

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE19 August 2021Report by Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2020/21**PURPOSE OF REPORT**

1. The purpose of this report is to update and advise the Education Committee of the end-year performance of the Education Department for 2020/21. This report is based on performance indicators and activities in the Outcome Delivery Plan 2020-2023, approved by Cabinet in October 2020. Detailed performance measures are attached in Appendix 1.

RECOMMENDATION

2. Elected members are asked to comment on and approve the report as a summary of the Education Department's end-year performance for 2020/21.

BACKGROUND

3. The Education Department's progress in achieving the performance indicators and critical activities in the Outcome Delivery Plan (ODP) is normally reviewed on a six monthly basis through departmental reports. These reports are considered at performance review meetings, attended by the Chief Executive and Education Leadership Team to both discuss the ongoing performance and consider the key activities for the following period. End-year reports are prepared and presented to Education Committee to provide a summary of the department's performance throughout the previous 12 month period.

4. In October 2020, Education Committee considered and approved the department's end-year report 2019/20.

REPORT

5. The Education Department's end-year report (Appendix 1) sets out a high level summary of the performance in 2020/21 under the following key areas:

- Outcomes – these provide a statistical overview of the department's performance, outlining results for the benefit of customer and the local community. This includes relevant Local Government Benchmarking Framework (LGBF) indicators;
- Customers, Efficiency & People – these focus on a range of activities and targets aimed to improve the performance and effectiveness of the department.

6. Due to the timing of the end-year report, much of the data refers to the previous academic session. For example, for the end-year report 2020/21, completed in May 2021, full data is only available from school session 2019/20. The 2020/21 academic performance will be reported to the Education Committee through the annual presentations on educational outcomes and through the department's and schools' Standards and Quality Reports.

7. Given the ongoing impact of the Covid-19 pandemic on the Council and, specifically within Education due to extended periods of closure, no targets were set for 2020/21. Performance measures from this year will be used as a baseline for future years as we continue to recover from the pandemic.

8. In spite of the unprecedented challenges throughout 2020/21, both the Education Department and education settings (schools and nurseries) continue to perform at the highest levels and work towards achieving the department's vision. Key highlights within each area include:

Outcomes

- ✓ Delivery of 1140 hours for all 3 and 4 year old children from August 2020, complemented by remote delivery during periods of extended closure.
- ✓ Innovative high quality approaches to remote learning and teaching to support pupils during periods of school closure and through periods of self-isolation, working in partnership with other services and departments across the Council.
- ✓ Very strong S4, S5 and S6 SQA performance with ERC ranked in the top quartile for all LGBF indicators and ranked first for 70% of indicators.
- ✓ Continued very high percentage of leavers going on to positive destinations despite the continuing impacts of Covid-19.

Customers

- ✓ Ongoing achievement of the Customer Service Excellence standard, with a record 31 areas of 'compliance plus'.
- ✓ Adaptive and responsive customer focussed services, including increased digitisation to ensure ongoing access throughout closure periods.
- ✓ Significantly high levels of satisfaction as expressed through the Citizen's Panel, with 98% and 97% of respondents rating primary and secondary education respectively as 'very good' or 'good'.
- ✓ Effective systems to support learners and families throughout the pandemic, such as targeted digital support and the Healthier Minds Service.

Efficiency

- ✓ Continued digitisation of 'back office' functions and processes.
- ✓ Launch and rollout of Parents Portal, improving the digital relationship between schools and families.
- ✓ Ongoing efficient use of resources as evidenced by continued above average performance in terms of cost per pupil place.
- ✓ Significantly improved performance in invoice payment timescales and strong performance compared to overall ERC position.

People

- ✓ High quality professional learning opportunities for staff, including an increase in the number of courses available despite the impacts of the closure period.
- ✓ Continued focus on the digital upskilling of staff in response to the opportunities and challenges offered through remote learning.
- ✓ Strong focus on staff health and wellbeing including through dedicated resources available within the Healthier Minds Service.

