ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	12 November 2019
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Educational Improvement Journey – 2018-19 Key Performance Indicator Tracking Report
REPORT NUMBER	COM/19/411
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TERMS OF REFERENCE	Remit 1, 2 and 3

1. PURPOSE OF REPORT

1.1. To provide Elected Members with an interim tracking report, for the 2018-19 academic year, against the agreed suite of Educational Improvement Journey Key Performance Indicator measures, supporting the Excellence and Equity agenda within the ACC National Improvement Framework Plan.

2. RECOMMENDATIONS

The Committee is asked to:

2.1   note the content of the report; and
2.2   endorse the approach taken to data presentation as captured in Appendices A and B

3. BACKGROUND

3.1. At the meeting of 19th April 2018, Committee instructed that the Chief Operating Officer provide a regular data-based report on educational progress against the Key Performance Indicators (KPI) and baseline performance contained within the Education Improvement Journey reporting.

3.2. The KPIs are utilised within individual School Improvement Plans by headteachers, teachers and central staff to evaluate the impact of School

Improvement Plans and guide necessary amendments. The data also enables the central team to monitor the performance of schools and adjust as required, the level of intervention, support and challenge necessary to drive improvement.

3.3. At the meeting of November 2018, the Education Operational Delivery Committee requested that consideration be given to how the data is presented for ease of access for Members. As a result, Appendix A has been redesigned to utilise the visualisations available through the Power BI Tool.

4. DATA DEVELOPMENT AND USE

4.1. Education data sets are released at different times of the year and there is no one month when all validated data is available, as a result data around attendance and leaver destinations is not being reported at this time. Members are also asked to note that final validated and benchmarked Curriculum for Excellence and Scottish Credit and Qualification Framework data (SCQF) (Senior Phase) will not become available to local authorities until December 2019 and February 2020 respectively and this could result in some changes in figures being reported.

4.2. When developing the ACC National Improvement Framework Plan, Officers looked at all live and validated data sets available at that time to inform planning. Since the development of the Plan some Insight data has been released. Each release of a data set triggers a review of the content of the ACC National Improvement Framework Plan to ensure that the Plan is fit for purpose and ideally placed to support improvement.

4.3. Attendance and destinations information will be captured in the annual submission to Committee in early 2020. Publication of final national data in relation to the education outcomes of Care Experienced Children and Young People, along with that enabling full benchmarking of school leaver attainment, achievement and destination outcomes from 2019, is due in June 2020.

4.4. Data Quality – Curriculum for Excellence and Senior Phase

4.4.1. Given that four years of concurrent data is now available for teacher judgement of pupil achievement at levels P1 to S3 against the Curriculum for Excellence, the information contained within this report, although remaining under the classification of experimental data for the purposes of public reporting, enables more robust statistical and trend evaluation.

4.4.2. Similarly, there is now three years of sustained and directly comparable data covering the Senior Phase across each SCQF Level, subsequent to qualification changes first introduced in 2016, which improves the capacity for analysis.

4.4.3. Given this enhanced capability, continuous and additional analysis of the data, at each release point, is undertaken at both authority and establishment level to inform future School Improvement Planning and track the impact of interventions throughout the academic year.

5.   KEY TREND MESSAGES

5.1.   Our most recent analysis of available attainment and achievement data confirms that the current ACC National Improvement Framework Plan is appropriate and reflects both the progress to date, and areas for development, Identified for the Broad General Education and the Senior Phase.

5.2.   Primary Education (Curriculum for Excellence)
5.2.1   Analysis of the current data indicates that continuous progress is being made across the four-year scope of the Curriculum for Excellence organisers and that, where underachievement has been identified in previous outcomes, with the capacity to track subsequent and same cohort results, the effectiveness of interventions put in place at these points, can now be evidenced.

