ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	6 November 2018
REPORT TITLE	Educational Improvement Journey – Key Performance Indicator Tracking Report
REPORT NUMBER	COM/18/182
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Martin Murchie
REPORT AUTHOR	Reyna Stewart
TERMS OF REFERENCE	1.1, 1.2, 4 and 6

1. PURPOSE OF REPORT:

1.1 To provide Elected Members with an interim tracking report against the Educational Improvement Journey Key Performance Indicator measures, contained within the report considered at a previous meeting of this Committee.

2. RECOMMENDATIONS

2.1 The Committee is asked to note the content of the report.

3. BACKGROUND

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

3.2 As the Education Service works to raise attainment for all and close the poverty related attainment gap the KPIs serve as drivers for, and a monitoring template of, improvement. This signals a significant shift in the data being presented to Committee and provides a detailed and multi-layered picture of performance.

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

4.   MAIN ISSUES

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 SCQF data (Senior Phase) will not become available to local authorities until December 2018 and February 2019 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   Members are recommended to consider the content of this report in conjunction with that captured in the [ACC National Improvement Framework Plan 2018-19](#) and Educational Services Annual Performance (Statutory Performance Indicator) Report, also being submitted to this Committee. In some instances, the reports share datasets and common indicators, but these may reflect different aspects of the improvement-based themes, so a degree of caution is advised in conflation, and co-interpretation, of the respective outcomes.

4.4   Attendance and destinations information will be captured in the annual submission to Committee in early 2019. 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 2018, is due in June 2019.

4.5   Data Quality – Curriculum for Excellence

4.5.1   Given that three 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.

4.6   What Does the Data Tell Us?

4.6.1   Our most recent analysis of data confirms that the ACC National Improvement Framework Plan (Appendix 2) is appropriate and reflects the progress and areas for development identified for the Broad General Education and the Senior Phase.

4.7   **Broad General Education – Curriculum for Excellence**

4.7.1 In most instances, (18 from 20 components/levels) the outcomes from teacher's judgement of pupil progress against the Curriculum for Excellence, are indicating improvement year-on-year and positive three-year trends with primary schools reporting a sustained improvement across all components and measures.

4.8   Primary Education

4.8.1 For each Curriculum for Excellence component/level in Primary Schools there is an increase from 2016-17 greater than 1%, meeting, and in a significant proportion of measures, exceeding the Improvement Targets. P7 stage has the highest primary increase for Writing (+6.6%), Reading and Numeracy (+5.7% respectively).

4.9   Secondary Education

4.9.1 There is a decline in the proportion of S3 pupils achieving Third and Fourth level (combined) in Reading and Listening and Talking and this vulnerability will be addressed through further work on moderating the standard. Writing achievement remained at the same level and there is an improvement in Numeracy (+1.7%).

4.9.2 There are notable improvements across all curriculum organisers at S3 Fourth Level, especially in Numeracy (+10.4%).

4.10   Closing the Poverty Attainment Gap across the Broad General Education

4.10.1 In the context of Closing the Poverty Attainment Gap,72% (54 out of 75) of the gap measures either met the Improvement Targets or were static with the cohort outcome being either improved or stable, whilst 21 fell short of the applied Targets.

4.10.2 From a total of 100 individual measurements across the five SIMD Quintiles, 81 of the components/levels record an improved position on 2016-17. Within this assessment, Primary 1 and 7 demonstrate the most consistent levels of improvement, with Level 4 at S3 noting a similarly positive pattern.

4.10.3 The pattern of absolute improvement across the five SIMD Quintiles shows some variability, although, as with the above assessments, the pattern is broadly positive across both Primary and Secondary Education.

4.11   Additional analysis of the data is being undertaken at establishment level to inform future School Improvement Planning.

4.12   **Senior Phase – Insight Benchmarking Tool**

4.13   Improving Attainment for All – Literacy and Numeracy

4.13.1 The overall local outcomes (S4-6 combined) for Literacy and Numeracy at

SCQF Levels 4 and 5 against the respective levels are statistically unchanged. In both instances, the outcomes are below that recorded against the Virtual Comparator and National Establishment figure which, year-on-year, are similarly static.

4.13.2 Of the six drill-down outcomes, those at Levels 4 and 5 at S4 showed a decline, as did Level 5 at S5 whilst the remainder met or were within tolerance of the local Improvement Targets set. At S4 both the National Establishment and Virtual Comparator figures showed a similar pattern of negative change.

