Education Q4 23/24 Performance report

Improving Outcomes for Learners through an Empowered System

Education Services encompasses Early Learning and Childcare (ELC), Primary Schooling, Secondary Schooling, Special Schooling, Additional Support Needs, Digital Learning, Educational Psychology and Community, Lifelong Learning and Employability (CLLE).

Vision and context

All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.

The Education Service Plan is informed by and links to the outcomes determined by the Getting it Right for Every Midlothian Child Board.

The Standards in Scotland's Schools etc. Act 2000, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the Midlothian Single Plan but also aligns closely with the key priorities in Education – Achieving Excellence & Equity: National Improvement Framework and Improvement Plan 2023:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

Aligned to the Service Plan, priorities for 2023/24, key work streams:

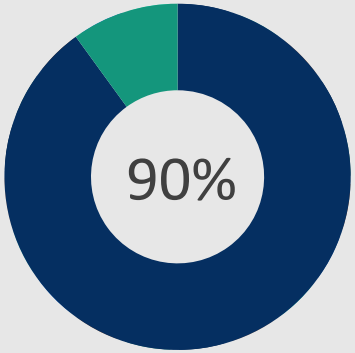
- *Learning, Teaching & Assessment Framework*
- *Monitoring impact of Raising Attainment Strategy*
- *Literacy & numeracy progressions*
- *Moderation & progression*
- *ASG development of BGE curricular frameworks*

Key achievements this quarter:

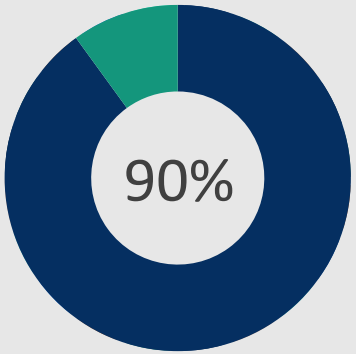
- Learning, Teaching and Assessment Framework in place and ready for August Launch. Schools are trialling these in final term of 2023/24, with feedback due to gathered to improve for application in 24/15 to support improvements in consistency across our schools.
- From the QI visits this quarter, 67% of schools are judged to be good or above in QI 2.3, learning, teaching and assessment. This has improved from 60% in Q3, which shows improvement in our schools self-assessment processes.
- All school staff trained and all primary schools using literacy and numeracy progressions, with impacts noted during QI visit 2.
- New QAMSOs trained and LA moderation sessions held in writing, with the impact being teacher judgements more robust.
- Working groups developed and frameworks in other curricular areas which will be used fully next session. This will improve consistency in delivery of the curriculum across all our schools, with work ongoing into third and 4th level.
- All secondary schools planning for MACO and rest of curriculum development to be aligned with raising attainment strategy.
- Working group that have developed framework to align with LTA Framework and this will be implemented next session to improve consistency and quality assurance processes.
- Equity and Excellence Board in place and using KPI's to monitor impact, which will focus upon the progress towards our raising attainment measures for both excellence and equity. ESO for CECYP is also present at the board compiling progress report impact on attainment and achievement for care experienced young people.
- School leaders using data to inform next steps in learning, teaching, assessment, targeted support and attendance. The final stages are being put on the DPIA which will allow pupil details to be added to enable drilling down of data and support individual tracking and support where needed.
- QI visit 2, school leaders using intersectional data to inform planning and addressing barriers to learning. Evidence being gathered on impact and identification of equality issues.
- Data uplift analysis and QA visit 2 analysis informs understanding of progress to SAs allowing interventions pre final data uplift. Secondary Data Performance group set up and progress started to develop aligned tracking and monitoring from 3-18 to enable consistency and support of improvement in attainment.
- Schools evaluating PEF planning, and impacts shared in SQ report to be used to plan for next session. PEF workbook being amended after feedback of use this session.

Education Improvement Priority 1 – Progress towards the outcome

Priority 1.1 - Learning, teaching and assessment

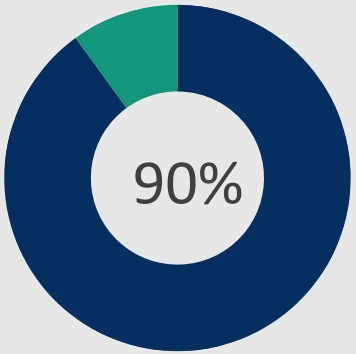


Learning, Teaching & Assessment Framework



Monitoring impact of Raising Attainment

Majority of schools judged as good or above for QI 2.3

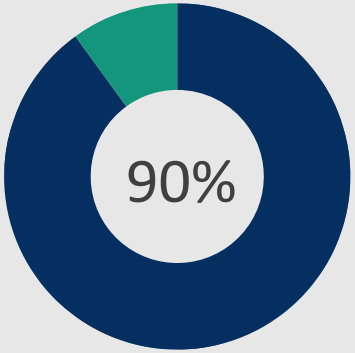


All schools can evidence improvement for QI 2.3

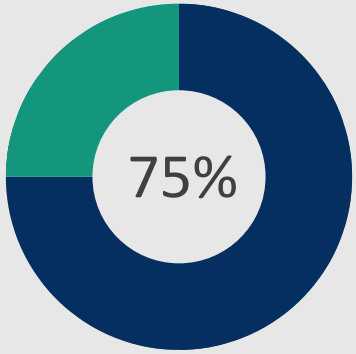
Priority 1.2 - Curriculum

Literacy and Numeracy Progressions

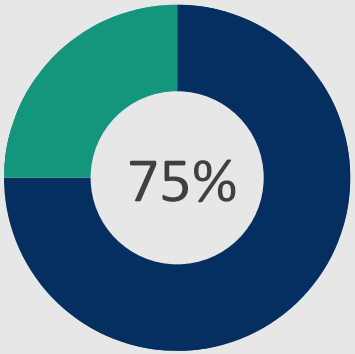
Moderation and Progression



Development of BGE curricular frameworks



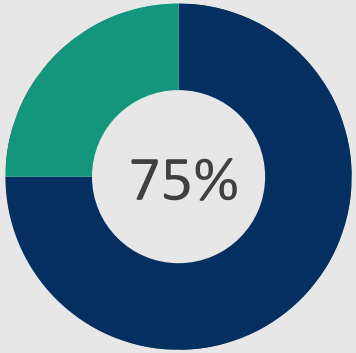
Curriculum Framework



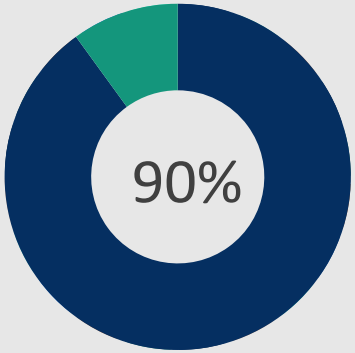
Midlothian Skills Framework

Education Improvement Priority 1 – Progress towards the outcome

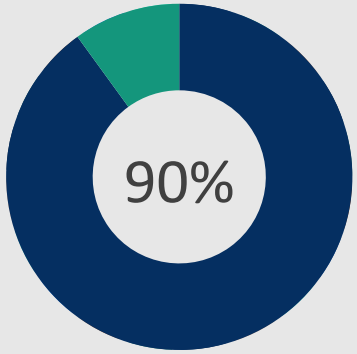
Priority 1.3 - Equity



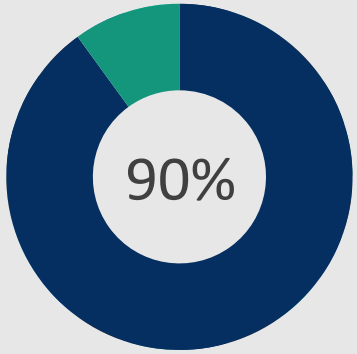
Excellence and Equity



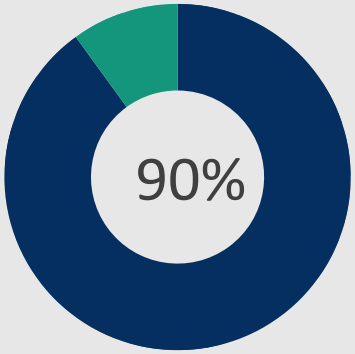
Effective use of data dashboards



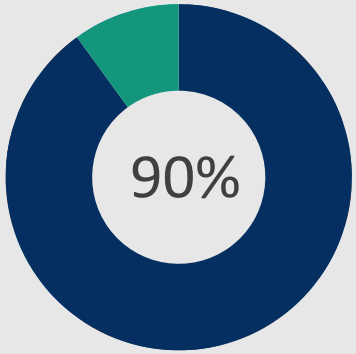
Intersectional data



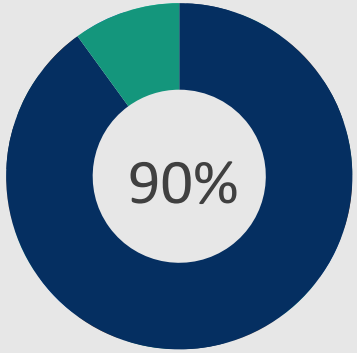
Tracking and Monitoring



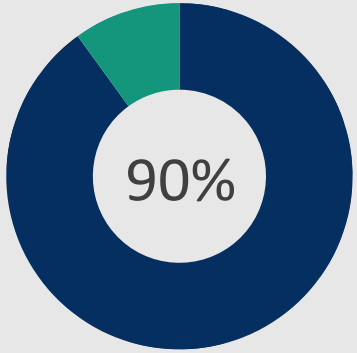
Pupil Equity Funding plans (PEF)