5.2.2   Notwithstanding the natural variations in cohort profiles and abilities that might influence individual annual outcomes for organisers, there is a consistent statistical pattern of improvement across the Curriculum for Excellence, although this may be slowing in comparison with that of the prior year. This slowing is to be expected as performance across primary stages, increasingly, is in keeping with national averages from the 2017/18.

5.2.3   Analysis of individual cohorts suggests that some modest improvement could be made by adopting a city-wide approach to tracking and monitoring and this will be progressed and should remove some of the variation across schools and improve the quality of moderation practices. Some individual school data also shows low performance in literacy at P1 and this is an indication that levels of oral language on entry to school are low. This will be addressed through the development of a system wide approach to develop early literacy skills.

5.3.   Secondary Education (Curriculum for Excellence)

5.3.1.   The majority of Curriculum for Excellence organisers and Levels at Secondary 3 have shown steady, but more limited and variable improvement, than at P1-7.

5.3.2.   This data assessment indicates that although progress is being made across the four-year scope of the Curriculum for Excellence, organiser performance is still several percentage points from national averages which averaged 90% for each organiser at Third Level or better in 2017/18. The outcomes at Fourth Level display a greater consistency of improvement and more closely match the national data averages from 2017/18.

5.3.3.   At the same time, scrutiny of the data shows wide variation at school and area levels which further deep dive data analysis, along with continued establishment and embedding of a robust and consistent approach to tracking and monitoring over the coming months will assist in ensuring that there is greater consistency in approach.

5.3.4.   The service will continue to work with schools to develop a shared understanding of the standard to enable more consistent professional judgements to be made on progress and have established a Trios system to support collaboration across

schools which will help us take account of the research showing significant gains from schools in different contexts working more closely together.

5.3.5. Numeracy, particularly at Third level, shows very limited progress and support from Education Scotland has been sought to complement the work that has been led by expertise in our own system.

5.4.   Secondary Education (Senior Phase)

Literacy and Numeracy

5.4.1   Across the three-year period, the S4, S5 and S6, improvement trends for Literacy and Numeracy in the City have closely mirrored that of both the Virtual Comparator and National figures, with limited statistically significant change in either SCQF Levels 4 or 5 outcomes.

5.4.2   Resultantly, the differentials between the City's results and the benchmarks have remained largely unaltered. The Service continues to work with Education Scotland and Northern Alliance colleagues to gain an improved understanding of both the national and local influences at play in these patterns.

5.4.3   This dialogue, along with enhanced data analysis. has informed the relevant workstreams within the current National Improvement Framework action plan which seeks to deliver a more positive direction of travel for Literacy and Numeracy in the Senior Phases.

Attainment for All – Average Complementary Tariff Scores

5.4.4   The City's three-year trend direction against Average Complementary Scores closely follow that of the Virtual Comparator and National data and is largely static. As such these outcomes, at authority level, can be regarded as representing a statistically stable position in line with the national direction of travel.

5.4.5   Whilst the outcomes for the Highest Attaining 20% perform at or above the national average for this time period there is, as yet, limited evidence of enhanced alignment with the above benchmarks among the Lowest and Middle Attaining cohorts.

5.5   Closing the Poverty Related Attainment Gap

5.5.1   At authority level, looking at the differences in educational outcomes arising from relative poverty, it is particularly difficult to establish specific trends related to the influences of relative poverty across the education journey from a purely data-based perspective.

5.5.2   This is due to the varying and localised nature of interventions, where some schools are in a position to evidence that the gap is closing more quickly whilst others, depending on the programmes being delivered, may require additional time and data support to validate the effect of these interventions.

5.5.3 Whilst each Headteacher is best placed to define and drive forwards the programmes that are suited to the needs of their pupils, closer scrutiny suggests that, in the case of those schools with more perceptible change at this early data stage, this is in part due to high quality learning and teaching, and from very targeted and impactful interventions. It is also true to state that, from national research, schools who closely monitor the impact of interventions and make adaptions as necessary, are most likely to close the gap.

