

## Appendix 3

Delivering Our Outcomes – This highlights past performance as illustrated through our Key Performance Indicators (KPIs)

### 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

**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator:** EDU106\_03 Maintain the low level of exclusion incidents experienced by our looked after children.

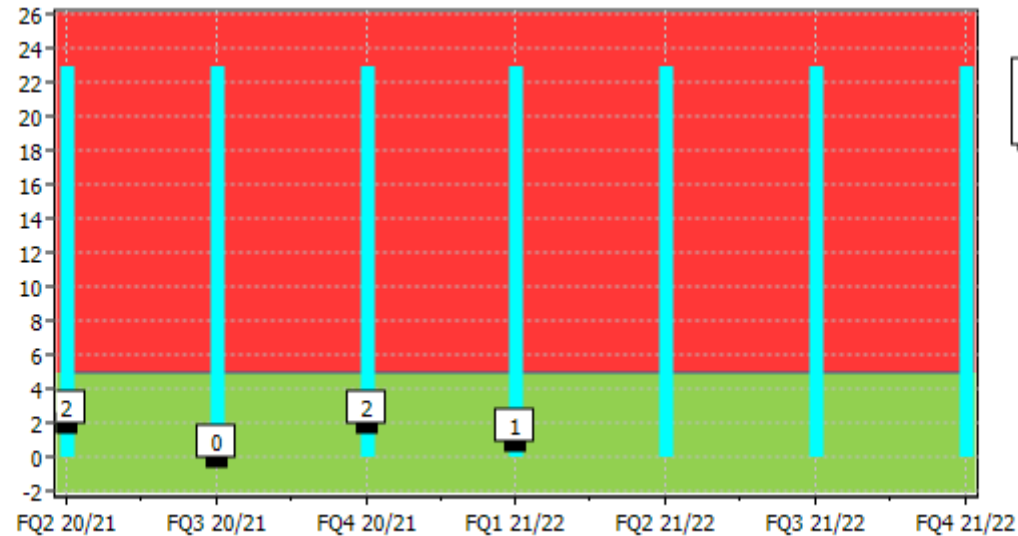
**Why measure this?** Low level of exclusions help to narrow the attainment and achievement gap between our care experienced young people and non-care experienced young people.

**Commentary:** On track. There has been one exclusion incident in May. There is ongoing liaison with schools to ensure we are looking at alternatives to exclusion and that the protocols for excluding Care Experienced Pupils are updated and followed.

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

TARGET FQ1	ACTUAL FQ1	BENCHMARK	PERFORMANCE
<5	1 <b>G</b>	2018/19 academic year: 23	↑

Latest status
FQ1 21/22
1



**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator:** EDU106\_04 Ensure there is a completed transition plan in place when a care experienced young person changes school / establishment

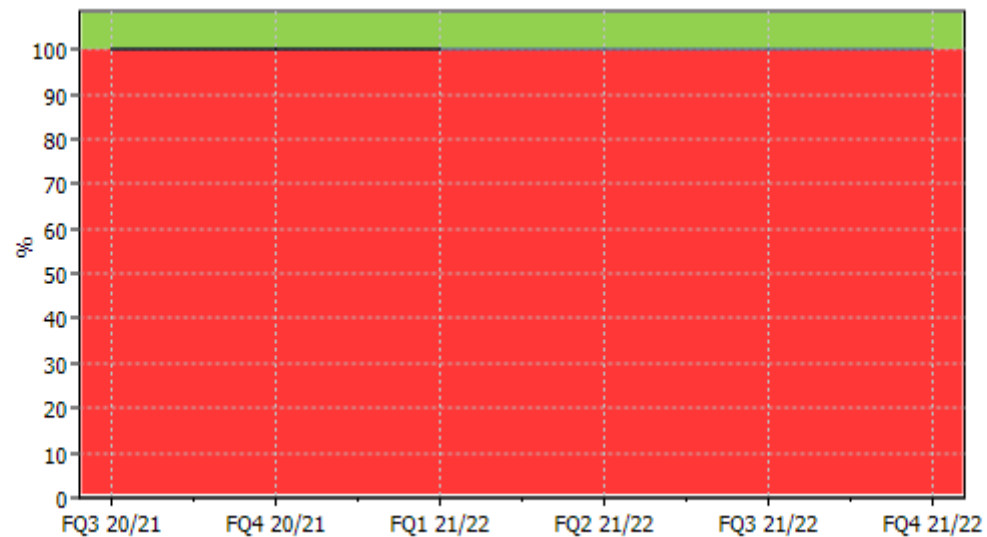
**Why measure this?** To improve the support for every looked after child the individual transition plan is implemented by staff.

