

FQ4 2020/21 PERFORMANCE REPORT

This report provides an overview of the FQ4 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.

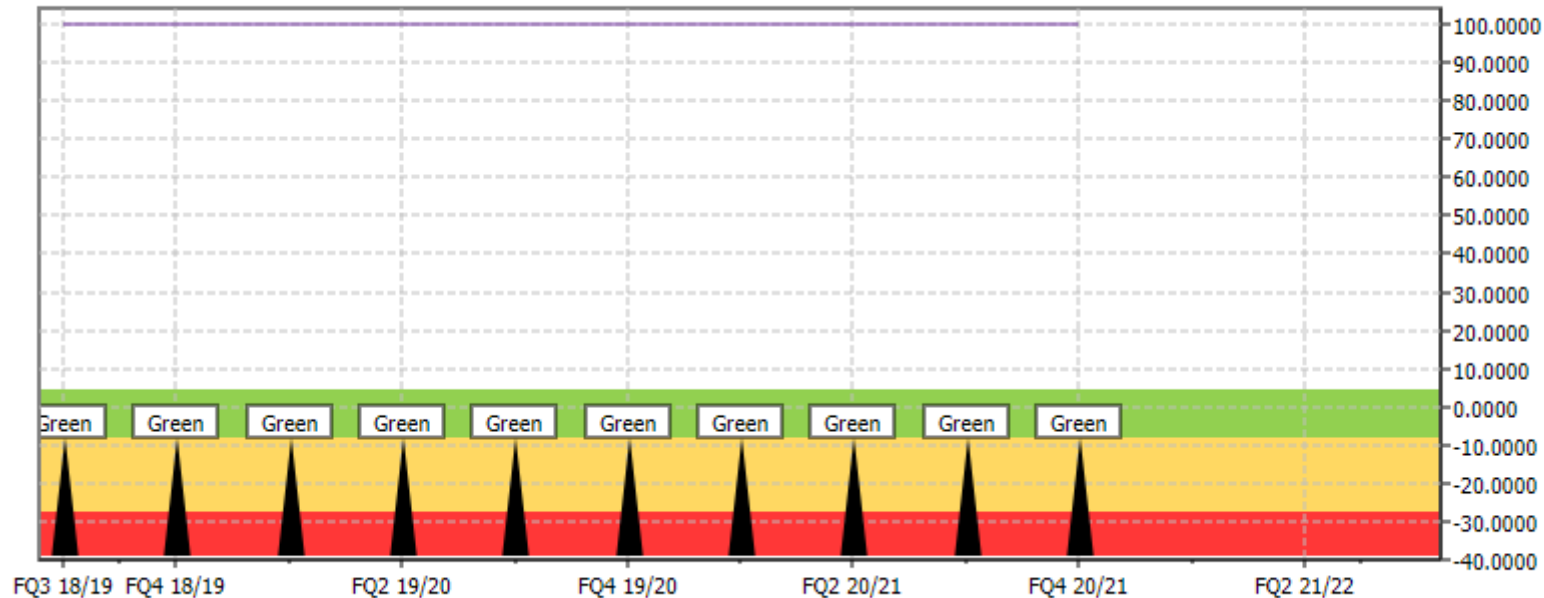
Why measure this? The need to ensure all 3 and 4 year olds have access to 1140 hours by August 2020.

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. A new statutory date of Aug 21 has been set and we will deliver the funded meal in almost all settings by that date.

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

TARGET FQ4 Complete	ACTUAL FQ4 Complete	BENCHMARK No Benchmark	PERFORMANCE TREND
	G		➔

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.

