EAST RENFREWSHIRE COUNCIL

EDUCATION COMMITTEE

THURSDAY 22 AUGUST 2019

Report by Director of Education

EDUCATION DEPARTMENT END-YEAR REPORT 2018 – 2019

PURPOSE OF REPORT

1.   The purpose of this report is to inform the Education Committee of the end year performance of the Education Department for 2018 - 2019. The report is based on performance indicators and activities in the Outcome Delivery Plan 2018-2021, approved by Cabinet in May 2018. Detailed performance results are attached in Appendix 1.

RECOMMENDATION

2.   It is recommended that elected members comment on and approve this report as a summary of the Education Department's end-year performance for 2018 – 2019.

BACKGROUND

3.   Progress against the performance indicators and activities in the Outcome Delivery Plan is reviewed on a 6-monthly basis through departmental reports that are considered by the Chief Executive, Directors and Heads of Service as part of a regular set of performance review meetings.

REPORT

4.   This report (see Appendix 1) sets out a high level summary of the performance of the Education Department in 2018 – 2019 under the following organisers:

- Outcomes - the results which have been delivered to the benefit of service users and the local community; this includes relevant Local Government Benchmarking Framework (LGBF) indicators

- Customers, Efficiency and People - activity and targets to improve the effectiveness of the organisation.

5.   The Education Department (Schools) continues to perform well at end-year 2018 – 2019. Key highlights include:

Outcomes
- ✓ An increase in the proportion of P1 children who have reached all of the expected milestones on entry to school
- ✓ Improved reading, writing and mathematics attainment in the Broad General Education
- ✓ Very strong S4, S5 and S6 SQA results with ERC ranked in the top quartile for all LGBF indicators and ranked first for almost all indicators

- ✓ In comparison to the national average the exclusion rate in primary and secondary schools remained very low; East Renfrewshire was the highest performing Local Authority across Scotland for school exclusions
- ✓ Percentage of young people leaving school to a positive destination was the highest result to date

Customers
- ✓ Ongoing achievement of Customer Service Excellence standard
- ✓ Satisfaction levels as expressed through Citizens' Panel are very positive with 98% and 96% of respondents rating primary education and secondary education respectively as "very good" or "good"
- ✓ Very high parental satisfaction rates as expressed in establishment questionnaires

Efficiency
- ✓ Annual efficiency saving targets for schools achieved.
- ✓ Progressed Digital End to End Processes e.g. >90% Primary 1 applications for session 2019-20 made online.
- ✓ Further roll-out of online school payments system (ParentPay) to now include fees for Instrumental Music Service. Overall 88% of school payments now online (up from 83% in 2017-18)
- ✓ Ongoing efficient use of resources as evidenced by improved national ranking in terms of cost per pupil/place in all sectors measured (i.e. primary, secondary sector and ELC).
- ✓ Capital projects were progressed to deliver both the new build Maidenhill Primary School and Nursery Class (for session 2018-19) and the expansion of Early Learning and Childcare to 1140 hours (from session 2019-20).

People
- ✓ High employee engagement based on responses from staff to iMatter questionnaire

6. Areas where further improvement / development is necessary include:

- ➢ Continuing to improve learner experiences by implementing Numeracy and mathematics, Literacy, STEM (Science, Technology, Engineering and Mathematics) and Digital Learning and Teaching strategies
- ➢ Further improve the attainment of disadvantaged children and young people
- ➢ Provide further support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups
- ➢ Continue to empower Head Teachers through effective implementation of the leadership strategy at senior levels
- ➢ Support schools to implement the revised inclusion policy
- ➢ Continue to work with Head Teachers, HR and Maximising Attendance project team to reduce sickness absence days per employee for Local Government staff and teachers
- ➢ Continue to progress a wide range of digital solutions, including new Core Systems, to modernise how we work and help mitigate against the impact of future financial savings

FINANCE & EFFICIENCY

7. There are no specific financial implications arising from this report. Finance and efficiency implications are set out in Section 5 of Appendix 1.

PARTNERSHIP WORKING

8.   This report focuses on the Education Department's contribution to the delivery of the Community Planning Partnership SOA, however many of the results could not have been achieved without excellent partnership working across the Council and with external partners.