**Commentary:** The level of individual tracking for this cohort is completed in 2 tiers. Individual tracking takes place at school level. This is then interrogated by the Principal Teacher for Care Experienced Children and Young People and where necessary individual interventions and / or support are put in place.

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

TARGET FQ1 100%	ACTUAL FQ1 100%	BENCHMARK 2020/21: TBC	PERFORMANCE ➔
	<b>G</b>		

Latest status
FQ1 21/22
100 %



**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator: EDU106\_05 Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.**

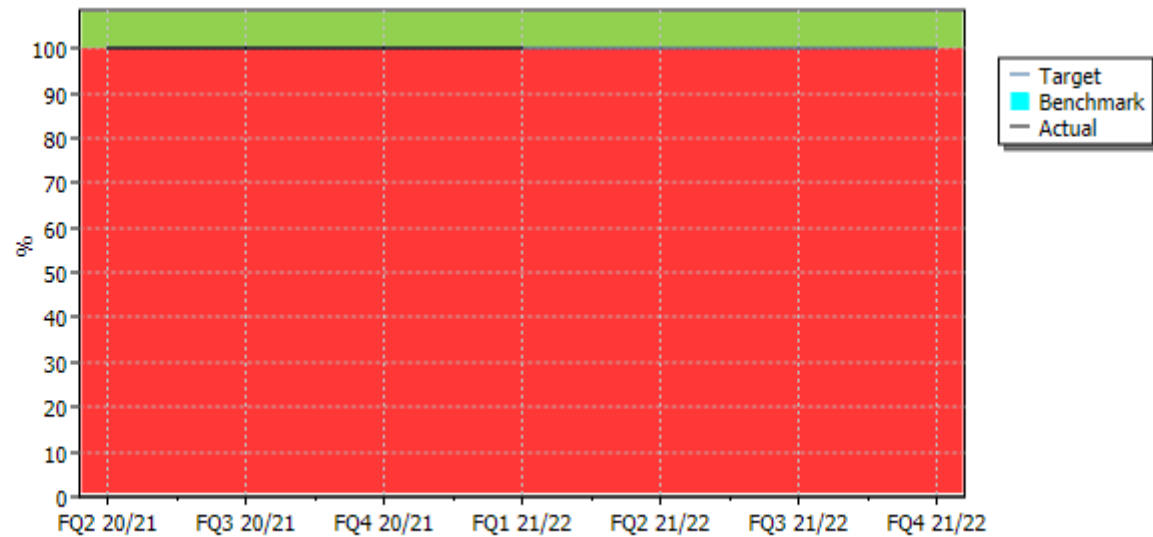
**Why measure this? This is specific to each child and helps to support the child's educational journey.**

**Commentary:** The level of individual tracking for this cohort is completed in 2 tiers. Individual tracking takes place at school level. This is then interrogated by the Principal Teacher for Care Experienced Children and Young People and where necessary individual interventions and / or support are put in place.

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

<b>TARGET FQ1</b> 100%	<b>ACTUAL FQ1</b> 100% <b>G</b>	<b>BENCHMARK</b> 2020/21: TBC	<b>PERFORMANCE</b> ➔
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Latest status
FQ1 21/22
100 %



**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator:** EDU108\_04 Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.