Midlothian Poverty Action

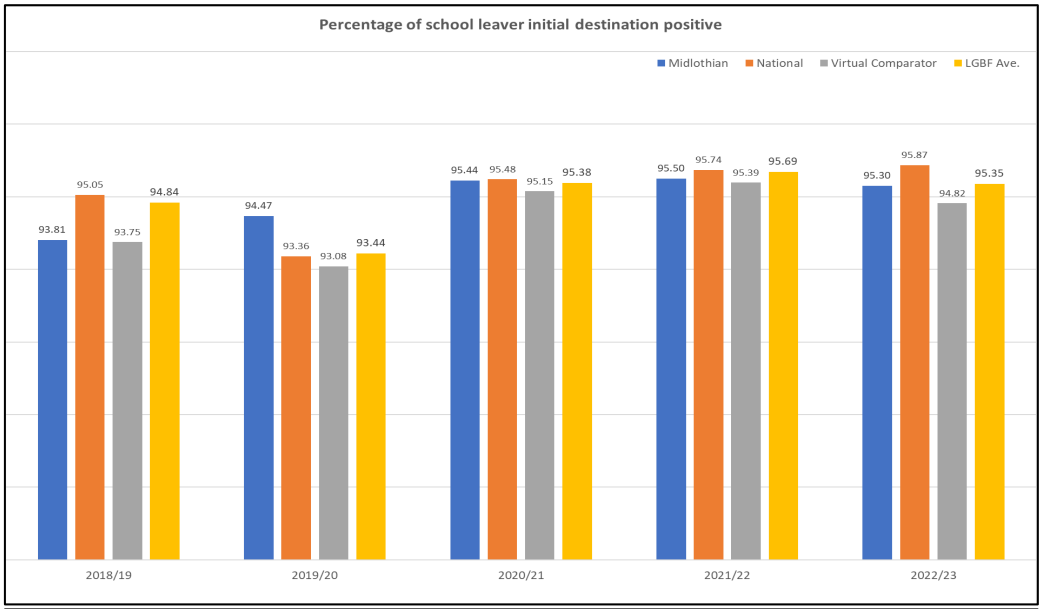


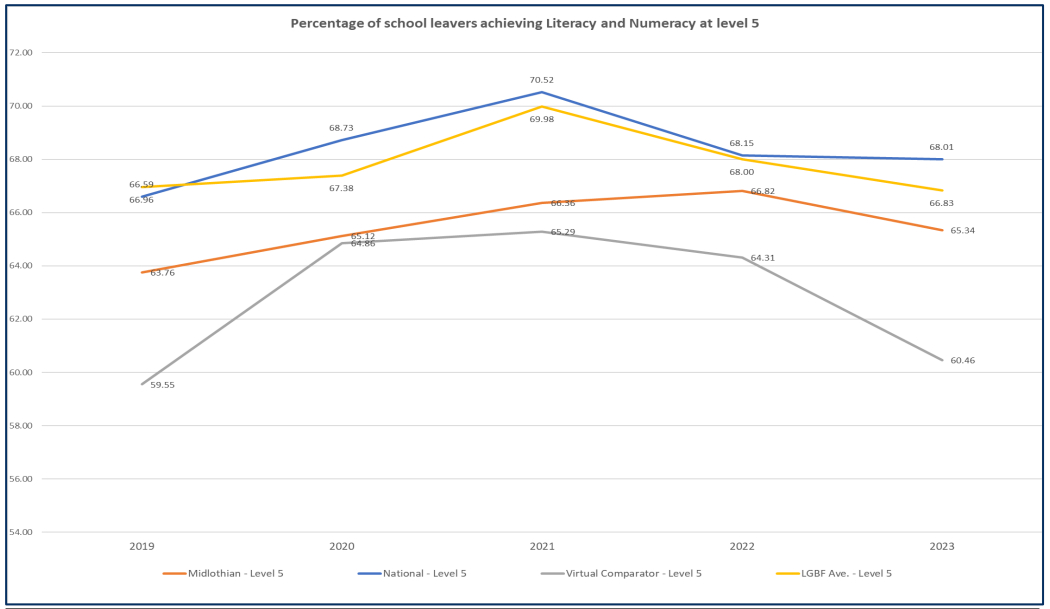
Procedures and Policy

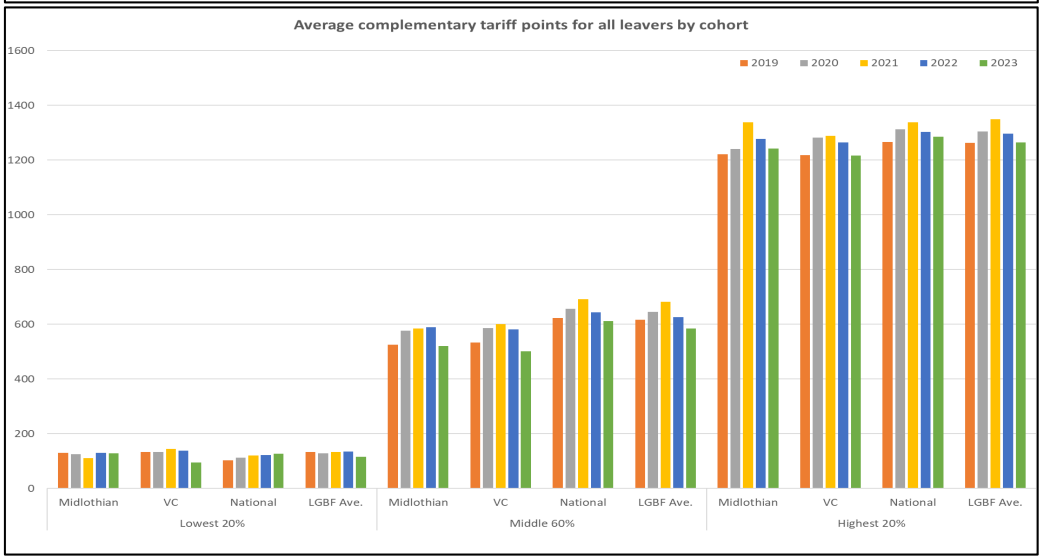


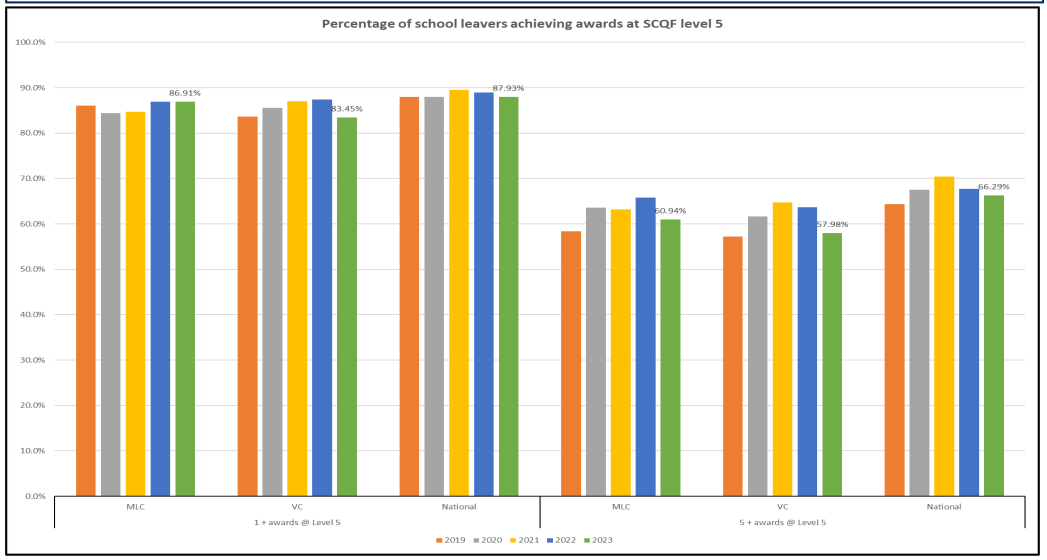
Partnerships and pathways

Secondary Attainment – Insight Leavers update 2022/23









Insight Leavers Update 2022/23

In summary, the attainment outcomes for leavers in 2022/23 are positive in comparison to last year and pre-pandemic levels. Almost all leavers are in a positive destination (95.3%), and there is strong performance in attainment in comparison to our virtual comparators. There was also positive achievements in SCQF levels 3 and 4 versus the national and LGBF comparator authorities. There are however challenges where improvement will be focused, which includes the core middle 60% attainment cohort and learners at SCQF level 6.