IMPLICATIONS OF REPORT

9.   The department will continue to self-evaluate its performance and take the necessary steps to improve those areas identified for improvement above.

CONCLUSION

10.   This report summarises a high level overview of East Renfrewshire Council's Education Department's performance at end-year 2018 - 2019. The information presented here shows a positive picture and areas where we will continue to drive for further improvement.

RECOMMENDATION

11.   It is recommended that elected members consider and comment on this report as a summary of the Education Department's end-year performance for 2018 – 2019.

Mhairi Shaw
Director of Education
22 August 2019

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Local Government Access to Information Act 1985

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Background papers
1.   Outcome Delivery Plan 2018– 2021.
2.   East Renfrewshire Citizens' Panel
      https://www.eastrenfrewshire.gov.uk/CHttpHandler.ashx?id=23794&p=0

Education – End Year Performance - Schools

Generated on: 9 May 2019

This report includes an update on the Education Department's indicators and activities in the ODP, LGBF indicators and absence and management information (absence levels, invoice processing and complaints handling).
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
❓	Data or target not available
📈	For information only (no target set)

2 Outcome Delivery Plan (ODP)

1. ODP Critical Indicators

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

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
Proportion of P1 children who have reached all of the expected milestones on entry to school.	78%	84%	80%	✅	Although slightly below the national stretch aim target of 85%, only 6.8% of learners were reported as having a developmental concern. Rigorous review arrangements are in place to moderate the assessment of developmental milestones.

2.2 Children and young people are included

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
Number of exclusions per 1,000 pupils - Primary. (3 year average target 2016-2018 of 0.3 per 1000 pupils).	0			✅	In 2017-18, there were no temporary exclusions within the primary sector. East Renfrewshire compares very favourably to the national value of 11 incidents per 1000 pupils (latest published data for 2016-17). The three year average target of 0.3 incidents per 1000 pupils for 2016-18 was achieved; there were 0.04 incidents

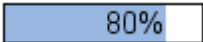| PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
					per 1000 pupils over the same period.
Number of exclusions per 1,000 pupils - Secondary - 3 year average target 2016-2018 of 3.3	7.4			🛑	In 2017-18 there was an increase in exclusions to 7.4 incidents per 1000 pupils, up from 6.7 in 2016-17. The ERC performance compares very well with the national figure of 47.7 incidents per 1000 pupils (latest published data for 2016-17). The Council has missed the very challenging three year average target of 3.3 incidents per 1000 pupils for 2016-18 by 2.7 incidents per 1000 pupils.
Percentage attendance for Looked After Pupils (Primary and Secondary)	89.6%		91%	⚠️	Attendance rates of looked after children and young people in our Primary and Secondary schools remained the same as 2016-17 at 89.6%.

2.3 Children and young people raise their education attainment and achievement and develop skills they need
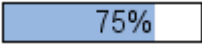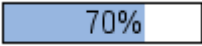
PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
Primary Attainment: Reading - Percentage Attaining or Exceeding Expected Levels. (3 year average target 2016-2018 of 88%)(A)	91.2%			✅	In 2017-18, the Council achieved its highest percentage of primary pupils attaining/exceeding expected CfE levels in reading with an average of 91.2%; this was an increase of 2.0% on 2016-17. The Council achieved the 3-year target for 2016-18 of 88% with an average value of 89.6% for the same period.
Primary Attainment: Writing - Percentage Attaining or Exceeding Expected levels. (3 year average target 2016-2018) of 85.5% (B)	89.4%			✅	In 2017-18, the Council achieved its highest percentage of primary pupils attaining/exceeding expected CfE levels in writing, with an average of 89.4%; this was an increase of 2.9% on 2016-17. The Council achieved the 3-year average target for 2016-18 of 85.5% with an overall average of 87.2% for the same period.
Primary Attainment: Mathematics - Percentage Attaining or Exceeding Expected levels. (3	90.8%			✅	In 2017-18, the Council achieved its highest percentage of primary pupils attaining/exceeding expected CfE levels in

