

SCOTTISH BORDERS COUNCIL CORPORATE PRIORITIES

QUARTERLY PUBLIC PERFORMANCE REPORT: Q1 2015/16 (April-June)

HOW ARE WE DOING?

In 2013, we published our Corporate Plan, with eight priorities to work towards over a five year period. This report gives you an overview of our progress.

For each priority, a selection of performance information has been presented to let you see how we are doing.

Where possible, quarterly (Q) data has been used, but this is not possible for every area of our work, for example, educational attainment.

Some of the data presented may be subject to minor amendments as end of year figures are compiled for reporting to the Scottish Government.

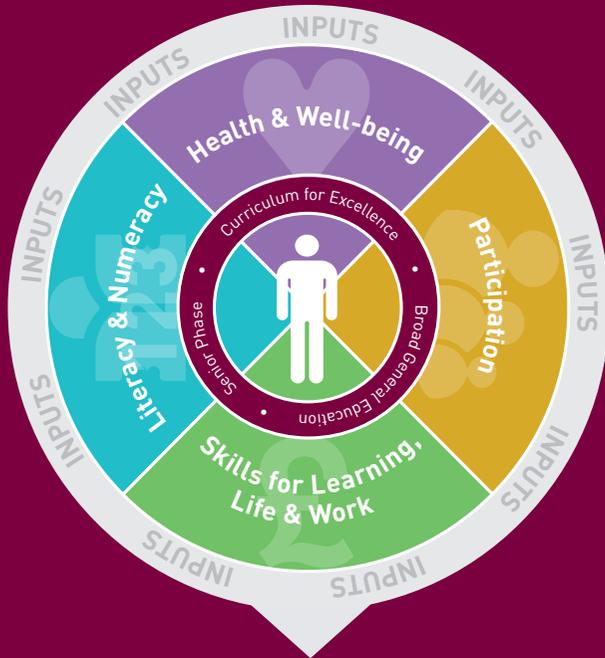
KEY:

-  On target
 -  Just off target
 -  Off target
 -  For information
 -  Position in Scotland
- Q1 - Apr-Jun
Q2 - Jul-Sep
Q3 - Oct-Dec
Q4 - Jan-Mar

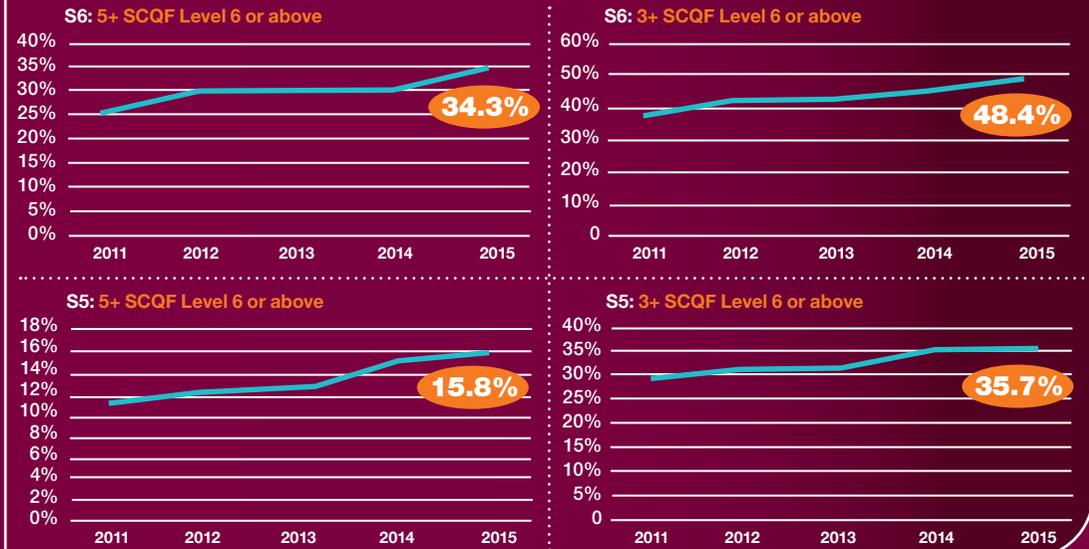


IMPROVE ATTAINMENT AND ACHIEVEMENT LEVELS FOR ALL OUR CHILDREN AND YOUNG PEOPLE, BOTH WITHIN AND OUT WITH THE FORMAL CURRICULUM

HOW ARE WE DOING?



