

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE17 August 2023Report by the Director of EducationEDUCATION DEPARTMENT END-YEAR REPORT 2022/23**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 for 2022/23.

RECOMMENDATION

2. Education Committee is asked to comment on and note the content of the report as a summary of the Education Department's performance for 2022/23.

BACKGROUND

3. The Education Department has a well-embedded approach to continuous improvement across the entire department and regularly reports to Education Committee on various aspects of performance through a range of different indicators at both an establishment and departmental level. In addition to the annual [Standards and Quality Report](#), the department provides a number of regular additional updates, including regular reports on progress towards the priorities set out in the [National Improvement Framework](#), [Scottish Attainment Challenge](#) and the [Early Learning and Childcare annual report](#). With the reintroduction of Education Scotland inspections, four inspection reports have also been considered by Education Committee over the last year, including those on Neilston Primary School & Madras Family Centre, Crookfur Primary School & Family Centre, Hazeldene Family Centre and Braidbar Primary School.

4. In addition to the regular reporting through Education Committee, 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 department reports. These reports are presented at regular performance review meetings, attended by the Chief Executive and Education Leadership Team, providing opportunity to discuss achievements and aims for the forthcoming year.

5. End-year reports are prepared and presented to Education Committee to provide a summary of the department's performance in contributing towards the ODP over the last year, as well as setting out the priorities for the year ahead. The [end-year report for 2021/22](#) was considered by Education Committee in August 2022.

6. A fuller, more comprehensive [report](#) on the ODP and other strategic planning reports was previously considered by Council in June 2023. In addition, the department's performance in the Local Government Benchmarking Framework (LGBF) was considered in a [report](#) to Cabinet in May 2023.

REPORT

7. The Education Department's end-year report 2022/23 (appendix 1) sets out a high level summary of the department's performance under the following key areas:

- Outcomes – these provide an overview of the department's performance, both in progress towards meeting critical activities and in performance indicators, outlining results for the benefit of customers and the local wider community. This includes the relevant Local Government Benchmarking Framework (LGBF) indicators.
- Customers, Efficiency and People – these focus on a range of activities and targets aimed at improving the performance and effectiveness of the department.

8. As this report relates to the 2022/23 organisational year, being April 2022 to March 2023, the majority of the data regarding school performance and attainment relates to the previous academic session. The end-year report was completed in May 2023, prior to the end of the school session and, as such, full year data was only available for the 2021/22 session. The 2022/23 performance will be reported to Education Committee through the annual presentations on educational outcomes and SQA performance and through the department's Standards and Quality Report.

9. The department has continued to make strong progress in contributing towards the Council's ODP, with 13 of the 16 critical activities having been completed within this reporting period. In addition, there is continued strong performance across all performance indicators with more specific information detailed below.

10. As noted in previous reports, given the disruption across much of the last three years, targets have not been set consistently across all indicators. To support improvement, there are a range of targets in place across a number of strategies and plans which have previously been approved by Education Committee. The timescale of these targets often therefore reflect the individual strategies or national requirements and, therefore, there is not always an alignment with the ODP.

11. Throughout 2022/23, the Education Department has continued the work towards achieving the vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. Through the clear plans in place, outlined through the department's Local Improvement Plan, the key priority has remained the ongoing work towards closing the attainment gap, notably focusing on the legacy impacts of the pandemic. In particular, through the use of Strategic Equity Funding (SEF) and Pupil Equity Funding (PEF), the department, schools and nurseries have maintained a strong focus on supporting the most disadvantaged young learners. Further key highlights across each area reported through the end-year report include:

Outcomes

- ✓ Strong improvement in developmental milestones, reducing the gap between the most and least affluent to pre-pandemic levels. This has demonstrated a

good recovery in a relatively short period following the significant widening of the gap over recent years as a result of the disruption from the pandemic.