In order to address these improvements, the schools will continue to support learners and utilise the value from the insight dataset alongside their improvement plans in specific areas. It is also worth considering the significant impact of the pandemic that this has had on our young people. Assessments and examinations from this year (2022/23) was the first time in full since the pandemic:

Education Improvement Priority 2: All children & young people feel valued & included, and have the same opportunities to succeed

Aligned to the Service Plan, priorities for 2023/24, key work streams:

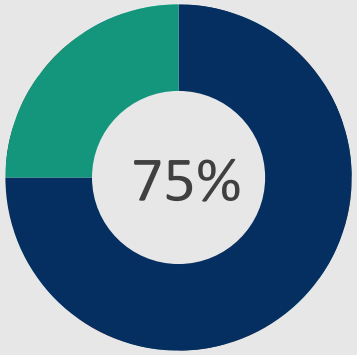
- *Relationships*
- *Wellbeing and Care*
- *Inclusion and Targeted Support*

Key achievements this quarter:

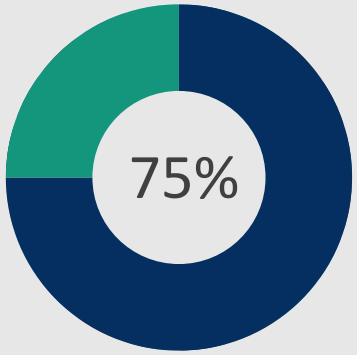
- Relational practice becoming embedded in the language and practice in schools led by Nurture Leads and EPs. Plan to develop relational policy through engagement with children and young people is well underway.
- EPs and Nurture Leads are developing professional learning offer for relational approaches and Keeping Trauma in Mind to launch in August 2024.
- Mapping of system around staff wellbeing is underway through a series of appreciative enquiry engagement sessions with school staff and analysis of support structures in schools. Proposals to be drafted upon completion of analysis in May
- Professional learning to strengthen understanding of anxiety, mental health and neurodiversity.
- The Glasgow Wellbeing Profile has not yet been rolled out across schools due to a delay in resolving issues relating to data security. Consideration is being given to the use of SHINE as an effective universal approach. Guidance for schools on use to targeted data is in process.
- A professional learning framework for wellbeing and mental health has been drafted for consultation with schools and partners with the aim of further building capacity within settings.
- A mapping of how resource is allocated across the system has been undertaken to inform the development of the Single Point of Access (SPA).
- Analysis of need has identified key priorities for allocation of Community Mental Health funds with centralised streamlined access pathways.
- All Support for Learning Staff have been trained in Inclusive Classrooms, had equipped for learning digital update and new Midlothian Learning Plans. Support for Learning role training took place in Q3.
- Dyslexia Working group has been set up and includes practitioners, parents and young people to review current dyslexia toolkits.