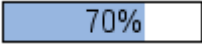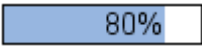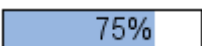| PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
year average target 2016-2018) of 88% (C)					Mathematics with an average of 90.8%; this was an in increase 0.5% on 2016-17. The Council achieved the 3-year average target for 2016-18 of 88% with an average value of 89.9% for the same period.
Primary Attainment: Talking and Listening - Percentage Attaining or Exceeding Expected levels.	94%				The proportion of Primary children achieving or exceeding expected levels was 94.0% in 2017-18; an increase of 2.4% from the value in 2016-17. The Council does not have a current three year average target for this measure but will take this forward in the next three year cycle.
S4: reduce gap between most and least deprived achieving 5 or more awards at SCQF level 5. 3 year average (2018-2020) target of 32%	41%				The gap between the proportion of young people achieving 5 or more SCQF level 5 qualifications in SIMD deciles 9 and 10 compared to deciles 1 and 2 was 41% in 2017-18. The Department has set a new challenging three year (2018-2020) target of 32%.
Percentage of S4 roll with Insight points of 263 or fewer. 3-year average (2018-2020) target of 5.2%.	6.8%				The percentage of S4 pupils with total Insight point scores of 263 or fewer (equivalent to eight "Pass" awards at National 4) increased slightly to 6.8% in 2018. The Council has set a challenging three year (2018-2020) target of 5.2%.
SCHN05: Attainment of all children at S6 (subject to change to align with new measure from Senior Phase Benchmarking Tool)	63%				ERC continues to maintain 1st place ranking

2. ODP Critical Activities

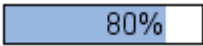## 1.3 Children and young people are cared for, protected and their wellbeing is safeguarded

Activity	Progress Bar	Due Date	Latest Note
Reviewing the allocation of resources to ensure additionality is deployed to support prevention and early intervention, including supporting and challenging	80%	28-Jun-2019	Schools are beginning to evaluate the impact of this year's PEF interventions. Whilst schools are collating evidence of impact and formulating plans for next session, members of the Quality Improvement team will provide support and challenge. Schools are being encouraged to ensure that their plans provide

Activity	Progress Bar	Due Date	Latest Note
schools on their use of the Pupil Equity Fund.			clarity and are becoming increasingly focused.

The literacy champions continued to support a range of early learning and childcare settings, including funded providers, to improve outcomes for children. They delivered a series of successful workshops for parents to support learning at home. The funding for Literacy Champions came to an end at 31 March 2019, however the team has been successful in building capacity among ELC staff in Local Authority and funded providers leading to improved literacy experiences for children. |
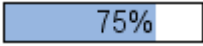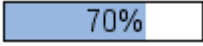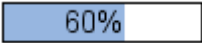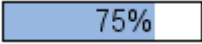| Investing in accredited teacher leader of Reading Recovery and introducing an authority wide approach to early reading intervention | 75% | 28-Jun-2020 | By June 2019, 19 teachers will be trained in delivering the Reading Recovery programme. The Continuing Professional Development training programme will continue for these staff during session 19-20, with more teachers across the authority beginning their Initial Professional Development in August 2019. Following on from discussions with GTCS, all staff involved in this training will receive GTCS recognition retrospectively. |
| Working with partners to increase parenting capacity and understanding of child development and physical health, and the importance of play experiences for young children | 85% | 28-Jun-2019 | Let's Play is now a self-sustaining programme which runs each summer in all family centres offering children and families opportunities to play and learn together. We continue to offer Incredible Years and Triple P groups to support parents; national data shows that we are producing very positive outcomes through this programme. Staff have now been trained in the Solihull approach which will allow us to extend the range of ways we support and work with families. |
| Implementing the Getting It Right For Every Child wellbeing provisions of the Act | 70% | 26-Jun-2020 | Training events have improved the consistency and quality of Child Multi Agency Plans (CMAPs) leading to more focussed support for children and young people, in particular the inclusion of attainment related targets in all CMAPs. Audits of CMAPs have been carried out by a multi-agency team to quality assure this provision. |