- ✓ Highest performing local authority in reading, writing, talking & listening and numeracy at P1, 4 and 7 combined and S3 (fourth level) stages of the BGE. The levels of attainment of pupils at S4 to S6 has continued to be high, with the Council's performance in almost all cases significantly outperforming both virtual and regional comparators. Across all 10 LGBF attainment indicators the Council ranks either first or second (first place across 7 of the indicators).
- ✓ The best ever performance in leaver destinations, with an initial figure of 98.5% of leavers entering a positive destination and a follow up figure of 97.5%. In all schools within East Renfrewshire, almost all pupils moved into a positive destination.
- ✓ Nationally recognised Facilities Management services, with both Catering and Cleaning services nominated finalists in 2022 APSE UK Awards.

Customers

- ✓ Very high levels of customer satisfaction recorded in the Scottish Household Survey, ranking third nationally through the LGBF indicator. This mirrors the continued strong performance in the 2022 Citizens Panel
- ✓ Focus on continued improvement to the customer experience, including the strong rollout of the ParentsPortal platform with in excess of 85% of parents/carers now 'digitally connected' to their child's school. This continues to be the highest rate in Scotland and offers schools increasing opportunities to engage with families in new and innovative ways.
- ✓ Increasing use of digital tools to improve communication with customers, including the ongoing improvement of online application processes and the use of the Gov.Notify service to take a digital first approach to customer contact.
- ✓ Introduction of increased flexibility in early learning and childcare provision following on from feedback through the biennial ELC consultation exercise.

Efficiencies

- ✓ Further improvement to invoice payment timescales, significantly above the target position and very strong when compared to the overall Council figures.
- ✓ Review of internal processes to ensure continued adherence to freedom of information and complaint response timescales.
- ✓ Reduction in the use of single-use plastics across schools and nurseries.

People

- ✓ Healthier Minds Service has continued to provide support across establishments, with 416 individual children and young people supported across the year. In addition, 260 staff have taken part in multiple training offers around self-harm, emotionally-based school absence, problematic eating and anxiety in autism.
- ✓ New Aspiring Leaders programme launched with 15 participants successfully completing the programme.
- ✓ Teacher and local government staff absence rates increased slightly this year, rising from 4.59 days to 5.53 days and 8.48 days to 9.97 days respectively. The ending of special leave provision for absence related to Covid-19, applicable from July 2022, has likely contributed to the slight increase in the figures.

12. Building on the progress outlined above and the department's robust self-evaluation, the [Local Improvement Plan 2023-2026](#) sets out the high level areas for improvement for all services and education establishments and the actions we will take over the next three years to achieve the expected impact and outcomes. This, along with various other strategies and plans previously approved by Education Committee, aligns closely with the activities set out in the Outcome Delivery Plan. Key priorities for the forthcoming year include:

- Continue to be the highest performing mainland local authority – improving attainment throughout the Broad General Education and the Senior Phase, and closing the attainment gap for our most disadvantaged children and young people.
- Roll out of the Learn Well Service, bringing together a wide-range of educational support services to ensure all children and young people have the correct support and can access education in the most appropriate ways to meet their individual needs.
- Launch of the department's new Leadership Strategy
- Launch of the new Digital Learning & Teaching Strategy, building on the lessons learned through the pandemic and the achievements in embedding new innovative learning resources.
- Ongoing review of customer journeys with the launch of new processes for under-3 nursery provision and Education Maintenance Allowance in conjunction with the Digital Transformation programme.

FINANCE & EFFICIENCY

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

PARTNERSHIP WORKING

14. 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.

IMPLICATIONS OF REPORT

15. The Education Department has a well-established self-evaluative approach across all areas of work and will continue to take the necessary steps to achieve ongoing strong performance and improvement in the key priority areas outlined above.

CONCLUSION

16. This report summarises the Education Department's performance for 2022/23. As we have moved on from the pandemic and the subsequent immediate recovery which has dominated our priorities in recent years, the key focus has been working towards closing the attainment gap between our most and least affluent young learners.

17. The report sets out the strong performance against our expected performance and the breadth of work being undertaken to drive improvement across services and education establishments. Alongside the existing other strategies and plans in place, this sets out ambitious targets for the future and the work that will be taken forward to continue to drive improvement for children and young people across East Renfrewshire.

