



North Ayrshire Council

Comhairle Siorrachd Àir a Tuath

Proud to be  Overall Council of the Year 2017

Education & Youth Employment

Q2 Performance Review

2018/19

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1. Update on actions from last meeting in May 2018

	Action	Progress	Responsible
1.	Refocus on positive destinations/role of SDS and college	The Directorate have continued to further strengthen partnership working with local colleges, universities and Skills Development Scotland to enhance the range of learning pathways to support achievement of qualifications and awards at all levels.	E&YE Directorate
2.	Review how we tell the narrative of the positive impact our work is having on individuals and communities	The Directorate of Education & Youth Employment have recently established an internal Business Improvement Board, which has a key focus on improving communication & sharing the positive impact of the Directorate across North Ayrshire.	E&YE Directorate/ELT
3.	Consider how sector leading practice is continued throughout the Council after attainment challenge funding ceases	The Directorate of Education & Youth Employment, have begun to develop a formal sustainability plan and held our first consultation event with head teachers on the 6 th November 2018 to obtain views on impact & areas of prioritised funding.	E&YE Directorate

Education and Youth Employment Directorate

2. Our Priorities

Strategic Outcomes 2018-2019

“Ensuring people have the right skills for learning, life and work”

National Improvement Framework Priorities 2018:

1. Closing the attainment gap between the most and least disadvantaged children
2. Improvement in attainment, particularly in literacy and numeracy
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations

Service Priorities 2018-2019

1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to promote inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop a range of strategies to support the mental and emotional wellbeing of our children and young people.
- Ensure we develop and deliver an effective early years’ service which will provide flexible learning and a blended model of childcare provision.

2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Design and implement a framework to ensure we develop high quality leaders of learning.

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Consolidate our approach to self-evaluation to ensure a consistency of rigour which will support continuous improvement planning in all education establishments.
- Further refine our approaches to the use of data and research to inform effective teaching and learning, including benchmarking, Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework

4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.

5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.



3. Directorate Priorities

Priority 1. We are reducing inequalities and delivering improved outcomes for children and young people

Key Highlights

- Targeted nurture approaches have been further embedded in North Ayrshire schools. This is having a significant impact on social and emotional wellbeing of learners in 8 secondary schools, 20 primary schools and 9 early learning and childcare establishments. All schools are focused on embedding whole-school approaches to nurture. In early learning and childcare settings, 95% of children showed improvement in the developmental strand of the Boxall Profile. This number was 77% for primary children and 87% for learners in secondary schools. Similar improvements were also observed in the diagnostic strand of this assessment: (early years – 88%; primary – 75%; secondary - 72%). These figures represent significant improvements in social and emotional wellbeing for these young people.
- Education and Youth Employment's Respect for All policy was launched in June 2018 and is for schools, educational establishments and organisations working with young people. This provides a consistent process for responding to instances of bullying behaviour and is supporting schools to further embed an ethos of anti-bullying in the 2018-19 academic session.
- Secondary school counselling supported 350 young people in the 2017-18 school year and this has had a positive impact on mental wellbeing, reducing barriers to learning and improving social skills.
- The phased expansion of Early Learning & Childcare Expansion to 1140 hours has continued to be rolled out across North Ayrshire with 2 initial pilot sites reaching completion. Evaluation from the pilot period indicated this has had a positive impact on children's development both at nursey and home. 3 further pilot sites commenced delivery of 1140 hours from August 2018.
- Analysis of data obtained during the 2017-18 academic year has highlighted the local authority has continued to make good progress in reducing the poverty related attainment gap. This is also reinforced through Education Scotland's external inspection report on the local authority's progress in improving learning, raising attainment and closing the poverty related attainment gap, which was published in July 2018. The key strengths and aspects for development are attached at Appendix 1.
- Family learning has continued to be embedded in North Ayrshire schools and the wider community. Analysis of the team's activity in the 2017-18 academic session, has highlighted increasing numbers of family learning opportunities and schools engaged in this initiative in North Ayrshire's areas of highest deprivation.
- The new Largs Campus was officially opened by the First Minister in June 2018 and marks the introduction of new state of the art learning and leisure facilities for communities on the North Coast.

