

FQ3 2021/22 Key Performance Indicators for Education Service

DELIVERING OUR OUTCOMES – OUR KEY PERFORMANCE INDICATORS			

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Indicator: EDU106_05 Increase the percentage of our care experienced young people that have the recommended additional tracking and monitoring plans in place.			
Why measure this? This is specific to each child and helps to support the child's educational journey.			
Commentary: The Principal Teacher for Care Experienced Children and Young People (CYP) has regular meetings with Designated Managers in secondary schools regarding the tracking and monitoring of Care Experienced pupils. Care Experienced CYP who receive extra support from the Care Experienced team have their progress monitored frequently, through regular dialogue with named persons. PT for Care Experienced CYP is beginning to look at Primary School data.			
This indicator is on target with no change in performance since the last reporting period.			
TARGET FQ3 100%	ACTUAL FQ3 100% G	BENCHMARK 2020/21: 100%	PERFORMANCE ↑
<p>The visualization displays a performance score of 100% for FQ3 21/22, which is on target with the benchmark of 100%. The chart shows a consistent performance level across the reporting period, with a slight increase in the latest period. The 'LOD: 9/6' label indicates a specific data point or metric.</p>			

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Indicator: EDU107_03-All children and young people identified as requiring an adapted timetable will have a flexible learning plan put in place.

[Why measure this? This ensures there is access to an appropriate curriculum for each child and young person that requires it.](#)

Commentary: A robust system has been introduced that ensures that young people requiring an adapted timetable have their proposed flexible learning plans reviewed by a panel. Consideration is given to the suite of qualifications which young people will leave school with including, as a minimum, literacy and numeracy qualifications. Time spent on placements out with school is evaluated to ensure that this will lead to a positive and sustainable destination. In FQ3, 13 flexible learning plans were agreed following easing on the regulations for work placements.

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Indicator: EDU108_04 Digital technology is used to deliver the curriculum wherever necessary as a cover for teacher vacancies or low rolls.																							
Why measure this? By making best use of digital technology also demonstrates the best use of staff across the area.																							
Commentary: All schools are able to deliver curricular provision via digital platforms, as was consistently evidenced during the periods of Covid-related school closure. Capability and confidence are being further developed via a programme of targeted training and support from the digital learning team, and through the increasing availability of nationally available digital learning resources e.g. e-Sgoil and Scotland Learns. Further expansion will form part of the education change programme.																							
This indicator is above target with no change in performance since the last reporting period.																							
TARGET FQ3 80%	ACTUAL FQ3 100% G	BENCHMARK 2020/21: 100%	PERFORMANCE ↑																				
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Latest status</div> </div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Performance Data from Chart</caption> <thead> <tr> <th>Reporting Period</th> <th>Target (%)</th> <th>Benchmark (%)</th> <th>Actual (%)</th> </tr> </thead> <tbody> <tr> <td>FQ1 21/22</td> <td>80</td> <td>100</td> <td>100</td> </tr> <tr> <td>FQ2 21/22</td> <td>80</td> <td>100</td> <td>100</td> </tr> <tr> <td>FQ3 21/22</td> <td>80</td> <td>100</td> <td>100</td> </tr> <tr> <td>FQ4 21/22</td> <td>80</td> <td>100</td> <td>100</td> </tr> </tbody> </table>				Reporting Period	Target (%)	Benchmark (%)	Actual (%)	FQ1 21/22	80	100	100	FQ2 21/22	80	100	100	FQ3 21/22	80	100	100	FQ4 21/22	80	100	100
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