence leads in targeted settings share progress across LA - Establish a family learning approach to early years services that promotes a positive attitude to lifelong learning, encourages socio-economic resilience and challenges educational disadvantages.

03. Improvement in children and young people's health and wellbeing

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-2020	✅	100%	**19/20**: On Target Increased number of eligible 2s receiving pilot 1140 hour places. 18% increase in the number of children accessing 2 year old funding this year compared to last. 26 children received a discretionary placements which we introduced this year to ensure that we reached vulnerable families that were not necessarily economically disadvantaged. In addition to numbers increasing, children also received more funded hours. From January 2020, children were able to access 1140 hour placements. Multi agency working key to success in increasing take up. Involved with Pan Lothian working group with health and neighbouring authorities to share ideas that have helped increase take up in community to highlight offer with families who may be eligible.
E.P.3.2	The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.	31-Mar-2020	✅	100%	**2019/20**: On Target Comprehensive action plans are in place across Schools to deliver appropriate assessments in the 2019/20 School year. Key actions to take forward are:- New EPS service delivery model planned, consulted on with stakeholders and implemented LAC EP post developed to support children Looked After at home, young people and staff in residential units and dissemination of LAC research Continuation of EPS casework evaluation for LAC Continue program of Enhanced provision reviews in session 19/20. Develop additional Midlothian Council Provision to support identified gap based in PHS. Roll out training program for support staff. Monitor and evaluate impact of Circle roll out. Ensure smooth transition from primary to secondary through early identification of pupils with higher needs Utilise SLAs to provide training to build staff capacity.

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.3.3	Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences	31-Mar-2020	✅	100%	**19/20**: On Target Focus on inclusion is a key indicator for the 2019/20 School year. Key actions to take forward are:- - Deliver Professional Learning Event for improving attendance - Conduct joint visits to High schools (Attendance and Exclusions) - Provide bespoke data to schools - Continue attendance case study work with LAC at home reviewing officer - Develop strategy to drill down data with schools which have a negative trend in attendance - Develop authority wide information regarding attendance for staff, students and parents - Relaunch attendance procedures and codes in line with SEEMIS codes
E.P.3.4	Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager	31-Mar-2020	✅	100%	**19/20:** On Target Primary 8.44 Secondary 14.8 Focus on inclusion is a key indicator for the 2019/20 School year. Key actions to take forward are:- Deliver Professional Learning Event for improving attendance Conduct joint visits to High schools (Attendance and Exclusions) and follow up in January to evaluate progress. Provide bespoke data to schools Continue attendance case study work with LAC at home reviewing officer
E.P.3.5	Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding	31-Mar-2020	✅	100%	**19/20**: On Target The main objective of the test of change is that, by December 2021, "ten local primary schools will have been supported to become trauma informed communities able to support positive mental health and wellbeing in Midlothian's children and young people". This test of change involves a three-pronged trauma-informed approach in primary schools, namely support to staff, families and the communities. Work is ongoing with Darlington Digital to look at analysis of outcomes.

04. Improvement in employability skills and sustained positive school leaver destinations for all young people

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.4.1	Improvement in employability skills and sustained positive school leaver destinations for all young people	31-Mar-2020	✅	100%	**19/20**: On Target - Targeted weekly data sheet analysis priority for all "unknowns" including door knocking - Allocation of all cases, with full employability assessment within 2 weeks Continue to support the hardest to reach young people with an educational offer to 56 young people from the PAVE programmes - Increase in the number of staff trained to monitor and deliver the MA and FA in early years and child care.

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					- First cohort completion (2019) will be part of the review and self-evaluation for future recruitment and contract bids. - Continue to be above the Scottish average form completion for these contracts. - Increase the work with Secondary Schools to introduce family learning as part of the C and LLL offer - Increase volunteers to support and deliver literacy and Numeracy in adults - Maintain current ESOL provision and continue to support refugees into the local communities. Information from Insight (February 2020) showed the overall positive destination rate decrease slightly from 94.35% to 93.80%, the number of Leavers accessing Further and Higher Education stayed the same and employment levels increased by 2%.

