

FQ2 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ2 2020/21 performance for the Education Service

Delivering Our Outcomes – This highlights past performance as illustrated through the Services' Key Performance Indicators

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

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DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS

Indicator: EDU107_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020.

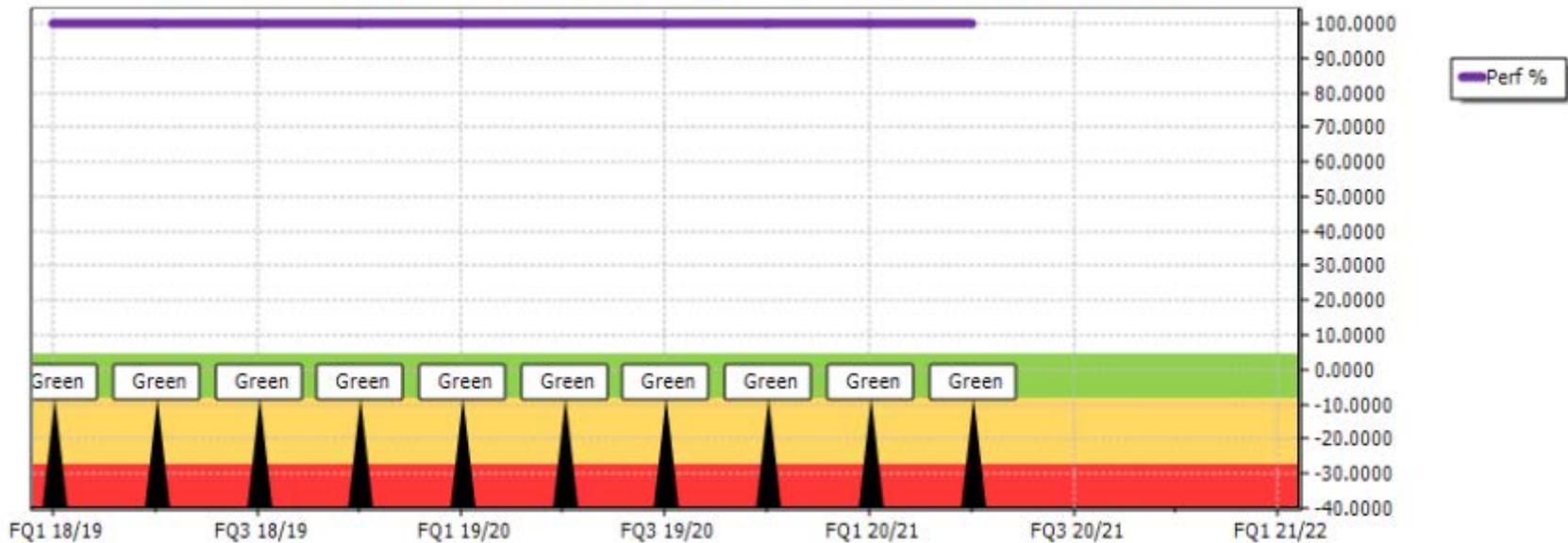
Why measure this? The need to ensure all 3 and 4 year olds have access to 1140 hours by August 2020.

Commentary: As of August 2020 all eligible children were able to receive 1140 hours. We were one of only 11 authorities to meet the original deadline.

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

TARGET FQ2	ACTUAL FQ2	BENCHMARK	PERFORMANCE TREND
On Track	On Track G	No Benchmark	➔

EDU107_01-Phasing in 1140 hours of Early Learning and Childcare (ELC) by 2020_Phase 4



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Indicator: EDU107_02-Early level and childcare learners spend 50% of their funded time outdoors.

Why measure this? All early level and childcare learners should have access to 50% outdoor provision.