9. As outlined above, significant progress has continued to be made in achieving the activities outlined within the ODP, however, further improvement actions for the forthcoming year include:

- Implementation of the Building Back Better and Fairer framework 2021/22 in supporting the continued recovery of pupils and staff (subject to Education Committee approval).
- Support schools and nurseries with the implementation of the findings of the ASN review.
- Ongoing improvement in processes to further improve customer service and engagement with the department. This will be in conjunction with the Council's wider work as part of the Digital Customer Experience programme.
- Continue to progress digital solutions, including online customer services and Core Systems, to modernise how we work and continue to improve efficiency to mitigate against future financial savings. This includes the introduction of significant new systems for schools and nurseries, namely SEEMIS Early Years and SEEMIS Next Generation.
- Commence the Aspiring Leader Programme for middle leaders.
- Continue to invest in staff wellbeing across all levels, including tackling workload and bureaucracy in schools and implementing the recommendations of the Council's *The Way We Work* programme.

FINANCE & EFFICIENCY

10. There are no specific financial implications arising from this report. All finance and efficiency implications are detailed in section 4 of Appendix 1.

PARTNERSHIP WORKING

11. Whilst this report focuses specifically on the Education Department's contribution to the delivery of the ODP, it is recognised that the ongoing continual strong performance is only achieved through the excellent, well-established partnership working across the Council and with external partners. This has been particularly highlighted throughout the challenging circumstances of the last year and the valued contributions that partners have made to ensure that our learners, staff and families can continue to benefit from our services.

IMPLICATIONS OF REPORT

12. The department has a well-established self-evaluative approach across all areas of work and will continue to take the necessary steps to achieve ongoing strong performance and improve in the key areas outlined above.

CONCLUSION

13. This report summarises the Education Department's end-year performance for 2020/21. In spite of an unprecedented set of circumstances, in which schools and nurseries remained closed for most children and young people for extended periods of time, the report outlines a continued strong performance across all measures.

14. Through adapting service delivery, we have been able to continue to deliver high quality learning to children and young people across all of our schools and nurseries. All staff across schools, nurseries and the wider Education Department have continued to demonstrate their innovation, professionalism and commitment at all times to achieve for all our learners and ensure a positive, strong performance as outlined in the report.

15. The performance of this year sets a strong baseline for future targets and this report outlines the ambitious improvement plans in place across the department, as we continue to support ongoing recovery from the pandemic, to ensure we can continue to deliver further improvement.

RECOMMENDATION

16. Elected members are asked to consider and comment on the report as a summary of the Education Department's end-year performance for 2020/21.

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Director of Education
19 August 2021

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Local Government Access to Information Act 1985

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Appendix
Building Back Better and Fairer Framework 2021-22

Background papers

1. [East Renfrewshire Council's Outcome Delivery Plan 2020-23](#)

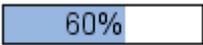
End Year Performance Report May 2021

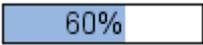


This report includes an update on the Education Department's indicators and activities in the ODP, LGBF indicators and absence and management information (absence levels, invoice processing and complaints handling).

Note: Following the national approach, school attainment, attendance and exclusion data in the plan refers to the relevant academic year rather than the financial year.

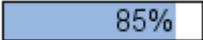
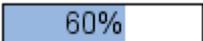
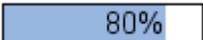
PI Status of last available data:	
	Off target
	Target still to be achieved
	On Target
	Data or target not available
	For information only (no target set)