Education PI Report

Midlothian

						02. Closing the attainment gap between most and least disadvantaged children					

PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.2.1a	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P1 (Pupil Equity Fund)	6.6%				-3.92%	🔴	⬇	**19/20**: Off Target Data from SIMD Decile 1+2 in 2018-19 CfE results showed Reading -4.24% (72.08%), Writing -0.95% (74.05%), Listening and Talking -3.07% (84.81%), Numeracy -7.4% (72.15%), Equating to an average decrease of -3.92%. Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.	5%	
E.P.2.1b	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P4 (Pupil Equity Fund)	10.83%				1.9%	✅	⬇	**19/20**: On Target Data from SIMD Decile 1+2 in 2018-19 CfE results showed Reading +1.16% (73.3%), Writing +0.92% (68.06%), Listening and Talking +8.20% (85.34%), Numeracy -2.7% (70.16%), Equating to an average increase of +1.90%. Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.	1%	

PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.2.1c	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P7	7.79%				3.07%	🔴	⬇	**19/20**: Off Target Data from SIMD Decile 1+2 in 2018-19 CfE results showed Reading +7.37% (67.95%), Writing -8.97% (56.41%), Listening and Talking +6.09% (74.36%), Numeracy -4.17% (60.90%). Equating to an average increase of +3.07%. Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.	5%	
E.P.2.1d	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in S3 (Pupil Equity Fund)	6.25%				6.25%	✅	▬	**19/20**: On Target Information on S3 CfE levels for 2018/19 School year shows an overall increase of 6.25% on achieving the expected level from 2017/18. Reading 77.60% (-2.16%), Writing 76.00% (-2.57%), Listening and Talking 80.80% (+3.42%), Numeracy 85.12% (+5.60%). Due to the ongoing School closures towards the end of the 2019/20 School year Curriculum for excellence testing could not be completed.	5%	
E.P.2.2a	Breadth and depth for all candidates by the end of S4 - percentage with 5+at Level 5	43.38%				43.54%	🔴	⬆	**19/20**: Off Target Information from Insight has been collated by School and is informing School attainment visits currently being carried out by School Group managers. Midlothian - 43.54% Virtual 48.54%	48.54%	2011-30.0 2012-32.0 2013-32.4 2014-40.3 2015-38.3 3yr avg-37.0

03. Improvement in children and young people's health and wellbeing

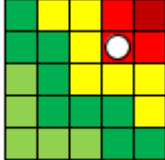| PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
BS.E.P.1.1f	Reduce exclusions in Primary schools (Rate per 1,000)	94	16.1	1.87	6.3	8.44	✅	⬆	**19/20**: On Target Exclusion rate per 1,000 Primary pupils at the end of the 2019/20 School year was 8.44 (66 exclusions). This information has been calculated on the partial years data prior to School closures.	15	
BS.E.P.1.1g	Reduce exclusions in Secondary schools (Rate per 1,000)	210	52.9	2.81	11.75	14.8	✅	⬆	**19/20**: On Target Exclusion rate per 1,000 Secondary pupils at the end of 2019/20 School year was 14.8 (101 exclusions). This information has been calculated on the partial years data prior to School closures.	40	
BS.E.P.1.1d	Improve Primary School attendance	94.86%	94.7%	95.83%	94.46%	94.04%	🛑	⬇	**19/20: Off Target** Key actions to take forward are:- - Deliver Professional Learning Event for improving attendance - Conduct joint visits to High schools (Attendance and Exclusions) - Provide bespoke data to schools - Continue attendance case study work with LAC at home reviewing officer - Develop strategy to drill down data with schools which have a negative trend in attendance - Develop authority wide information regarding attendance for staff, students and parents - Relaunch attendance procedures and codes in line with SEEMIS codes. This information has been calculated on the partial years data prior to School closures.	95%	

PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
BS.E.P.1.1e	Improve Secondary School Attendance	89.34%	89.2%	90.78%	88.95%	89.34%	🛑	▬	**19/20**: Off Target Secondary attendance for the 2019/20 School year was up to 89.37%. This information has been calculated on the partial years data prior to School closures.	91.5%	
E.P.3.1a	Number of eligible 2 year olds in receipt of Early Learning and Child Care	160	77	100	121	184	📈	⬆	**19/20**: Data Only		
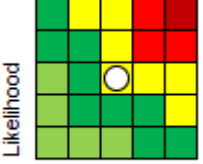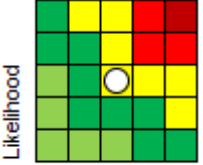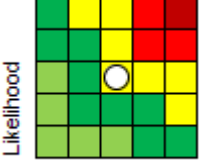
04. Improvement in employability skills and sustained positive school leaver destinations for all young people
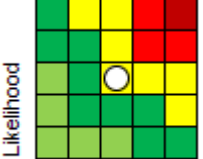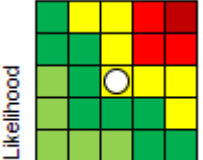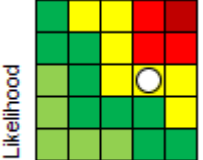
PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.4.1d	Deliver adult literacy & numeracy and family learning services		25%	50%	75%	100%	✅		**19/20**: On Target A far reaching plan has been developed between LLE and Secondaries to introduce family learning as part of the Curriculum and Lifelong Learning. LLE are working to increase volunteers to support and deliver literacy and numeracy in adults and maintain current ESOL provision and continue to support refugees into the local communities.	100%	
E.P.4.1e	Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets	46%	25%	50%	75%	100%	✅	⬆	**19/20**: On Target	100%	

