

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE22 August 2024Report by the Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2023/24**PURPOSE OF REPORT**

1. The purpose of this report is to update and advise Education Committee of the end-year report on the performance of the Education Department throughout 2023/24.

RECOMMENDATION

2. Education Committee is asked to note and comment on the content of the report as a summary of the Education Department's performance throughout 2023/24.

BACKGROUND

3. The Education Department has a well-embedded approach to continuous improvement across the entire department, with Education Committee regularly receiving reports on various aspects of performance at both a departmental and individual establishment level. Throughout the last year, in addition to the [Standards and Quality Report](#) summarising educational performance, reports have been considered on the [progress towards priorities set out in the National Improvement Framework](#) and [Scottish Attainment Challenge](#), a review on the [impact of Pupil Equity Funding](#) and the [Early Learning and Childcare Annual Report](#) amongst others.

4. In addition, over the last year, individual Education Scotland inspections have been undertaken across a number of schools within East Renfrewshire, with the reports on the inspections of [Barrhead High School](#), [St Luke's High School](#) and [Kirkhill Primary School](#) having subsequently been considered by Education Committee. These reports have all been particularly strong, highlighting the continued strong performance of our schools. In addition, Care Inspectorate inspections of both Glenwood Family Centre and Overlee Family Centre have highlighted sector leading practice, with both centres being asked to share such practice nationally.

5. The department's progress in achieving both the critical activities and the performance indicators in the Council's Outcome Delivery Plan (ODP) is reviewed on a six-monthly basis through internal reporting. These reports are presented at regular performance review meetings, attended by the Chief Executive and the Education Leadership Team (ELT), providing the opportunity for discussion around the key achievements and aims for the following year.

6. End-year reports are prepared and presented to Education Committee to provide a summary of the department's performance in contributing towards to the ODP over the last

year, as well as setting out the priorities for the year ahead. The [end-year report for 2022/23](#) was considered by Education Committee in August 2023.

7. A full report on the ODP, encompassing all activities and indicators across the Council, is due to be considered at a forthcoming Council meeting.

REPORT

8. The Education Department's end-year report 2023/24 (appendix 1) sets out a high-level summary of the department's performance, categorised as follows:

- **Outcomes** – these provide an overview of the department's performance, both in the progress towards achieving critical activities contributing to wider outcomes, and in performance indicators. All critical activities are linked to wider strategies and plans from across the Education Department.
- **Customers, Efficiency and People** – these focus on key targets aimed at improving the performance and effectiveness of the department.

9. Importantly, the report relates to the 2023/24 organisational year (April 2023 to March 2024) and, as such, does not align with the regular academic year reporting cycles. As this end-year report was completed in April 2024, prior to the end of the school session, full year data was not available for 2023/24. This means that many of the indicators within the report relate to the 2022/23 session, the latest for which full data is available. Attainment performance for the 2023/24 session will be reported to Education Committee through the annual presentation on educational outcomes and SQA performance and through the department's Standards and Quality Report at a future date.

10. Ahead of 2023/24, the ODP was reviewed, taking into account that many of the previous activities had been completed or overtaken. As such, new critical activities and indicators were developed for the 2023/24 version of the ODP. To ensure alignment with the wide-ranging work already being undertaken across the department and to avoid duplication, all intermediate outcomes and activities have been identified from existing strategies and plans already in place. As such, many of the indicators and activities will also be reported through other regular updates considered by Education Committee.

11. For each of the indicators included within the ODP, targets have been developed and are outlined in the appendix. Whilst the department has sought to provide consistency in the timescales of such targets, given the national reporting requirements, this has not always been possible to achieve. For each of the 3-year stretch aims, intermediate targets have been developed and these have been previously reported to Education Committee in September 2023. Performance against such intermediate targets will be reported through regular updates to a future Education Committee.