1. ODP Critical Activities			
1.3 Children and young people are cared for, protected and their wellbeing is safeguarded			
Activity	Progress Bar	Due Date	Latest Note
Targeting the allocation of resources to ensure additionality is deployed to support prevention and early intervention and loss of learning caused by nursery closures due to Covid 19		30-Jun-2021	Analysis of data gathered during lockdown, using the Family Wellbeing Scale, identified a greater level of need for families residing in the Barrhead area. As a result more members of the team are now deployed in Barrhead and 55% of families they support reside in SIMD 1-3. The Excellence and Equity Lead, who operates from Carlbar Nursery class has continued to support families remotely and in person as restrictions have allowed, engaging them in their children's learning.
Continuing to work with partners to increase parenting capacity and understanding of child development and physical health, and the importance of play experiences for young children		30-Jun-2021	Since March 2020 the Early Years Prevention Officer has ensured support for parents has continued throughout the pandemic, through both online and remote delivery. The Family First team successfully engaged with and supported 189 families. Fifty pre and post Family Wellbeing Scales have been completed to date of which almost all showed an improvement. Twenty families were supported through formal Sleep Scotland assessments, almost all showed an

Activity	Progress Bar	Due Date	Latest Note
			improvement in their child's sleep. PoPP support has continued with online and remote delivery providing a valuable lifeline to 64 families who engaged with the online materials. One hundred and thirty-seven learners registered to undertake the learning across the range of age groups from pregnancy and pre-birth through to understanding teenagers.
Supporting children and families to transition to new ELC settings and models		30-Jun-2021	Families have been supported through the delivery of 1140 hours since August 2020, complemented by remote delivery through the closure period. In addition, temporary provision was put in place for keyworker and more vulnerable children during the closure period. New provision has been opened at Crookfur Family Centre, Glenwood Family Centre, Busby Nursery Class, Cross Arthurlie Nursery Class and Eaglesham Nursery Class. Despite the restrictions, very effective transition arrangements for children and families are in place with staff utilising digital tools such as short films and 'thing links' to help all to get to know the new environments. The final new setting at Overlee Family Centre will open to children in August 2021.
Employing early years tracking tool in ELC settings to identify gaps in learning due to Covid19 and target support for children		30-Jun-2021	All local authority settings are making good use of the tracking tool to identify gaps in children's learning and plan targeted support. A consultation undertaken in January 2021 received 91 responses from ELC staff most of whom found the tool to be useful and effective in identifying children's learning needs. This tool is an effective mechanism for sharing key information as part of blended placements and at transition points.

2.2 Children and young people are included

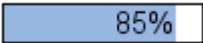
Activity	Progress Bar	Due Date	Latest Note
Continuing to support staff to embed the principles of Getting It Right For Every Child in all schools and classrooms		30-Jun-2021	We take a staged approach to wellbeing planning where school staff are supported to ensure assessment and planning takes account of children and young people's views. Ongoing tracking of progress against targets outlined in Wellbeing Plans and Coordinated Support Plans takes place within individual settings. In addition the department tracks a range of areas for all pupils such as attainment,

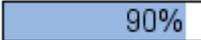
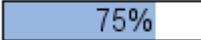
Activity	Progress Bar	Due Date	Latest Note
			achievement, attendance, exclusion rates and leaver destinations. This tracking is analysed and reported on for all children and analysis across key equity groups undertaken.
Implementing the learning for sustainability strategy		30-Jun-2021	<p>School staff continue to benefit from high quality professional learning provided by WOSDEC Global Learning Centre, a key partner in Learning for Sustainability (LfS). This includes Continuous Lifelong Professional Learning (CLPL) provided to all probationer teachers.</p> <p>Pupils continue to participate in a wide range of LfS activities including award based programmes such as the Duke of Edinburgh Award, John Muir Award and Eco School Green Flag. Thirty schools and centres currently hold an Eco Schools Green Flag Award, which is a higher proportion than in any other local authority.</p> <p>Thirty settings hold the Rights Respecting Schools award, with 11 at Gold level. CLPL has been arranged to raise further awareness of the Award scheme and to encourage schools to participate. We recently completed our first local authority Rights Report, highlighting how we support and uphold Children's Rights, which will be submitted to the Scottish Government.</p>
Implementing revised policies for inclusion and anti bullying		30-Jun-2021	Standard circulars 8 (Included, Engaged and Involved), 8a Anti-Bullying and 12 Inclusion have been reviewed and implemented. ERC's response to the Angela Morgan report has begun and an Action Plan based on the review of ASL in ERC will be published in September 21. Professional Learning for staff is ongoing and designed to support the implementation of these policies.
Supporting transitions, recovery and wellbeing for all children, young people and staff as they return to school after school closures due to COVID- 19		30-Jun-2021	The Education Leadership and Quality Improvement Teams have provided ongoing support to all stakeholders since the first period of school closures in March 2020. Regular consultation with pupils, staff and parents has allowed detailed plans around recovery and schools reopening to be successfully produced and implemented. National Guidance continues to be adhered to, along with a continued focus on supporting wellbeing and addressing learning loss. Our Educational Psychology Service has complemented any plans with their regular support to individuals,