Education Improvement Priority 2 – Progress towards the outcome

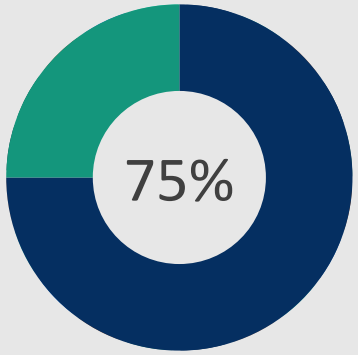
Priority 2.1 - Relationships



Relationship policy and practice

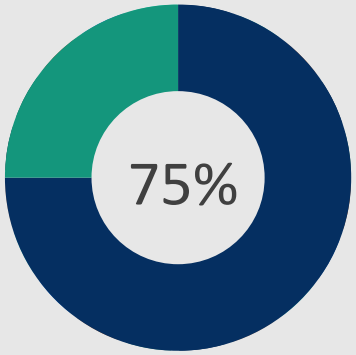


Professional learning needs of school staff

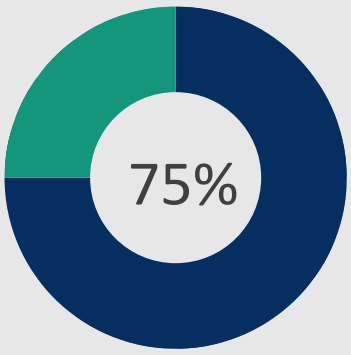


Professional support and supervision

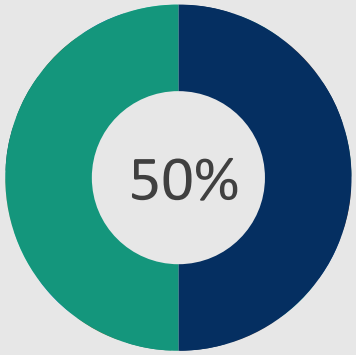
Priority 2.2 - Wellbeing and Care



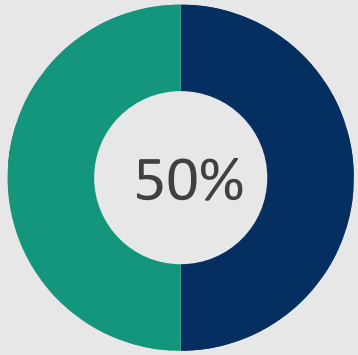
Curriculum pathways



Person centred assessment



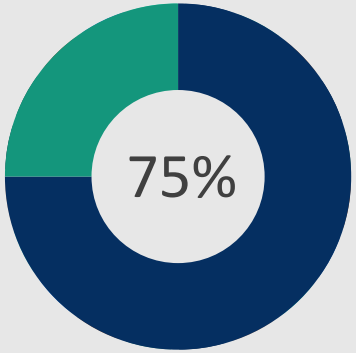
Effective use of data



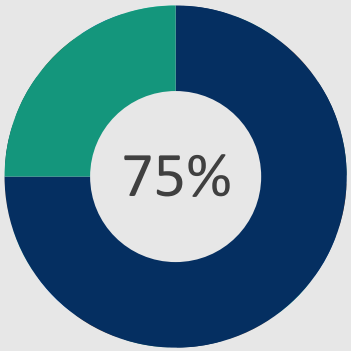
Pathways of support

Education Improvement Priority 2 – Progress towards the outcome

Priority 2.3 - Inclusion and Targeted Support

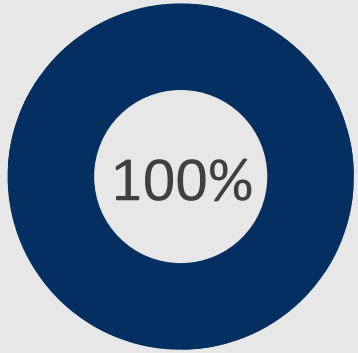


Additional Support Needs Review



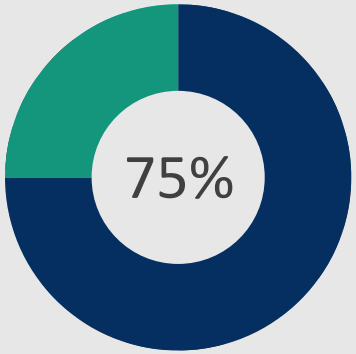
Additional Support Needs policies

Support for learning network

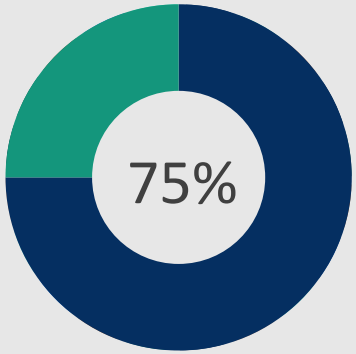


Additional Support Needs network

CEYP Tracking and Monitoring

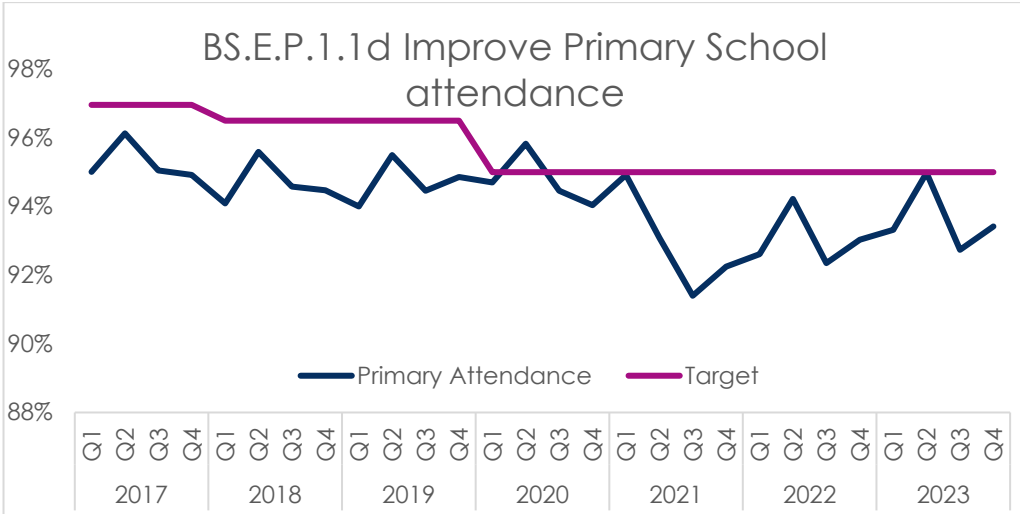


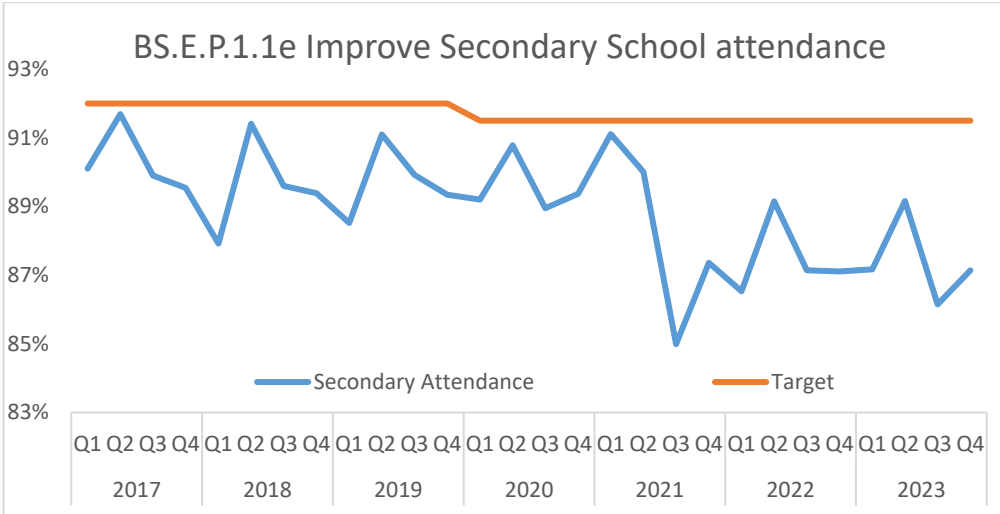
Dyslexia

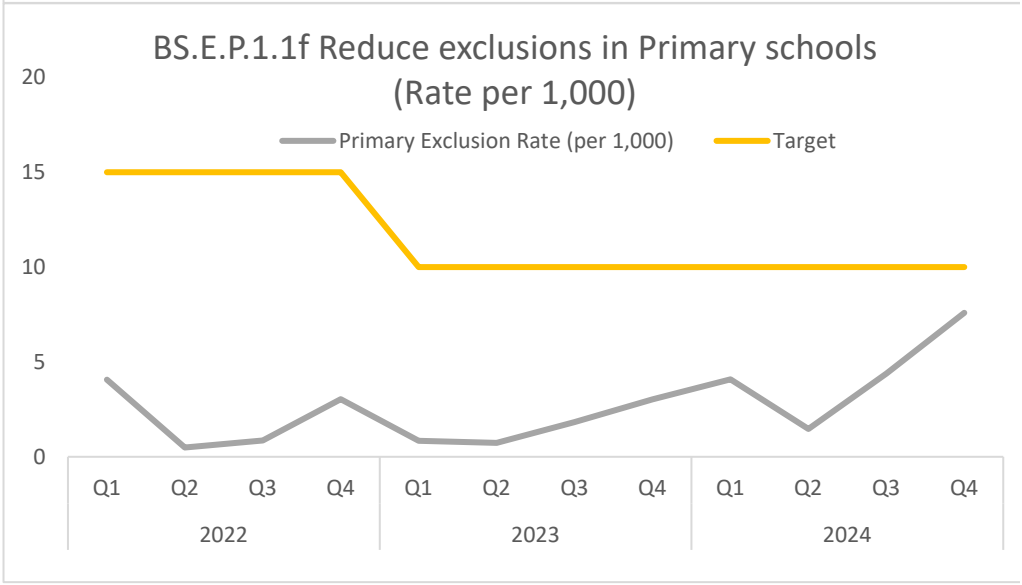


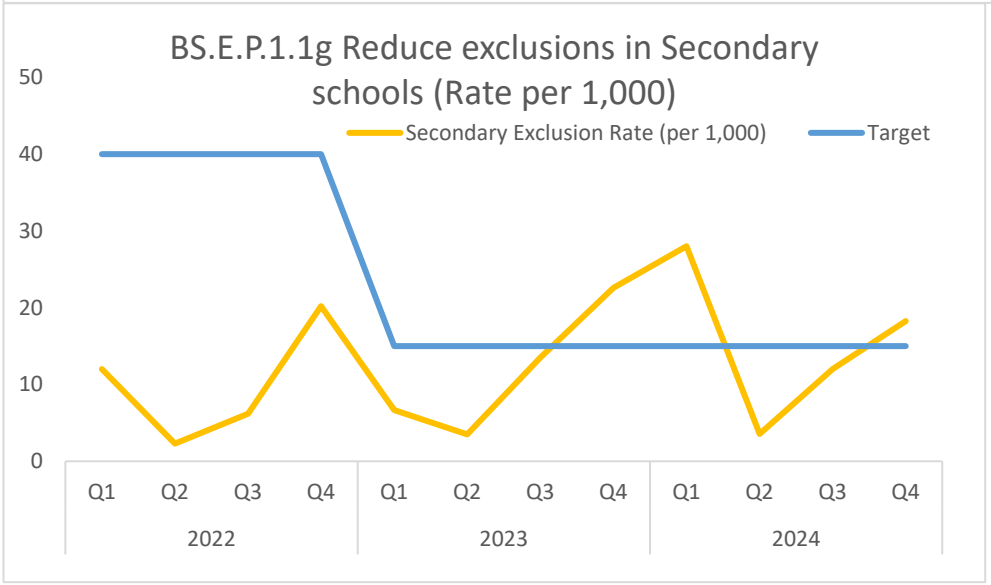
Transitions 14+ and 16+

Education Improvement Priority 2 – Performance measures









Education Improvement Priority 2 – Key Successes

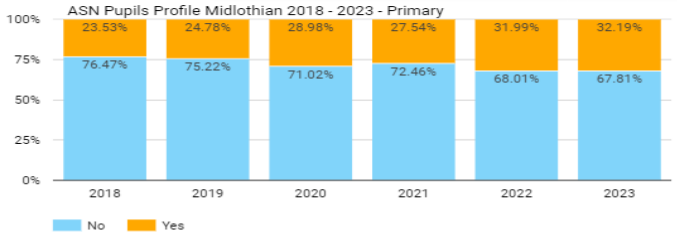
2,254 P1+P2 pupils have access to Individual learning tablets

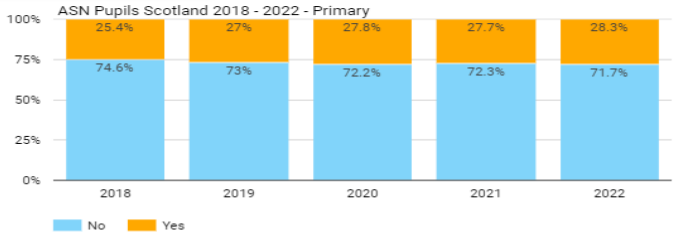
11,872 P3-S6 pupils have their own learning Chromebook

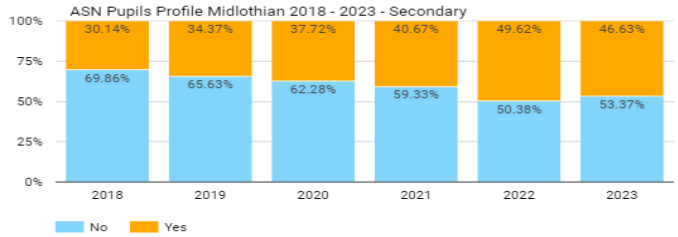
Additional Support Needs changes over time

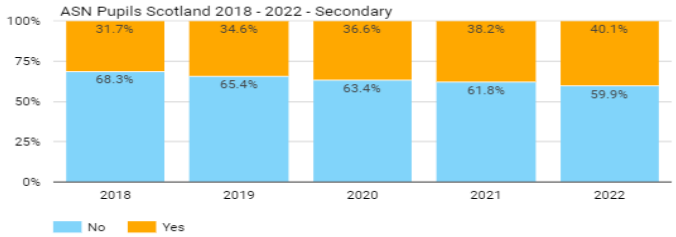
8.6% Increase in Primary pupils with Additional support needs

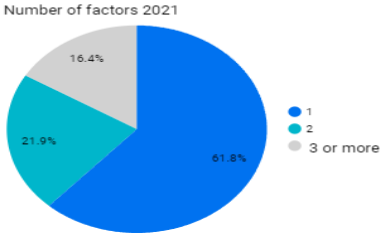
16.5% Increase in Secondary pupils with Additional support needs

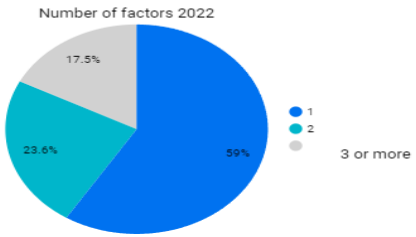


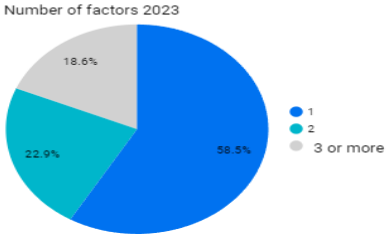












Education challenges and risks

Attendance rates
The continuing impact of the pandemic on attendance and on post-school destinations
The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend

Early Learning and Childcare Delivery
Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget. There is now an expectation from Scottish Government about payment of real living wage which will also have an impact on local authority budgets.

Rate of demographic growth on the learning estate
- A full refresh of school roll projections and capacities has been undertaken to assess current and future demand. This work will inform and shape the Learning Estate Strategy over the next 5 years.
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Community, Lifelong Learning and Employability (CLLE)

Key achievements this quarter:

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CLD builds skills for learning, life and work.