4.14   Improving Attainment for All – Average Complementary Tariff Points

4.14.1 The Tariff Scores across the first two quintile-based cohorts fell within statistical tolerances in comparison with 2016-17 (although the Lowest 20% experienced a marginal reduction) and were effectively unchanged, as were the Comparator and National Establishment outcomes. The Highest Attaining 20% saw an improvement in advance of both the Comparator and National figures.

4.15   Closing the Poverty Attainment Gap – Literacy and Numeracy

4.15.1 A reduction of more than 1% and almost 2% respectively in the gap between the Most and Least Deprived 30% at SCQF Levels 4 and 5 in Literacy and Numeracy has been achieved, with the improvement rate exceeding the Virtual Comparator and National Establishment figures. Both of these benchmarks have experienced an absolute and differential decline in year-on-year outcomes.

4.16   Closing the Poverty Attainment Gap - Average Complementary Tariff Points

4.16.1 The deprivation related gap between outcomes for those in the Lowest 20% Attainment Cohort has closed by a statistically significant margin, (and meets the Improvement Target), whilst the results for the Middle 60% and Highest 20% have deteriorated slightly, resulting in a marginal widening of the deprived related attainment gap.

4.17   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. This area for development is reflected in the Aberdeen City National Improvement Framework Plan 2018-19.

4.18   **Education of Care Experienced Children and Young People**

4.18.1 The Curriculum for Excellence outcomes for Care Experienced Children and Young People, with the exception of Numeracy at Secondary 3, Third Level or better, are all improved with 6 out of 12 components/levels achieving or exceeding the local Improvement Targets.

4.18.2   Early indications are that, although not universal, across a range of components/levels, the gap between CfE outcomes for Care Experienced

Children and Young People and all pupils at the respective levels, is closing to varying degrees.

4.18.3 Additional analysis around this data is presently being undertaken.

4.18.4 In Senior Phase, the outcomes for SCQF Levels 4 and 5 in Literacy and Numeracy fell below expectations and the Improvement Targets. At the same time, cohort sizes and presentation assessments for individual pupils can materially affect these outcomes.

4.18.5 The Aberdeen City National Improvement Framework Plan 2018-19 continues to recognise the challenges in raising the attainment of Care Experienced Children and Young People and addresses these.

5.   FINANCIAL IMPLICATIONS

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

6.   LEGAL IMPLICATIONS

6.1   There are no direct legal implications arising from the recommendations of this report.

7.   MANAGEMENT OF RISK

7.1   Presentation and publication of service delivery and outcome performance Information serves to mitigate risk across a number of aspects by demonstrating:

- The Council's commitment to openness of decision making and reputation as a transparent and accountable organisation.
- A willingness to recognise areas of good practice within the Council and in the national context and, where necessary, to challenge under performance.
- Effectiveness of delivery and reporting in the context of Best Value and the legislative requirements that underpin this.
- A continual focus on the extent to which services are meeting customers' needs and expectations.

	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.

8. OUTCOMES

Local Outcome Improvement Plan Themes	
	Impact of Report
Prosperous Economy	The report content aligns with the inclusive economic growth thematic through the primary driver, 'We will invest in our workforce, particularly young people, develop our future workforce, and ensure all benefit from economic activity'.
Prosperous People	This report reflects on the performance of services delivered to children and young people with particular emphasis on the primary drivers; 'Children have the best start in life' and 'Children are safe and responsible'.
Enabling Technology	The Council recognises that enabling technology is central to innovative, integrated and transformed public services and supportive of providing our young people with the digital skill sets necessary for the delivery of positive educational outcomes at an individual level.

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.

9.   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 an Assessment is completed.
Duty of Due Regard / Fairer Scotland Duty	Not applicable.

10.   BACKGROUND PAPERS

Excellence and Equity, Education and Children's Services Committee, 1st June 2017
Education Improvement Journey, Education Operational Delivery Committee, 19th April 2018
ACC National Improvement Framework Plan 2018-19, Education Operational Delivery Committee, 6th September 2018

11.   APPENDICES

- Appendix A: Education Improvement Journey - Key Performance Indicator Tracker

12.   REPORT AUTHOR CONTACT DETAILS

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