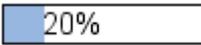
Activity	Progress Bar	Due Date	Latest Note
			families and staff groups. 'Healthier Minds' sessions have been delivered to staff and parents. High quality remote learning was provided to all pupils from Jan – Mar 21. This enabled children and young people to continue to learn during the school closure period. Although no replacement to face to face learning, the impact of this quality provision was measured as part of the department's Quality Assurance of Remote Learning. Education Scotland also endorsed the support and guidance provided by the department to ELC settings and schools.

2.3 Children and young people raise their education attainment and achievement and develop skills they need

Activity	Progress Bar	Due Date	Latest Note
Further investing in Learning Partnerships, professional enquiry and supporting schools with their Pupil Equity Fund and additional COVID-19 resources to raise attainment for all pupils and key equity groups		30-Jun-2021	Pupil Equity Funding has been carefully used to target the raising of attainment and achievement for children and young people with Free School Meal Entitlement. Planned interventions have been delivered by individual establishments. The impact of Covid on this key equity group has been carefully considered with a weighting towards literacy, numeracy and health and wellbeing interventions. In addition to Pupil Equity Funding, Covid-19 resources have been made available to support with additional teaching and support staff. Establishments are in the process of evaluating the impact of this additional resource in terms of pupil attainment and achievement and the address of learning loss. Professional learning focusing on professional enquiry and research has continued for school staff and leaders with online delivery. Additional sessions to the core programme have been targeted towards addressing learning loss in literacy, numeracy and health and wellbeing.
Implementing the Numeracy and Mathematics, Literacy and Parental Engagement strategies		30-Jun-2021	The Literacy strategy's accompanying CLPL programme continues uninterrupted with sessions delivered online. Reading Guidance has been updated to reflect current practice and Guidance in relation to Writing and Talking and Listening will be published by June 21. The professional learning

Activity	Progress Bar	Due Date	Latest Note
			<p>programme associated with the numeracy and mathematics strategy continues for identified staff in all primary and early years establishments. Alongside this a programme of universal CLPL was provided for all other practitioners addressing key areas. Sessions have been well attended and highly evaluated and detail the intended impact on future practice. To ensure a continued network of support for Maths Champions, there are regular meetings to allow for the sharing of best practice and continued professional learning opportunities; secondary colleagues from all 7 establishments are also invited to these meetings to ensure there are opportunities for teachers across sectors to work collaboratively.</p> <p>Schools and ELC settings adapted their successful approaches to parental engagement to ensure that parents continued to have opportunities to be involved and engaged with the establishment during lockdown and throughout remote learning. Digital platforms were successfully introduced and expanded to meet the needs of local communities and schools report that this has led to an increase in parental engagement and involvement. All schools have effective Parent Councils who are actively supported through the Parent Council Chair's forum which moved online from March 2020. Most Parent Councils also moved to online platforms at this time which has led to an increase in attendance and engagement at meetings. The Parent Council Chair's Forum provided a valuable platform for consultation with parents to make and evaluate plans throughout the pandemic. Family Centred Approaches accreditation continues to be a focus with the first primary School achieving Gold accreditation in session 19/20 and three Early Learning and Childcare settings now achieving Gold.</p>
<p>Challenging and supporting establishments and services to offer a range of opportunities which will help all learners develop skills for learning, life and work and celebrate their achievements</p>		<p>30-Jun-2021</p>	<p>The ERC vocational programme continues to provide a wide range of opportunities for young people across the authority, through in person and remote delivery, with pupils participating from all 7 secondary schools and Isobel Mair School. ERC performed significantly better than the national average with 20.2% attaining a vocational qualification at SCQF Level 5 or better compared to 11.4% nationally.</p>

