

FQ4 2021/22 Key Performance Indicators for Education

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.

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

Commentary The Principal Teacher for Care Experienced Children and Young People regularly examines the tracking of individuals within SEEMIS. Where necessary schools are contacted to ensure the appropriate support is in place for those care experi0 (e).8 (m)-14 (c91 (u)10-1 e110 29563. e

Indicator: EDU107_0 Support the increase in the update of available grants, allowances and entitlements.

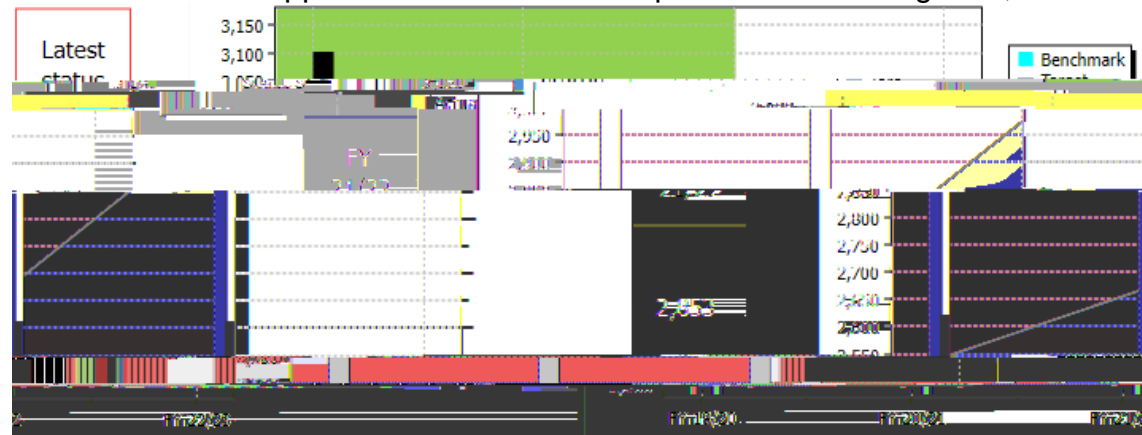
Why measure this? To demonstrate the support that we are putting in to the most vulnerable families in the Authority to support children also This maximises the Pupil Equity Fund allocation to schools through Scottish Government.

This indicator is below target and performance has decreased since the last reporting period.

Commentary The full year uptake for clothing grants is slightly down on last year which could be due to the effect of Covid and the high uptake in FQ4 2019/20. The current information shows a reduced uptake in Free School Meals (FSM). The reason for this is that we are only reporting on FSM for P6 to S6 now as all P5 pupils automatically receive a FSM. Applications for Education Maintenance Allowance have also fallen slightly during 2021/22. Work will continue with schools to promote ME to eligible students over 16 and a step has been added to the process to ensure this information is shared with home educated pupils. We will also get information over social media outlets to promote as widely as possible for next session.

Target: Annual FQ4: 2,973.
 Actual: Annual FQ4: 2,853
 Benchmark: No Benchmark.

Graph illustration of performance EDU107_0 Support the increase in the update of available grants, allowances and entitlements.



Indicator: EDU107_02A counselling service is available in all secondary schools

Why measure this? This will provide support for mental health and wellbeing in our young people.

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

Commentary This service is directed at providing support for children and young people with mental health and wellbeing needs from the age of 10 years upwards. Beginning in February 2021, the Counselling in Schools Service has been accessed by 351 pupils from all secondary schools and 24 primary schools. Common reasons for referral include anxiety, depression, self-harm and relationships. The timing of this service has been critical in

Indicator: EDU108_02 The percentage of children that achieve their appropriate developmental milestones by Primary 1

Why measure this? This measure demonstrates that children are given the best start possible