5.5.4 Given this, a stronger focus on tracking and monitoring of interventions in addition to partnership agreement on how to support families to support positive attainment and achievement and improve levels of literacy, should help build a firmer platform for progress.

5.6 Primary Education (Curriculum for Excellence)

5.6.1 Within the Curriculum for Excellence, there is a generally positive trend of closing of the gap, across most phases and organisers, between the SIMD 2 (which now represents the greatest number of pupils in relative deprivation in Aberdeen) and SIMD 5 cohorts in Primary schools.

5.6.2 A decline appears evident across SIMD 1 and 5 cohorts in primary education, except for Primary 4, which has guided us to look at how we can support children and families prior to entry to Primary 1 in order to address the poverty related attainment gap.

5.6.3 The picture for differentials between SIMD 3 and 5 shows an improved position at both Primary 4 and 7 but a widening gap at Primary 1 which will be examined and be encompassed within the above potential interventions.

5.7 Secondary Education (Curriculum for Excellence)

5.7.1 Although secondary education (Secondary 3) presents a more mixed picture in terms of closing the attainment poverty gap than that at Primary levels, with the gap widening for Numeracy at both Levels 3 and 4, at Third Level or better, there is evidence of an improvement in Reading, Writing and Listening and Talking with the same being noted against the first two organisers (Reading and Writing).

5.7.2 Although results for Listening and Talking at Level 4 have improved across the majority of SIMD cohorts this has not resulted in a significant closing of the gap between the lower SIMD quintiles and the Least Deprived 20%.

5.8 Secondary Education (Senior Phase)

Literacy and Numeracy

5.8.1 In relative and absolute terms, the Literacy and Numeracy SCQF Level 4 outcomes for the City's Most Deprived cohort quintile have improved over the past three years with a rate of closing of the deprivation gap in advance of both the Virtual Comparator and National Establishment.

5.8.2   As with the year-on-year picture, the reverse trend is noted against Literacy and Numeracy at SCQF Level 5 with the results of the Least Deprived being unchanged and an extension of the gap by 3%, a figure which matches the Virtual Comparator but runs counter to the national data direction.

5.9   Average Complementary Tariff Scores

5.9.1   Due in part to the variations in sample sizes between cohorts, it is not currently possible to fully establish trend patterns from this dataset although the outcomes across the three attainment cohorts (Lowest, Middle 60% and Highest 20%) in the context of deprivation show a perceptible closing of the differentials in each tranche.

5.9.2   Whilst the outcomes for those in the 20% Most Deprived cohort have improved (or remained static) across the three sets, this closing of the gap has also been contributed to in equal measure by a reduction in the absolute outcomes for those in the 20% Least Deprived cohort and reflects the need to diversity the curriculum offering.

5.9.3   This work is currently progressing and will take account of the learning from the on-going review of the Senior Phase. Officers anticipate taking a report to Committee on progress in this area before the end of the academic year.

5.10   Education Outcomes of Care Experienced Children and Young People

5.10.1   Considerable caution needs to be exercised around interpreting and comparing both year-on-year and trend patterns arising from the education outcomes of Care Experienced Children and Young People at a local level.

5.10.2   Due to the variations in numbers involved this is best conducted in the context of the Virtual Headteacher role where support of individual pupils, and detailed ongoing data evaluations from the cohort outcomes, is most effectively delivered.

5.10.3   On this basis, and as it is not possible to publish continuity of data against each level of qualification due to necessary suppression as a result of the numbers of pupils involved, trend summaries for Care Experienced Children and Young People are not offered in this report.

5.10.4   Publication of the wider nationally benchmarked Educational Outcomes of Looked After Children data in 2020 will offer the first opportunity for sample size appropriate comparison.

6.   2018/19 PERFORMANCE OVERVIEW

6.1.   Broad General Education – Curriculum for Excellence

6.1.1.   In half of instances, (10 from 20 components/levels) the outcomes from teachers' judgement of pupil progress against the Curriculum for Excellence, are indicating

improvement year-on-year and positive four-year trends for Primary 4 and across the majority of S3 are being recorded.