RECOMMENDATION

18. Education Committee is asked to comment on and note the content of the report as a summary of the Education Department's performance for 2022/23.

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17 August 2023

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Appendix 1
End Year Report 2022-23

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Education Department
End year performance data 2022-23

This report includes an update on the Education Department's indicators and activities in the ODP 2022-23. The indicators were previously reported to Cabinet.

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 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
Developing the framework to deliver improved opportunities in relation to children's rights.	Complete	30-Jun-2023	A total of 38 settings, an increase of 2 on the last reporting period, are registered with UNICEF for Rights Respecting Schools accreditation. 13 settings hold the Rights Respecting Schools award at Gold level, an increase of 2 on the last reporting period. Two principal teachers are now acting as associate assessors, increasing our capacity to provide accreditation and share best practice. 4 senior officers have been trained as UNCRC 'Train the Trainers'. This is an increase of 2 on the last reporting period.
Targeting the allocation of resources to ensure additionality is deployed to support prevention and early intervention and address the impact caused by Covid-19	Complete	30-Jun-2023	Local Authority Covid Economic Recovery Fund has supported a short term project to increase the wellbeing and employability skills of parents living in poverty, with 24 parents receiving individual support. As a result of this targeted work, the parents reported an increase in their confidence and felt more able to leave their child with others if going into employment. Others went on to seek volunteering opportunities within a childcare setting to further develop their skills.
Continuing to work with partners to increase parenting capacity and understanding of child	Complete	30-Jun-2023	Between April 2022 and March 2023 Family First supported 340 families, with almost 80% of the families wanting to improve their confidence in various aspects of their lives which had been

Activity	Progress Bar	Due Date	Latest Note
development and physical health, and the importance of play experiences for young children			impacted by the pandemic. These included: recovering from domestic violence; supporting children with ASN awaiting diagnosis; getting back out into the community; sleep counselling and supporting family routines. Families who worked with the team reported an increase in communication between family members, leading to better satisfaction within the family unit and greater hope for the future as a result of the intervention.
Employing early years tracking tool in ELC settings to identify progress and next steps in learning and target support for children impacted by Covid-19	Complete	30-Jun-2023	The Early Years Tracking Tool has been successfully implemented in all ELC settings enabling practitioners to more effectively track children's progress in key areas of literacy, numeracy and health & wellbeing. Evidence from the 22/23 developmental milestones assessment indicated an increase in overall levels, with the equity gap reducing and now similar to pre-pandemic levels.
Fully implement the changes to funded Early Learning & Childcare (ELC) for all children deferring entry to Primary 1.	Complete	30-Jun-2023	A total of 155 parents applied to defer their child for session 2023-24, an increase of 30 applications compared to 2022-23. Whilst 3 parents withdrew their application and the remaining 152 have been allocated an ELC place for next session. The number of deferral applications for those children born between the start of term in August and the end of December increased from 40 in 2022-23 to 64 in session 2023-24 representing 41% of all requests. This reflects the change in legislation that entitles these children to funded ELC, rather than this being discretionary, as in the past.

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

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
Percentage attendance for Looked After Pupils (Primary and Secondary)	90%	-	-		21/22 – update The overall attendance level for looked after pupils of 90% in East Renfrewshire compares favourably to the national figure of 87%. More targeted interventions are now being provided by Children 1st to support the attendance and engagement of care experienced learners. This will complement the work of the Learn Well Service. 22/23 data will be reported at mid-year.
Proportion of P1 children who have reached all	82.0%	82.7%	85%		More detail is included in the ELC Annual Report, considered by Education Committee in April 2023.

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
of the expected milestones on entry to school.					