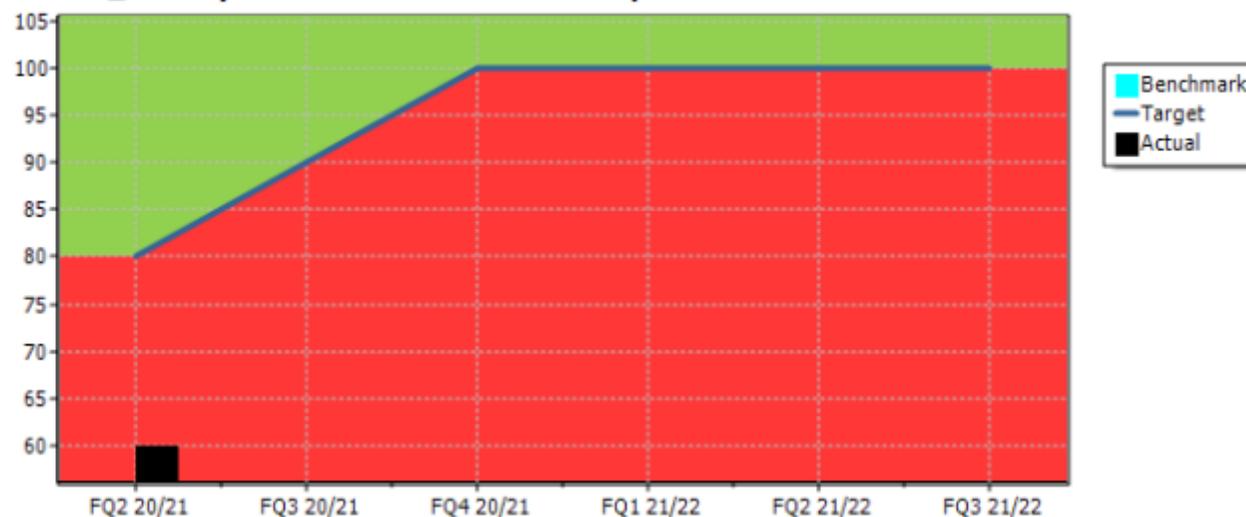
Commentary: 60% of learners on average are spending a minimum 50% of time outdoors. As a result of COVID 19 we have been unable to offer further training as planned again this quarter. However all settings have guidance to support high quality outdoor play. Our outdoor learning course has been prepared and presented to the SQA for verification this quarter now the SQA are accepting applications once again. Once verified this will allow us to deliver our own training and qualifications in outdoor learning.

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

TARGET FQ2	ACTUAL FQ2	BENCHMARK	PERFORMANCE TREND
80%	60%	No Benchmark	➔
	R		

Latest status
FQ2 20/21
60

EDU107_02-Early level and childcare learners spend 50% of their funded time outdoors



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Indicator: EDU107_04-A counselling service is available in all secondary schools Why measure this? This will provide support for mental health and wellbeing in our young people.												
Commentary: The school counsellor posts have been advertised with a very encouraging level of skilled and appropriately qualified applicants. All posts have now been offered with the team lead anticipated to take up post on 1 November 2020 and the counsellors to be in post by 1 December 2020. Referral pathways and criteria are now being established and will be sent to schools and other referrers in early November.												
This is a new indicator for this reporting period and the performance is on track.												
TARGET FQ2 (ANNUAL) 100%	ACTUAL FQ2 (ANNUAL) 100% G	BENCHMARK NO BENCHMARK	PERFORMANCE TREND <div style="text-align: right; margin-top: 5px;"> ➔ </div>									
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p style="text-align: center;">Latest status</p> <hr/> <p style="text-align: center;">FY 20/21</p> <hr/> <p style="text-align: center;">100 %</p> </div> <div style="flex-grow: 1;"> <p style="text-align: center; margin-bottom: 5px;">EDU107_04-A counselling service is available in all secondary schools</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Performance Data for EDU107_04-A</caption> <thead> <tr> <th>Year</th> <th>Actual (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>FY 20/21</td> <td>100</td> <td>100</td> </tr> <tr> <td>FY 21/22</td> <td>100</td> <td>100</td> </tr> </tbody> </table> </div> </div>				Year	Actual (%)	Target (%)	FY 20/21	100	100	FY 21/22	100	100
Year	Actual (%)	Target (%)										
FY 20/21	100	100										
FY 21/22	100	100										

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Indicator: EDU107_07-The percentage of schools that use the progress and achievement module