Qualifications: Highers and Advanced Highers 2015



Level 6 is "Higher"; above would be "Advanced Higher"

Positive Destinations 2014/15

(follow up 6 months on)



	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES	OUTCOMES
IMPACT MEASURED THROUGH:	LITERACY AND NUMERACY	QUALIFICATIONS AND SKILLS	HEALTH AND WELL-BEING	ACHIEVEMENTS	INCLUSION
	Standardised assessments in primary and S2	National 1-5 Highers Advanced Highers Vocational qualifications Work Experience	National surveys on smoking, drinking and drug use (secondary pupils) providing locality information	Numbers doing Duke of Edinburgh, Saltire Awards, volunteering etc	Monitoring attendance and exclusions Positive Destinations



Appendix 1: Scottish Borders Council Executive Committee – Quarterly Public Performance Report, August 2015 (Q1 2015/16)

Corporate Priority 2: Improve attainment and achievement levels for all our children and young people, both within and out with the formal curriculum

Short Name	Trend Chart	Current Value	Commentary	Long Term Trend	Status against Target	Managed By														
<p>What % of our school pupils sustain a positive destination (e.g. employment, training, higher/further education or volunteering) six months after leaving school?</p>	<p>SNS-P48P What % of our school pupils sustain a positive destination (e.g. employment, training, higher/further education or volunteering) six months after leaving school? (SNS-P48P)</p> <table border="1"> <caption>SNS-P48P Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2009/10</td> <td>88%</td> </tr> <tr> <td>2010/11</td> <td>87.3%</td> </tr> <tr> <td>2011/12</td> <td>90.4%</td> </tr> <tr> <td>2012/13</td> <td>89.2%</td> </tr> <tr> <td>2013/14</td> <td>92.1%</td> </tr> <tr> <td>2014/15</td> <td>94%</td> </tr> </tbody> </table>	Year	Percentage	2009/10	88%	2010/11	87.3%	2011/12	90.4%	2012/13	89.2%	2013/14	92.1%	2014/15	94%	94%	<p>Observations: The percentage of leavers from Scottish Borders Council reported as <i>still in a positive destination</i> in March 2015 was 94%, 2.5pp higher than the national average (91.5%), and higher than it was for the Borders in 2012/13 (92.1%).</p> <p>Within Scottish Borders Council, the destination category that had the greatest percentage point <i>increase</i> between the initial and the follow up return was employment, with an increase of 3.4pp. Conversely, the destination category that had the largest percentage point <i>decrease</i> between the initial and the follow up return was Further Education with a 1.5pp decrease. This is in line with the trends nationally.</p> <p>The longer term trends are very positive, with a higher % of young people sustaining their destination.</p>			Kevin McCall
Year	Percentage																			
2009/10	88%																			
2010/11	87.3%																			
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Appendix 1: Scottish Borders Council Executive Committee – Quarterly Public Performance Report, August 2015 (Q1 2015/16)

Short Name	Trend Chart	Current Value	Commentary	Long Term Trend	Status against Target	Managed By												
What % of our S6 pupils gained 5 or more awards at level 6 (Higher) or better?	<table border="1"> <caption>S6: 5+ SCQF Level 6 or better</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0.25</td> </tr> <tr> <td>2012</td> <td>0.30</td> </tr> <tr> <td>2013</td> <td>0.29</td> </tr> <tr> <td>2014</td> <td>0.30</td> </tr> <tr> <td>2015</td> <td>0.34</td> </tr> </tbody> </table>	Year	Percentage	2011	0.25	2012	0.30	2013	0.29	2014	0.30	2015	0.34	34.3%	<p>Observations: This year's school leavers have recorded a best ever performance of 34% of young people leaving school with five or more Highers. This is an increase of 4% from 2014.</p> <p>There has been an increase in the number of pupils obtaining Advanced Highers with more young people achieving qualifications compared to 2014. Significantly, there has been a 9% increase in the number of pupils achieving A Grade passes and a continued positive overall pass rate at grades A-D of 90%.</p>	👍		Donna Manson
Year	Percentage																	
2011	0.25																	
2012	0.30																	
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What % of our S6 pupils gained 3 or more awards at level 6 (Higher) or better?	<table border="1"> <caption>S6: 3+ SCQF Level 6 or better</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0.38</td> </tr> <tr> <td>2012</td> <td>0.42</td> </tr> <tr> <td>2013</td> <td>0.43</td> </tr> <tr> <td>2014</td> <td>0.44</td> </tr> <tr> <td>2015</td> <td>0.48</td> </tr> </tbody> </table>	Year	Percentage	2011	0.38	2012	0.42	2013	0.43	2014	0.44	2015	0.48	48.4%	<p>All key performance measures have improved for sixth year pupils in 2015 compared to 2014.</p>	👍		Donna Manson
Year	Percentage																	
2011	0.38																	
2012	0.42																	
2013	0.43																	
2014	0.44																	
2015	0.48																	