12. The Education Department has continued to work towards achieving the vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. With clear actions in place, set out through the overarching Local Improvement Plan, the key priority has remained the ongoing work towards closing the poverty related attainment gap, including a strong focus on supporting those with lower attendance and those experiencing emotionally-based school absence (ESBA) given the impact this has on wider educational outcomes. Through the use of Strategic Equity Funding (SEF) and Pupil Equity Funding (PEF), the department, schools

and early learning and childcare settings have maintained a strong focus on ensuring the most disadvantaged learners continue to be supported. Further key highlights across each area reported through the end-year report include:

Outcomes

- ✓ In 2022-23, the highest ever proportion of pupils leaving East Renfrewshire schools went on to Higher or Further Education, work or training, with 98.7% in a positive destination. This is the highest level across Scotland, exceeding the national average of 95.9%.
- ✓ In 2022-23, ERC was the highest performing local authority in literacy and numeracy attainment at P1, 4 and 7 combined and at S3.
- ✓ Continuing to be the highest performing local authority at the senior phase in 2023, with the performance across almost all measures significantly outperforming both the virtual comparators and national averages. This has included the best ever performance within East Renfrewshire for pupils achieving National 5 awards in S4.
- ✓ Launch of new resources and professional learning to support self-evaluation and learning, teaching and assessment.
- ✓ Highest attendance rates nationally in 2022-23, however, this remains a key priority for the schools to continue to improve on.
- ✓ Opening of the new Neilston campus, bringing together Neilston Primary School, St Thomas's Primary School and Madras Family Centre in a new, state of the art campus.
- ✓ Support for families across East Renfrewshire through Adult Learning programmes such as Multiply which supports adults to increase confidence in using numbers and maths in everyday life; focusing on developing literacy skills through the delivery accredited courses for families, residents and our workforce; and the provision of ESOL for newly arrived families displaced from Hong Kong and Ukraine.
- ✓ Facilities Management services recognised nationally across catering and cleaning, including the best performance in Scotland across meal uptake indicators.

Customers

- ✓ Very high levels of customer satisfaction reported through the 2024 Citizens' Panel, continuing with consistently high performance reported through previous years.
- ✓ Continued strong performance in customer-facing services, including 100% of applications for early learning and childcare receiving their first choice preference of either setting or attendance pattern through the annual allocation process.
- ✓ Continuing to embed digital approaches to customer engagement and communication, including through the ongoing development of ParentsPortal and Gov.notify to maintain a 'digital first' approach.

Efficiencies

- ✓ Continued high performance in invoice processing timescales, performing significantly above both the Council-wide figure and target figures.

People

- ✓ The HealthiER Minds service has continued to provide essential health and wellbeing advice and support to staff, pupils and parents, with 308 referrals supported through a range of partnerships and 97% of children and young people referred reporting improved outcomes.
- ✓ Implementation of the department's new Leadership Strategy.

- ✓ Teacher and local government absence rates were 5.81 days and 12.08 days respectively. This is a small increase on the figures in 22/23, which were 5.53 days for teachers and 11.97 days for local government staff.

13. As has previously been reported to Education Committee, the department's Local Improvement Plan 2024-27 sets out the key areas for improvement over the next three years, with a clear focus on improving outcomes for all learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. This plan, in addition to the various other strategies and plans which have previously been reviewed and considered by Education Committee, purposefully align closely to the activities set out in the ODP. Key priority activities for the year ahead include:

- Continue to be the highest performing mainland local authority, continuing to improve attainment through the Broad General Education and Senior Phase, and continuing to work towards closing the poverty related attainment gap between our least and most disadvantaged children and young people.
- Strengthening approaches to self-evaluation using *How Good is our Education Authority?*
- Improving school attendance figures through the continued implementation and growth of the Learn Well Service, including supporting children and young people facing emotionally-based school absence (EBSA).
- Continuing to support our staff to develop through the implementation of the department's Leadership Strategy and the Council-wide People Strategy.

FINANCE & EFFICIENCY

14. There are no specific financial implications arising from this report.

PARTNERSHIP WORKING

15. Whilst this report focuses specifically on the Education Department's contribution to the delivery of the ODP, it is recognised that the ongoing continual strong performance is only achieved through the excellent, well-established partnership working across the Council and with external partners.

CONCLUSION

16. This report summarises the performance of the Education Department throughout 2023/24. Whilst specifically focussing on the department's contribution towards the Council-wide Outcome Delivery Plan, the report clearly sets out the wide-ranging work being undertaken across the department, schools and early learning and childcare centres in seeking to achieve the vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*.

