

01. Progress in delivery of strategic outcomes

Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

1.1 Improve attainment within the broad general education stages:

- Improvements in planning, tracking and assessment and curriculum design and progression, including STEAM
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression across Early Level

CfE data 2020/21 has been collected and is currently being analysed by Schools Group Managers. Discussions will take place with Headteachers to sign off their data prior to forwarding to the Scottish Government. agree the intervention strategies to address learning loss experienced as a result of the pandemic. The additional funding provided by the SG has been allocated to support the delivery of the Building Back Better programme developed by Headteachers.

The Education Strategic Group will take forward the development of the BGE curriculum frameworks and the new monitoring and tracking tool. Work on these priority actions have been delayed due to workload pressures associated with the pandemic.

A project group has been set up to develop work in this area in session 21-22, led by the Early Years QIO. All settings are using the early level progression pathways this session. A number of pilot projects are underway and Stobhill PS, working with an EYs Equity and Excellence lead has been awarded a SG STEM grant for £10k to link STEM with the development of play pedagogy.

1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase Gap

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.

Secondary schools successfully delivered the alternative certification model for senior phase qualifications. Schools received positive feedback from SQA's quality assurance of processes and evidence underpinning the judgements.

ASN Strategic group leading on audit of policy, practice, specialist provision. The group will analyse data from early level to senior phase to inform ASN learning estate and specialist provision required now and in the future. Early engagement with Parent Councils to gather feedback on involvement of parents of children who require additional support in the life and work of the school.

GIRFEMC Board established a multi-agency group to provide robust performance management and quality improvement, bringing together partners to share resources, planning and operational delivery of additional support for children and young people enrolled at Midlothian schools. Key targets will include:

- Reducing exclusions
- Increasing attendance
- Ensuring joined up support for pupils with physical / learning disabilities , autism spectrum needs , behavioural needs or other additional support requirements
- Improving/ speeding up referral processes for additional support services delivered by all partners for pupils
- Ensuring joint forward planning of such services' working arrangements takes account of all partners systems and structures

Midlothian Single Plan Priority Reducing the gap in health outcomes

Priority 2: Included, Involved and Engaged: Wellbeing & Equity

2.1 Improve Equity and Inclusion

2.2 Develop and improve health and wellbeing of staff and all children and young people from early level through to senior phase

Nurture was a new key priority within the Education Service Plan 2020-2021 and the Equity and Inclusion Plan 2020-2021 and the strategy has been shared with and ratified by the GIRFEC Board. In November 2020, a Nurture

Strategy Group was established. This is led by two Educational Psychologists and includes representatives from Education, Children and Families and Community Life Long Learning. Consultation takes place with stakeholder representatives. To date, this has included Secondary Guidance and PTs, Primary, Early Years Team, Parent/Carer, Young People, Staff Well-Being Strategy Group and Children and Families and Community Life Long Learning. A Mission Statement, Aims and Three Year Plan were established and these were shared across the Directorate and with partners in Health, early years and 3rd sector.

Nurture was a focus in Midlothian Children and Young People's Directorate Conferences in February 2021 and May 2021.

A Nurture Lead was established in every school, nursery, Children and Families Service, and Community Life Long Learning Service to enhance a collective approach and develop a peer support network for nurture across Midlothian. There are currently 58 Leads in Midlothian. A series of Nurture Lead focus groups starting in June 2021 are helping establish supports required to develop this community. 8 sessions of Professional Conversations for Learning for Nurture Leads are under development and will be delivered by the Nurture Strategy Group 2021-2022.

Every School, Early Years Centre, Children and Families Team and Community Life Long Learning within the Directorate has had the opportunity to complete a Self-Evaluation Audit to establish strengths in practice and target areas for school and service development planning. Themes will be collated and fed back to the Directorate, EPs, schools and Nurture Leads in August 2021. This will provide information about staff awareness and skills in nurturing practice. It will also give a needs analysis of what is required to bring nurture into practice consistently across all schools and services within the Directorate in Midlothian.

1st and 2nd editions of a nurture newsletter 'A Word about Nurture' were circulated in March 2021 and June 2021. Schools and Services were invited to contribute to this. This shares good practice within Midlothian, information about Midlothian's Nurturing Authority and signposting to training and resources. This newsletter will continue to be circulated across the Directorate termly.

A Resource Hub in GLOW currently enables Education Professionals and School Nurture Leads to share resources and ideas for practice. It is the hope this will become an accessible platform for all schools and services as Midlothian's Digital Strategy evolves.