2.2 Children and young people are included
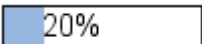
Activity	Progress Bar	Due Date	Latest Note
Supporting establishments and services to offer a range of opportunities which will help all children and young people to participate and achieve	70%	28-Jun-2019	Using data from tracking and monitoring, schools, in conjunction with colleagues from Active Schools and other partners, are delivering wide ranging programmes of in school and extra-curricular activities. Opportunities including a number of award based programmes have been developed to maximise pupil participation.
Continuing to support staff to embed the principles of Getting It Right For Every Child in all schools and classrooms	80%	28-Jun-2019	Staff are being supported through GIRFEC and Corporate Parenting Forums and Additional Support Needs (ASN) Coordinator Meetings, and through ongoing advice given to Head Teachers and ASN Coordinators. Regular GIRFEC briefings continue to be delivered in schools by ASN Coordinators to ensure all staff are aware of responsibilities. While awaiting finalised guidance from the Scottish Government, our head teachers and other key staff in schools continue to meet the needs of pupils and families through the principles of Getting it Right for Every Child.
Implementing the learning for sustainability strategy	75%	28-Jun-2019	The Learning for sustainability (LfS) working group is taking forward the LfS strategy. School staff are

Activity	Progress Bar	Due Date	Latest Note
			benefitting from high quality professional learning provided by the West of Scotland Development Education Centre, a key partner in LfS. Pupils continue to participate in a wide range of LfS activities including award based programmes such as the Duke of Edinburgh Award and Eco Green Flag.
Reviewing and implementing revised policies for inclusion and bullying	100%	28-Jun-2019	Standard circulars 8 (Included, Engaged and Involved) 8a Anti-Bullying and 12 Inclusion have been reviewed, updated and are now being implemented. Relevant high quality professional learning continues to be delivered.
Implementing the revised policy for the Education of Looked After Children	80%	28-Jun-2019	An Education Corporate Parenting Policy has been produced and shared with head teachers.
Developing and implementing Young Carer Statements as set out in the Carers (Scotland) Act 2016	40%	28-Jun-2019	A Young Carers School Group has been established to pilot a process for identifying young carers and supporting them through Young Carer Statements. A small number of Young Carers have been identified through the work of this group. Good practice will be shared and rolled out across all establishments by June 2019.

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

Activity	Progress Bar	Due Date	Latest Note
Further investing in Learning Partnerships, professional enquiry and supporting schools with their Pupil Equity Fund to raise attainment for key equity groups	75%	28-Jun-2019	We have 18 improvement partnerships in place for session 2018-19. 4 of these are with establishments from across the West Partnership. Funding has been allocated to all partnerships to support the process where appropriate and to ensure the focus remains on key equity groups and evidence-based interventions. Support sessions have been provided for lead practitioners to create learning networks and maintain a continuous focus on learning and teaching and self-evaluation.
Implementing the Numeracy and Mathematics, Literacy and English, Parental Engagement and STEM (Science, Technology, Engineering and Mathematics) strategies	70%	28-Jun-2019	The revised numeracy & mathematics framework for learning, teaching and assessment is now in use in all ELCs and primaries. CLPL programme for identified staff has been undertaken and additional sessions open to all practitioners is taking place between Jan-April 19. Strategic planning group has met to plan for next session in line with the action plan which complements the strategy. Year 2 of the Literacy strategy's accompanying CLPL continues with staff from across Early Years, Primary sectors and Secondary sectors both attending and contributing to the delivery of sessions. Staff continue to rate highly, or very highly, the impact of these sessions on their practice and on their confidence in teaching reading. The focus in terms of CLPL will move to writing for session 2019-20 with plans to develop further sessions in talking and listening in session 2020-21. The revised ERC Literacy skills framework for practitioners was launched February 19 and is currently being used across all establishments. This will be reviewed at the end of the academic year (June 19) and feedback will inform further changes to the skills framework. Progress continues to be made with the STEM strategy. A professional development programme