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
Continuing to support staff to embed the principles of Getting It Right For Every Child in all schools and classrooms	90%	30-Oct-2023	Working in partnership with HSCP and Children First, we have established a Learn Well service to support Emotionally Based School Absence (EBSA). This includes targeted support for care experienced young people, utilising funding from Whole Family Wellbeing Fund. The service includes a teacher and a PSA and is in the early stages of development. Currently the team are supporting 14 young people and Children First are supporting 12 young people and their families.
Implementing the learning for sustainability strategy	Complete	30-Jun-2023	A working group has been established with a remit of providing Learning for Sustainability Guidance for school staff with a complementary CLPL programme. Both will be launched in session 2023/2024.
Implementing the new inclusion policy and embedding the UN Convention on the Rights of the Child across all areas of the Council's work	Complete	30-Jun-2023	A group of young people have planned a Rights Assembly event for elected members and senior officers in June 2023 to further promote the work being undertaken across schools. A Children's Rights Section is currently being developed for the Council Website and the Council wide CLPL has been developed and is being trialled within the housing department. School guidance has been updated to ensure rights are central to supporting children and young people's behaviour in school, the policy links clearly with refreshed guidance on GIRFEC and the Promise. Inclusion was a focus during the HT conference this session with professional learning around inclusive Values, Leadership, Pedagogy and Curriculum.
Supporting and challenging schools to improve outcomes for identified groups of learners through effective use of resources (including Pupil Equity and	Complete	30-Jun-2023	Through Covid recovery funding, we have recruited additional teachers to support literacy, numeracy and health & wellbeing across schools. These teachers have been supporting identified schools and children to mitigate against the long term impact of Covid 19 on learning and wellbeing. The health and wellbeing teacher supports 7 young people through weekly one-to-one sessions

Activity	Progress Bar	Due Date	Latest Note
Scottish Attainment Challenge Funding), with a particular focus on recovery, wellbeing, learning loss and equity as they recover from the impacts of the pandemic			and completed work with 124 children across primaries 6 and 7. The teacher has also adapted and developed anxiety resources for young people with more complex additional support needs. A total of 61 children have been supported by the numeracy teacher, with a further 55 supported by the literacy teacher.

2.2 Children and young people are included – Critical Indicators

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
Number of exclusions per 1,000 pupils - Primary. (3 year average target 2019-2021 of 0.3 per 1000 pupils).	0	-	-		<p>21/22 Update</p> <p>The number of exclusion incidents decreased in 2021/22 to 0 incidents per 1000 pupils. East Renfrewshire compares very favourably to the national value of 6.4 incidents per 1000 pupils (latest published data for 2020/21). The Council achieved the very challenging target in 2020/21 (0.3) and further improved performance in 2021/22.</p> <p>22/23 data will be reported at mid-year</p>
Number of exclusions per 1,000 pupils - Secondary - 3 year average target 2019-2021 of 5.0	5.1	-	-		<p>21/22 Update</p> <p>In 2021/22, the number of exclusions in the secondary sector increased to 5.1 incidents per 1000 pupils. The ERC performance continues to compare very well with the national figure of 39.6 incidents per 1000 pupils (latest published data for 2020-21). The Council achieved the very challenging target of 5.0 incidents per 1000 pupils over the period 2019-21, although the number has increased in 2021/22.</p> <p>22/23 data will be reported at mid-year</p>
Number of ERC schools with Rights Respecting Gold Award	12	13	14		Increase of one from previous reporting period.

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
Challenging and supporting schools to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap through the use of Strategic and Pupil Equity Funding	Complete	30-Jun-2023	<p>A new model for quality assurance of PEF planning and reporting was implemented throughout 2022-23, in partnership with the department's Education Scotland Attainment Advisor, and a thematic review of the impact of PEF was undertaken. As a result, schools had a very high level of support and challenge throughout the session and the department has identified key strengths and next steps in improving the impact of PEF moving forwards. Additional resource has been allocated through Cabinet to support identified schools with Literacy and Numeracy (Covid Reserves Funding). This was put in place in Feb 2023 and will continue to March 2024.</p> <p>The department is progressing with the implementation of the approved SEF plan through 22-23.</p>
Reviewing, updating and implementing Numeracy and Mathematics, Literacy and Parental Involvement and Engagement Strategies	Complete	30-Jun-2023	<p>A full programme of professional learning for teachers has been successful at improving teacher confidence and competence in teaching literacy and English, leading to improved experiences for learners.</p> <p>To date 4 clusters have been involved in Chatterbox training with 41 PSAs being trained in delivering the intervention. The majority of PSAs felt they had a better understanding on how to promote active listening and purposeful talk with learners and some had the capacity to begin to implement the intervention. A full review of the Literacy Strategy is planned for session 2023/4 which will result in thorough evaluation and a new strategy being developed for 2024-27.</p> <p>A refreshed Numeracy & Mathematics Strategy has been developed for 2023-26.</p> <p>The implementation of the Parental Involvement and Engagement Strategy is progressing with 9 ELC centres achieving Family centred gold (16 on silver, 1 bronze) and 3 primary schools achieving gold (16 silver, 5 bronze). The first secondary school is preparing for assessment, with practice to be shared to encourage further participation across the sector.</p>
Investing in accredited Reading Recovery programme to support	Complete	30-Jun-2023	Reading Recovery teaching continues to support children in P2 struggling to make progress with