A Twitter hashtag #nurturemidlothian has been established to promote learning and practice across Midlothian, to signpost to training and professional development opportunities and to enable sharing with families and young people.

A professional learning map has been established which includes central training for those new to nurture re Attachment Aware and Trauma Informed Practice, a series of Professional Learning Conversations with Nurture Leads and the development of Resource Hub/Nurture Library/Research Spotlights to support continued professional development for staff. Schools have been enabled x2 hours minimum protected time to support development of whole school nurture in 2021-22.

Penicuik Mental Health Early Action Project (Jigsaw)

The P7 Headstrong Programme (4 sessions) was delivered in person to both P7 classes at Strathesk PS and to the P7 class at Cornbank PS. This has been positively evaluated by teacher and pupil surveys. In May/June EPS delivered the P7 Headstrong Programme at Cuiken so every P7 pupil in the Penicuik ASG will have participated in these mental health and wellbeing/transition sessions before moving on to high school.

In partnership with Community Lifelong Learning, the EPS delivered a Digital Wellbeing workshop to the P7 classes at Cornbank PS and Cuiken PS. The class teacher at Cornbank highlighted in her evaluation the value of pupils having this opportunity to think '*in more detail about how they are using digital technology and the positive and negative impacts on their lives*'.

Project partners have developed a new relationship with a school that has not previously engaged with the third sector. As a result, 10 Families have been supported: 5 receiving art therapy and/or systemic family support; 4 referred for 1:1 adult therapy/counselling, 3 of which have received support; 1 is undergoing assessment.

School Counselling Service – MYPAS awarded the contract to deliver this service from September. MYPAS were already working with Midlothian Council delivering a pilot school counselling service and were awarded this wider project after a competitive procurement process.

Priority 3: Self-improving Systems

3.1 Develop a quality improvement framework to support schools to achieve Good or better in inspection QIs through:

- **Empowerment of leaders at all levels, leading to an empowered system**
- **Improving quality of leadership at all levels**
- **Deliver a minimum data set and supporting data literacy professional development sessions to improve self-evaluation**
- **Developing a Parental Engagement Strategy**

The Education Strategic Group is now well placed to take forward our ambition to develop an empowered system with decision-making and improvement being driven by those working closest to our children and young people. The Scottish Government Insight Professional Adviser is assisting the local authority in the delivery of data literacy professional development sessions to improve self-evaluation.

Termly Parent Council member meetings held to listen to parents views on quality of education and provision within Midlothian schools. Parent Council members now sit on strategic working groups to ensure parental voice informs and influences policy development and service improvement. A Parent and Learner Engagement Officer post is currently being recruited to support our partnership working with parents and learners.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

Priority 4: Life-Long Learning and Career-Ready Employability

4.1 Improve senior phase progression pathways to improve positive destinations, including for young people with ASN and who are care experienced.

Meetings with the Senior Leadership Teams in each secondary school are due to take place early September to review young people's performance 2020/21 and how the curriculum is supporting young people to enter sustained positive destinations. Support provided by our CLLE teams to intervene where young people are at risk of a negative destination due to this destination no longer being available and also providing a range of courses and qualifications to encourage young people to remain at school.

Priority 5: Finance & Resources

5.1 Deliver Best Value through:

- Reviewing and implementing the learning estate strategy taking cognisance of the ASN learning estate
- Robust workforce planning
- DSM review

Strategic review of the ASN learning estate is underway. School consultation reports being prepared to establish Easthouses catchment area and proposal to close St Margaret's RC PS. A DSM review group has been established and work is underway to design a new scheme taking into account revised SG guidance. Workforce planning model being developed taking into account SG proposal to reduce teacher:pupil contact time and increase in staffing required as a result of growth.

5.2 Implement the Equipped for Learning Strategy to support transformational change in digital learning and teaching

An ambitious plan to transform the digital learning tools available to young people in Midlothian schools has been articulated, an updated digital strategy agreed and funding for its roll-out approved by council. A Project Manager has been appointed to ensure the programme meets key milestones and targets. A Quality Improvement Manager has also been appointed to lead and manage the appointment of staff to the Digital Inclusion and Learning Team. This project reports into the BTB and has a well developed programme delivery programme in place to ensure key delivery milestones are met.

02. Challenges and Risks

Q1 2021/22

- Uncertainty about how SQA qualifications will be assessed academic session 2021/22 and beyond.
- Impact of the pandemic on post-school destinations
- Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. As such, any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget for 2022/23.
- Rate of demographic growth on the learning estate
- Increase in the number of children and young people with additional support requiring more specialist provision will require robust monitoring to ensure staffing and specialist facilities meets level of needs.
- Early Years expansion - the population projections used by Scottish Government differ from the population projections used by the Council. Consequently, the Council will receive less funding from Scottish Government and the delivery model has been amended to reflect this limiting ability to flex the choice for parents.