Midlothian CLD Partnership Progress Visit – Inspection by Education Scotland HMIe

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- **How effective is the leadership of the local authority and their CLD partners in improving outcomes?**
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Verbal feedback provided indicates that leadership of CLD at all levels is confident and effective. There is a shared vision and ambition for improving the lives of individuals and communities. There is a well embedded culture of strong partnership working. Robust evidence bases underpin the work taking place to remove barriers to participation. Overall participants across a range of CLD services are gaining new knowledge and skills to help them meet their aspirations and needs. As a result of gaining new skills and qualifications, learners are better able to secure employment. Across provision, the achievements of young people and adults are regularly recognised and celebrated well. There are two recommended areas of continuous improvement, and an action plan will be developed to address these areas of continuous improvement.

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Challenges: *External funding for a number of programmes including Foundation Apprenticeships and NOLB Employability offers have not been confirmed in writing which makes it incredibly difficult for the service and partners to maintain provision. These issues have been raised at a national level.*

CLLE Progress toward outcomes

Note: SIMD20%/40% engagements are lower than our target therefore we will analyse this further and take appropriate targeted action.

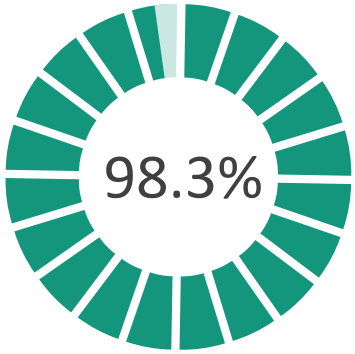
Number of local people engaged with CLL projects
6,225

Number receiving 1:1 support
799

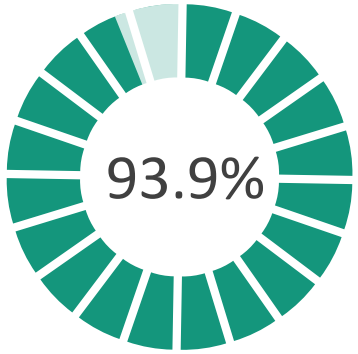
Participants in the paid for adult learning program
477

Number of CLLE learners from 20% SIMD most deprived
377

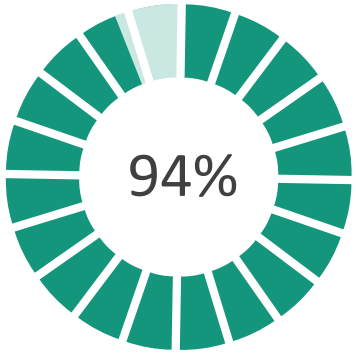
SQA Awards
88



Participant satisfaction with CLL services



Key skills improved through CLL services



Foundation Apprenticeships completed through CLL

Number of CLL Opportunities / Projects / Courses offered
509

The number of Community groups engaged with CLLE
58

Holistic Home Visits
533

Number of CLLE learners from 40% SIMD most deprived
2,037

Number of qualifications gained by CLLE learners
2,531

Pentana Performance Dashboard

A full review of quarterly performance data is available via Pentana (Browser login link - https://midlothian.pentanarpm.uk/login)

Quarter 4 - Education

8	5	14	4	19	3
Indicators that are On Target	Quarterly Education Service Indicators Off Target	Education service Indicators Data only	Indicators that have No Data Available	Quarterly Education Service All Risks	Quarterly Education Service High Risks

Education INDICATORS Off Target

...	Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History
	ED.SPSO.05.3 Percentage of complaints escalated and complete within 20 working ...		57.14%	95%	01 Apr 2024	Q4 2023/24	
	ED.MPI.02 Average number of working days lost due to sickness absence (cumulative)		8.556	7.5	01 Jul 2024	Q4 2023/24	
	BS.E.P.1.1e Improve Secondary School Attendance		87.14%	91.5%	01 Apr 2024	Q4 2023/24	
	ED.SPSO.04.3 Average time in working days for a full response for escalated compl...		20.714	20	01 Jul 2024	Q4 2023/24	
	BS.E.P.1.1d Improve Primary School attendance		93.42%	95%	01 Apr 2024	Q4 2023/24	

1 of 1

Education Performance Report Q4 23/24

Midlothian

Improving Outcomes for Learners through an Empowered System

Education Services encompasses Early Learning and Childcare (ELC), Primary Schooling, Secondary Schooling, Special Schooling, Additional Support Needs, Digital Learning, Education Psychology and Community, Lifelong Learning and Employability (CLLE).

Vision and context

All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.

The Education Service Plan is informed by and links to the outcomes determined by the Getting it Right for Every Midlothian Child Board.

The Standards in Scotland's Schools etc. Act 2000, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the Midlothian Single Plan but also aligns closely with the key priorities in Education – Achieving Excellence & Equity: National Improvement Framework and Improvement Plan 2023:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

Challenges and risks

Attendance rates
The continuing impact of the pandemic on attendance and on post-school destinations
The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend

Early Learning and Childcare Delivery
Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget. There is now an expectation from Scottish Government about payment of real living wage which will also have an impact on local authority budgets.

Rate of demographic growth on the learning estate

- A full refresh of school roll projections and capacities has been undertaken to assess current and future demand. This work will inform and shape the Learning Estate Strategy over the next 5 years.
- A number of schools funded through the Scottish Governments Learning Estate Investment Programme are at the briefing and design stages. There are council and developer funded projects being undertaken also.
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Financial pressure

There is a financial challenge to deliver statutory services given the current budget pressures. Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

Aligned to the Service Plan, priorities for 2023/24, key work streams:

- *Learning, Teaching & Assessment Framework*
- *Monitoring impact of Raising Attainment Strategy*
- *Literacy & numeracy progressions*
- *Moderation & progression*
- *ASG development of BGE curricular frameworks*
- *Curriculum framework*
- *Equity and Excellence*

Key achievements this quarter:

Monitoring the impact of Raising Attainment Strategy

Excellence and Equity Board established to review progress of KPIs informing Quality Improvement activity and input from Raising Attainment team. Risk and Capacity register being developed to capture school data and inform future improvement activity.

Learning, Teaching and Assessment Framework

Draft Learning, Teaching and Assessment (LTA) Framework shared with senior leaders. Principles and overarching LTA Framework policy paper in draft and support materials being created ready for August launch.

Literacy & numeracy progressions

All school staff have received training related to use of progressions. A session for school leadership teams focussed on strategic leadership of Literacy. Literacy and numeracy champions termly meetings have informed development of progressions at a local level. Information gathered at visit 2 evidences use of progressions across all schools.

Moderation & progression

New cohort of teachers have undergone QAMSO training. All existing QAMSOs led moderation within their school and ASG. P4 and P7 Writing Moderation cross authority sessions held and Consistent approaches to writing moderation now in place across Midlothian leading to reduced variation in teacher professional judgement.

ASG development of BGE curricular frameworks

Working groups in each ASG have developed one curricular area and created consistent Midlothian progression planners covering all experiences and outcomes. Work is ongoing to develop progressions at third and fourth level. ASG sharing session at HT meeting and all progressions will be used fully next session to ensure consistent approaches in curriculum delivery and pedagogical strategies.

Curriculum Framework

The aligned timetable structure which underpins the delivery of the Midlothian Aligned Curriculum Offer was agreed by secondary Headteachers prior to coursing. A full common school day consultation, involving all stakeholders and Council services has been concluded, with strong support for the proposed curriculum changes. The proposed changes were signed off by the cross-party Business Transformation of Services Group (BTSG). The Senior Phase Curriculum offers a wide range of traditional academic pathways and a diverse set of industry supported work-based options. A bespoke Midlothian school-based offer has been added to the existing School to College partnership. The curriculum now provides equitable access to Senior Phase Qualifications in all six secondary schools. A Digital Campus paper has been developed to further enhance this offer.

In terms of ‘next steps’, the newly formed 2-18 Learning, Teaching, Assessment and Curriculum Group (LTAC) will now focus upon a refresh of the opportunities and projects presented in the Broad General Phase of Education, with a particular focus upon improving pedagogical approaches, data-informed practice and leadership development.

Equity and Excellence

Excellence and Equity Board established and reviews progress of KPIs informing recommendations in relation to Excellence and Equity measures. Equity ESO in place and CECYP plan progress shared.

School analysis of data using data dashboards which informs school/ASG/service improvement plans for session 24/25. Schools can evidence effective use of data dashboards to inform planning to reduce poverty related gaps

New PEF workbook created this session contains stretch aims for equity and excellence. These have been reviewed at termly tracking periods and inform quality improvement dialogue with officers and targeted support from raising attainment team. Finance assistants tracking PEF spend this session and monitoring done by QIMs. Termly PEF drop in support sessions held and attended by a few headteachers. All schools have evaluated their PEF planning, impacts will be shared in SQ report and used to inform plans for next session. PEF workbook amended after feedback from use this session.

Promoting and protecting school attendance

The attendance procedures were launched in January 2024. A school self-evaluation tool and tracking and monitoring systems have been reviewed and streamlined to align to the new procedures and ensure practice is consistent and equitable. An authority-wide tracking and monitoring system is being developed to be rolled out to all schools from August onwards. Communications have been developed across the ASGs involving posters, letters and monthly attendance texts. All ASGs will launch a consistent approach from August 2024.