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Short Name	Trend Chart	Current Value	Commentary	Long Term Trend	Status against Target	Managed By												
What % of our S5 pupils gained 5 or more awards at level 6 (Higher) or better?	<p>S5: 5+ SCQF Level 6 or better</p> <table border="1"> <caption>S5: 5+ SCQF Level 6 or better</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0.12</td> </tr> <tr> <td>2012</td> <td>0.13</td> </tr> <tr> <td>2013</td> <td>0.135</td> </tr> <tr> <td>2014</td> <td>0.15</td> </tr> <tr> <td>2015</td> <td>0.158</td> </tr> </tbody> </table>	Year	Percentage	2011	0.12	2012	0.13	2013	0.135	2014	0.15	2015	0.158	15.8%	<p>Observations</p> <p>The current fifth year is the first year through the new curriculum and they have provided Scottish Borders with a best ever performance in Highers in S5. This demonstrates that the new curriculum structures are making a positive difference to pupils' performance.</p> <p>The three key performance measures at Higher for fifth year pupils have improved across the board in 2015 compared to 2014.</p>			Donna Manson
Year	Percentage																	
2011	0.12																	
2012	0.13																	
2013	0.135																	
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What % of our S5 pupils gained 3 or more awards at level 6 (Higher) or better?	<p>S5: 3+ SCQF Level 6 or better</p> <table border="1"> <caption>S5: 3+ SCQF Level 6 or better</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0.29</td> </tr> <tr> <td>2012</td> <td>0.31</td> </tr> <tr> <td>2013</td> <td>0.31</td> </tr> <tr> <td>2014</td> <td>0.35</td> </tr> <tr> <td>2015</td> <td>0.357</td> </tr> </tbody> </table>	Year	Percentage	2011	0.29	2012	0.31	2013	0.31	2014	0.35	2015	0.357	35.7%	More fifth year pupils are attaining Highers than ever before.			Donna Manson
Year	Percentage																	
2011	0.29																	
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Short Name	Trend Chart	Current Value	Commentary	Long Term Trend	Status against Target	Managed By												
How many primary school pupils were excluded?	<p>CP02-P09aP How many primary school pupils were excluded? (CP02-P09aP)</p> <table border="1"> <caption>Primary School Pupils Excluded</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q1 2014/15</td> <td>15</td> </tr> <tr> <td>Q2 2014/15</td> <td>5</td> </tr> <tr> <td>Q3 2014/15</td> <td>10</td> </tr> <tr> <td>Q4 2014/15</td> <td>12</td> </tr> <tr> <td>Q1 2015/16</td> <td>12</td> </tr> </tbody> </table>	Quarter	Value	Q1 2014/15	15	Q2 2014/15	5	Q3 2014/15	10	Q4 2014/15	12	Q1 2015/16	12	12	<p>How are we performing? Final quarter of the school calendar (Q1 15/16) saw a decline in the total number of pupils excluded (primary and secondary). Q1 2015/16 demonstrates significant improvements compared to Q1 2014/15, which is positive (down from 58 to 45)</p> <p>Actions we are taking to improve/maintain performance:</p>			Jackie Swanston
Quarter	Value																	
Q1 2014/15	15																	
Q2 2014/15	5																	
Q3 2014/15	10																	
Q4 2014/15	12																	
Q1 2015/16	12																	