Why measure this? This will enable the Education Service to assess and track children and young people's progress in raising their attainment

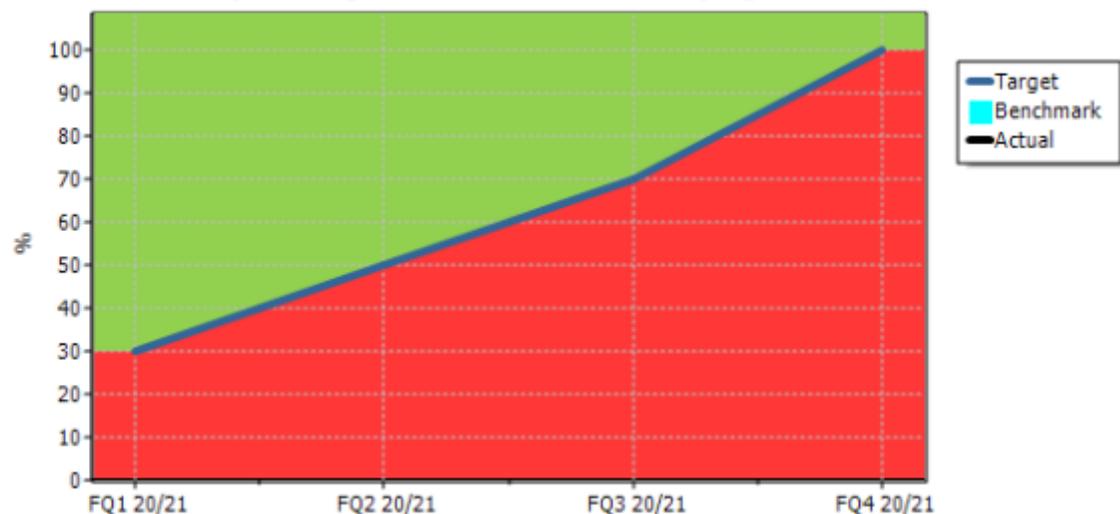
Commentary: 100% of schools across the authority are engaging with the Progress and Achievement module at 3 annual junctures - October, February and June. At these 3 points teachers of pupils from P1 to S3 enter data relating to every child's progress in literacy and numeracy within the Curriculum for Excellence level that they are currently working in. The resulting data sets are being used to develop planning and individualised targets for each pupil and identified groups. Data is analysed at school and authority level to ensure excellence and equity in provision. The authority uses the data to inform improvement planning with schools and clusters.

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

TARGET FQ2	ACTUAL FQ2	BENCHMARK	PERFORMANCE TREND
50%	100%	NO BENCHMARK	↑

EDU107_07-The percentage of schools that use the progress and achievement module

Latest status
FQ2 20/21
100 %



FQ2 2020/21 PERFORMANCE REPORT

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Indicator: EDU107_09-Support the increase in uptake of available Grants, Allowances and Entitlements.

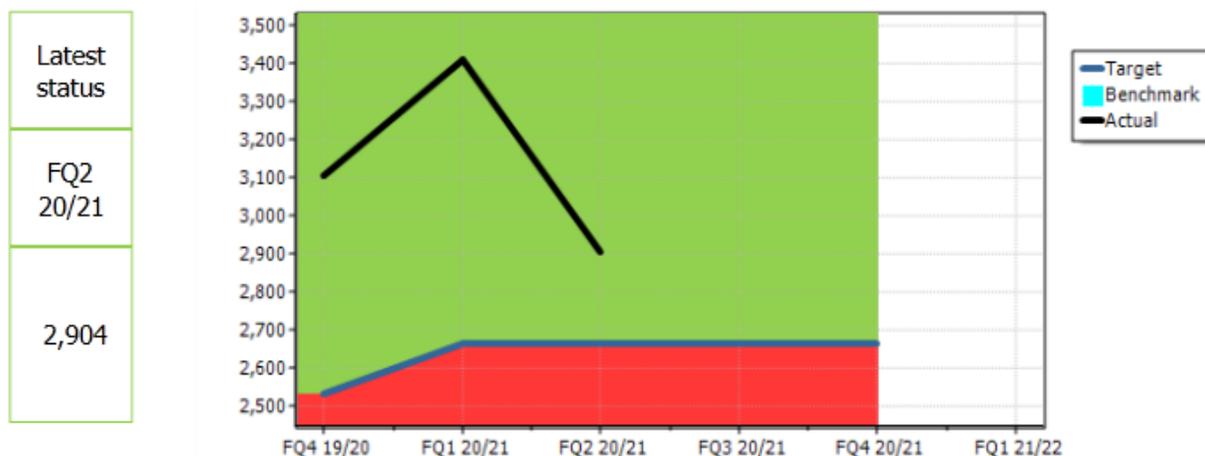
Why measure this? To demonstrate the support we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government.