Education



Successes and Challenges

Corporate Performance Indicators (latest)

● 1 ● 11 ● 1 ● 6

Service Plan PIs (latest)

● 0 ● 0 ● 12 ● 4

Service Risks (latest)

▲ 1

Corporate PIs Off Target

PIs ● 1

% of invoices paid within 30 days of invoice receipt (cumulative)

Service Plan PIs Off Target

PIs ● 0

No data available yet for Education PIs

High Risks

Risks ▲ 1

School Capacities/Catchment Areas/Demand for Pupil Places

Key
PIs

- Off Target
- On Target
- Data Only
- Data Not Yet Available

Key
PIs

- Off Target
- On Target
- Data Only
- Data Not Yet Available

Key
Risks

- ▲ High Risk/Medium Risk
- Data Not Yet Available

Education PI summary

01. Manage budget effectively

Priorities	Indicator	2020/21	Q1 2020/21	Q1 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	N/A	N/A	N/A		Q1 21/22: Q1 financial monitoring indicates that education is working within financial envelope available.				

02. Manage stress and absence

Priorities	Indicator	2020/21	Q1 2020/21	Q1 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	4.88	0.71	2.02		Q1 21/22: On Target		7.5	Number of days lost	3,801.12
									Number of FTE in service	1,884.98



03. Process invoices efficiently

Priorities	Indicator	2020/21	Q1 2020/21	Q1 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	92%	97%	92%		Q1 21/22: Off Target		93%	Number of invoices received (cumulative)	3,390
									Number of invoices paid within 30 days (cumulative)	3,113



04. Improve PI performance

Priorities	Indicator	2020/21	Q1 2020/21	Q1 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	68.75 %	N/A	100%		Q1 21/22: On Target All service PIs are on target given the timeframe for achieving spans across the academic year.		90%	Number on tgt/complete or Data Only	16
									Total number of PI's	16

05. Control Risk

Priorities	Indicator	2020/2 1	Q1 2020/2 1	Q1 2021/22				Annual Target 2021/2 2	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
06. Control Risk	% of high risks that have been reviewed in the last quarter	100%	N/A	100%		Q1 21/22: On Target		100%	Number of high risks reviewed in the last quarter	1
									Number of high risks	1

06. Implement Improvement Plans

Priorities	Indicator	2020/2 1	Q1 2020/2 1	Q1 2021/22				Annual Target 2021/2 2	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
07. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	100%	N/A	100%		Q1 21/22: On Target		90%	Number of internal/external audit actions on target or complete	5
									Number of internal/external audit actions	5

Education Complaints Indicator Summary

Commitment to valuing Complaints

Indicator	2020/21	Q1 2020/21	Q1 2021/22				Annual Target 2021/22
	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	42	1	19		Q1 21/22: Data Only		
Number of complaints closed in the year	37	1	14		Q1 21/22: Data Only		
Number of complaints upheld (quarterly)	1	0	3		Q1 21/22: Data Only		
Number of complaints partially upheld (quarterly)	7	0	3		Q1 21/22: Data Only		
Number of complaints not upheld (quarterly)	25	0	5		Q1 21/22: Data Only		
Number of complaints Resolved (quarterly)			2		Q1 21/22: Data Only		
Average time in working days to respond to complaints at stage 1	8.24	0	2.22		Q1 21/22: On Target		5
Average time in working days to respond to complaints at stage 2	19.4	0	13.33		Q1 21/22: On Target		20
Average time in working days for a full response for escalated complaints	28.33	0	20		Q1 21/22: On Target		20
Percentage of complaints at stage 1 complete within 5 working days	68.97%	0%	100%		Q1 21/22: On Target		95%
Percentage of complaints at stage 2 complete within 20 working days	80%	0%	100%		Q1 21/22: On Target		95%
Percentage of complaints escalated and complete within 20 working days	0%	0%	100%		Q1 21/22: On Target		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	1	0	0		Q1 21/22: Data Only		
Number of Compliments	3	1	1		Q1 21/22: Data Only		

01. Attainment and Achievement

Priorities/Actions



1.1 Improve attainment within the broad general education stages, by focusing on:

- Improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression cross Early Level

1.2 Improve attainment with the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap

1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and carer-experienced children