Activity	Progress Bar	Due Date	Latest Note
			and guidance for the learning and teaching of the sciences has been developed for academic year 2019-20. Four schools have achieved the Primary Science Quality Mark (PSQM) and an event has been organised for PSQM representatives to provide further information on the programme and the benefits of accreditation.
Challenging and supporting establishments and services to offer a range of opportunities which will help all learners develop skills for learning, life and work and celebrate their achievements	60%	30-Jun-2021	The ERC vocational programme continues to provide a wide range of opportunities for young people across the authority with over 500 pupils participating from all seven secondary schools and Isobel Mair School. ERC performed significantly better than the national average with 20.2% attaining a vocational qualification at SCQF Level 5 or better compared to 11.4% nationally. A new partnership with South Lanarkshire College (SLC) will provide still more opportunities for our young people and will contribute to the development of the Foundation Apprenticeship programme. In addition, staff from SLC are working with ERC primary staff in developing skills for life and work in innovative and creative ways; all learners are given opportunities to reflect on their experiences, apply them in real life contexts and celebrate their achievements.
Supporting establishments and working with partners to deliver the Developing the Young Workforce (DYW)Implementation Plan and Curriculum for Excellence Action Plan	75%	30-Jun-2020	The DYW Implementation Plan continues to be monitored and reviewed with partners via the Local Employability Partnership. DYW Co-ordinators from the secondary schools continue to meet regularly with the Local Authority DYW Co-ordinator to take forward relevant aspects of the plan in schools. Opportunities for staff and learners in primary schools continue to grow resulting in a broader range of learning contexts for children. The department is making very good progress with the 12 key priorities outlined in the Curriculum for Excellence Action plan. Improvements this session included a programme of professional learning for staff; updating of the ERC skills framework in English and mathematics; cluster, authority and inter-authority moderation; and development of the STEM Strategy and Digital Learning and Teaching Strategy.
Implementing the Digital Learning and Teaching Strategy	20%	30-Jun-2020	An action plan has been devised in order to focus on key activities. A review of the Education network has been conducted by an independent company and results shared with Education Department. Our Digital Innovation Hub space is nearing completion. Schools will be able to access the space/equipment from May 2019.

3 Local Government Benchmarking Framework indicators (LGBF)

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
SCHN01: Cost per primary school pupil £	£4,662.00				Data for 18/19 not yet available. In 2017/18, ERC was ranked 7th of all Local Authorities in Scotland for

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
					this measure. This result is 3 places higher than that of 2016/17 and puts ERC in the top quartile. The Scottish average cost for each primary school pupil in 2017/18 was 6.7% higher than ERC at £4974.
SCHN02: Cost per secondary school pupil £	£6,621.00				Data for 18/19 not yet available. In 2017/18, ERC was ranked 7th for this measure. This result is 2 places higher than that of 2016/17 and puts ERC in the top quartile. The Scottish average cost for each secondary school pupil in 2017/18 was 3.9% higher than ERC at £6879.
SCHN03: Cost per pre-school place £	£5,244.00				Data for 18/19 not yet available. In 2017/18, ERC was ranked 25th for this measure. This result is 1 place higher than that of 2016/17 and puts ERC in the bottom quartile. The national average for each pre-school place in 2017/18 was 15% lower than ERC at £4463.
SCHN04: Attainment of all Children in S4	87%				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. ERC has consistently maintained this rank for more than five years. The national average for this measure is 25% lower than ERC at 62%.
SCHN05: Attainment of all children at S6 (subject to change to align with new measure from Senior Phase Benchmarking Tool)	63%				In 2017/18, ERC was ranked 1st and maintained the highest value recorded for this measure in 2016/17. ERC has consistently maintained this rank for more than five years. The national average for this measure is 29% lower than ERC at 34%.
SCHN06: Attainment at S4 of children who live in deprived areas. (subject to change to align with new measure from Senior Phase Benchmarking Tool)	69%				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. This result is 1 place higher than that of 2016/17. The national average for this measure was 27% lower than ERC at 42%.
SCHN07: Attainment at S6 of children who live in deprived areas. (subject to	37%				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. This