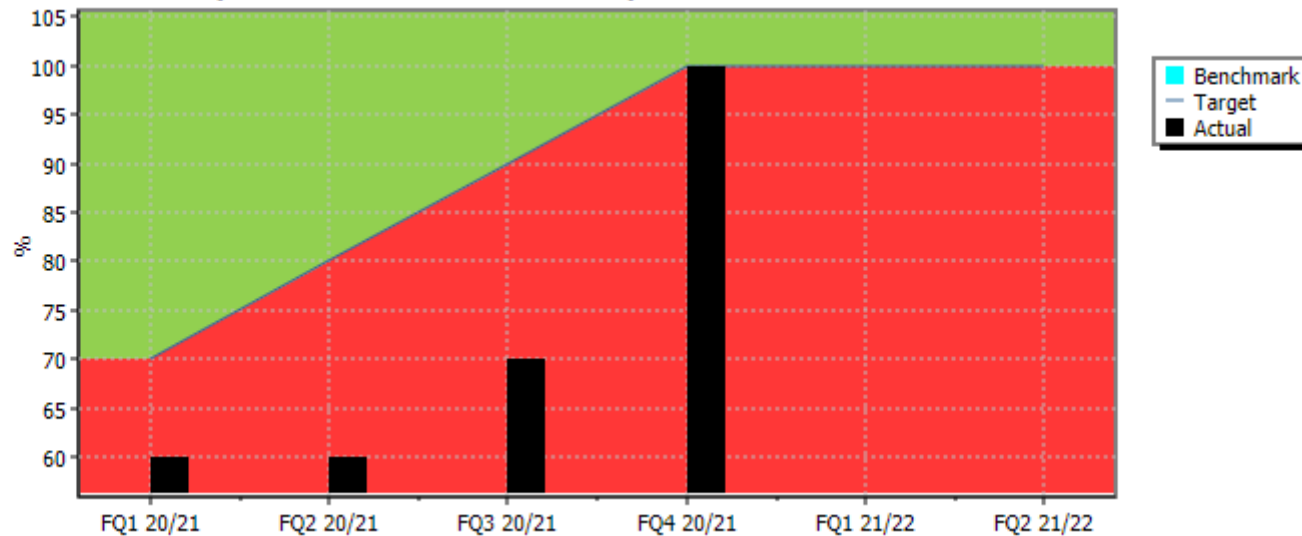
Commentary: Almost all learners are now are spending a minimum 50% of time outdoors. As a result of COVID 19 we have been unable to offer further training as planned again this quarter. However all settings have guidance to support high quality outdoor play. Our outdoor learning course has been verified by SQA and training for trainers will begin in May 2021 with a pilot training course offered by July 2021

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

TARGET FQ4	Actual FQ4	BENCHMARK	PERFORMANCE TREND
100%	100%	No Benchmark	↑

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

Latest status
FQ4 20/21
100 %



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Indicator: EDU107_04-A counselling service is available in all secondary schools

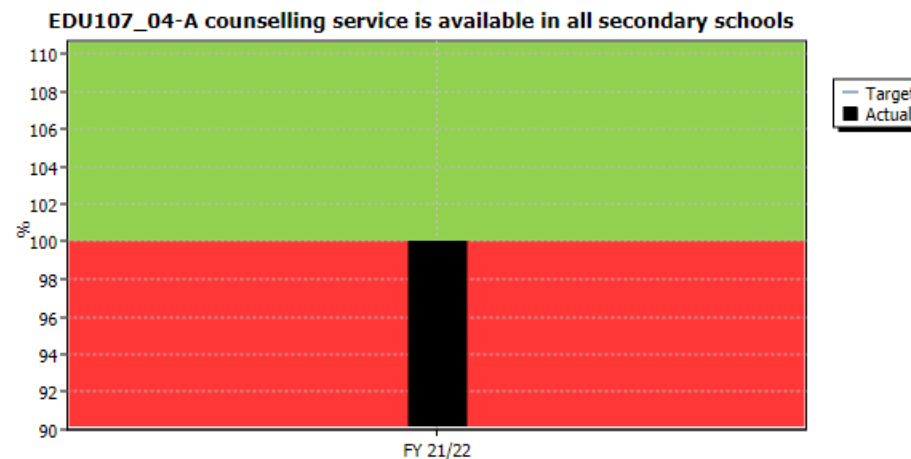
Why measure this? This will provide support for mental health and wellbeing in our young people.

Commentary: The school counselling service is progressing positively. Since the service started on February 8th of this year 63 referrals have been received with the average age of the young person being 14 years. There is a relatively even balance across males and females, with slightly more females being referred. A wide range of referral reasons have been recorded including anxiety, relationships, trauma and emotional regulation, bereavement, bullying, low mood and self-injury /self-harm. Referrals are mostly being received from school staff. Early indications are that young people with particularly vulnerabilities, such as having additional support needs, being care experienced or being a young carer, are supported to access the service. Analysis of trends has identified that the service is being used well across all but one area of the authority and the reasons for this are being investigated further to ensure equity of access. Moving forward, further data will be collected including length of engagement and impact for young people.

