

FQ3 2021/22 Key Performance Indicators for Education Service

Delivering Our Outcomes – This highlights past performance as illustrated through our Key Performance Indicators (KPIs)

KEY TO SYMBOLS

R Indicates the performance has not met the expected Target

G Indicates the performance has met or exceeded the expected Target

↓ ↑ → The Performance Trend Arrow indicates the direction of travel compared to the last performance reporting period

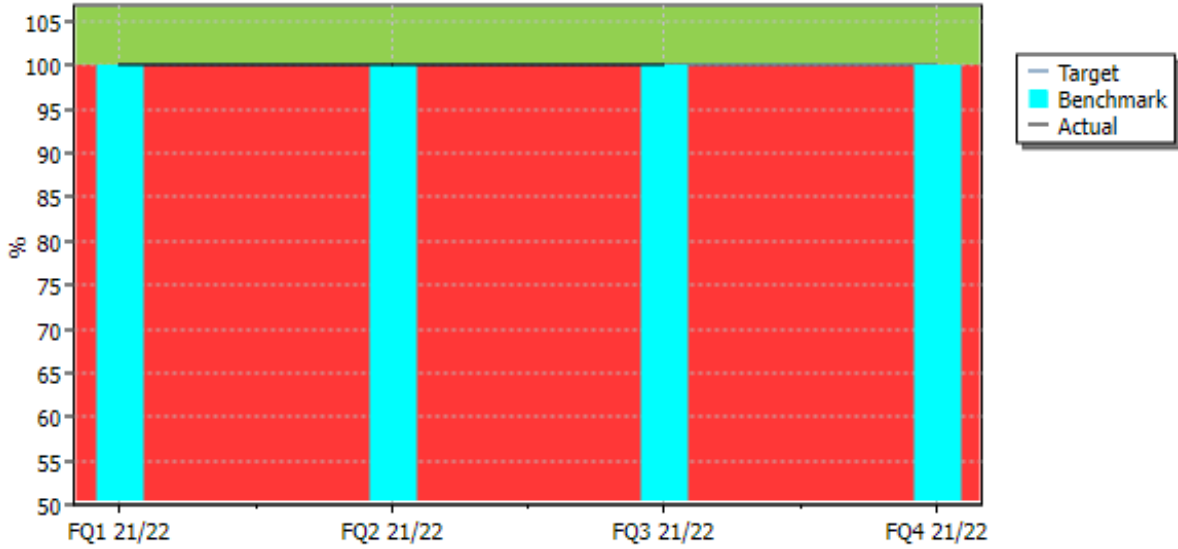
FQ3 2021/22 Key Performance Indicators for Education Service

DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS																											
Indicator: EDU106_01-Increase positive destinations for our looked after children in Argyll and Bute Why measure this? To ensure that our looked after young people have the best transitions possible to equip them for post school life.																											
Commentary: Insight data to be published at end of February on destinations of 20/21 leavers. Close working between Principal Teacher for Care Experienced Children + Young People and Skills Development Scotland has enabled flexible learning plans with work experience to be explored and has secured positive destinations for a number of young people. A working party has been established to enable Corporate Parents to plan ways in which young people can be supported to access work experience opportunities within the council and Health and Social Care Partnership. Dunoon is being targeted in these initial stages as that is where we find the highest number of Care Experienced young people. (Education, Social Work, Skills Development Scotland, Developing the Young Workforce, Scottish Fire and Rescue Service and council’s Culture and Talent OD officer are the agencies currently involved.)																											
This indicator is below target with no change in performance since the last reporting period.																											
TARGET FQ3 Annually 90.0%	ACTUAL FQ3 Annually 71.4% R	BENCHMARK 2020/21: 89.3%	PERFORMANCE ➔																								
Latest status	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Financial Year</th> <th>Actual (%)</th> <th>Target (%)</th> <th>Benchmark (%)</th> </tr> </thead> <tbody> <tr> <td>FY 17/18</td> <td>~85</td> <td>~85</td> <td>-</td> </tr> <tr> <td>FY 18/19</td> <td>~2</td> <td>~95</td> <td>-</td> </tr> <tr> <td>FY 19/20</td> <td>~80</td> <td>~90</td> <td>-</td> </tr> <tr> <td>FY 20/21</td> <td>~72</td> <td>~72</td> <td>89.3</td> </tr> <tr> <td>FY 21/22</td> <td>71.4</td> <td>71.4</td> <td>-</td> </tr> </tbody> </table>			Financial Year	Actual (%)	Target (%)	Benchmark (%)	FY 17/18	~85	~85	-	FY 18/19	~2	~95	-	FY 19/20	~80	~90	-	FY 20/21	~72	~72	89.3	FY 21/22	71.4	71.4	-
Financial Year				Actual (%)	Target (%)	Benchmark (%)																					
FY 17/18				~85	~85	-																					
FY 18/19	~2	~95	-																								
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<p>Indicator: EDU106_02 Increase the percentage of successful examination presentations in levels 4 and 5 for Literacy and Numeracy by our senior phase pupils.</p> <p>Why measure this? Increasing successful presentations to exams helps to ensure our young people have the skills for life, learning and work and move to a positive destination.