PI Code	PI	2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20	2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.4.1a	Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.	94.35%	94.35%	94.35%	94.35%	93.81%	🔴	⬇	**19/20**: Off Target Information on the 2018/19 School Leavers destinations showed Midlothian continued to outperform the Virtual comparator (93.77) but fell behind the National (95.05).	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	69.23%	69.23%	69.23%	69.23%	62.5%	🔴	⬇	**19/20**: Off Target 10 of 16 Care experienced young people progressed to positive destinations upon leaving School in 2018/19. Target has been set at National level 82.43%.	82.43%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up

Education Service Risks

Midlothian

Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
ED.RR.01–03 School Capacities/Catchment Areas/Demand for Pupil Places	**Risk cause:** Increased population through local development, Midlothian fastest growing Council area in Scotland. **Risk Event:** Increase in pupil numbers in specific localities. **Risk Effect:** School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.	The main internal controls centre on service planning within the Education Service Plans e.g. (1) Midlothian Local Development Plan, (2) Review of school catchment areas and (3) Annual review of maximum pupil intake for primary and secondary schools. (4) School Estate Management Plan. In addition: Extensive planning, further consultation. An options appraisal is developed for each school and ways f/wd agreed. Ongoing review of nursery provision undertaken with proposals to address any shortfall in provision. Additional Partner providers brought on to supplement provision made by Midlothian Council.	⚠️	Progress school catchment review programme	**Q1 17/18:** Completed. The backlog of school catchment reviews has been addressed and the programme is now focused on addressing the requirements for increased school capacity resulting from population growth.		16

Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
ED.RR.01–16 Data Protection and Information Management	Heads of Service invited to review their controls in relation to IM and DP	Compliance with demands of the Corporate and Divisional Information Management Groups. Comprehensive staff training and awareness.	⚠️	Information Management Governance	**18/19:** On Target GDPR training and Information management training has been rolled out across the Service, Information Asset register in place for all Schools and central teams. Data breaches are reported through Information Management Group (IMG)		9
ED.RR.01–18 ASP – CSP Challenge & Exclusion	This risk relates to the exclusion of young people from school	01 - Publication of Exclusion guidelines 02 - National Policy to follow 03 - GIRFEC intervention 04 - Midlothian Exclusion Policy 05 - Exclusion guidelines reviewed	⚠️	Inclusion	**18/19:** New inclusion policy will be in place from August 19		9
ED.RR.01–21 State of School Buildings	Risk arising from having some school accommodation that is modern and other accommodation which is not. Avoidance of 'two-tiered' education.	The main internal controls centre on condition surveys, property service maintenance budgets and inspections, limited DSM budgets, Schools Plus Programme, PPP1 and 2 help desks, maintenance and life-cycle costing, SFT project for the replacement of Lasswade HS, SEMP and Schools Plus Programme.	⚠️	Learning Estate Strategy	**18/19**: On Target Learning Estate strategy will identify buildings that require refurbishment but the affordability gap will be the main issue.		9

Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
ED.RR.01-22 Teacher recruitment/retention	The risk includes shortages of teachers in certain subject areas and management posts at PT, DHT, and HT levels	The main internal controls centre on monitoring of available supply cover teaching staff, monitoring of level of application for vacant posts at both class teacher and management levels, support programmes to ensure that student teachers and Newly Qualified Teachers have positive experiences in Midlothian schools and targetted recruitment campaigns for areas where there is a shortage of qualified and available staff	⚠				9
ED.RR.01-26 Positive Destinations	Failure to achieve better than our previous best in positive destinations.		⚠	Service review	**18/19:** Lifelong learning and Communities staff reduction may impact in this area. We will need to prioritise workload to ensure we meet the Community Learning Development and Community empowerment regulations.		9
ED.RR.01-27 Teacher Numbers	Failure to meet commitment made to Scottish Government to maintain teacher numbers and pupil:teacher ratios in our schools.		⚠	Pupil Teacher Ratio	**18/19:** Due to budget cuts and the impact on teaching staff we are at high risk of not meeting the Pupil Teacher Ratio in the future.		12