A research team of children and young people has been established to research the factors influencing attendance and how to improve attendance for those attending between 70 and 90%. This project will extend to different groups of young people from August.

The Attendance Partnership Network (APN) has been established to promote collaboration and problem solving across schools and key partners including EPs, Home School Practitioners, Family Wellbeing Service and the 3rd sector.

Priority 2: All children & young people feel valued & included, and have the same opportunities to succeed

Aligned to the Service Plan, priorities for 2023/24, key work streams:

- *Relationships*
- *Wellbeing and Care*
- *Inclusion and Targeted Support*

Key achievements this quarter:

Relationships

Engagement and co-production activities with children, young people, parents/carers and school staff are taking place this term to develop the relationship policy and anti-bullying policies.

The Nurture Leads Community of Practice provides peer support, challenge and opportunities for sharing and problem solving. Relational practice is developed and monitored through the Nurture Leads Community of Practice, professional learning needs identified and new professional learning developed.

The Directorate Conference highlighted the importance of safety and belonging and key role of relationships.

Appreciative enquiry sessions have taken place across a range of settings and staff groups exploring the strengths, issues and opportunities to promote and protect staff wellbeing. Proposals will be drafted in June in relation to staff wellbeing and structures of support.

Wellbeing and Care

Person centred approaches and tools for assessment relating to wellbeing and mental health and neurodivergence are being identified through the nurture strategy subgroup. Guidance is being drafted based on best practice in schools to be shared in August 2024.

Some schools have carried out the Glasgow Wellbeing Survey as a universal measure of wellbeing across the school population and developed systems to analyse universal and targeted approaches. All schools are prepared and ready to implement a universal wellbeing survey from September 2024 with renewed tracking and monitoring systems to review intersectional data.

Following funding approval, a project manager will be in post from 22nd May to progress the development of systems for a Central Point of Access. Preparatory tasks have been completed including mapping current resource and access pathways and Request for Assistance processes.

Inclusion and targeted support

The Neurodevelopmental Pathway Group has strengthened relationships and partnership working across agencies, with greater understanding of roles and shared purpose. The strategy has ensured children and young people's voices are sought and listened to and influence the development the pathway at each stage.

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Education PI summary

01. Manage budget effectively

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	N/A	N/A	£130.446m	£130.763m	£132.631m			Data will be available end of May/June				

02. Manage stress and absence

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	7.97	7.97	2.07	3.14	5.96	8.56		**Q4 23/24: Off Target** Further detailed work to be done on the data once received from HR to explore trends and patterns of absence.		7.5	Number of days lost	19,771.37
												Number of FTE in service	2,310.73

03. Process invoices efficiently

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	96%	98%	97%	97%	97%		**Q4 23/24: On Target**			Number of invoices received (cumulative)	15,236
												Number of invoices paid within 30 days (cumulative)	14,806

04. Improve PI performance

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	100%	100%	25%	100%	100%	100%		**Q4 23/24: On Target**		90%	Number on tgt/complete or Data Only	6
												Total number of PI's	6

05. Control Risk

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
05. Control Risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%	100%		**Q4 23/24: On Target** A review of all risks is currently underway		100%	Number of high risks reviewed in the last quarter	2
												Number of high risks	2

06. Implement Improvement Plans

Priorities	Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
06. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	100%	100%	100%	28.57%	100%	100%		**Q4 23/24: On Target**		100%	Number of internal/external audit actions on target or complete	17
												Number of internal/external audit actions	17

Education Complaints Indicator Summary

Commitment to valuing Complaints
4. Outcomes and Customer Feedback

Indicator	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24				Annual Target 2023/24
	Value	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	71	20	23	19	18	30		**Q4 23/24:** Data only		
Number of complaints closed in the year	55	17	13	13	12	22		**Q4 23/24:** Data only		
Number of complaints upheld (quarterly)	7	2	0	1	2	1		**Q4 23/24:** Data only		
Number of complaints partially upheld (quarterly)	6	3	4	1	2	1		**Q4 23/24:** Data only		
Number of complaints not upheld (quarterly)	12	5	3	5	1	5		**Q4 23/24:** Data only		
Number of complaints Resolved (quarterly)	30	7	6	6	7	14		**Q4 23/24:** Data only		
Average time in working days to respond to complaints at stage 1	5.71	5.92	4.33	5.22	4.71	7.47		**Q4 23/24: Off Target** Due to complexity of cases and holiday period more cases had extended response times.		5
Average time in working days to respond to complaints at stage 2	17.33	12.75	28	0	30	0		**Q4 23/24: On Target**		20
Average time in working days for a full response for escalated complaints	10	0	18.17	11.75	24.75	20.71		**Q4 23/24: Off Target** Due to complexity of cases and holiday period more cases had extended response times.		20
Percentage of complaints at stage 1 complete within 5 working days	70.83 %	76.92 %	83.33 %	66.67 %	57.14 %	13.33 %		**Q4 23/24: On Target**		95%
Percentage of complaints at stage 2 complete within 20 working days	66.67 %	100%	100%	100%	0%	0%		**Q4 23/24: Off Target**		95%
Percentage of complaints escalated and complete within 20 working days	100%	100%	83.33 %	100%	50%	57.14 %		**Q4 23/24: Off Target**		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	1	0	0	3	6	16		**Q4 23/24:** Data only		
Number of Compliments	2	0	0	0	0	0		**Q4 23/24:** Data only		

Education Action report

Midlothian

1.1 Learning, teaching and assessment

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED1.1a	Learning, Teaching & Assessment Framework	30-Jun-2024	90%		**Q4 23/24: On Target** LTA Framework in place and ready for August Launch. Settings trialling final term of 2023/24
23/24.ED1.1b	Monitoring impact of Raising Attainment Strategy (KPI's)	30-Jun-2024	90%		**Q4 23/24: On Target** Equity and Excellence Board in place and using KPI's to monitor impact
23/24.ED1.1c	Majority of schools judged as good or above for QI 2.3	30-Jun-2024	100%		**Q4 23/24: On Target** 67% of schools are judged to be good or above in QI 2.3, learning, teaching and assessment. This has improved from 60% in Q3.
23/24.ED1.1d	All schools can evidence improvement for QI 2.3	30-Jun-2024	90%		**Q4 23/24: On Target** QI 2.3 analysis and presentations from school leaders during QI Visit 2 activity shows improvement across schools, particularly in areas of formative assessment (including feedback for improvement to learners and use of LI and SC).

1.2 Curriculum

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED1.2a	Literacy & numeracy progressions	30-Jun-2024	100%		**Q4 23/24: On Target** All school staff trained and all primary schools using progressions, impacts noted during visit 2.
23/24.ED1.2b	Moderation & progression	30-Jun-2024	100%		**Q4 23/24: On Target** New QAMSOs trained and LA moderation sessions held in writing. Teacher judgements more robust.
23/24.ED1.2c	ASG development of BGE curricular frameworks	30-Jun-2024	90%		**Q4 23/24: On Target** Working groups developed and frameworks will be used fully next session. Work will continue on third and 4th level.

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED1.2d	Curriculum Framework	30-Jun-2024	75%		**Q4 23/24: On Target** All secondary schools planning for MACO and rest of curriculum development to be aligned with raising attainment strategy.
23/24.ED1.2e	Midlothian Skills Framework	30-Jun-2024	75%		**Q4 23/24: On Target** Working group developed framework to align with LTA Framework and will be implemented next session

1.3 Equity

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED1.3a	Excellence and Equity	30-Jun-2024	75%		**Q4 23/24: On Target** Equity and Excellence Board in place and using KPI's to monitor impact ESO for CECYP compiling progress report impact on attainment and achievement
23/24.ED1.3b	Effective use of data dashboards	30-Jun-2024	90%		**Q4 23/24: On Target** School leaders using data to inform next steps in learning, teaching, assessment, targeted support and attendance. Need final link with google re pupil details
23/24.ED1.3c	Intersectional data	30-Jun-2024	90%		**Q4 23/24: On Target** QI visit 2, school leaders using intersectional data to inform planning and addressing barriers to learning. Evidence being gathered on impact and identification of equality issues.
23/24.ED1.3d	Tracking and Monitoring	30-Jun-2024	90%		**Q4 23/24: On Target** Data uplift analysis and QA visit 2 analysis informs understanding of progress to SAs allowing interventions pre final data uplift. Secondary Data Performance group set up.
23/24.ED1.3e	PEF plans	30-Jun-2024	90%		**Q4 23/24: On Target** Schools evaluating PEF planning, and impacts shared in SQ report and used to plan for next session. PEF workbook being amended after feedback of use this session

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED1.3f	Midlothian Poverty Action	30-Jun-2024	90%		**Q4 23/24: On Target** Almost all schools engaging with collaborative cross directorate working. COSD will be included again in SQIPs for next session. Girfec Board sub group updates to be shared with HTs
23/24.ED1.3g	Procedures and policy	30-Jun-2024	90%		**Q4 23/24: On Target** All schools implementing new policy. School self-evaluation and tracking and monitoring systems have been streamlined to align to the new procedures and ensure practice is consistent and equitable.
23/24.ED1.3h	Partnerships and pathways	30-Jun-2024	90%		**Q4 23/24: On Target** The Attendance Partnership Network has been established promoting collaboration across schools and partners and developing plans for children and young people at 0-19%, 20-69% and 70-89% attendance.