Activity	Progress Bar	Due Date	Latest Note
			<p>Due to school closures throughout the summer term 2020, some awards could not be completed within the school session. Alternative arrangements were made to support young people to continue to pursue their achievements in a range of ways, including using digital platforms. The Education Department has supported schools to take a wellbeing-focused approach to supporting and recognising pupil achievement during the period of school and leisure facility closures. In partnership with Active Schools we provided a programme of enrichment activities for targeted young people during autumn 2020. Through continued partnership working with schools, East Renfrewshire Culture and Leisure Trust and Young Person's Services we will support young people to return to prior levels of engagement with extra-curricular activities.</p>
<p>Supporting establishments and working with partners to deliver the Developing the Young Workforce (DYW) Implementation Plan and Health and Wellbeing Action Plan</p>		<p>30-Jun-2021</p>	<p>The DYW Implementation Plan has been reviewed with partners via the Local Employability Partnership and updated to reflect the current economic situation, A second Progress Report has been published to demonstrate activity in relation to DYW across ERC, the impact of this activity and next steps towards embedding DYW in ERC. New DYW School Co-ordinators have been appointed in secondary schools, funded by Scottish Government and are undertaking planned CLPL designed and delivered by SDS focusing on labour market intelligence and engaging with employers. A new resource on Relationships and Sexual Health has been shared with schools and CLPL has been rolled out in partnership with NHS. Best practice in tracking and supporting Health and Wellbeing of learners has been shared through a West Partnership Collaborative Learning Network. All probationer teachers have participated in CLPL on Health and Wellbeing with a specific focus on mental health.</p>
<p>Implementing the Digital Learning and Teaching and Science, Technology, Engineering and Mathematics strategies</p>		<p>30-Jun-2021</p>	<p>Very good progress has been made with the implementation of the Digital Learning and Teaching Strategy. Staff skills and confidence have increased as a result of targeted CLPL in order to support with approaches to remote learning. Feedback from staff, pupils and parents/carers around the provision of digital approaches has been very positive overall and</p>

Activity	Progress Bar	Due Date	Latest Note
			<p>reflects the move from face to face teaching to remote with 95% of pupils engaging remotely during the last lockdown.</p> <p>Despite the impact of Covid, good progress continues to be made with the STEM strategy. A programme of very well attended and strongly evaluated professional development for the learning and teaching of the sciences in the primary sector continued, being delivered remotely. Four primary schools and an Early Learning Childcare establishment have achieved the STEM Nation award, some of the first in Scotland to do so. An Early Years establishment, two primary schools and two secondary schools introduced programmes of professional development in STEM, following grant awards from Education Scotland.</p>
<p>Investing in accredited Reading Recovery programme to support an authority wide approach to early reading interventions</p>		<p>30-Jun-2021</p>	<p>Reading Recovery in ERC continues with almost all primary schools engaging in the programme, either via Initial Professional Development or Continuing Professional Development. In addition a number of other programmes have been developed, using Reading Recovery methodologies, to support reading skills across stages within settings. Daily Literacy Learning and Together Raising Attainment in Literacy have been delivered and rolled out across ERC primary schools using a coaching and modelling approach to support practitioners to implement their learning in to practice. Similarly, Together Better Readers delivered by PSAs, has been designed to support older children, including those attending high schools, to improve their reading skills.</p>
<p>Developing an enrichment programme in conjunction with the Trust to address the impact of COVID-19 on wellbeing</p>		<p>30-Jun-2021</p>	<p>A very positive and encouraging start was made to the programme and included valuable support from the educational psychology team. Unfortunately due to restrictions/lockdown, the programme was suspended in November 2020. It is not intended to resume as the previous rationale is no longer as relevant and there would be limited time available before the end of the school session in order for the programme to have sufficient impact.</p>
<p>Implementing the Learning, Teaching and Assessment Framework</p>		<p>30-Jun-2021</p>	<p>The Learning Teaching & Assessment Framework was launched in March 2020 at the HT seminar. Subsequently a CLPL programme was created and implemented addressing aspects of the 5 key areas of the framework. Feedback from the CLPL</p>