17. Building on the strong performance throughout 2023/24, the report outlines the intended next steps, detailed through the Local Improvement Plan, to continue to achieve the best outcomes for all learners and work towards closing the attainment gap between our most and least disadvantaged children and young people.

RECOMMENDATIONS

18. Education Committee is asked to note and comment on the content of the report as a summary of the Education Department's performance throughout 2023/24.

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22 August 2024

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Appendix 1: End-Year Performance Report 2023/24

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Education Department End-Year Performance Report 2023/24

This report includes an update on the Education Department's indicators and activities in the ODP. Note: Following the national approach, school attainment, attendance and exclusion data in the plan refers to the relevant academic year rather than the financial year.

PI Status of last available data:	
	Off target
	Target still to be achieved
	On Target
	For information only (no target set)

1. Community Plan Outcomes

1. All children in East Renfrewshire experience a stable and secure childhood and succeed



1.3 Children and young people are cared for, protected and their wellbeing is safeguarded

1. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities – Critical Activities

Activity	Progress Bar	Due Date	Latest Note
Strengthening parental involvement and representation in the life and work of schools and early years settings	60%	2025/26	Progress has been made across the 3 key areas of the Parental Involvement and Engagement Strategy (22-25): communication, collaboration and consultation. Communication: professional learning for staff resulting in handbooks adhering to NIF principles as evidenced through a recently completed audit. Collaboration: continuing increase in accreditation of Family Centred Approaches (15 ELC settings with gold, 9 primary schools with gold and one secondary school with silver). Consultation: continued improvement in consultation approaches, evidenced through recent HMIE inspection Reports.
Implementing the Promise and the principles of the Getting it Right for Every Child refresh across all schools and classrooms	75%	2025/26	Promotion of The Promise has been undertaken with key staff, with the development of a Training for Trainers programme and the launch of the Keeping the Promise Award set to be rolled out from 24/25.

Activity	Progress Bar	Due Date	Latest Note
			<p>Work has been undertaken to build staff understanding, knowledge and skills in relation to trauma-informed practice, with the Keeping Trauma in Mind programme having delivered training to Pupil Support Assistants. A further programme, Still Keeping Trauma in Mind has been developed and is set to be rolled out from the forthcoming session.</p> <p>Systems in relation to data collection, tracking and monitoring have also been reviewed and are set to be refreshed next session to support a more targeted focus on improving outcomes for all children and young people.</p>
Supporting and challenging schools and early learning and childcare settings to adopt collaborative self-evaluation and consultation approaches to identify local barriers to stakeholder involvement and address these	40%	2025/26	<p>Data gathering to establish a baseline has been completed, with Equalities Co-ordinators having now met to discuss results and share practice in collaborative self-evaluation to inform next steps.</p> <p>The establishment of parent equalities groups has continued with strong qualitative evidence of positive impact. This will continue to be supported by the Principal Teacher (Equality, Diversity and Sustainability) from August 2024.</p>
Creating a Wellbeing Hub to improve attendance and engagement with learning	85%	2025/26	<p>The Learn Well Service continues to develop, with a focus on data collection, including the views of service users, to plan for improvement. Evaluative tools have been developed and utilised, with the data to help inform how we report on progress and to develop the service to be responsive to need.</p> <p>Work continues to deliver Career Long Professional Learning (CLPL) to staff in schools to ensure emotionally-based school absence is identified and supported and to work preventatively with young people exhibiting anxiety concerning their attendance at school.</p>
Expanding and enhancing the Healthier Minds Service to ensure it supports all children, young people and families	60%	2025/26	<p>Healthier Minds continues to offer support to children and young people with mental health, with 308 referrals from July 2023 – March 2024. Support has been provided through RAMH, Healthier Minds Team, school nursing, Children 1st and CAMHS. With a lower number of males being referred, the team have delivered professional learning to support staff to understand and identify male mental health needs and support.</p> <p>15 sessions have been delivered on different themes, supporting 164 staff across Education, HSCP and the 3rd sector.</p> <p>Through the Strathclyde Wellbeing Scale used to measure impact, 97% have reported improved outcomes.</p>

1.3 Children and young people are cared for protections and their well-being is safeguarded. – Critical Indicators

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
Percentage attendance for Looked After Pupils (Primary and Secondary)	89.9%	-	90.0%		Data for 23/24 not yet available.
Proportion of P1 children who have reached all of the expected milestones on entry to school	82.7%	-	85.0%		Data for 23/24 not yet available.