Commentary: Education Maintenance Allowance (EMA) - There is a very low uptake for FQ2 as Scottish Government were very late in issuing the letter of approval to local authorities which meant that we were unable to process applications. This will level out during FQ3. Free School Meals (FSM) - We have seen an increase in the number of applications for FSM so far this year, which could be down to the COVID-19 situation. Whilst the overall performance is above target please note the individual Target and Actual performance for each entitlement.

This indicator is above target however performance has decreased since the last reporting period

TARGET FOR FQ2 (ANNUAL)	ACTUAL FQ2 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
CG 1464 FSM 928 EMA 273	CG 1570 FSM 1030 EMA 31 G	19/20 Performance	↓

EDU107_09-Support the increase in uptake of available Grants, Allowances and Entitlements.



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Indicator: EDU107_12-Maintain the percentage of all young people achieving a positive destination

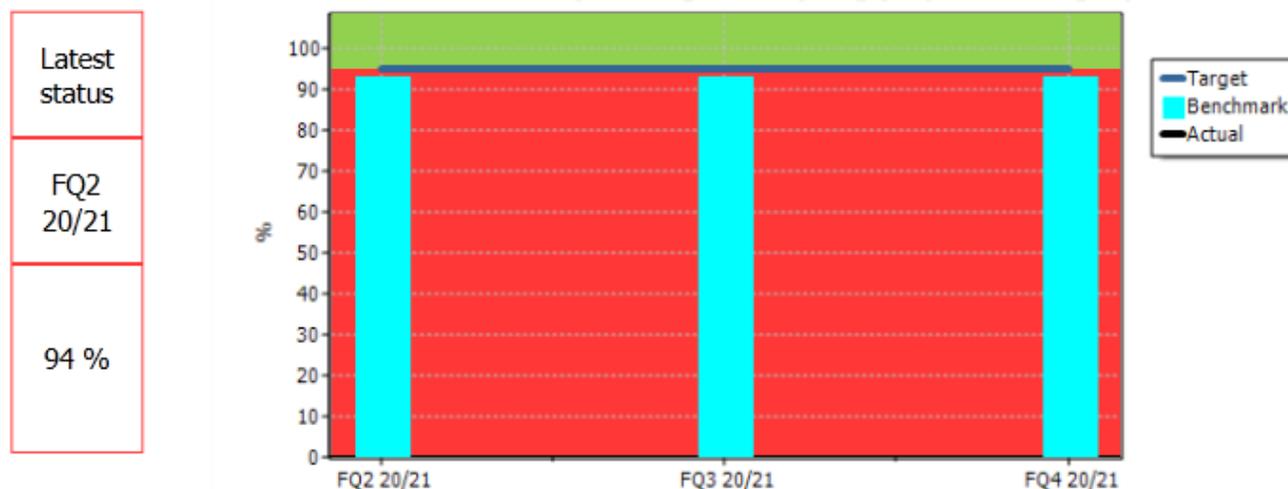
Why measure this? This demonstrates the high level of the number of our young people that achieve positive destinations. This gives an overall assessment of Young People in Argyll and Bute.