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

TARGET FQ4 (ANNUAL)	ACTUAL FQ34 (ANNUAL)	BENCHMARK	PERFORMANCE TREND
100%	100% G	NO BENCHMARK	➔

Latest status
FY 21/22
100 %



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

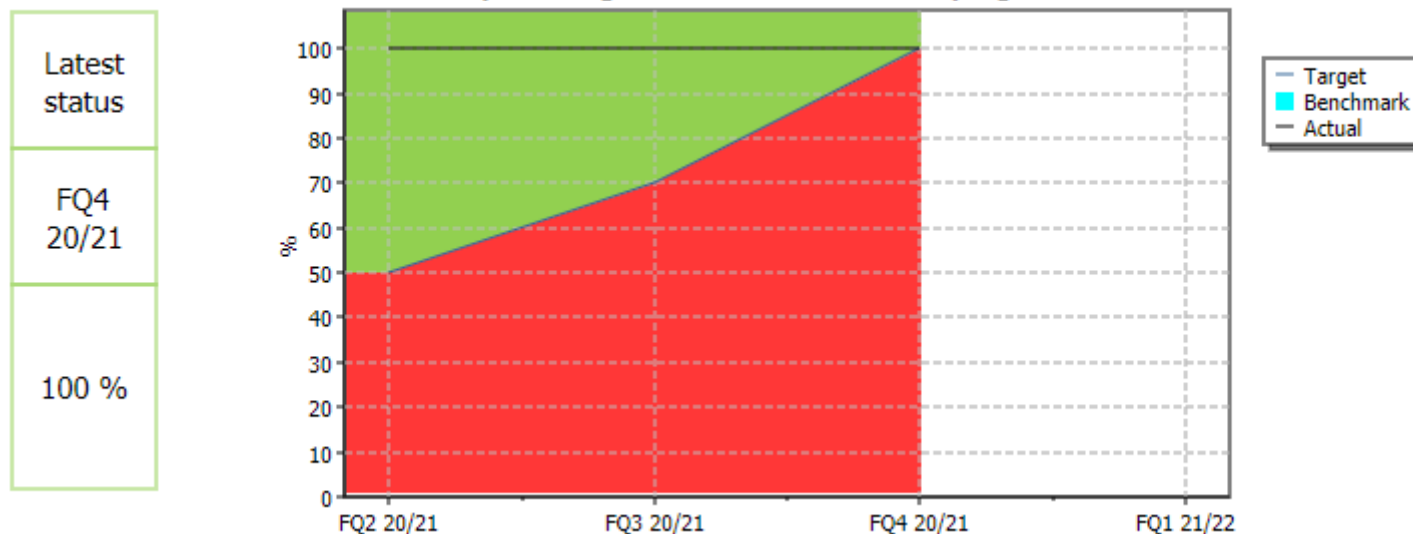
Why measure this? This will enable the Education Service to assess and track children and young people's progress in raising their attainment

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 with no change in performance since the last reporting period

TARGET FQ4 70%	ACTUAL FQ4 100%	BENCHMARK NO BENCHMARK	PERFORMANCE TREND ➔
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EDU107_07-The percentage of schools that use the progress and achievement module



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

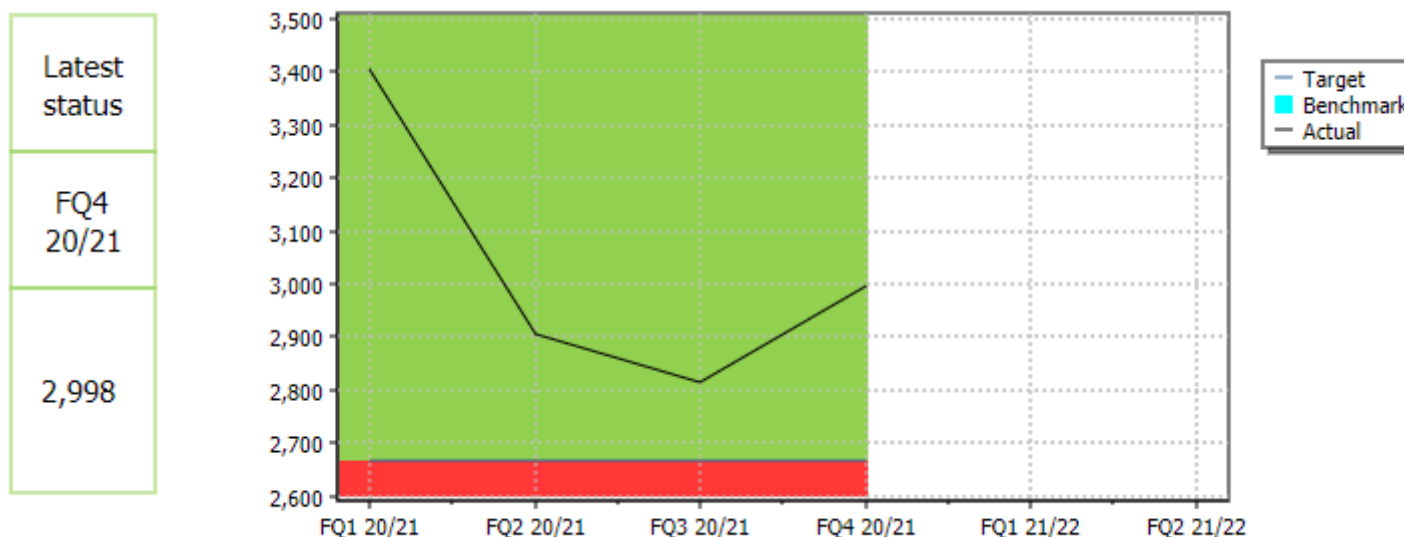
Why measure this? To demonstrate the support we are putting in to the most vulnerable families in the Authority to support children. This also maximises the Pupil Equity Fund allocation to schools through Scottish Government.