</p> <p>Commentary: SQA plan to deliver exams as normal this session unless there are changes to public gatherings as a result of Covid. Our secondary schools continue to deliver teaching and learning to prepare pupils for qualifications and prelims are taking place across December and January. As part of the alternative assessment arrangements last session we established on line spaces to allow subject teachers to undertake moderation of assessments effectively. Schools continue to use this approach to further support learners and inform professional judgement. The 2021 presentation pass rates at both school and authority level cannot be used for comparison with previous year's outcomes as different methods of determining grades have been in each of the last three years.</p>															
<p>This indicator is above target and performance has improved since the last reporting period.</p>															
TARGET FQ2 Annually 60.0%	ACTUAL FQ2 Annually 97.0% G	BENCHMARK Virtual Comparator: 60.0%	PERFORMANCE ↑												
<div style="border: 1px solid green; padding: 5px; margin-bottom: 5px;">Latest status</div> <div style="border: 1px solid green; padding: 5px; margin-bottom: 5px;">FY 21/22</div> <div style="border: 1px solid green; padding: 5px;">97.0 %</div>	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Target (%)</th> <th>Benchmark (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>FY 20/21</td> <td>60.0</td> <td>60.0</td> <td>-</td> </tr> <tr> <td>FY 21/22</td> <td>60.0</td> <td>60.0</td> <td>97.0</td> </tr> </tbody> </table>			Year	Target (%)	Benchmark (%)	Actual (%)	FY 20/21	60.0	60.0	-	FY 21/22	60.0	60.0	97.0
Year	Target (%)	Benchmark (%)	Actual (%)												
FY 20/21	60.0	60.0	-												
FY 21/22	60.0	60.0	97.0												

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Indicator: EDU106_05 Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.			
Why measure this? This is specific to each child and helps to support the child's educational journey.			
Commentary: The Principal Teacher for Care Experienced Children and Young People (CYP) has regular meetings with Designated Managers in secondary schools regarding the tracking and monitoring of Care Experienced pupils. Care Experienced CYP who receive extra support from the Care Experienced team have their progress monitored frequently, through regular dialogue with named persons. PT for Care Experienced CYP is beginning to look at Primary School data.			
This indicator is on target with no change in performance since the last reporting period.			
TARGET FQ3 100%	ACTUAL FQ3 100% G	BENCHMARK 2020/21: 100%	PERFORMANCE ➔
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Latest status</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">FQ3 21/22</div> <div style="border: 1px solid black; padding: 5px;">100 %</div>			

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DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

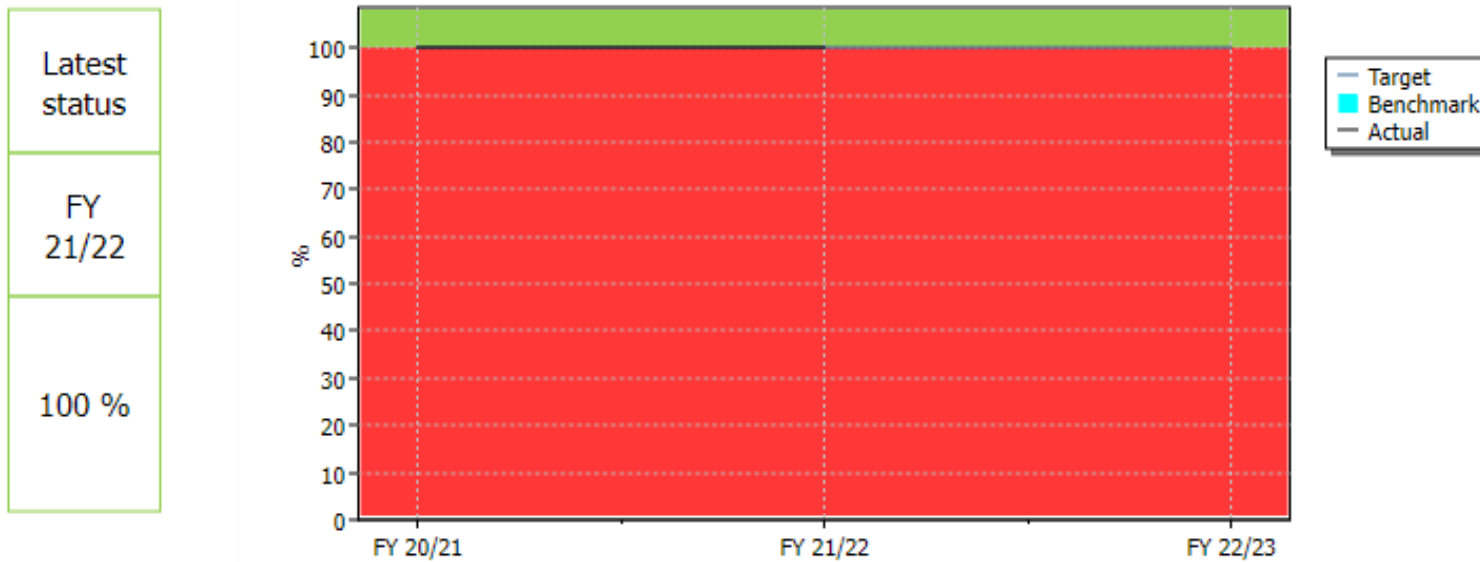
Indicator: EDU107_03-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place.