01. Attainment & Achievement Measures;

PI Code	PI	2020/21	Q1 2020/21	Q1 2021/22			
		Value	Value	Value	Status	Short Trend	Note
EDU.P.1.1a	Increase the number of children in P1, P4, P7 and S3 achieving the expected CfE levels in Reading, Writing, Listening & Talking and Numeracy.	N/A	N/A	N/A			Q1 21/22: Not available Analysis of CfE data still to be completed and progress will be impacted due to the effects of the pandemic over last session
EDU.P.1.2a	DYW KPI % of young people achieving vocational qualifications at SCQF Level 5 or better	N/A	N/A	84.43%			Q1 21/22: Data Only For 2020 84.43% of leavers achieved 1 or more award at Level 5

02. Included, Involved and Engaged: Wellbeing and Equity

Priorities/Actions



2.1 Improve Equity and Inclusion, through the following areas:

- Nurture
- Attendance and Engagement
- Family Learning
- ASN
- Embedding the principles of UNCRC and The Promise

2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:

- HWB curriculum development Local Authority, school and community supports

02. Included, Involved & Engaged; Wellbeing & Equity Measures;

PI Code	PI	2020/21	Q1 2020/21	Q1 2021/22			Annual Target 2021/22	
		Value	Value	Value	Status	Short Trend		Note
EDU.P.2.1a	Primary Pupil survey – SHANARRI indicators	N/A	N/A	N/A			Q1 21/22: Not Available This is an annual survey	100
EDU.P.2.2a	Secondary Pupil survey – SHANARRI indicators	N/A	N/A	N/A			Q1 21/22: Not Available This is an annual survey	

03. Self-improving Systems

Priorities/Actions

3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or Better in inspection Qis through:

- Empowering leaders at all levels, leading to an empowered system
- Improving quality of leadership at all levels, including leadership of learning
- Delivering a minimum data set and supporting data literacy to improve self-evaluation Developing a Parental Engagement Strategy

03. Self-Improving Systems Measures;

PI Code	PI	2020/21	Q1 2020/21	Q1 2021/22			Annual Target 2021/22	
		Value	Value	Value	Status	Short Trend		Note
EDU.P.3.1a	Number of settings achieving Good or above for Q11.3 Leadership of change	N/A	N/A	N/A	?		Q1 21/22: Not Available The Education Strategic Group, comprising Schools Group Managers, Principal Educational Psychologist, Head Teachers and Professional Associations will drive the empowerment agenda alongside developing and strengthening collegiate Quality Improvement activities in context of eased restrictions	100
EDU.P.3.1b	Number of settings achieving Good or better for Q12.3 Learning, teaching and assessment	N/A	N/A	N/A	?		Q1 21/22: Not Available Sub group of Education Strategic Group will be reformed to take work forward in this area	
EDU.P.3.1c	Parental survey Parents / carers have been fully involved in school self-evaluation and the school improvement process this session	N/A	N/A	N/A	?		Q1 21/22: Not Available Processing Parental Engagement Officer post at this time and series of PC chairs meetings will begin in new school session	
EDU.P.3.1d	Employee survey I am proud to work for Midlothian Council	N/A	N/A	N/A	?		Q1 21/22: Not Available This is an annual survey	

04. Finance and Resources












Priorities/Actions

4.1 Deliver Best Value through:


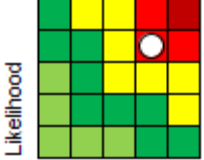
- Reviewing and implementing the Learning Estate Strategy, taking cognisance of the ASN learning estate
- Robust workforce planning
- DSM review

4.2 Implement the first phase of the 'Equipped for Learning' programme to support transformational change in digital learning

04. Finance & Resources Measures;

PI Code	PI	2020/21	Q1 2020/21	Q1 2021/22			Annual Target 2021/22	
		Value	Value	Value	Status	Short Trend		Note
EDU.P.4.1a	Improvement in Core facts condition, suitability and sufficiency statistics	85%	N/A	85%			Q1 21/22: Schools in condition A/B in 2020 - 85%, Schools with suitability A/B in 2020 -75%	
EDU.P.4.1b	Children and young people with ASN are educated within Midlothian	36%	N/A	N/A			Q1 21/22: Data not available	
EDU.P.4.1c	Teacher: pupil ratio	14	N/A	14			Q1 21/22: Data Only	
EDU.P.4.2a	% of pupils with access to allocated device to support learning	N/A	N/A	N/A			Q1 21/22: Project underway, devices ordered. Project on track.	
EDU.P.4.2b	Active devices within a 7-day period	N/A	N/A	N/A			Q1 21/22: Information not available.	
EDU.P.4.2c	Active users within a 7-day period	N/A	N/A	N/A			Q1 21/22: Information not available.	100
EDU.P.4.2d	% of teaching staff accessing digital professional learning	N/A	N/A	N/A			Q1 21/22: Information not available.	
EDU.P.4.2e	Schools in receipt of Digital Schools Award	1	N/A	1			Q1 21/22: This is a priority in all school improvement plans for this session	