How many secondary school pupils were excluded?	<p>CP02-P09bP How many secondary school pupils were excluded? (CP02-P09bP)</p> <table border="1"> <caption>Secondary School Pupils Excluded</caption> <thead> <tr> <th>Quarter</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Q1 2014/15</td> <td>43</td> </tr> <tr> <td>Q2 2014/15</td> <td>56</td> </tr> <tr> <td>Q3 2014/15</td> <td>61</td> </tr> <tr> <td>Q4 2014/15</td> <td>80</td> </tr> <tr> <td>Q1 2015/16</td> <td>33</td> </tr> </tbody> </table>	Quarter	Value	Q1 2014/15	43	Q2 2014/15	56	Q3 2014/15	61	Q4 2014/15	80	Q1 2015/16	33	33	<p>Overall exclusion targets are in place for schools which has continued to challenge and focus effort in the overall reduction of children being excluded.</p>	👍	🌍	Jackie Swanston
Quarter	Value																	
Q1 2014/15	43																	
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What % of primary school pupils attend school?	<p>CP02-P11aP What % of primary school pupils attend school? (CP02-P11aP)</p> <table border="1"> <caption>Primary School Attendance Data</caption> <thead> <tr> <th>Quarter</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>Q1 2014/15</td> <td>96%</td> </tr> <tr> <td>Q2 2014/15</td> <td>97%</td> </tr> <tr> <td>Q3 2014/15</td> <td>95%</td> </tr> <tr> <td>Q4 2014/15</td> <td>95%</td> </tr> <tr> <td>Q1 2015/16</td> <td>96%</td> </tr> </tbody> </table>	Quarter	Attendance (%)	Q1 2014/15	96%	Q2 2014/15	97%	Q3 2014/15	95%	Q4 2014/15	95%	Q1 2015/16	96%	96%	<p>How are we performing: Attendance continues to track over 95% for the past 8 quarters.</p> <p>Actions we are taking to improve/maintain performance: Schools will continue to work with parents to ensure attendance increases.</p>			Jackie Swanston
Quarter	Attendance (%)																	
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Quarter	Attendance (%)																	
Q1 2014/15	93%																	
Q2 2014/15	95%																	
Q3 2014/15	92%																	
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Short Name	Trend Chart	Current Value	Commentary	Long Term Trend	Status against Target	Managed By																		
How many schools/nurseries in the Scottish Borders were inspected?	<p>CP02-P21P How many schools/nurseries in the Scottish Borders were inspected?</p> <table border="1"> <caption>Data for CP02-P21P Trend Chart</caption> <thead> <tr> <th>Quarter</th> <th>Quarters (Actual)</th> <th>Target (Quarters)</th> </tr> </thead> <tbody> <tr> <td>Q1-2014/15</td> <td>5</td> <td>3</td> </tr> <tr> <td>Q2-2014/15</td> <td>2</td> <td>3</td> </tr> <tr> <td>Q3-2014/15</td> <td>0</td> <td>3</td> </tr> <tr> <td>Q4-2014/15</td> <td>2</td> <td>3</td> </tr> <tr> <td>Q1-2015/16</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	Quarter	Quarters (Actual)	Target (Quarters)	Q1-2014/15	5	3	Q2-2014/15	2	3	Q3-2014/15	0	3	Q4-2014/15	2	3	Q1-2015/16	3	3	3	<p>Denholm Primary School and Parkside Primary and Nursery (in Jedburgh) were inspected in June 2015- see table below for levels attained.</p> <p>All schools inspected in 2015 attained quality indicator grades at 'satisfactory' or above.</p> <p>For the individual school inspection report please visit the Education Scotland website.</p>			Donna Manson
Quarter	Quarters (Actual)	Target (Quarters)																						
Q1-2014/15	5	3																						
Q2-2014/15	2	3																						
Q3-2014/15	0	3																						
Q4-2014/15	2	3																						
Q1-2015/16	3	3																						

The table below shows the levels attained by schools in the last quarter:

School / Nursery	Date of Report	Improvements in Performance	Learners' Experience	Meeting Learning Needs	The Curriculum	Improvement through Self Evaluation
Denholm Primary	June 2015	Good	Good	Good	Satisfactory	Satisfactory
Parkside Primary	June 2015	Satisfactory	Good	Good	Satisfactory	Good
Parkside Nursery		Good	Good	Good	Satisfactory	Good