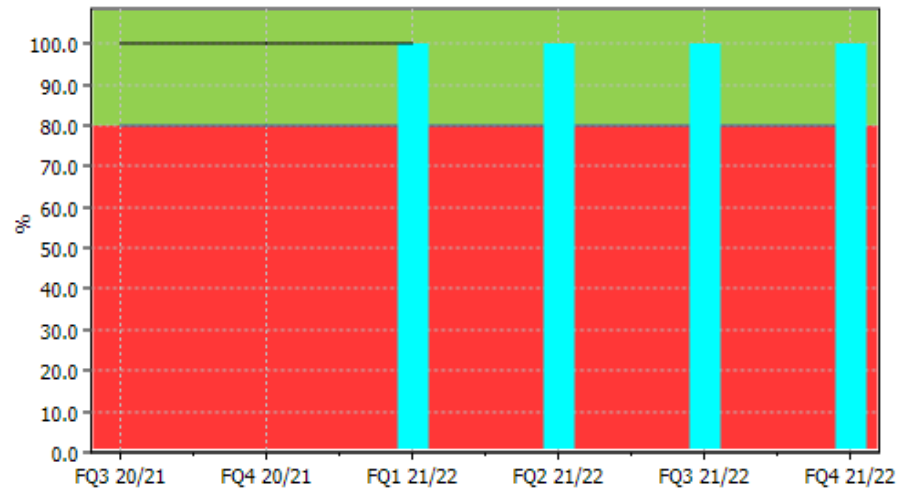
**Why measure this?** By making best use of digital technology also demonstrates the best use of staff across the area.

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

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

<b>TARGET FQ1</b> 80%	<b>ACTUAL FQ1</b> 100% <b>G</b>	<b>BENCHMARK</b> 2020/21:100%	<b>PERFORMANCE</b> ➔
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Latest status
FQ1 21/22
100.0 %



**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator: EDU115\_01 Our Grant spend is maximised:**

**Gaelic Grant**

**Glaif**

**Looked After Children Attainment funding**

**Scottish Attainment Challenge**

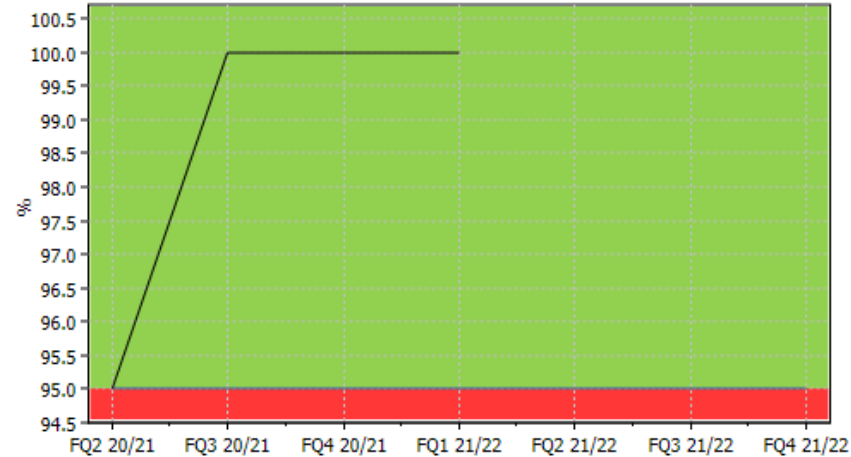
**Why measure this? Attainment and achievement for our children and young people can be supported if available and entitled grants are maximised.**

**Commentary:** Consultation, planning and regular ongoing evaluation of spend and impact relating to grant allocations - Gaelic Grant, Gaelic Language Act Implementation Fund, Scottish Attainment Challenge, Looked After Children Attainment fund and Pupil Equity Fund - have resulted in the maximizing of spend and impact for each funding stream. In 2020-21, we also received a grant allocation of just under £450k for the purchase of digital devices and connectivity solutions for pupils. Spending was prioritised to pupils in digital poverty, and the report on the positive impact of Digital Inclusion funding was submitted to the Scottish Government in June 2021.

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

<b>TARGET FQ1</b> 95% of each funding stream. Cumulative	<b>ACTUAL FQ1</b> 100% <span style="color: green; font-weight: bold; font-size: 1.2em;">G</span>	<b>BENCHMARK</b> 2020/21: TBC 2019/20: 95%	<b>PERFORMANCE</b> <div style="text-align: center; font-size: 2em;">➔</div>
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Latest status
FQ1 21/22
100.0 %