Key Areas of Focus for the next six months

- Further roll out of 1140 Early Years Expansion with 7 pilot centres and classes throughout North Ayrshire to inform future roll out in the lead up to completion by 2020.
- Extend family learning focus to include exploring opportunities to contribute to NAC anti-poverty initiatives and support practice sharing and capacity building through a family learning network.
- Refine and update our approaches to supporting resilience and mental wellbeing for all children and young people.



Priority 2. High quality learning and teaching is taking place in all our establishments

Key Highlights

- The Professional Learning Academy (PLA) has continued to deliver a comprehensive training programme for teachers, early years practitioners and support staff. Throughout 2017-18 the PLA worked with 26 primary schools in North Ayrshire's highest areas of deprivation. A total of 14 programmes took place in establishments over 8 – 14 weeks depending on the nature of the support. This led to direct impact upon 384 practitioners and 2,506 learners who were involved in a range of training and interventions which took place in their establishments. In addition to this, 1,594 practitioners attended twilight training events. A summary of impact has been provided at Appendix 2.
- A new literacy strategy is in development, as a result of research into best practice and an analysis of our performance over the last 3 years.
- A focus on high quality learning and teaching is being supported through the Visible Learning approach. This encourages teachers to evaluate their own teaching and see learning through the eyes of their learners. This approach is being supported by the PLA.
- Through the Scottish Attainment Challenge a range of leadership programmes were offered in the 2017/18 academic session to ensure we develop high quality leaders of learning. This included a North Ayrshire Head Teachers Leadership Academy, Middle Leadership programme, Coaching & Mentoring diploma and a Parental Empowerment programme. Programme evaluations have indicated this is having a positive impact on school leaders, practitioners and families.
- A new early years planning tool for 3-5 year olds has been developed to ensure robust and consistent tools are in place to build learning pathways to monitor progress of children in early years settings. Training was delivered to managers and senior practitioners in 10 establishments as a pilot in the 2017-18 academic session and training is currently being rolled out to all establishments.

Key Areas of Focus for the next six months

- Further development of professional capacity of staff through the Professional Learning Academy. This will include the roll of Reading Recovery in a number of primary schools located in North Ayrshire's areas of highest deprivation and partnership working with East Ayrshire to develop the professional capacity of P1 staff to deliver dynamic and motivating literacy curriculum.
- The curriculum from Early Years through to Senior Phase will continue to be evaluated and enhanced through a programme of curriculum reviews. This will include production of a short report after each establishment review, which details actions that should be taken in relation to identified areas of curriculum. There will be a specific focus on the Senior Phase in secondary schools. Schools have further flexibility to design a curriculum model in consultation with all stakeholders that reflects their own context, curriculum rationale and meets the needs of all learners. Schools will continue to be supported and challenged by the local authority to ensure that the school's curriculum provides each learner with appropriate learning pathways.
- The new literacy strategy will be completed and this will contribute to the new overall learning, teaching and assessment strategy.



Priority 3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

Key Highlights

- The Directorate Quality Improvement Framework process has been identified as sector leading practice by HMIE during the inspection of local authorities – Scottish Attainment Challenge July 2018.
- A new approach to quality improvement visits is currently being piloted, which involves more involvement of head teachers and other senior school leaders in quality improvement visits to other schools. In addition, the frequency of quality improvement visits has been reduced from three per year to two. A more proportionate approach has been developed whereby a third visit is only negotiated with head teachers where specific support is required, as identified through visits 1 and 2 and the school self-evaluation process.
- Schools have made significant progress in becoming data literate through focused work as part of the Scottish Attainment Challenge. Data Coaches exist within every school and they work directly with practitioners to support them in data analysis and data-driven improvement at class level. Head Teachers focus on using data to drive improvement priorities and curriculum decision making at school and cluster level.
- The establishment of the Regional Improvement Collaborative has provided further opportunities at scale for colleagues to take the lead on a range of key improvement issues as they emerge from establishments themselves. The current areas of focus are: leadership; closing the gap; assessment & moderation; and early learning & childcare.
- The creation of Education & Youth Employment's internal Business Improvement Board is supporting the Directorate to enhance central support team improvement planning and performance management.