Activity	Progress Bar	Due Date	Latest Note
			<p>programme has been extremely positive and all sessions have been delivered as online webinars to encourage access at any time for all practitioners. Although schools have engaged well with this framework and attended training, implementation progress has been impacted with the two periods of school closure.</p> <p>This session we have 12 participants undertaking the Improving Our Classrooms programme which is funded by the West Partnership and delivered remotely in collaboration with Glasgow City Council. The programme focusses on key aspects of learning, teaching and assessment including metacognition and feedback. Participants have provided very positive feedback about the programme and the impact that it is having on their thinking and practice.</p>

2. Local Government Benchmarking Framework indicators (LGBF)

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
SCHN01: Cost per primary school pupil £	£5,264.00				The cost per primary school place (cash value) increased by 5% from £5000 in 2018/19 to £5264 in 2019/20; this was slightly higher than the increase (4%) nationally but still less than the total average spend per pupil (£5595) nationally. The Council has remained in quartile 1 for this measure from 2017/18 to 2019/20.
SCHN02: Cost per secondary school pupil £	£7,314.00				The cost per secondary school place (cash value) increased by 1.9% from £7175 in 2018/19 to £7314 in 2019/20; this compared favourably with the total spend per pupil (£7531) nationally. The Council has remained in quartile 2 for this measure in 2019/20.
SCHN03: Cost per pre-school place £	£7,004.00				The cost per pre-school place (cash value) increased by 14.1% from £6141 in 2018/19 to £7004 in 2019/20;

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
					this compares favourably with the increase nationally of 32% and has resulted in Council's rank reducing in 2019/20 by 5 places to 19.
SCHN04: Attainment of all Children in S4	88%				The proportion of children achieving 5 or more awards at SCQF level 5 has remained above 85% since 2016/17; the national value for this measure is 24% lower in 2019/20. The Council have been ranked 1st since 2011-12 and have remained at least 13% above the Virtual Comparator over the past three years.
SCHN05: Attainment of all children at S6 (subject to change to align with new measure from Senior Phase Benchmarking Tool)	69%				The proportion of children achieving 5 or more awards at SCQF level 6 increased by 4% this year to 69%; the national value for this measure is 31% lower. The Council have been ranked 1st for this measure since 2011-12 and has remained at least 18% above the Virtual Comparator over the past five years. The Council has a three year (2019-2021) target of 65%.
SCHN06: Attainment at S4 of children who live in deprived areas. (subject to change to align with new measure from Senior Phase Benchmarking Tool)	61%				The proportion of children living in the 20% most deprived areas achieving 5 or more awards at SCQF level 5 has reduced from 69% to 61% in 2019/20; this represents a performance 14% above the national value for this measure in 2019/20. The Council are ranked 2 nd in Scotland and have remained at least 11% above the Virtual Comparator in 2019/20.
SCHN07: Attainment at S6 of children who live in deprived areas. (subject to change to align with new measure from Senior Phase	42%				The proportion of children living in the 20% most deprived areas achieving 5 or more awards at SCQF level 6 remained 42% this session; this represents a performance 21% above the national value for