Activity	Progress Bar	Due Date	Latest Note
an authority wide approach to early reading interventions			<p>literacy and have a reading age of less than 5 years old.</p> <p>58% of children who were taught through Reading Recovery were discontinued at the end of the programme with average gains in reading age of two and a half years. The remaining 42% of children were referred for further support but still saw benefits, achieving an average reading age of 5 years and 9 months.</p> <p>Daily Literacy Learning (DLL) is a whole class approach to teaching reading and writing with a focus on oral language development. This year, 99 pupils across 3 schools benefitted from this literacy approach. To start, 79% of pupils were reading below expected levels, with 63% of pupils reading at or above expected levels after participating in the 3 month programme.</p>

2. Increased participation in wider achievement activities – Critical Activities



Activity	Progress Bar	Due Date	Latest Note
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	Complete	30-Jun-2023	<p>All schools now have Developing the Young Workforce Coordinators in post. These post holders work closely with school staff and partners in the community, including employers to explore opportunities within the curriculum to develop skills for learning, life and work.</p> <p>The number of young people young people participating in vocational courses increased from 365 in 2021-22 to 459 in 2022-23.</p>






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



Activity	Progress Bar	Due Date	Latest Note
Supporting establishments and working with partners to deliver the Developing the Young Workforce and Health and Wellbeing action plans	Complete	30-Jun-2023	<p>98.5% of young people leaving East Renfrewshire schools in 2021/22 achieved a positive destination in October 2022.</p> <p>This is the highest proportion recorded in East Renfrewshire, with the previous best being 97.7%, and exceeding the national average of 95.7%.</p>
Reviewing, updating and implementing the STEM and Digital Learning and Capacity Strategies	90%	30-Oct-2023	<p>Our ELC settings and schools continue to embed the use of digital technology within their learning and teaching. 10% of ELC, 88% primary, 71% secondary and 100% special schools have achieved Digital Schools Status. Glow app usage sessions up to over 4 million.</p>

Activity	Progress Bar	Due Date	Latest Note
			A new Digital Learning Strategy is planned for session 2023/2024.
Supporting establishments to build a curriculum that is unique to the community it serves; meets the needs of all of its learners; with learning, teaching and assessment based on the most up-to-date pedagogical research	85%	30-Oct-2023	<p>In collaboration with Education Scotland, a CLPL programme is in place for primary and secondary schools to support with curriculum design. This CLPL complements the department's Curriculum Design Guidance and supporting materials.</p> <p>Learning, Teaching and Assessment resources and accompanying professional learning materials are available to all sectors. The West Partnership Improving our Schools/our Departments/our Classrooms continues to be offered to all ERC schools, with uptake high.</p> <p>The work of the Curriculum, learning and teaching reference group is ongoing. The Learning, teaching and assessment subgroup is developing supporting guidance, self-evaluation tools and professional learning materials to underpin the principles outlined within the 'Excellent Experiences for All' document. This work will complement the work of the Curriculum subgroup as noted above. All materials being developed are based on evidence-based pedagogical research and will be launched in August 2023.</p>