Education Balanced Scorecard Indicators

Midlothian

PI Code	Performance Indicator	2017/18	2018/19	2019/20				Annual Target 2019/20
		Value	Value	Value	Status	Short Trend	Note	
BS.IOM.E.3.1a	% of those leaving school secure a positive destination	94.35%	94.35%	93.81%	🔴	⬇	**19/20**: Off Target	95%
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	76.92%	69.23%	62.5%	🔴	⬇	**19/20**: Off Target 10 of 16 Care experienced young people progressed to positive destinations upon leaving School in 2018/19. Target has been set at National level 82.43%.	82.43%
P.IOFPIM.3.1b	Increase qualifications at SVQ level 4 by 1%	38.5%	41.8%	42.9%	✅	⬆	**19/20**: On Target	41%
P.IOFPIM.3.1c	Decrease number of people with no qualifications by 0.5%	6.4%	7.3%	9.4%	🔴	⬇	**19/20**: Off Target The latest available information (Jan-Dec 2019) shows Midlothian is below the Scottish average of 9.8%	7%

Published Local Government Benchmarking Framework - Education

Midlothian

Children's Services

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	2017/18 Value	2018/19 Value	External Comparison
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,237.21	£5,294.45	£5,161.11	£5,036.56	£4,938.13	£4,911.21	£5,047.31	£5,217.47	£5,459.54	18/19 Rank 23 (Third Quartile) 17/18 Rank 19 (Third Quartile). 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)	£6,898.49	£6,840.11	£6,775.77	£6,722.65	£6,686.45	£6,645.11	£6,933.82	£7,073.16	£6,948.76	18/19 Rank 10 (Second Quartile) 17/18 Rank 18 (Third Quartile). 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)	£3,763.58	£3,267.90	£3,325.82	£3,191.97	£3,037.55	£3,773.16	£4,539.76	£4,377.05	£4,771.48	18/19 Rank 15 (Second Quartile) 17/18 Rank 15 (Second Quartile). 16/17 Rank 18 (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)		48%	50%	50%	54%	58%	54%	57%	57%	18/19 Rank 27 (Bottom Quartile) 17/18 Rank 25 (Bottom Quartile) 16/17 Rank 29 (Bottom Quartile) 15/16 Rank 19 (Third Quartile) 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	26%	30%	28%	18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	43%	47%	44%	18/19 Rank 14 (Second Quartile) 17/18 Rank 6 (Top Quartile).

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	2017/18 Value	2018/19 Value	External Comparison
											16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	9%	17%	11%	18/19 Rank 24 (Third Quartile) 17/18 Rank 12 (Second Quartile). 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%		82%	81.93%	79.33%	78%	78.33%	78.67%	74.63%	18/19 Rank 18 (Third Quartile) 17/18 Rank 10 (Second Quartile). 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%	94.4%	93.81%	17/18 Rank 16 (Second Quartile) 16/17 Rank 9 (Second Quartile) 15/16 Rank 4 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		715.87	752.09	753.86	787.49	889	801	836	805	18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Bottom Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	577	652	559	18/19 Rank 20 (Third Quartile) 17/18 Rank 12 (Second Quartile). 16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	537	572	698	719	700	666	18/19 Rank 23 (Third Quartile) 17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	793	845	784	18/19 Rank 28 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).

Code	Title	2010/11 Value	2011/12 Value	2012/13 Value	2013/14 Value	2014/15 Value	2015/16 Value	2016/17 Value	2017/18 Value	2018/19 Value	External Comparison
											15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	919	976	1,068	18/19 Rank 10 (Second Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)		1,038	1,067	1,029	1,098	1,228	1,037	1,165	1,109	18/19 Rank 24 (Third Quartile) 17/18 Rank 20 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy									72.76%	18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy									77.77%	18/19 Rank 18 (Third Quartile)
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils									26.86%	18/19 Rank 26 (Bottom Quartile)
CHN14b	Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils									23.01%	18/19 Rank 25 (Bottom Quartile)
CHN17	Percentage of children meeting developmental milestones				81.18%	85.76%	85.82%	79.62%	83.43%	N/A	17/18 Rank 2 (Top Quartile) 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		97.3%	92.1%	90.9%	90%	90%	90.7%	91.38%	87.93%	18/19 Rank 25 (Bottom Quartile) 17/18 Rank 19 (Third Quartile). 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		93.2		93		92.6	N/A	92.59	18/19 Rank 24 (Third Quartile) 16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	
CHN19b	School attendance rates (per 100 'looked after children')			86.55		88.35		89.12	N/A	N/A	16/17 Rank 27 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06		37		40.2		44.35	N/A	30.65	16/17 Rank 31 (Bottom Quartile) 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')			212.12		188.24		135.14	N/A	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)						88.7	93.6	94.3	92.87	18/19 Rank 10 (Second Quartile) 17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).