Key Areas of Focus for the next six months

- Further development of strategies to support data literacy in schools. This will include the development of a data visualisation tool for school leadership teams.
- A group of senior school leaders will develop and take forward a programme of improvement activities across schools, based on their reflections and learning from their participation in our Head Teachers' Leadership Academy programme.
- Implementation of measures to evaluate the actions taken by the Directorate to reduce workload pressures and bureaucracy, which were identified in the Employee Engagement Survey.

Priority 4. Levels of attainment and achievement are improving for all learners

Key Highlights

- There has been a steady increase in the proportion of children meeting their early years developmental milestones at the point at which they start school, rising from 69% in 2014 to 77% in 2018.
- Overall, attainment in both literacy and numeracy at primary and secondary stages (up to S3) has continued to improve over the last three years. Teacher professional judgement data shows that there is an improving trend overall in numeracy attainment levels with the greatest gains being the proportion of pupils achieving third or fourth level by S3 and the percentage attaining second level by P7. Raising attainment in numeracy remains broadly in line with the national average. Attainment in literacy has increased at each of the main stages from 2016 to 2018. This is illustrated in the tables below:

Percentage of primary pupils (P1/P4/P7) who achieved nationally expected levels of attainment:

	Literacy	Numeracy
2016	64%	74%
2017	70%	77%
2018	72%	80%

Percentage of secondary pupils (S3) who achieved nationally expected levels of attainment:

	Literacy	Numeracy
2016	70%	82%
2017	86%	81%
2018	91%	92%

- There has been further progress in reducing the gap in attainment between North Ayrshire's most and least deprived learners. Overarching performance measures, show a significant reduction in the gap in literacy & numeracy attainment overall in primary & secondary schools.
- In 2018, at National 5, awards at A-D have increased to 86%, up from 82% in the previous year. Higher results are broadly in line with the previous year, with slightly higher presentations and passes per pupil. Advanced Higher results are in line with previous years, with a slightly higher proportion of learners achieving 3 or more passes at A-C than in the previous three years.
- The continuation of partnership working with Ayrshire College has enhanced the range of vocational programmes to pupils in the Senior Phase, as well as supported delivery of a new Foundation Apprenticeship to enable more learners to secure an appropriate learning pathway. 25 pupils from North Ayrshire schools are currently working towards a Foundation Apprenticeship qualification in Engineering.

Key Areas of Focus for the next six months

- There will be an authority-wide focus on improving attainment in maths, particularly at secondary level. A steering group will take forward agreed actions in all schools.
- Continued focus through the quality improvement framework on what actions schools are taking to raise attainment for all learners and address inequity.



Priority 5. High numbers of our young people are entering positive and sustained post-school destinations

Key Highlights

- All schools are offering a broader range of vocational options to their pupils, including some options which are delivered in partnership with Ayrshire College and West College.
- Skills development has continued to be a key component in the Curriculum for Excellence curriculum, with employers engaging with schools to support curriculum delivery & ensure that learning is continuing to be delivered in meaningful contexts.
- All secondary schools have audited their practice against national career and workplace standards.
- Effective partnership working with Ayrshire Chamber of Commerce has continued to support a range of work placements for young people with Additional Support Needs. This has included delivery of training to current and prospective employers in North Ayrshire.

Key Areas of Focus for the next six months

- Further strengthening of existing partnerships with local employability partners, Developing the Young Workforce and universities as part of their Widening Access programmes.
- Delivery of a CPD event for primary schools to support embedding of national career and workplace standards.
- Continuation of effective working with Skills Development Scotland, Ayrshire Chamber of Commerce and local authority colleagues to ensure that young people are receiving appropriate & timely information about MA opportunities.
- Completion of a small scale programme with 3 local employers to offer pupils a one year work experience placement with a view to them considering offering MA places at the academic year end. This programme will be evaluated to inform next steps.

4. Directorate Performance Indicators

4.1. Council Plan Performance Indicators Summary

The table below demonstrates a high level view of the progress made towards the Council Plan priorities.

There are 5 indicators linking to Priority 3 in the Council Plan connected to educational achievement and school leavers destinations.