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

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
Primary Attainment: Reading - Percentage Attaining or Exceeding Expected Levels. (3 year average target 2019-2021 of 90%)(A)	89.2%	-	-		<p>In 2021-22, 89.2% of primary pupils achieved or exceeded expected CfE levels in reading. The Council previously achieved the very challenging 3-year average target for 2019-21 of 90%, with a slight decrease linked to the legacy of the disruption of the last few years.</p> <p>22/23 data will be reported at mid-year</p>
Primary Attainment: Writing - Percentage Attaining or Exceeding Expected levels. (3 year average target 2019-2021) of 89% (B)	87.4%	-	-		<p>In 2021-22, 87.4% of primary pupils achieved or exceeded expected CfE levels in writing. The Council did not achieve the very challenging 3-year average target for 2019-21 of 89% as a result of learning loss associated with the impact of the global pandemic.</p> <p>22/23 data will be reported at mid-year</p>



Primary Attainment: Mathematics - Percentage Attaining or Exceeding Expected levels. (3 year average target 2019-2021) of 92% (C)	89.6%	-	-		In 2021-22, 89.6% of primary pupils achieved or exceeded expected CfE levels in numeracy, a very slight decrease. The Council did not achieve the very challenging 3-year average target for 2019-21 of 92% as a result of learning loss associated with the impact of the global pandemic 22/23 data will be reported at mid-year
Primary Attainment: Talking and Listening - Percentage Attaining or Exceeding Expected levels (3 year average target 2019-21 of 94%)	93.2%	-	-		In 2021-22, 93.2% of primary pupils achieved or exceeded expected CfE levels in talking and listening, a decrease on the previous year. The Council achieved the very challenging 3-year average target for 2019-21 of 94%, with a slight decrease linked to the legacy of disruption over the last few years. 22/23 data will be reported at mid-year
Percentage of S4 roll with Insight points of 263 or fewer	7.1%	-	-		The percentage of S4 pupils with total Insight point scores of 263 or fewer (equivalent to eight "Pass" awards at National 4) increased to 7.1% in 2022. Target under review. 22/23 data will be reported at mid-year
% of pupils gaining 5+ awards at SCQF L6 (S5/S4)	54.8%	-	-		In 2021/22, the proportion of S5 pupils achieving 5 or more awards at SCQF level 6 rose slightly to 54.8%. Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution
% of pupils gaining 5+ awards at SCQF L5 (S4/S4)	83.0%	-	-		In 2021/22 the proportion of S4 pupils achieving 5 or more awards at SCQF level 5 remained the same at 83%. Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution

% of pupils gaining 5+ awards at SCQF L6 (S6/S4)	69.0%	-	-		<p>In 2021/22 the proportion of S6 pupils achieving 5 or more awards at SCQF level 6 rose slightly to 69%.</p> <p>Due to the change in assessment methodology, primarily the implementation of the alternative certification model, comparisons at the senior phase should be treated with some caution</p>
S4: reduce gap between most and least deprived achieving 5 or more awards at SCQF level 5	32.0%	-	-		<p>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&2 increased by 3% in 2021/22 to 32%. Target under review.</p> <p>22/23 data will be reported at mid-year</p>

EFFICIENCY

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
Payment of invoices: Percentage invoices paid within agreed period (30 days)	93.5%	96.4%	90%		Improved performance on last year and above Council level. (83.2%)

PEOPLE

PI Description	2021/22	2022/23		Status	Notes and benchmark
	Value	Value	Target		
Absence: days lost per employee - teachers staff	4.59	5.53	-		<p>The number of days lost per employee has increased slightly. In July 2022 the previous 'special leave' exemption for Covid-19 absence ended and this is likely a contributor towards the increased absence figures.</p> <p>The figure remains below the national figure reported through the LGBF.</p>
Sickness absence days per employee - Education Department (All Local Government Employees)	8.48	9.97	-		<p>The number of days lost per employee has increased slightly. In July 2022 the previous 'special leave' exemption for Covid-19 absence ended and this is likely a contributor towards the increased absence figures.</p> <p>The figure remains below the national figure reported through the LGBF.</p>

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