2.1 Relationships

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED2.1a	Relationship policy and practice	30-Jun-2024	75%		**Q4 23/24: On Target** Engagement and co-production activities with children, young people, parents/carers and school staff are taking place this term to develop the relationship policy and anti-bullying policies.
23/24.ED2.1b	Professional learning needs of school staff	30-Jun-2024	75%		**Q4 23/24: On Target** Relational practice is developed and monitored through the Nurture Leads Community of Practice, professional learning needs identified and new professional learning developed.
23/24.ED2.1c	Professional support and supervision	30-Jun-2024	75%		**Q4 23/24: On Target** Enquiry based research has deepened understanding of ways to promote and protect school staff wellbeing Proposals will be drafted in June in relation to staff wellbeing and structures of support.

2.2 Wellbeing and Care

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED2.2a	Curriculum Pathways	30-Jun-2024	75%		**Q4 23/24: On Target** Health and wellbeing curriculum progressions developed and shared across ASGs.
23/24.ED2.2b	Person centred assessment in relation to anxiety and neurodiversity	30-Jun-2024	75%		**Q4 23/24: On Target** Person centred approaches and tools have been identified. Guidance is being drafted based on best practice in schools to be shared in August 2024.

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED2.2c	Effective use of data	30-Jun-2024	50%		**Q4 23/24: On Target** All schools are prepared and ready to implement a universal wellbeing survey from September 2024 with renewed tracking and monitoring systems to review intersectional data.
23/24.ED2.2d	Streamlined pathways of support	30-Jun-2024	50%		**Q4 23/24: On Target** Mapping of resources and pathways completed to streamline access. Project manager in post from 22nd May to progress development of central point of access.

2.3 Inclusion and Targeted Support

Action Code	Measure or sub-action	Due Date	Progress	Status Icon	All Notes
23/24.ED2.3a	ASN Review - locality based support	30-Jun-2024	75%		**Q4 23/24: On Target** On target to be concluded by Q1 24/25
23/24.ED2.3b	ASN policies, documentations, systems and processes	30-Jun-2024	75%		**Q4 23/24: On Target** Exclusion Policy and Intimate Care Policy to go to CMT Q1 24/25 ready to implement in August 2024
23/24.ED2.3c	Support for Learning Network	30-Jun-2024	100%		**Q4 23/24: On Target** Five roles of the SFL teacher delivered in conjunction with Education Scotland – 22 attendees
23/24.ED2.3d	ASN Network	30-Jun-2024	100%		**Q4 23/24: On Target** ASN Network attended SCERTs Launch in conjunction with NAIT and SaLT in January 24
23/24.ED2.3e	Authority CEYP tracking and monitoring	30-Jun-2024	100%		**Q4 23/24: On Target** Regular reporting and monitoring has been set up and will continue into 24/25.
23/24.ED2.3f	Dyslexia	30-Jun-2024	75%		**Q4 23/24: On Target** Working group established. Draft Midlothian guidance and toolkit being consulted on
23/24.ED2.3g	14+ Transitions and 16+ Transitions	30-Jun-2024	75%		**Q4 23/24: On Target** 14+ Transition being planned for, multi-agency planning meeting held. This will move to GIRFEC sub group.

23/24 Communities, Lifelong Learning and Employability Performance Indicators

Priority 1 - Provide Community, Lifelong Learning and Employability Opportunities to all areas of Midlothian and Community to improve skills for learning life and work

PI Code	Short Name	2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24			Annual Target 2023/24
		Value	Value	Value	Value	Value	Status	Note	
CSPC.P.11.1a	Number of local people engaged with CLL projects			3,620	5023	6225	✓	**Q4 23/24:** On Target	5,900
CSPC.P.11.1c	Number of CLL Opportunities / Projects / Courses offered			338	400	509	✓	**Q4 23/24:** On Target	465
CSPC.P.11.2f	% NOLB (No One Left Behind) clients finding employment					33.3%	✓	**Q4 23/24:** Target 35% achieved 33.3% this is on target as within the allowable margins.	35%
CSPC.P.11.2g	Number receiving 1:1 support			484	597	799	✓	**Q4 23/24:** On Target	675
CSPC.P.11.2h	The number of Community groups engaged with CLLE			49	54	58	✓	**Q4 23/24:** On Target	60
CSPC.P.11.2i	The types and instances of support community groups have received			N/A				**Activity Type** / **Number** Governance 37 Liaison with partners 28 Operational support 27 Midlothian council grants 19 Asset Transfer 18 Updating group on Project / Actions 11 Organisational development 10 Funding 10 Signposting 5 Community resilience 2 Health & Safety Issues 2 Neighbourhood planning 1 Publicity 1 Strategic 1 Training 1	

CSPC.P.11.2j	Participants in the paid for adult learning programme			315	355	477		**Q4 23/24:** Off Target There are 23 people less enrolled in paid for adult learning programmes than the target (477 opposed to 500).	500
MCLD.02.1b	Holistic Home Visits			175	198	533		**Q4 23/24:** Off Target Holistic Home visits are demand driven from the number of young people who require this due to their positive destination status and referrals from SDS	580
MCLD.02.1c	Increase the number of CLLE learners from 20% SIMD most deprived			222	306	377		**Q4 23/24:** Off Target 48 people less than the target from 20% SIMD.	425
MCLD.02.1a	Increase the number of CLLE learners from 40% SIMD most deprived			1,275	1632	2037		**Q4 23/24:** Off Target 213 people less than the target from 40% SIMD.	2,250

Priority 2 - Positive outcomes secured through CLL programmes

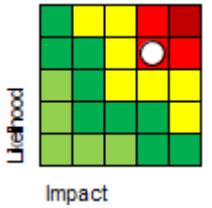
PI Code	Short Name	2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24			Annual Target 2023/24
		Value	Value	Value	Value	Value	Status	Note	
CSPC.P.11.2b	Participant satisfaction with CLL services			97.8%	98.2%	98.3%		**Q4 23/24:** On Target	98%
CSPC.P.11.2c	Key skills improved through CLL services			88.5%	90%	93.9%		**Q4 23/24:** On Target	81%
CSPC.P.11.2d	Modern Apprenticeships completed through CLL			95%	79.4%	85.4%		**Q4 23/24:** On Target	73%
CSPC.P.11.2e	Foundation Apprenticeships completed through CLL			N/A	94%	N/A		**Q4 23/24:** On Target	80%
CSPC.P.11.2k	UKSPF % of outcomes achieved (external projects)			N/A				Reporting takes place in 24/25 as a 3-year programme	
CSPC.P.11.2l	UKSPF % of outcomes achieved (internal projects)			N/A				Reporting takes place in 24/25 as a 3-year programme	
MCLD.15.1a	Number of qualifications gained by CLLE learners			1,690	2169	2531		**Q4 23/24:** On Target	1,880

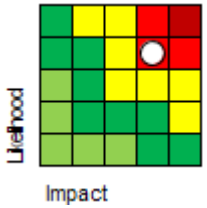
Education Performance Indicator I Report

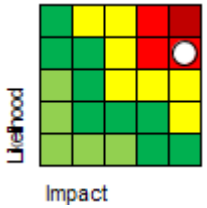
PI Code	PI	2022/23	Q4 2022/23	Q1 2023/24	Q2 2023/24	Q4 2023/24				Annual Target 2023/24
		Value	Value	Value	Value	Value	Status	Short Trend	Note	
CSPC.P.11.1a	Number of local people engaged with CLL projects	5,023			3,620	6,225			**Q4 23/24: On Target**	5,900
CSPC.P.11.1c	Number of CLL Opportunities / Projects / Courses offered				338	509			**Q4 23/24: On Target**	465
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)	71.6%	LGBF Measures							
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)	76.8%								
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)	21.2%								
CHN14b	Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)	14.6%								
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	N/A								
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	N/A								
CSPC.P.11.2b	Participant satisfaction with CLL services				97.8%	98.3%			**Q4 23/24: On Target**	98%
CSPC.P.11.2c	Key skills improved through CLL services				88.5%	93.9%			**Q4 23/24: On Target**	81%
CSPC.P.11.2d	Modern Apprenticeships completed through CLL				95%	85.4%			**Q4 23/24: On Target**	73%
CSPC.P.11.2e	Foundation Apprenticeships completed through CLL				N/A	94%			**Q4 23/24: On Target**	80%

Education Service Risks

Midlothian

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	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	**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.		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	Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
	provision made by Midlothian Council.							
MC40-03 Failure to deliver savings	Ensure project plan in place and savings profile validated. Track project plan and agreed deliverables and include financial performance in highlight reports. Escalate anything that falls outside agreed management parameters, with proposed remedial actions. Ensure options have a robust financial assessment and there is clarity on how service delivery is achieved within a reduced budget. At the end of each stage, ensure that the objectives/financial savings are on target. At the end of the project, review the achievement of objectives and report to the Project Board. Track financial savings following completion of the project and conduct a review of benefits.	Project fails to deliver its objectives and target financial savings.					16	Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
SRP.RR.20 Early Years Expansion (1140 Hours)	1. Learning Estate Strategy 2. Early Years Expansion to 1140 hours updates 3. Capital Strategy 4. School Roll Projections will be reviewed and updated 5. Business Support and Finance Business Partners reviewing external funding landscape closely for future funding options	**Risk cause** Population growth in Midlothian over the next 10 to 15 years will see Midlothian become the fastest growing Council in Scotland. Between 2014 and 2039, ages 0-15yrs, population is projected to increase by 20%. In addition, the Scottish Government has made a commitment to increase the current provision of free early years care from 0600 to 1140 hours. **Risk event** Failure to resource and plan for these rises will significantly impact the Councils ability to fulfil its statutory obligations in relation to these groups. The sustainable rate review may lead to significant increase in funding to providers; maintaining current rate is not an option if not deemed sustainable. The result could lead to a funding gap in future years. **Risk effect** Inadequate capacity within the school estate and/or Early Years to cope with the projected increase in numbers. Lack of staffing					20	Education; Education Resources

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
		and/or financial support to build new schools Potential for additional unfunded request to place 4-year-olds with August to December birthdays requesting additional year of 1140 hours, not currently funded by Scottish Government.						