- **E&S_P_B01** % of children achieving their developmental milestones at the time the child starts primary school
- **E&YE_PI_D02** % of leavers attaining literacy at National 5 (SCQF Level 5)
- **E&YE_PI_D04** % of leavers attaining numeracy at National 5 (SCQF Level 5)
- **E&YE_PI_D06** % gap in attainment of Looked After Children
- **SOL_CHN11** % of school leavers entering positive destinations

Council Plan Performance Summary– As at Q2 2018/19						
Priority	No of Indicators					
3 – Ensuring people have the right skills for learning, life and work.	5	1	3	n/a	1	n/a

4.2. Directorate Plan Performance Indicators Summary

The table below demonstrates a high level view of the progress made towards the Directorate's strategic priorities. We have 12 performance indicators in our Directorate Plan.

Directorate Plan Performance Summary– As at Q2 2018/19						
Priority	No of Indicators					
1 – We are reducing inequalities and delivering improved outcomes for children and young people.	4	3	n/a	1	n/a	n/a
2 – High quality learning and teaching is taking place in all our establishments.	2	2	n/a	n/a	n/a	n/a
3 – Self-evaluation and performance improvement are embedded throughout our schools and central support teams.	3	2	n/a	n/a	n/a	1
4 – Levels of attainment and achievement are improving for all learners.	4	3	n/a	1	n/a	n/a
5 – High numbers of our young people are entering positive and sustained post-school destinations.	3	1	2	n/a	n/a	n/a
Total PI Indicators	11	6	2	2	n/a	1

4.3. Directorate Plan Performance Indicators – Red and Amber Status

The performance indicators which are slightly adrift of target are:

Description	Q4 2016/17	Q4 2017/18	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
	Status	Status					
Average total tariff score of the lowest 20% attainment cohort.					174	189	Although the value of the indicator for the average total tariff score of the lowest 20% of the school leaver cohort has been lower in 2017 than in the last two years, it remains above national performance and is closely related to the reduction in the average number of courses taken by S4 pupils. By encouraging our learners to stay in school beyond their minimum school leaving age and diversifying the curricular choices for each subsequent year they remain in school there is a strong expectation that this is only a temporary slippage in performance of the “lowest attaining 20%” of our young people.
% of Leavers attaining numeracy at National 5 (SCQF Level 5).					66.83%	70%	There was a slight dip in performance in this indicator in 2017 compared to 2016 exam diet but the 5-year trend is still an increasing one. As our targets are aspirational and adjusted annually to take into account the most recent past performance, any slippage in performance compared to a previous year will fall short of the target. The focused work on improving learning and teaching in maths will help to address this.
% of school leavers entering positive destinations.					93.4%	95.5%	After a few years of rapidly improving performance in the positive school leaver destinations indicator in North Ayrshire (the 2015 performance recorded 96% was one of the highest in Scotland), the value of this indicator has been adrift of trend and target for the second year running. As this is still in line with National performance, it has immediately triggered the performance monitoring concerns over medium to long term trends and is now being investigated as a priority area for improvement for the service.

4.4. LGBF Indicators – Priorities

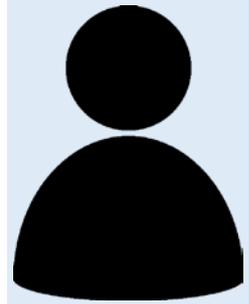
LGBF Indicators 2016/17						
Service Area	No of Indicators					
Children Services	22	1	1	0	10	10

5. Quarter 2 Summary Sheet

Education and Youth Employment Directorate 2018/19



School Leavers from North Ayrshire are outperforming pupils from similar areas of socio-economic deprivation (in all SIMD deciles)



87.2% of young people in S4 chose to continue into S5 in 2018/19 academic session. This is the highest stay on rate reported in the last five years.

89% of 1440 respondents to the annual family learning survey reported they are confident in dealing with matters related to their child's education.



81.6% of school leavers attaining Literacy at Level 5 or better



School exclusion rates have dropped consistently over the last 5 years and are better than National performance

91.1%



Participation rate of 16 to 19-year-olds in education, employment or training in 2017/18

Looked After children from North Ayrshire schools are achieving better than



Looked after children elsewhere



5. Best Practice

The Directorate Quality Improvement Framework has been externally evaluated as sector leading and is contributing significantly to improvements in educational outcomes across the service.