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
change to align with new measure from Senior Phase Benchmarking Tool)					result is 1 place higher than that of 2016/17. The national average for this measure was 21% lower than ERC at 16%.
SCHN10: % of Adults Satisfied with local schools	81%				In the three year period 2015 to 2018, ERC was ranked 6th and achieved 81% of adults satisfied with schools. This result is 8 places higher than the previous three year period. The national average for this measure over the same period is 8.7% lower than ERC at 72.3%.
SCHN11: Proportion of Pupils Entering Positive Destinations (subject to change to align with new measure from Senior Phase Benchmarking Tool)	97.4%				In 2017/18, ERC achieved the highest value recorded for this measure. The national average for this measure was 3% lower at 94.4%.
SCHN12a: Overall Average Total Tariff	1,388				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. ERC has consistently maintained this rank for more than five years. The national value for this measure was 36% lower at 891 points.
SCHN12b: Average Total Tariff SIMD Quintile 1	972				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. This result is 1 place higher than that of 2016-17. The national value for this measure was 36% lower at 618 points.
SCHN12c: Average Total Tariff SIMD Quintile 2	1,139				In 2017/18, ERC was ranked 1st and was 34% higher than the national value of 750 points.
SCHN12d: Average Total Tariff SIMD Quintile 3	1,324				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. ERC has consistently maintained this rank over a five year period. The national value for this measure was 32% lower at 896 points.
SCHN12e: Average Total Tariff SIMD Quintile 4	1,300				In 2017/18, ERC was ranked 2nd and maintained a value above 1300 points for the past three years. This year's value is 1 place lower than last year. The national value for this measure was 21.8% lower

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
					than ERC at 1016 points.
SCHN12f: Average Total Tariff SIMD Quintile 5	1,527				In 2017/18, ERC was ranked 1st and achieved the highest value recorded for this measure. ERC has consistently maintained this rank over a five year period. The national value for this measure was 20% lower at 1221 points.
% of funded early years provision which is graded good/better	100%				In 2017/18, ERC was ranked 1st and achieved the highest ever value for this measure. This result is 17 places higher than that of 2016/17. The national average for this measure is 9% lower than ERC at 91%.
School attendance rates					In 2016/17, ERC was ranked 1st for this measure with an attendance rate of 95.3%. This data is analysed bi-ennually. Next update for 2018-19 will be published in March 2020.
School exclusion rates (per 1,000 pupils)					In 2016/17, ERC were ranked 1st for this measure with an exclusion rate of 3.16. This data is analysed bi-ennually. Next update for 2018-19 will be published in March 2020.
Participation rate for 16-19 year olds (per 100)	96.8				In 2017/18, ERC achieved the highest value recorded for Participation Rate of 16-19 year olds. This was the highest rate achieved by any mainland local authority. The national value was 5% lower than ERC.

4 Customer

PI Description	2017/18	2018/19		Status	Notes and benchmark
	Value	Value	Target		
Average time in working days to respond to complaints at stage one (EDU)	4.9	3.8	5.0		109 complaints
Average time in working days to respond to complaints at stage two (EDU)	20	27.2	20.0		Extensions were granted to the normal expected response times due to the complaints submitted very near holiday periods when school staff are not available. The average time in working days to respond to complaints at stage two excluding

PI Description	2017/18 Value	2018/19 Value	Target	Status	Notes and benchmark
					extensions was 16.2 days.
Average time in working days to respond to complaints after escalation (EDU)	20	20.3	20.0	✅	Extensions were granted to the normal expected response times due to the escalated complaints submitted very near holiday periods. The average time in working days to respond to complaints escalated to stage two excluding extensions was 16.4 days.
Number complaints received per 1,000 population - EDU	1.3	1.5		📈	143 complaints

Activity	Progress Bar	Due Date	Latest Note
Complaint Improvement Work - EDU	100%	31-Mar-2019	Complaints received by the education department cover a very wide range of issues that require direct response from individual establishments.

5 Efficiency

PI Description	2017/18 Value	2018/19 Value	Target	Status	Notes and benchmark
Payment of invoices: Percentage invoices paid within agreed period (30 days)	96.6%	89.1%		⚠️	Changes to calculation method and the introduction of info@work has had an impact on the value achieved this year.

6 People

PI Description	2017/18 Value	2018/19 Value	Target	Status	Notes and benchmark
Absence: days lost per employee - teachers staff	4.56	6.1	5.4	🛑	A marked increase in long term absence has contributed to this. The Department is working closely with HR team and HTs to address this rise and proactively provide appropriately supports where required.
Sickness absence days per employee - Education Department (All Local Government Employees)	9.95	11.25	10.9	🛑	Continued efforts from the department in conjunction with Head Teachers, HRBP team and Maximising Attendance project team have been employed to target hotspots for absence.