2. East Renfrewshire residents are healthy and active and have the skills for learning, life and work


2.2 Children and young people are included – Critical Activities

1. A sense of belonging and identity for children within their school and local community

Activity	Progress Bar	Due Date	Latest Note
Implementing the UNCRC to improve participation of all children in decision making	50%	2025/26	The UNCRC Implementation Group has secured funding from the UNCRC Innovation Fund to develop participation of young people from underrepresented groups. A successful application has been made to work with 'My Rights My Say' to develop professional learning for ERC staff on effective engagement and participation with children who have additional support needs. Work has begun on developing this professional learning. The UNCRC page on website has been developed to raise awareness and access to resource and a suite of CLPL is being developed to upskill staff. Schools are engaging with children and young people using participatory budgeting models to support children's participation in decision making.
Implementing the recommendations from both	75%	2025/26	Work continues on delivering the recommendations from the ASN review. Staff from across all education

Activity	Progress Bar	Due Date	Latest Note
the national ASL review and the department's ASN review, including providing professional learning around inclusive practice in ELC settings and schools			sectors are contributing to the workstreams and are leading sub-groups to take forward particular aspects of improvement. Professional learning continues to be a particular focus with work having been undertaken to develop a programme for the forthcoming 24/25 session.
Providing professional learning opportunities to increase knowledge and skills in: planning curriculum, learning, teaching and assessment to recognise value and include diverse identities; supporting bi-lingual learning; anti-racist education; and LGBT inclusive education	60%	2025/26	Professional learning opportunities across EAL support (English as an additional language), anti-racism and culturally responsive practice has been refreshed and a comprehensive programme is underway. An online resource has been developed through the department's intranet, hosting practical learning and teaching resources and professional learning materials, with over 100 staff now members of this resource. Work continues with Equalities Co-ordinators to provide effective professional learning opportunities and identify further support needs.
Updating policies on racism and prejudice-based bullying	100%	2025/26	A refresh of the guidance provided to schools has been completed and was distributed to all schools in early 2024.
Supporting and challenging schools to reduce the cost of the school day	50%	2025/26	A majority of schools have engaged with Cost of the School Day resources, with 50% of schools and ELC settings reporting they have undertaken audits with stakeholders. Building on this, further professional learning focussed on poverty-aware practice will be taken forward across all sectors in the new session.

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
Number of exclusions per 1,000 pupils - Primary. (4 year average target to 25/26 of 0.3 per 1000 pupils).	0.1	-	0.3		Data for 23/24 not yet available.
Number of exclusions per 1,000 pupils - Secondary (4 year average target to 25/26 of 0.3 per 1000 pupils).	6.7	-	5.5		Data for 23/24 not yet available.

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
Number of ERC schools with Rights Respecting Gold Award	13	15	15		There has been an increase in 2 on last year, achieving this year's target of 15. The department continues to set further increased targets in subsequent years.

2.3 Children and young people raise their educational attainment and achievement and develop the skills they need

1. Improved attainment in the broad general education and senior phase _Critical Activities

Activity	Progress Bar	Due Date	Latest Note
Supporting and challenging schools to use Pupil Equity Funding (PEF) effectively to improve education outcomes	70%	2025/26	Almost all PEF plans for 2023-24 include a focus on improving the wellbeing and readiness to learn of pupils living with poverty. The department is working in partnership with MART (Money Advice and Rights Team) to expand financial advice for families within schools. All Head Teachers have engaged with additional support and challenge via peer PEF Quad Groups in February 2024, with further analysis now underway to inform next steps and planning advice for session 24/25.
Implementing the Numeracy and Mathematics (N&M) and Literacy Strategies	60%	2025/26	A review of the impact of the Literacy Strategy is complete, with a report set to be considered at a future Education Committee. Evidence has been gathered from a range of visits across each sector, and analysed by a collaborative team to determine the impact and inform the development of the new strategy. An updated strategy will be launched early in the 24/25 academic session. The Numeracy and Mathematics Strategy was launched at the start of the 23/24 session. The implementation of identified actions is ongoing with a comprehensive programme of professional learning underway. Questionnaires to establish a baseline of attitudes to numeracy and mathematics were completed by staff and pupils in January 2024.
Investing Strategic Equity Funding to provide high quality professional learning on the teaching of reading, writing, talking and listening, numeracy and mathematics	50%	2025/26	The department continues to provide a universal professional learning programme which supports the teaching of reading, writing, talking and listening and numeracy and mathematics, with dedicated Principal Teachers planning and implementing a range of opportunities for staff to develop in their skills and understanding of the curriculum and pedagogy in these areas. In addition a targeted approach, using attainment