**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

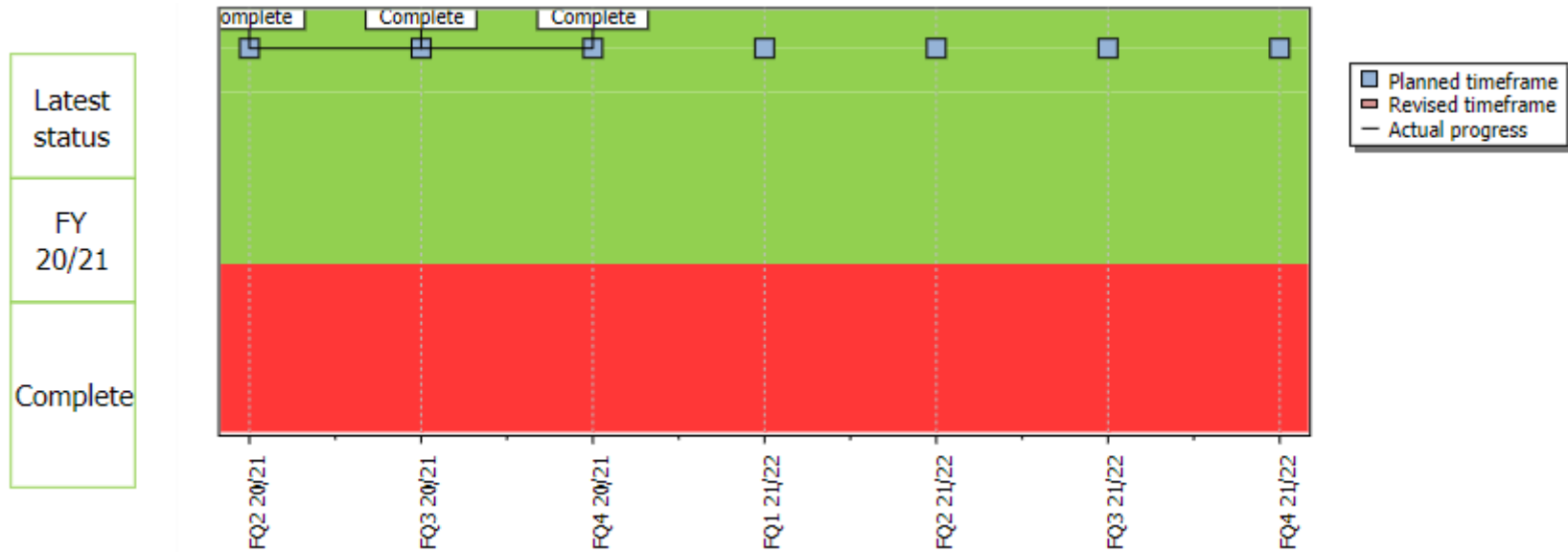
**Indicator: EDU117\_02 Provide 6 probationer virtual learning days to our probationer teachers.**

**Why measure this? To continue and support the professional learning journey of our probationer teachers.**

**Commentary:** Using virtual technology the newly qualified teachers (probationers) came together to present their action research project findings, despite the impacts of Covid it was encouraging to see the positive impact there work has had on our children and young people. In addition to this a report session was provided by the General Teaching Council for Scotland to support their understanding of the professional standards. 12 out of the 19 primary probationers allocated to us and 3 out of the 8 secondary probationers allocated to us have secured posts within the authority for 2021-22.

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

TARGET FQ1 Annual Measure Complete	ACTUAL FQ1 Annual Measure Complete <b>G</b>	BENCHMARK 2020/21: 6	PERFORMANCE ➔
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**DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS**

**Indicator:** EDU117\_03 The percentage of new head teachers who have or are working towards the statutory headship qualification.  
**Why measure this?** To ensure our head teachers have the appropriate leadership skills to lead our establishments and enhance education provision and outcomes for our children and young people.

**Commentary:** During FQ1 we interviewed for a new cohort of In To Headship which provides aspiring head teachers with the statutory qualification to become a head teacher. We were delighted to appoint 4 primary candidates and 2 secondary candidates onto to this course.

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

<b>TARGET</b> FQ1 Annual Measure 90%	<b>ACTUAL</b> FQ1 Annual Measure 90% <b>G</b>	<b>BENCHMARK</b> 2020/21: 90%	<b>PERFORMANCE</b> ➔
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Latest status
FY 21/22
90 %