Commentary: Education Maintenance Allowance (EMA) and Clothing Grant payments have decreased whilst there has been an increase in Free School Meal (FSM) payments. Covid-19 has had an impact on all grant uptake.

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

TARGET FOR FQ4 (ANNUAL)	ACTUAL FQ4 (ANNUAL)	BENCHMARK 19/20 Performance	PERFORMANCE TREND
CG 1464 FSM 928 EMA 273	CG 1724 FSM 1071 EMA 203 G	CG 1839 FSM 982 EMA 282	↑

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



Latest status

FQ4 20/21

2,998

— Target
— Benchmark
— Actual

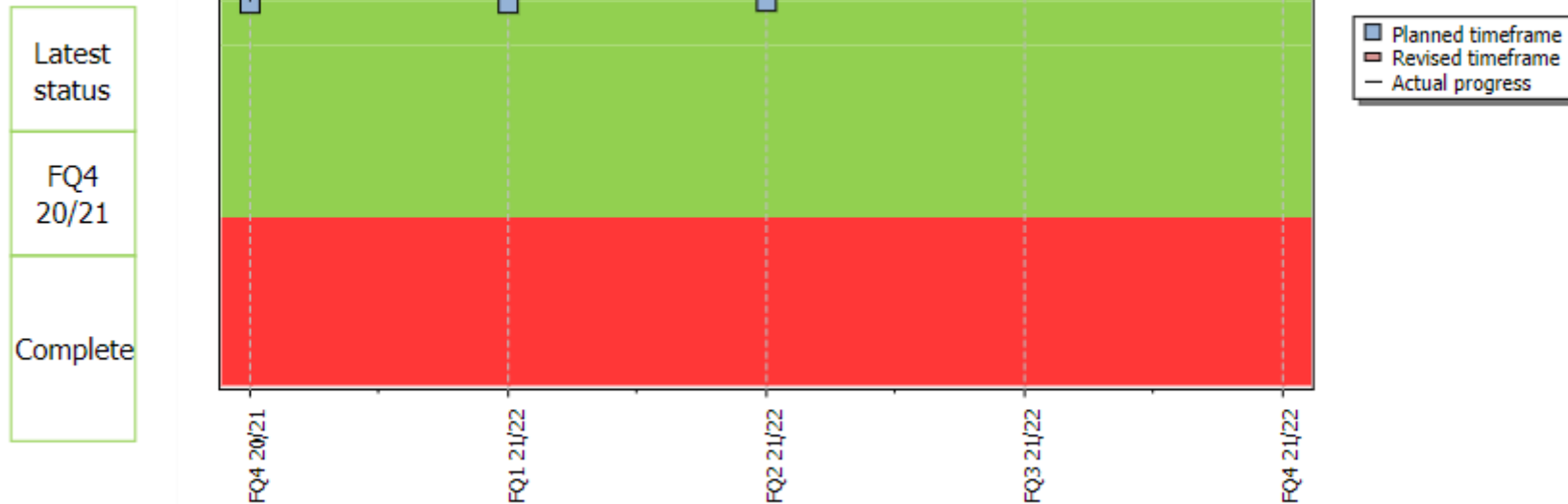
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Indicator: EDU108_01-Develop a nurture strategy for Argyll and Bute with an associated sustainable training model.
Why measure this? Upskilling staff within nurture will help to improve the health and wellbeing of our children and young people.
Commentary: This strategy has been developed and adopted. Updates will be reported through the actions arising from the nurture strategy element.
This indicator is now marked as Complete, there was no change in performance since the last reporting period

TARGET FQ4 COMPLETE	ACTUAL FQ4 COMPLETE	BENCHMARK NO BENCHMARK	PERFORMANCE TREND
	G		➔

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: The collation of this information has been delayed due to Covid restrictions and other demands. Will update as soon as available. As previously indicated, it is anticipated that numbers will be significantly lower.

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.