Activity	Progress Bar	Due Date	Latest Note
			data, was introduced at the beginning of session 2023/2024, with intensive literacy and numeracy support provided to schools.



2. Increased participation in wider achievement activities – Critical Activities






Activity	Progress Bar	Due Date	Latest Note
Continuing to work in partnership with ELC settings, schools and ER Culture and Leisure Trust to ensure all children and young people have high quality opportunities for achievement that are recognised and celebrated.	75%	2025/26	<p>Launch of the EmpOUR programme, designed around the key concepts of: promoting a sense of belonging; developing confidence; supporting wellbeing; and inspiring girls and young women, all with the aim of removing barriers in place for female participation in sport and physical activity. 24 pupils from secondary schools have been selected as Girl Ambassadors, having completed training on delivering the EmpOUR programme across schools.</p> <p>Successful Convener's Awards in March 2024, recognising outstanding achievements across a range of categories with 44 awards presented across sport, creativity, extra-curricular personal achievement, advocacy and community service. An additional peer-nominated award was introduced, following pupil feedback, enabling pupils to nominate one of their peers for outstanding contribution to the life of the school community.</p>


3. A curriculum which enables all learners to be successful, confident, responsible and effective – Critical Activities

Activity	Progress Bar	Due Date	Latest Note
Working in partnership with school Developing the Young Workforce Co-ordinators to support them to work with employers to promote greater understanding of numeracy and maths as an essential skills for learning, life and work	60%	2025/26	<p>Our DYW Team, in partnership with DYW coordinators, lead employer engagement events to further strengthen links with employers and ensure that all our secondary schools have effective and sustainable partnerships with a range of employers. Key literacy, numeracy and wider meta-skills to support sustainable employment forms part of the discussions at these events.</p> <p>1,353 young people (98.7%) leaving East Renfrewshire schools in 2022/23 achieved a positive destination. This is the highest proportion ever recorded in East Renfrewshire, the highest positive destination rate of any local authority in Scotland and comparing favourably to the national average of 95.9%. Of the 17 school leavers who were in a negative destination, none</p>



Activity	Progress Bar	Due Date	Latest Note
			were in the “unknown” category. This demonstrates the strong partnership working that exists between key school staff, SDS, WorkER and our DYW team.
Introducing an Effective Learning and Teaching Collaborative learning programme to improve learning and teaching	90%	2025/26	An online learning, teaching and assessment self-evaluation tool has been developed with an associated professional learning programme. This was launched in October 2023 and showcased at a recent Education Committee (April 2024). Early indicators suggest that this is providing very effective support to schools both in terms of prioritisation of their improvement focus and providing high quality resources to support the building of staff capacity.
Implementing the Digital Learning and Teaching and Science, Technology, Engineering and Mathematics strategies.	40%	2025/26	The Primary Science Development Officer (PSDO) has taken forward a wide range of planned activities that raised the profile of STEM education in East Renfrewshire. These have supported the building of capability and capacity of staff through highly effective professional learning opportunities, the development of practitioner networks to share good practice and improved learner and family engagement in Science education. As a result of recent Collaborative Improvement Visits in Secondary, secondary Science teachers are in the process of critically reviewing the Broad General Education to strategically plan curricular improvements. The new Digital Learning & Teaching Strategy was approved by Education Committee in November 2023 and has subsequently been shared with Head Teachers, Parent Council Chairs and Digital Pupil Leaders outlining the next steps.