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

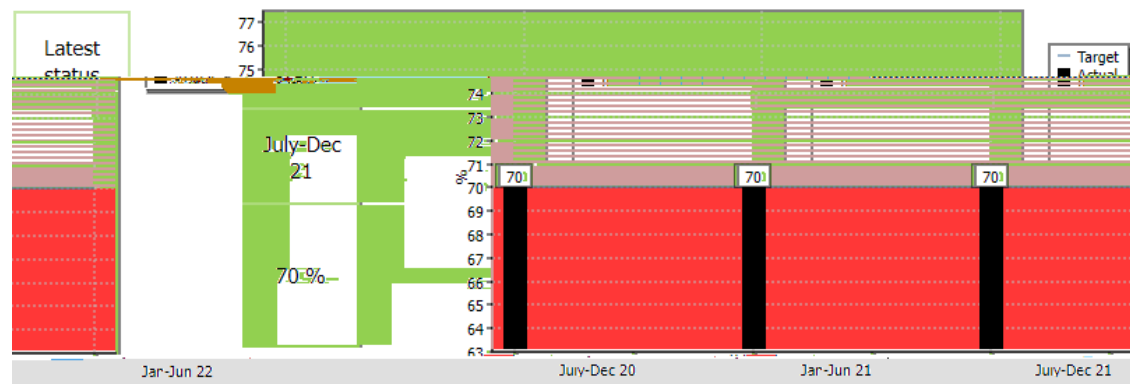
Commentary Early Learning and Childcare (ELC) settings, who have children moving up to P1 in August 2021, submitted developmental milestone data mid academic year, December 2021. In 100% of ELC settings including Childminders submitted developmental milestone data.

- Total of 876 Records
- 31 children access a blended placement
- Total of 845 children
- 33 children were not assessed or no data was recorded

During December 2021 96% of children were assessed. At this midpoint 45% or more of children are achieving stage 2 across all milestones. There an upward trend in Bute and Cowal and Helensburgh and Lomond with both areas achieving on average 63 percent.

Target: Bi-Annually FQ1 & FQ3 70.0%
 Actual: Bi-Annually FQ1 & FQ3 70.0% Green
 Benchmark: No Benchmark

Graph illustration of performance: EDU108_02 The percentage of children that achieve their appropriate developmental milestones by Primary 1.



Indicator: EDU108_04 Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.

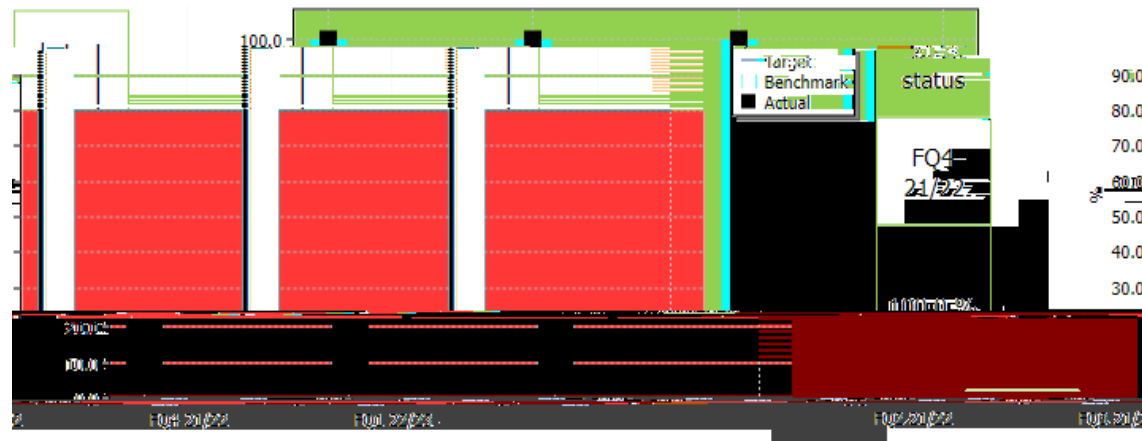
Why measure this? By making best use of digital technology also demonstrates the best use of staff across the area.

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

Commentary All schools are able to deliver curricular provision via digital platforms, as was consistently evidenced during the periods of C related school closure. Capability and confidence are being further developed via a programme of targeted training and support for the digital learning team, and through the increasing availability of nationally available digital learning resources such as Edmentum and Scotland Learns. Further expansion will form part of the education change programme

Target: Quarterly FQ4: 80%
 Actual: Quarterly FQ4: 100.0% Green
 Benchmark: 100.0%

Graph illustration of performance EDU108_04 Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.



Indicator: EDU117_01 Increase the percentage of our early years workers who have gained or are working towards professional qualifications

Why measure this? To ensure effective delivery of 1140hrs for our children and to ensure our workforce are appropriately qualified to work with them.

This indicator is above target and performance has improved since the last reporting period.

Commentary Our Early years staff training and development capacity grows year on year and staff continue to seek to increase their qualification levels from all funded providers. In session 2012/13 1.22 Td [ET /4 (c)4 (r)10 (e)o-12mar (s.)1 (Td [ET /4 (c)4 (r)10 (e)o a /4 4 (r