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
Benchmarking Tool)					this measure in 2019/20. The Council is ranked 2 nd in Scotland and has remained at least 18% above the Virtual Comparator over the past three years.
SCHN08b: The gross cost of "children looked after" in a community setting per child per week £	£223				Data from 2017-2020 shows ERC maintaining remaining in the first quartile. There has been a 8.8% increase during this period.
SCHN10: % of Adults Satisfied with local schools	84.3%				The proportion of adults satisfied with local schools increased by 2.3% to 84.3% in the period 2017-2020; this represents a value 12% above the national average. The Council reduced rank to 4 in the current three year period (2017-2020)
SCHN11: Proportion of Pupils Entering Positive Destinations (subject to change to align with new measure from Senior Phase Benchmarking Tool)	96.2%				The proportion of pupils entering positive destinations decreased by 1.3% to 96.2% in 2019/20, with ERC being the 2 nd highest authority; this represents a performance 2.9% above the national average. The Council have remained in the first quartile since 2011-12.
SCHN12a: Overall Average Total Tariff	1,401				The average total tariff score has remained above 1300 points since 2015/16; the 2019/20 performance was 472 points above the national average. The Council have been ranked 1st for this measure since 2011-12.
SCHN12b: Average Total Tariff SIMD Quintile 1	968				The average total tariff score of learners in SIMD 1 and 2 decreased by 71 points to 968 points in 2019/20 with ERC being the 2 nd highest authority; this performance was 319 points above the national average.
SCHN12c: Average Total Tariff SIMD Quintile 2	1,127				The average total tariff score of learners in SIMD 3 and 4 increased by 37 points to 1127 points in 2019/20; this performance was 368

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
					points above the national average. The Council have been ranked 1st for this measure since 2016/17.
SCHN12d: Average Total Tariff SIMD Quintile 3	1,328				The average total tariff score of learners in SIMD 5 and 6 remained above 1200 points since 2013/14; the 2019/20 performance was 424 points above the national average. The Council have been ranked 1st for this measure since 2013/14.
SCHN12e: Average Total Tariff SIMD Quintile 4	1,388				The average total tariff score of learners in SIMD 7 and 8 remained above 1200 points since 2013/14; the 2019/20 performance was 359 points above the national average. The Council are now ranked 1st for this measure.
SCHN12f: Average Total Tariff SIMD Quintile 5	1,530				The average total tariff score of learners in SIMD 9 and 10 remained above 1400 points since 2013/14; the 2019/20 performance was 290 points above the national average. The Council have been ranked 1st for this measure since 2013/14.
% of funded early years provision which is graded good/better	97%				The proportion of early years establishments rated good or better in 2019/20 was 97.0%; this represents one establishment not achieving this standard. This measure uses data collated by the Care Inspectorate at 31 December 2019 and includes all funded places, including private partnerships.
School attendance rates					LGBF refresh due 10th May 2021.
School exclusion rates (per 1,000 pupils)					LGBF refresh due 10th May 2021.
Participation rate for 16-19 year olds (per 100)	96.75				The proportion of leavers participating very slightly decreased by 0.15% to 96.75% in 2019/20; this is 4.6% higher than the national average. The Council is

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
					ranked 2 nd nationally on this measure.

3. Customer

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
Average time in working days to respond to complaints at stage one (EDU)	4.7	8.9	5		57 complaints, data is provisional
Average time in working days to respond to complaints at stage two (EDU)	17.2	20.9	20		20 complaints, data is provisional
Average time in working days to respond to complaints after escalation (EDU)	0	0			0 complaints
Number complaints received per 1,000 population - EDU	1.4	0.9			87 complaints, data is provisional
Activity	Progress Bar		Due Date	Latest Note	
Complaint Improvement Work - EDU			31-Mar-2021	Complaints received by the education department cover a very wide range of issues that require direct response from individual establishments.	

4. Efficiency

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
Payment of invoices: Percentage invoices paid within agreed period (30 days)	74.7%	90.1%			Significant improvement for 2020/21 which compares favourably to the ERC overall position of 79.8% and the target of 85%.

5. People

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
Absence: days lost per employee - teachers staff	5.16	4.00			Teacher absence has reduced by an average of 1.16 days compared to 2019/20.
Sickness absence days per employee -	11.78	12.23			Education LGE increased slightly by an average of 0.45 days since

PI Description	2019/20	2020/21		Status	Notes and benchmark
	Value	Value	Target		
Education Department (All Local Government Employees)					2019/20.

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