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
Achievement of Curriculum for Excellence Levels: Numeracy (P1, 4 and 7 combined) (3 year stretch aim 23/24 – 25/26 of 93.5%)	91.2%	-	93.5%		In 22/23, 91.2% of primary pupils achieved or exceeded expected CfE levels in numeracy. This shows an increase on the previous year as schools have continued to recover from the impacts of the pandemic. This compares very well with the national figure of 79.6 % in 22/23. Target set for 23/24 onwards.
Achievement of Curriculum for Excellence Levels: Literacy (P1, 4 and 7 combined)	87.6%	-	90.3%		In 22/23, 87.6% of primary pupils achieved or exceeded expected CfE levels in literacy. This shows an increase on the previous year as schools have continued to recover from the impacts of the pandemic. In response, the


PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
(3 year stretch aim 23/24 – 25/26 of 90.3%)					department's writing guidance and CLPL offer to schools was updated and is being used to support schools moving forward. This compares very well with the national figure of 72.7% in 22/23. Target set for 23/24 onwards.
Achievement of Curriculum for Excellence Levels: Numeracy (P1, 4 and 7 combined) - Gap between Q1 and Q5 (3 year stretch aim 23/24 – 25/26 of 10.2%)	24.6%	-	10.2%		In 22/23, the gap between the proportion of pupils in Q1 v Q5 achieving or exceeding the expected CfE levels in numeracy decreased slightly. The refreshed Numeracy and Mathematics strategy looks to address this. The national figure for the gap between Q1 and Q5 is 17.0% in 22/23. Target set for 23/24 onwards.
Achievement of Curriculum for Excellence Levels: Literacy (P1, 4 and 7 combined) - Gap between Q1 and Q5 (3 year stretch aim 23/24 – 25/26 of 10.5%)	27.7%	-	10.5%		In 22/23, the gap between the proportion of pupils in Q1 v Q5 achieving or exceeding the expected CfE levels in literacy decreased slightly. The national figure for the gap between Q1 and Q5 is 20.5% in 22/23. Target set for 23/24 onwards.
S6: Percentage of pupils gaining 5+ awards at L6 (S6/S4) (2022-2026 target)	69.6%	-	66.0%		In 2022/23, the percentage of pupils achieving 5 or more awards at SCQF L6 by the end of S6 remained static at 69.6%. This is above the target of 66%. This compares very favourably to the national figure of 38.5%.
Proportion of S4 pupils achieving 5 or more awards at SCQF L5 (S4/S4) (2022-2026 target)	87.1%	-	83.0%		In 2022/23, the percentage of pupils achieving 5 or more awards at SCQF L5 in S4 increased by nearly 4 points to 87.1%. This is above the target of 83%. This compares very favourably to the national figure of 54.1%.
Percentage of S4 roll with Insight points of 263 or fewer.	4.8%	-	5.6%		The percentage of S4 pupils with total Insight point scores of 263 or fewer (equivalent to eight "Pass" awards at National 4) decreased

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
(2022-2026 target)					to 4.8% in 2022/23, falling well within the target of 5.6%.
S4: reduce gap between most and least deprived achieving 5 or more awards at SCQF level 5 (2022-2026 target)	39.5%	-	30%		The gap between the proportion of young people achieving 5 or more SCQF level 5 qualifications in SIMD Q5 compared to Q1 increased by 7 percentage points in 2022/23 to 39.5%. Although increasing, this continues to remain below the national figure of 40.8%.

Customer

PI Description	2022/23		2023/24		2024/25	Status	End Year update
	Value	Target	Value	Target	Target		
Average time in working days to respond to complaints at stage one (EDU)	5.0	5	5.1	5	5		There has been a slight decrease in performance, with the department now falling 0.1 above target.
Average time in working days to respond to complaints at investigation (stage 2) (EDU)	19.7	20	20.5	20	20		There has been a slight decrease in performance, with the department now falling 0.5 above target.

Efficiency

PI Description	2022/23	2023/24		Status	Notes and benchmark
	Value	Value	Target		
Payment of invoices: % invoices paid within agreed period (30 days)	98.9%	98.3%	90%		Continue to perform significantly above target and above wider ERC performance.

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