Education Balanced Scorecard Indicators

Midlothian

PI Code	Performance Indicator	2021/22	2022/23	Q1 2023/24	Q2 2023/24	Q3 2023/24	Q4 2023/24
		Value	Value	Value	Value	Value	Value
BS.E.P.1.1d	Improve Primary School attendance	92.25%	93.03%	93.32%	94.98%	92.74%	93.42%
BS.E.P.1.1e	Improve Secondary School Attendance	87.36%	87.11%	87.17%	89.16%	86.15%	87.14%
BS.E.P.1.1f	Reduce exclusions in Primary schools (Rate per 1,000)	3.04	3.03	4.08	1.47	4.39	7.59
BS.E.P.1.1g	Reduce exclusions in Secondary schools (Rate per 1,000)	20.2	22.6	28.01	3.57	12.01	18.27
BS.IOM.E.3.1a	% of those leaving school secure a positive destination	95.5%	N/A	N/A	N/A	95.29%	N/A
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	88%	90%		N/A	100%	N/A
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£6,720.00	£7,149.00	Not measured for Quarters			
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	67%		Not measured for Quarters			
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£8,217.00	£8,372.35	Not measured for Quarters			
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£10,550.00	£9,917.00	Not measured for Quarters			

Published Local Government Benchmarking Framework - Education

Midlothian

Children's Services

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,770.00	£5,972.00	£6,236.00	£6,117.00	£6,378.00	£6,720.00	£7,149.00	22/23 Rank 23 (Third Quartile) 21/22 Rank 15 (Second Quartile) 20/21 Rank 14 (Second Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 15 (SecondQuartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£7,927.00	£8,096.00	£7,937.00	£7,867.00	£8,445.00	£8,217.00	£8,372.35	22/23 Rank 15 (Second Quartile) 21/22 Rank 12 (Second Quartile) 20/21 Rank 20 (Third Quartile) 19/20 Rank 7 (Top Quartile) 18/19 Rank 11 (Second Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (SecondQuartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£5,190.00	£5,010.00	£5,450.00	£7,993.00	£10,885.00	£10,550.00	£9,917.00	22/23 Rank 10 (Second Quartile) 21/22 Rank 11 (Second Quartile) 20/21 Rank 21 (Third Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 16 (Second Quartile) 17/18 Rank 15 (SecondQuartile). 16/17 Rank 18 (Third Quartile)
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	54%	57%	57%	58%	60%	65%	N/A	21/22 Rank 25 (Third Quartile) 20/21 Rank 29 (Bottom Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 27 (Bottom Quartile) 17/18 Rank 26 (Bottom Quartile) 16/17 Rank 29 (Bottom Quartile)

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	26%	30%	28%	33%	33%	38%	N/A	21/22 Rank 15 (Second Quartile) 20/21 Rank 26 (Bottom Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	43%	47%	44%	39%	41%	49%	N/A	21/22 Rank 18 (Third Quartile) 20/21 Rank 23 (Third Quartile) 19/20 Rank 21 (Third Quartile) 18/19 Rank 15 (Second Quartile) 17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (SecondQuartile).
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)	9%	17%	11%	16%	17%	14%	N/A	21/22 Rank 27 (Bottom Quartile) 20/21 Rank 21 (Third Quartile) 19/20 Rank 18 (Third Quartile) 18/19 Rank 24 (Third Quartile) 17/18 Rank 12 (Second Quartile) 16/17 Rank 27 (Bottom Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	78.33%	78.67%	74.63%	69.3%	64.63%	67%		20/23 Rank 29 (Bottom Quartile) 19/22 Rank 31 (Bottom Quartile) 18/21 Rank 31 (Bottom Quartile) 17/20 Rank 25 (Third Quartile) 16/19 Rank 18 (Third Quartile)
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	94.78%	94.91%	93.81%	94.47%	95.44%	95%		21/22 Rank 19 (Third Quartile) 20/21 Rank 18 (Third Quartile) 19/20 Rank 10 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 16 (Second Quartile) 16/17 Rank 11 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)	799	836	806	818	880	929	838	22/23 Rank 26 (Bottom Quartile) 21/22 Rank 20 (Third Quartile) 20/21 Rank 22 (Third Quartile) 19/20 Rank 23 (Third Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	577	652	559	557	588	555	590	22/23 Rank 15 (second Quartile) 21/22 Rank 26 (Third Quartile) 20/21 Rank 22 (Third Quartile) 19/20 Rank 20 (Third Quartile) 18/19 Rank 20 (Third Quartile)

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
									17/18 Rank 12 (SecondQuartile). 16/17 Rank 20 (Third Quartile).
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)	719	701	666	678	677	724	688	22/23 Rank 25 (Bottom Quartile) 21/22 Rank 24 (Third Quartile) 20/21 Rank 28 (Bottom Quartile) 19/20 Rank 25 (Third Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile).
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	792	845	784	849	1,004	1,008	867	22/23 Rank 24 (Third Quartile) 21/22 Rank 13 (Second Quartile) 20/21 Rank 13 (Second Quartile) 19/20 Rank 23 (Third Quartile) 18/19 Rank 28 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)	919	976	1,067	948	988	1,152	1,003	22/23 Rank 19 (Third Quartile) 21/22 Rank 13 (Second Quartile) 20/21 Rank 26 (Bottom Quartile) 19/20 Rank 23 (Third Quartile) 18/19 Rank 10 (SecondQuartile). 17/18 Rank 21 (Third Quartile). 16/17 Rank 25 (Bottom Quartile).
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	1,026	1,165	1,110	1,144	1,325	1,218	1,130	22/23 Rank 21 (Third Quartile) 21/22 Rank 18 (Third Quartile) 20/21 Rank 12 (Second Quartile) 19/20 Rank 21 (Third Quartile) 18/19 Rank 24 (Third Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)			73%		66%	68.2%	71.6%	22/23 Rank 18 (Third Quartile) 21/22 Rank 21 (Third Quartile) 20/21 Rank 17 (Third Quartile) 18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)			78%		73%	76.1%	76.8%	22/23 Rank 23 (Third Quartile) 21/22 Rank 20 (Third Quartile) 20/21 Rank 18 (Third Quartile) 18/19 Rank 18 (Third Quartile)

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	External Comparison
		Value	Value	Value	Value	Value	Value	Value	
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)			27%		32%	25.5%	21.2%	22/23 Rank 12 (Second Quartile) 21/22 Rank 20 (Third Quartile) 20/21 Rank 26 (Bottom Quartile) 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%		27%	20.9%	14.6%	22/23 Rank 4 (Top Quartile) 21/22 Rank 22 (Third Quartile) 20/21 Rank 22 (Third Quartile) 18/19 Rank 25 (Bottom Quartile)
CHN18	Percentage of funded early years provision which is graded good/better (LGBF)	90.7%	91.4%	87.9%	84.7%	88.5%	87.1%	92%	22/23 Rank 16 (Second Quartile) 21/22 Rank 22 (Third Quartile) 20/21 Rank 24 (Third Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 19 (Third Quartile) 16/17 Rank 22 (Third Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	92.6		92.6		92.3		91	22/23 Rank 8 (Top Quartile) 20/21 Rank 16 (Second Quartile) 18/19 Rank 24 (Third Quartile) 16/17 Rank 26 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)	85.02		83.74		89.86			20/21 Rank 16 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 16/17 Rank 28 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils) (LGBF)	44.35		30.65		9.51			20/21 Rank 8 (Top Quartile) 18/19 Rank 30 (Bottom Quartile) 16/17 Rank 31 (Bottom Quartile)
CHN20b	School exclusion rates (per 1,000 'looked after children') (LGBF)	135.14		264.31	N/A	N/A			18/19 Rank 11 (Second Quartile) 16/17 Rank 22 (Bottom Quartile) 14/15 Rank 21 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100) (LGBF)	93.6%	94.3%	92.9%	93.4%	93.7%	93.36%	95%	22/23 Rank 12 (Second Quartile) 21/22 Rank 13 (Second Quartile) 20/21 Rank 8 (Top Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 10 (Second Quartile) 17/18 Rank 8 (Top Quartile) 16/17 Rank 7 (Top Quartile).