6. Employees

6.1. *Sickness Data*

The figure at September 2018 is 1.96 days lost per FTE which is below the year to date target of 3 days. This demonstrates a positive trend of reducing absence. Absences are effectively managed across the Directorate and staff are supported to get back to work as soon as they are able. 56% of staff have had no absence over the last year.

6.2. *Other Employee Information*

The Employee Engagement Survey opened on the 25 September 2017 and the response rate was 25%, equating to 655 responses from 2565 employees. This is 5.9% lower than the response rate in 2015 which was 31.4%. The Council wide response rate for 2017 was 35.5%, this is 2% lower than the response rate for 2015.

The top three response rates were; Senior Managers at 100%, Psychological Services at 92.3% and Headquarters Staff at 68.2%. Therefore, responses from school establishments will be a focus for the next survey.

Education and Youth Employment employee engagement level is 69.6%, a slight decrease of 0.9% since the 2015 survey which was 70.5% and an overall increase of 16.1% since the initial survey in 2012, when the engagement level was 53.5%. In comparison to the Council wide engagement level which is 71.2%, Education and Youth Employment are only 1.3% lower in the engagement level.

The main areas for improvement identified were; workload, staffing levels, pay/job grade, recognition and communication. These improvement areas mirror those of the Council as a whole. In response to identified areas of improvement, the Directorate of Education & Youth Employment put in place a number of actions and activity is currently underway to determine the impact on employee engagement.

7. External Evaluations

Education Scotland carried out 1 inspection in our schools in the period between 1st of April 2018 and 31st of September 2018. The evaluations were as follows:

Primary

Establishment	Date of inspection published	Leadership of Change	Learning, Teaching and Assessment	Raising attainment and achievement	Ensuring wellbeing, equality and inclusion
St Palladius' Primary School	30 October	[Not assessed]	Good	Good	[Not assessed]



APPENDIX 1

Extract from Education Scotland Inspection Report, July 2018

To what extent is the education authority improving learning, raising attainment and narrowing the poverty-related attainment gap?

North Ayrshire Council is making **very good** progress with improving learning, raising attainment and narrowing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths and aspects for development.

Strengths

- The central officer team's drive, vision and capacity for continuous improvement, supported by strong governance structures, provide opportunities for innovation within an appropriate framework of accountability at all levels.
- There are shared values and common purpose where school staff feel valued and very well supported.
- The very strong leadership of the Executive Director and leadership team is driving improved outcomes for children and young people.
- Partnership working within the Scottish Attainment Challenge thematic workstreams is leading to improved outcomes for children, young people and their families living in the highest areas of deprivation.
- Very effective self-evaluation is leading to improved learning, raised attainment and a narrowing of the poverty-related attainment gap.
- Very strong approaches to staff development are evident across the whole authority led by the work undertaken by the PLA. The development of leadership at all levels is building leadership capacity across the authority.

Aspects for development

- The authority should continue to build on identified areas of strong and sector leading practice.
- The authority should continue to engage a wider range of stakeholders, including parents and pupils, in self-evaluation, planning and governance of the Scottish Attainment Challenge across North Ayrshire Council.
- The authority should further strengthen the information provided to the cabinet to further enhance scrutiny and transparency.
- The authority should confirm formal exit strategies for Scottish Attainment Challenge workstreams as a matter of priority and share them with elected members to ensure sustainability.



APPENDIX 2

Summary of Professional Learning Academy Interventions and Impact

The 7 **literacy interventions** included those with a speech and language focus, reading comprehension, Reading Recovery, phonological awareness and leadership in writing. The introduction of **Strathclyde Higher Order Reading Skills (SHORS)** into 10 establishments was an important highlight. The first block of SHORS interventions demonstrated that learners increased their reading comprehension skills by an average of 1.5 years of progress during the 12 week intervention. By the second block this had increased to nearly 2 years of progress.

Talk Boost 1 and 2 are speech and language support programmes which have also had an impact on learners' attainment. The interventions took place in 13 establishments with 164 learners and 61 practitioners. In line with our delivery model, practitioners are trained at the PLA before returning to their establishment and implementing the approach. The PLA team then visit schools and early years classes to team-teach, model practice and provide additional support, advice and guidance. This helps practitioners embed the new approaches and ensures that the necessary skills are in place to support sustainable change. The greatest impact was in the area of 'social interaction and conversations' with learners in the intervention group increasing their skills by an average of 75 percentage points. In other elements of the assessment the learners increased their skills in all other areas by a minimum of 35 percentage points.