Why measure this? This ensures there is access to an appropriate curriculum for each child and young person that requires it.

Commentary: A robust system has been introduced that ensures that young people requiring an adapted timetable have their proposed flexible learning plans reviewed by a panel. Consideration is given to the suite of qualifications which young people will leave school with including, as a minimum, literacy and numeracy qualifications. Time spent on placements out with school is evaluated to ensure that this will lead to a positive and sustainable destination. In FQ3, 13 flexible learning plans were agreed following easing on the regulations for work placements.

This indicator is on target with no change in performance since the last reporting period.

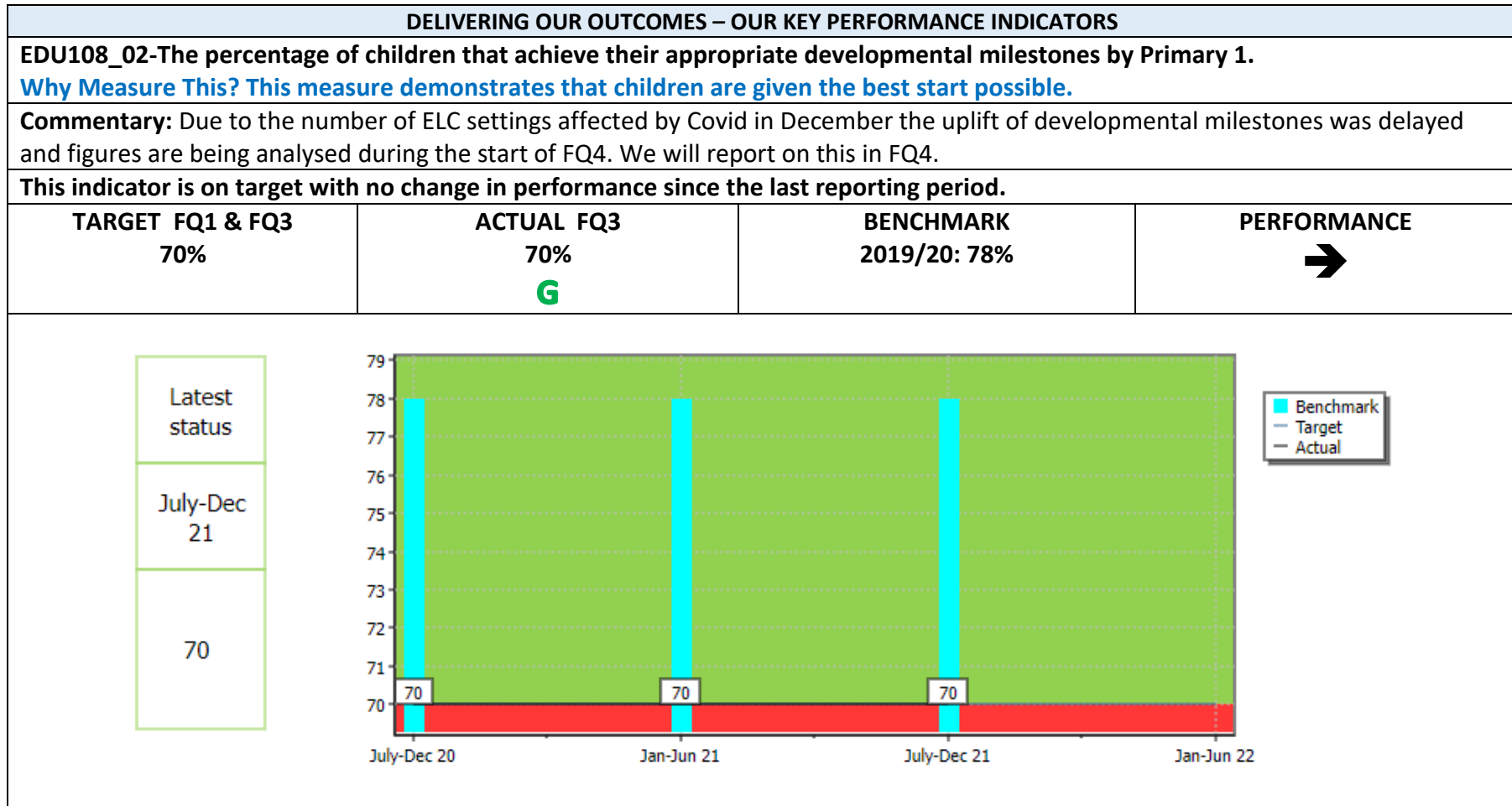
TARGET FQ3 Annually 100%	ACTUAL FQ3 Annually 100% G	BENCHMARK No benchmark	PERFORMANCE ➔
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<p>Indicator: EDU107_04-Maintain the percentage of 16-19 year olds in Argyll and Bute participating in education, training or employment.</p> <p>Why measure this? It is important that our young people are getting the best possible opportunities to reach and maintain positive destinations.</p> <p>Commentary: The Annual Participation Measure for 2020-21 was released on 31st August 2021. In Argyll and Bute 93.5% of young people aged 16-19 were participating (in work, training or education). This figure is 1.3% above the national average. 3.2% were not participating, which is equal with the national average. 3.3% were unconfirmed, which is 1.3% below the national average. Continuous engagement between schools, businesses, Developing the Young Workforce Coordinators, further and higher education establishments and other partners is in place to ensure the highest possible number of young people moving from school into work, training or ongoing education.</p> <p>This indicator is below target and performance has decreased slightly since the last reporting period.</p>															
TARGET FQ3 Annually 94.00%	ACTUAL FQ3 Annually 93.50% R	BENCHMARK National benchmark: 92.6%	PERFORMANCE ↓												
<div style="border: 1px solid red; padding: 5px; margin-bottom: 5px; text-align: center;">Latest status</div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 5px; text-align: center;">Jan 21-Dec 21</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">93.50 %</div>	<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Chart Data</caption> <thead> <tr> <th>Period</th> <th>Target (%)</th> <th>Benchmark (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>Jan 20-Dec 20</td> <td>94.00</td> <td>92.60</td> <td>93.50</td> </tr> <tr> <td>Jan 21-Dec 21</td> <td>94.00</td> <td>92.60</td> <td>93.50</td> </tr> </tbody> </table>			Period	Target (%)	Benchmark (%)	Actual (%)	Jan 20-Dec 20	94.00	92.60	93.50	Jan 21-Dec 21	94.00	92.60	93.50
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EDU108_03-Maintain the number of primary pupils that become digital leaders. <b style="color: #0070c0;">Why Measure This? To demonstrate that young people are gaining the widest opportunities to become successful learners in the 21 century through digital resources.															
Commentary: The team have not been able to run large scale face to face events due to current restrictions around social distancing and school visits.															
This indicator is below target with no change in performance since the last reporting period.															
TARGET FQ3 Annually 54	ACTUAL FQ3 Annually 0 R	BENCHMARK No benchmark	PERFORMANCE ➔												
<div style="border: 1px solid red; padding: 5px; margin-bottom: 5px; text-align: center;">Latest status</div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 5px; text-align: center;">FY 21/22</div> <div style="border: 1px solid red; padding: 5px; text-align: center; font-size: 2em;">0</div>	<table border="1" style="display: none; margin-top: 10px;"> <caption>Chart Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Target</th> <th>Benchmark</th> </tr> </thead> <tbody> <tr> <td>FY 20/21</td> <td>0</td> <td>54</td> <td>54</td> </tr> <tr> <td>FY 21/22</td> <td>0</td> <td>54</td> <td>54</td> </tr> </tbody> </table>			Year	Actual	Target	Benchmark	FY 20/21	0	54	54	FY 21/22	0	54	54
Year	Actual	Target	Benchmark												
FY 20/21	0	54	54												
FY 21/22	0	54	54												

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