6.1.2. There are instances where validated data (that available through Scottish National Standardised Assessments) does not appear to be fully informing professional judgements around Curriculum for Excellence levels. This will be addressed by developing and implementing a consistent city-wide approach to tracking and monitoring progress for implementation over this session.

6.1.3. Officers, with the advantage of consistent and consecutive annual datasets, have taken time to look at the cohorts of learners over time. This ensures that the performance of the same group of learners is scrutinised to evaluate the impact of interventions taken. Particular gains have been noted in P4 and S3, with P7 performance largely unchanged in 2018-19. This suggests that interventions for particular cohorts are impacting positively when taken in the context of the transition of cohorts through the education journey.

6.2. Primary Education

6.2.1. Progress across Primary 1 remains statistically unchanged from the previous year. Close analysis and investigation of this appears to suggest that many children are now entering Primary 1 with lower levels of oral language and that this is directly impacting on attainment. Plans are in place to look at how best to address this emerging trend across the extended school and educational partnerships.

6.2.2. For each Curriculum for Excellence organiser in Primary 4, there is an increase from 2017/18 greater than 1%, meeting, and exceeding the Improvement Targets.

6.2.3. The trends in outcomes across Primary 7 continue to be stable year-on year although with a dip in numeracy of just over 1% this year. Officers will continue liaising with colleagues in schools to understand and address this slight dip.

6.3. Secondary Education

6.3.1. There is an increase in the proportion of S3 pupils achieving Third and Fourth level (combined) in Reading, Writing (an improvement of 3.5 % on previous year) and Listening and Talking. Numeracy at Third and Fourth level (combined) remained stable.

6.3.2. There are notable improvements across Reading, Writing and Listening and Talking at S3 Fourth Level improving by 3.6, 2.3%, and 3.7% respectively. After last year's significant improvement in Numeracy, there is a slight drop which is statistically insignificant.

6.4. Closing the Poverty Attainment Gap across the Broad General Education

6.4.1. In the context of Closing the Poverty Attainment Gap, 63% (44 out of 70) of   the CfE gap measures either met the Improvement Targets or were static with the cohort outcome being either improved or stable.

6.4.2. The pattern of absolute improvement across the five Scottish Index of Multiple Deprivation Quintiles shows a variability, with some positive trends. The oral language levels of children in Primary 1 appear to be impacting those living in Quantiles 1 and 3 most. The level of oral language acquisition coupled with the improvement in the performance of those living on Quantile 5 has impacted work to close the gap with some 'gaps' appearing to increase.

6.4.3. Improvement across all quantiles in Primary 4 has resulted in a significant closing of the gap across all organisers. This could be as a result of a focus on this year group following concerns around performance last year.

6.4.4. Primary 7 data evidences that there is a positive trend in closing the gap although this is not evidenced across all Quintiles, particularly those with small numbers of learners represented.

6.4.5. At the third level there is evidence of substantive closing of the gap in Reading and Writing across Quintiles 2 and 3 whilst in Listening and Talking there is also improvement. The attainment gap in Numeracy has widened and officers will work to better understand this so that proactive action can be taken. A similar variable pattern is evident at fourth levels.

6.5.   Senior Phase – Insight Benchmarking Tool

6.5.1. The National dashboard measures consider cohorts achievements on leaving school; these measures only include data for leavers and do not include information on pupils who remain at school (this information is due February 2020).

6.5.2. The Local dashboard measures are the stage-based versions of the benchmarking measures and use data for the whole cohort in each stage (S4, S5 or S6). The local measures provide data on pupils' achievements during the senior phase, whether or not they are a leaver or remain at school (available from September 2019).

6.6.   Improving Attainment for All – Literacy and Numeracy

6.6.1. Secondary 4

The outcomes at S4 SCQF Level 4 Literacy and Numeracy declined and this mirrors Virtual Comparator and National trend. The outcomes at S4 SCQF Level 5 Literacy and Numeracy have shown an improvement beyond the local target. The Virtual Comparator has shown a similar upwards trend.