Commentary: The 2020 Annual Participation Measure headline figures confirm that 94.1% of 16-19 year olds in Argyll and Bute were participating in education, training or employment compared to 92.1% nationally. 2.4% were not participating compared to 2.8% nationally and 3.5% have an unconfirmed status compared to 5.1% nationally. Despite a fall of 0.7% (22 young people) in the number of young people participating last year, Argyll and Bute remains above the Scottish average in all three classifications.

This is a new indicator for this reporting period and the performance is on track.

TARGET FQ2 (ANNUAL)	ACTUAL FQ2 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
95%	94% R	93%	➔

EDU107_12-Maintain the percentage of all young people achieving a positive destination



Latest status

FQ2 20/21

94 %

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Indicator: EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model.

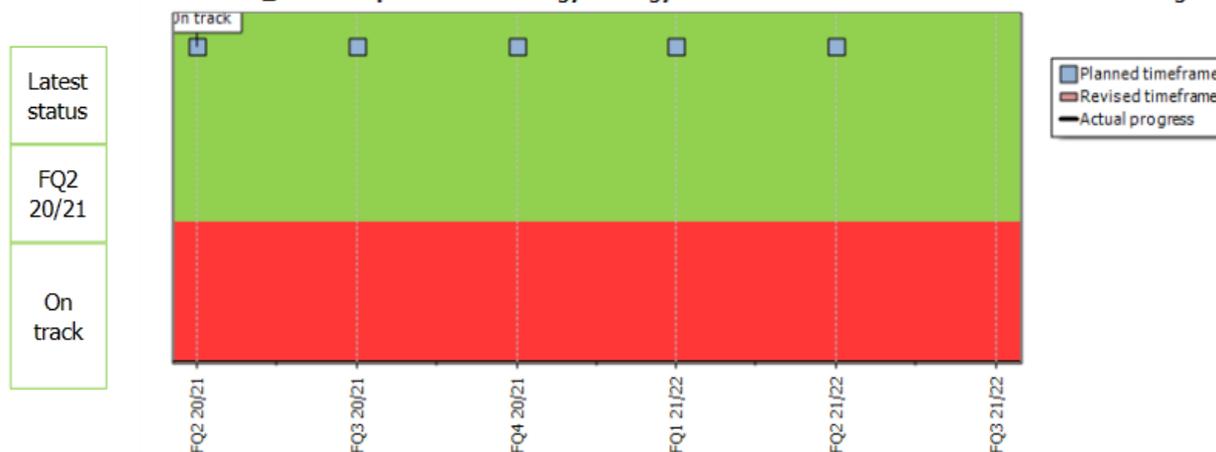
Why measure this? Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people.

Commentary: The Community Mental Health paper has been endorsed by Argyll and Bute's Children, including appointment of Principal Teachers (PTs) for Nurture. This 23 month secondment has now been advertised and will be interviewed towards the end of October 2020. The Educational Psychology Service (EPS) has developed information to be sent to all educational establishments following the October break seeking expressions of interest and detailing the implementation of the nurture strategy. The nurture PTs will work with the EPS to provide direct support to schools across Argyll and Bute to enhance wellbeing for all and ensure that nurture developments: - are built on evidence informed approaches - are directed at the specific needs of the children in that school - create a school ethos and climate where all children, young people and staff can grow and flourish - consider the needs of parents / carers and family - build in effective strategies to measure progress and report on impact for children and young people .

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

TARGET FQ2 ON TRACK	ACTUAL FQ2 ON TRACK G	BENCHMARK NO BENCHMARK	PERFORMANCE TREND ➔
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EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model



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Indicator: EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.
Why measure this? [These opportunities help to improve the life chances of our young people and help them to achieve their positive destinations.](#)

Commentary: Complete information still not available. It is however apparent that there are a significant number of wider achievement awards that were started but not completed due to Covid 19. Many of which will not be completed as young people move on causing a drop in the number of wider achievement awards completed.

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

TARGET FINANCIAL YEAR 2019/20	ACTUAL FINANCIAL YEAR 2019/20	BENCHMARK	PERFORMANCE TREND
70	64 R	70	↓

EDU108_07-Increase the uptake of wider achievement opportunities which offer alternative ways to develop learning, life and work skills.