Reading Recovery took place in one school as our teacher leader in training is completing this course. The impact of this work on the 4 pupils involved was significant. All of these learners can now read and are reading at the level of their peers with two reading above their chronological age. This work also had an impact on their skills in writing and all can compose 2 sentences independently. Considering these learners began the intervention as non-readers this is significant.

There were 5 **numeracy and STEM interventions** which included leadership in numeracy, Number Sense, maths through coding and maths through science, along with the numeracy framework support and training. The nature of the assessment process within the **Number Sense** intervention meant that we could track the reduction in the attainment gap. Following the 8 week intervention the targeted groups had increased their scores by an average of 29% whilst the rest of the learners had only increased by 8%. This represents the gap reducing by 21 percentage points. Post-intervention learning conversations with learners themselves demonstrated that they felt much more confident in numeracy and were able to work alongside their peers which was an important factor for them. Teachers reflected that the target groups demonstrated markedly increased levels of confidence, motivation and independence. Learners were observed applying learned strategies to unfamiliar tasks and problems.

Twilight training events were very positively received with almost all participants either agreeing or strongly agreeing that courses were professionally relevant and of a very high standard. There were 17 different literacy events (583 participants), 13 events focused on Early Level learning (321 participants), 30 focused on numeracy (350 participants) and 21 with a pedagogical focus (340 participants). Literacy events were very positively received with almost all participants stating they felt confident transferring learning into practice. Speech and language based events were extremely popular and this links with the demand for speech and language interventions for the new academic session. In laying the groundwork for our new work on Visible Learning, a range of twilight sessions were offered covering differentiation and feedback. These were well received by participants and the demand for support in Visible Learning over the new academic session has been overwhelming with 50% of all schools participating in this work. Numeracy events were also well attended with training on dyscalculia being the most popular.



APPENDIX 3

Summary of Directorate Performance Indicators

Strategic Priorities	Indicator Ref.	Indicator Description	Actuals			3 YEAR TREND	Benchmark	Targets		
			15/16 (data from 14/15)	16/17 (data from 15/16)	17/18 (data from 16/17)			17/18 (data from 16/17)	18/19 (data from 17/18)	19/20 (data from 18/19)
SP3	E&YE_PI_D02	% of leavers attaining SCQF Level 5 in Literacy.	74.1%	79.4%	81.6%	↑	72.6%	82%	85.5%	89%
SP3	E&YE_PI_D04	% of leavers attaining SCQF Level 5 in Numeracy.	64.9%	68.5%	66.8%	↑	62.4%	70%	73%	76%
SP3	E&S_P_A07	Average total tariff score of the highest 20% attainment cohort.	1719	1779	1785	↑	1832	1780	1802	1842
SP3	E&S_P_A06	Average total tariff score of the middle 60% cohort.	756	786	805	↑	820	802	876	906
SP3	E&S_P_A05	Average total tariff score of the lowest 20% attainment cohort.	186	161	174	▬	182	189	210	262
SP3	E&S_P_A08	Average total tariff score of pupils living in SIMD 30% most deprived areas.	665	660	697	↑	634	718	728	N/A
SP3	SOL_CHN11	% of school leavers in a positive destination.	94.5%	94.1%	93.4%	↓	92.3%	95.1%	95.4%	95.7%



Strategic Priorities	Indicator Ref.	Indicator Description	Actuals			3 YEAR TREND	Benchmark	Targets		
			15/16 (data from 14/15)	16/17 (data from 15/16)	17/18 (data from 16/17)			17/18 (data from 16/17)	18/19 (data from 17/18)	19/20 (data from 18/19)
Enabler	E&S_P_D01	% of non-teaching staff who have had a PPD in the last twelve months.	85%	76%	96%	▬	N/A	98%	98%	98%
Enabler	E&S_P_D02	% of teaching staff who have had a PRD in the last twelve months.	95%	89%	98%	↑	98%	98%	98%	98%
Enabler	E&S_P_D03	Employee Engagement Level.	65.6%	N/A	69.9%	↑	69.6%	73%	N/A	N/A