6.6.2. Secondary 5

With a small, but perceptible, year-on-year reduction in both SCQF Levels 4 and 5, the improvement targets for Literacy and Numeracy have not been met in 2018-19. However, the trend direction does mirror that of both the Virtual Comparator and the National Establishment figures which saw a decline.

6.6.3. Secondary 6

Since 2016-17, there has been little change of statistical significance for both Level 4 and Level 5, albeit that at Level 5, the differential to the Virtual Comparator figure has narrowed marginally.

6.7. Improving Attainment for All – Average Complementary Tariff Points

The outcome for the Lowest Attaining cohort has remained unchanged, the figures for the Middle and Highest Attaining cohorts have dropped, however the Highest Attaining cohort is still on a par with the National Establishment.

6.8. Closing the Poverty Attainment Gap – Literacy and Numeracy

6.8.1. A reduction of more than 1% in the gap between the Most and the Least Deprived 20% at SCQF Levels 4 in Literacy and Numeracy has been achieved, with the improvement rate exceeding both the Virtual Comparator and National Establishment figures.

6.8.2. At SCQF Level 5, the gap has widened significantly which is a similar trend to the Virtual Comparator.

6.9. Closing the Poverty Attainment Gap - Average Complementary Tariff Points

6.9.1. The Middle attaining cohort for the 20% Most Deprived have improved since last year, as has the Lowest attaining cohort for the 20% Least Deprived. In most cohort instances, the local Tariff Points score for the Most Deprived 20% falls short of the National Establishment and Virtual Comparator figures.

6.9.2. In general terms, our highest attaining young people do particularly well in Aberdeen City but there is a need to look at how best to utilise the flexibility of SQA courses to meet the needs of all young people.

6.10. Education of Care Experienced Children and Young People

6.10.1. The Curriculum for Excellence outcomes for Care Experienced Children and Young People, improved in all curriculum organisers in Primary 4. There was less improvement from last year's Primary 1 and Secondary 3 outcomes for Care Experienced Children and Young People.

6.10.2. In Senior Phase, the outcomes for both SCQF Levels 4 and 5 in Literacy and Numeracy significantly improved in Secondary 4. In Secondary 5 at SCQF Level 5, this also showed improvement in Literacy and Numeracy, but a dip was recorded at Level 4. At Secondary 6, the outcomes at Literacy and Numeracy have been unchanged.

6.10.3. The cohort sizes and presentation assessments for individual pupils can materially affect these outcomes. Outcomes have remained the same for Secondary 6 in both SCQF Level 4 and 5 Literacy and Numeracy, so whilst the targets have not been met, there has been no decline in performance.

6.10.4. The Aberdeen City National Improvement Framework Plan 2019/20 continues to recognise the challenges in raising the attainment of Care Experienced Children and Young People and addresses these.

7. FINANCIAL IMPLICATIONS

7.1. There are no direct financial implications arising from the recommendations of this report.

8. LEGAL IMPLICATIONS

8.1. **The Standards in Scotland's Schools etc. Act 2000**
As the Education Authority, the Local Authority has a duty to:
- Enhance equity and promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.
- Endeavour to secure improvement in the quality of school education with a view to achieving the strategic priorities of the NIF.
- Undertake annual planning and reporting and annual school improvement planning to address the four priorities of the NIF.
- Ensure strategic decisions are taken with due regard as to how they will address, or help to address, the disparity of educational outcomes which exist between the most and least disadvantaged and at the same, time raise attainment for all.

9. MANAGEMENT OF RISK

	Risk	Low (L), Medium (M), High (H)	Mitigation
Financial	There are no direct financial risks attached to this report.	L	Not applicable.
Legal	There are no material legal risks attached to this report.	L	Publication of service performance information in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
Employee	There are no material employee risks attached to this report.	L	Not applicable
Customer	There are no material customer risks applied to this report.	L	The report highlights those areas of service performance that meet the needs of customers.