Education Service Risks

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
ED.RR.01-03 School Capacities/Catchment Areas/Demand for Pupil Places	<p>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.</p> <p>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.</p>	<p>Risk cause: Increased population through local development, Midlothian fastest growing Council area in Scotland.</p> <p>Risk Event: Increase in pupil numbers in specific localities.</p> <p>Risk Effect: School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.</p>		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.	 <p>Likelihood</p> <p>Impact</p>	16	Education

Published Local Government Benchmarking Framework - Education



Children's Services

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2019	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/20 Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,512.38	£5,561.58	£5,419.81	£5,290.65	£5,182.45	£5,060.40	£5,195.19	£5,366.51	£5,592.93	£5,482.20	£5,482.20	19/20 Rank 13 (Second Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 18 (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)	£7,260.99	£7,185.22	£7,115.41	£7,061.78	£7,017.18	£6,846.97	£7,136.97	£7,275.22	£7,118.53	£7,049.99	£7,049.99	19/20 Rank 9 (Second Quartile) 18/19 Rank 11 (Second Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 8 (TOP Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,961.59	£3,432.58	£3,492.57	£3,353.07	£3,187.82	£3,887.78	£4,672.77	£4,502.08	£4,888.06	£7,163.40	£7,163.40	19/20 Rank 21 (Third Quartile) 18/19 Rank 16 (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%	58%	58%	19/20 Rank 27 (Bottom Quartile) 18/19 Rank 27 (Bottom Quartile) 17/18 Rank 26 (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%	33%	33%	19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile).

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2019	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/20 Value	
													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%	39%	39%	19/20 Rank 21 (Third Quartile) 18/19 Rank 15 (Second Quartile) 17/18 Rank 6 (Top Quartile). 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%	16%	16%	19/20 Rank 18 (Third Quartile) 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%	69.3%	69.3%	19/20 Rank 25 (Bottom Quartile) 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%	85.92%	89.53%	94.17%	93.56%	95.16%	94.78%	94.91%	93.81%	94.47%	94.47%	19/20 Rank 9 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 16 (Second Quartile) 16/17 Rank 11 (Second Quartile) 15/16 Rank 6 (TOP Quartile) 14/15 Rank 17 (Third Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		716	752	754	783	889	801	836	806	823	823	19/20 Rank 24 (Third Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Third Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 13 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	577	652	559	556	556	19/20 Rank 19 (Third Quartile) 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)

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2019	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/20 Value	
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	537	577	698	719	700	667	687	687	19/20 Rank 24 (Third Quartile) 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 27 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	793	845	784	837	837	19/20 Rank 25 (Bottom Quartile) 18/19 Rank 28 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	919	976	1,070	959	959	19/20 Rank 23 (Third Quartile) 18/19 Rank 10 (Second Quartile). 17/18 Rank 21 (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	1,111	1,156	1,156	19/20 Rank 20 (Third Quartile) 18/19 Rank 24 (Third Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 27 (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 (LGBF)									72.76%			18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)									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 (LGBF)									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 (LGBF)									23.01%			18/19 Rank 25 (Bottom Quartile)
CHN17	Percentage of children meeting developmental milestones (LGBF)				83.84%	87.73%	89.22%	91.48%	93.65%	92.12%	93.02%	93.02%	19/20 Rank 4 (Top Quartile) 18/19 Rank 5 (Top Quartile) 17/18 Rank 2 (Top Quartile) 16/17 Rank 3 (Top Quartile)

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2019	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/20 Value	
													15/16 Rank 4 (Top Quartile) 14/15 Rank 4 (Top Quartile)
CHN18	Percentage of funded early years provision which is graded good/better (LGBF)		97.3%	92.1%	90.9%	90%	90%	90.7%	91.4%	87.9%	84.7%	84.7%	19/20 Rank 27 (Bottom Quartile). 18/19 Rank 25 (Bottom Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 22 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	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).
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)			86.59		83.74		85.02		83.74			18/19 Rank 29 (Bottom Quartile). 16/17 Rank 28 (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	92.9	93.4	93.4	19/20 Rank 13 (Second Quartile). 18/19 Rank 10 (Second Quartile). 17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).