Environment	There are no direct environmental risks attached to this report.	L	Not applicable.
Technology	There are no direct technology risks attached to this report.	L	Not applicable.
Reputational	There are no material reputational risks attached to this report.	L	Reporting of service performance serves to enhance the Council's reputation for transparency and accountability.

10.   OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.	The data within this report supports the delivery of all Children & Young People Stretch Outcomes 1 in the LOIP, and informs a large number of the improvement projects within the LOIP including to; Increase the number of people employed in growth sectors (digital/ creative; food and drink; life sciences; tourism; social care and health and construction) by 5% by 2021.
Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.	The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects: Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021. Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by 2022. Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020. Reduce number of requests for specialist support because demand has been diverted from children's social work in partnership forums by 5% by 2020.

Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.	Increase the number of young people who effectively transition from primary school to secondary school by 2021 Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021. Increase the number of young people taking up foundation apprenticeships to 142 by 2021. Reduce the number of winter leavers with no positive destination by 50% by 2021. Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021 Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022. Increase the number of curricular offerings shaped by school communities by 20%, by 2021. Increase the number of opportunities for parents and carers to gain an insight into how to meaningfully contribute to the educational progress of their children and young people by 30% by 2021. Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021. Increase children, young people and families' awareness and understanding of future skill requirements by June 2021. The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026. Respectively, this informs delivery of the following improvement projects:

	Increase the number of people with autism who are supported to be in education, employment or training by 2021. Increase number of people in local communities promoting wellbeing and good health choices by 2021. 100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.
Prosperous Place	The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026. Respectively, this informs delivery of the following improvement projects: Increase the number of people with autism who are supported to be in education, employment or training by 2021. Increase number of people in local communities promoting wellbeing and good health choices by 2021. 100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.

Design Principles of Target Operating Model	
	Impact of Report
Customer Service Design	In concert with Customer Services and the Commissioning function, the Cluster will continue to maintain a focus, as embodied by the Duty of Regard, on the delivery of customer centric services which maximise engagement with and by our young people.
Organisational Design	The report reflects recognition of the process of organisational design and provides assurance around maintenance of Elected Member scrutiny of operational effectiveness through embracing change.
Governance	Oversight and scrutiny of operational performance, including that provided by external inspection, supports the robustness of governance

	arrangements between and across internal and external providers involved in the delivery of services to the community.
Workforce	The Cluster, through a commitment to maintaining the health and wellbeing of its workforce, providing opportunities for personal development and future proofing individual skill sets, seeks to assist and assure employees over the course of the transition journey.
Process Design	As the interim structure embeds, development and integration of process design will be influenced by continual evaluation of the performance and outcome measures applied to service provision.
Technology	In concert with Customer Services and the Commissioning function, supported by the digital partners, the Cluster will seek to maximise opportunities for the use and development of technological solutions that enhance both the experience of customers, evaluations of these experiences and provide our young people with the skill sets necessary for positive and robust societal engagement.
Partnerships and Alliances	Continuous review of the outcomes, and effectiveness, of in-house services provides assurance to critical partners: NHS, Police, Education Scotland, Care Inspectorate, which support strategic Council and City improvement objectives for young people which are delivered through partnership models.

11. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	The recommendations arising from this report do not require that full Equality and Human Rights Impact Assessment is completed.
Data Protection Impact Assessment	The recommendations arising from this report do not require that a Data Protection Impact Assessment is completed.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

12. BACKGROUND PAPERS

Education Improvement Journey, Education Operational Delivery Committee, 19th April 2018

Education Improvement Journey, Education Operational Delivery Committee, 16th May 2019

ACC National Improvement Framework Plan 2019-20 Education Operational Delivery Committee, 17th September 2019

13. APPENDICES

Appendix A and B: Education Improvement Journey – Power BI Key Performance Indicator Tracker **TO FOLLOW**

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