

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 14 March 2019

Subject: Education Service Performance Report 2017/2018

Report by: Lorraine Sanda, Improving Outcomes Manager

1.0 Purpose

- 1.1 The purpose of this paper is to report to the People Committee on the latest Attainment Data across Education from August 2017 to the end of June 2018. A National Improvement Framework (NIF) Progress Report in relation to 1.1 is at Appendix 1.

2.0 Recommendations

- 2.1 It is recommended that the People Committee notes this report and provides comment and challenge as appropriate.

3.0 Considerations

- 3.1 The Education Service is focused on improvement activity in the four strategic priority areas set out in the National Improvement Framework (NIF):

1. Improvement in literacy and numeracy
2. Closing the attainment gap
3. Improvement in health and wellbeing
4. Improvement in employability skills and positive destinations.

The NIF Progress Report at Appendix 1 provides an update against priorities 1, 2 and 4. A full NIF Progress Report will be provided to the People committee in September 2019.

- 3.2 Two recently published national data sets have informed this latest report:

- i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018 and;
- ii) Senior Phase (leaver) data 2017/18, published in February 2019

3.3 Improvement in Literacy & Numeracy

- i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018:

3.3.1 This report provides evidence of the significant improvement that the Education Service has made in relation to attainment in 2017-18. In many areas attainment is higher than the target set last year.

3.3.2 Pupils from P1, P4, P7 & S3 are assessed at four levels in Curriculum for Excellence (CfE) - Early, First, Second and Third & better; in four curricular areas: Literacy Reading, Literacy Writing, Literacy Listening & Talking and Numeracy.

The table below shows the increasing trend by year

Curriculum for Excellence - Three Year Trend					
		2015/16	2016/17	2017/18	Direction
Reading	P1	77%	81%	84%	↑
	P4	66%	65%	77%	↗
	P7	68%	70%	76%	↑
	S3	71%	84%	87%	↑
Writing		2015/16	2016/17	2017/18	Direction
	P1	73%	77%	81%	↑
	P4	59%	58%	72%	↗
	P7	58%	49%	71%	↗
S3	69%	82%	85%	↑	
Listen & Talk		2015/16	2016/17	2017/18	Direction
	P1	83%	86%	91%	↑
	P4	69%	76%	86%	↑
	P7	73%	75%	80%	↑
S3	81%	87%	88%	↑	
Numeracy		2015/16	2016/17	2017/18	Direction
	P1	77%	79%	86%	↑
	P4	60%	58%	76%	↗
	P7	55%	54%	67%	↗
S3	58%	64%	80%	↑	
key:	↑	Increasing Trend			
	↗	Increase on previous year			

- In 2017/18 the percentage of children achieving their expected CfE levels improved across the authority with some curricular areas reporting a higher percentage of children achieving than the Scottish average. e.g. P1 reading and numeracy.
- The percentage of children achieving their expected levels in Numeracy remains lower than the Scottish average despite improvements on last year. This is especially the case with the more senior pupils (S3).

- ii) Senior Phase (leaver) data 2017/18, published in February 2019:

3.3.3. The percentage of school leavers achieving Level 5 Literacy improved and continues an improving trend over the last three years. This rate is also higher than our Virtual

Comparator. In addition, more school leavers achieved Level 6 Literacy last year than in previous years.

- Despite no improvement in the percentage of school leavers achieving Level 5 Numeracy, there is slight improvement in the percentage of school leavers achieving Level 6 Numeracy.

3.3.4. A quarter of our young people left school with at least 5 passes at Higher last year; an improvement on the previous year and mirroring the improving trend nationally.

- The percentage of school leavers who achieved at least one Advanced Higher also increased last year; equates to 12 more young people achieving this level of qualification compared to the previous year.

3.4 Closing the Attainment Gap

i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018:

3.4.1 Across CfE levels, an attainment gap remains when comparing children's achievement levels who live in SIMD Quintile 1 to children's achievement levels who live in SIMD Quintiles 2 to 5. This is the case across all curricular areas.

- Across CfE Literacy, the gap has either remained similar or reduced. However in CfE Numeracy the attainment gap has grown with the largest gap being across the P7 cohort (Second Level).

ii) Senior Phase (leaver) data 2017/18, published in February 2019:

3.4.2. More than 70% of school leavers from our most deprived areas achieved Level 5 Literacy which is higher than our Virtual Comparator. This is an improvement on the previous year where only 59% of school leavers achieved Level 5 Literacy.

- There is also improvement in the percentage of school leavers from our most deprived areas achieving Level 6 Literacy.

3.4.3 Despite a fall in the percentage of school leavers who achieved 5 or more National 5s last year; the attainment gap between our most disadvantaged cohort and the rest of the cohort reduced by more than 10 percentage points.

- More than a third of school leavers from our 20% most deprived areas achieved at least 5 National 5s last year which is an improvement on the previous year.

3.5 Improvement in Employability Skills and Employability Skills

3.5.1 More school leavers from Clackmannanshire entered an initial positive destination last year; reporting the highest percentage increase across Scotland at 93%. Despite this increase, the figure remains lower than the National average at 94.4%.

3.5.2 All three Secondary Schools reported a higher positive destination figure with Alloa Academy reporting the highest percentage point increase compared to the previous year.

- Alloa Academy – 93.7%
- Alva Academy – 94.1%
- Lornhill Academy – 91.4%

3.5.2 The Participation Measure (PM) is published by Skills Development Scotland (SDS) and represents a school leaver's (16-19 years) engagement between the financial year 1st April 2017 & 31st March 2018. There has been little improvement in Clackmannanshire's PM in 2017/18 with 89.3% of 16-19 year olds participating in education, training or employment compared to 89.7% in 2016/17. This is lower than the Scottish average of 91.8%.

The Participation Measure for 2017/18 comprises of

- 61.7% in Education
- 25.6% in Employment
- 2% in Training

3.5.3 Despite the PM being lower than the Scottish average, the percentage of school leavers in Employment is much higher than the Scottish average; highlighting the links Education are developing between colleges and local employers. The focus remains to ensure that the skills our school leavers are developing will ensure sustainability in employment and allow for further career development opportunities; this includes promoting and investing in Modern Apprenticeships.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

7.1 Is the report exempt? No

7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box)

- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input checked="" type="checkbox"/> |

(2) **Council Policies** (Please detail)

Not applicable.

9.0 Equalities Impact

9.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

10.0 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

11.0 Appendices

Appendix 1 NIF Progress Report

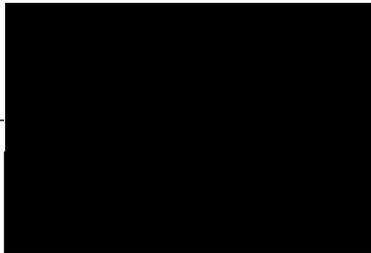
12.0 Background Papers

None

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	

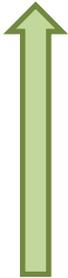


NIF Progress Report



NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in attainment, particularly in literacy & numeracy	Increase the percentage of children achieving expected levels of CfE	<i>Data not available</i>	Reading	Reading	Reading	↑	<p>Reading</p> <p>In 2017/18, the percentage of pupils achieving Early Level (P1) in Reading is higher than our target set last year (82%) and higher than the Scottish average for 2017/18 (81%). For children achieving First Level, again the percentage is higher than our target but the same as the Scottish average. In P7, the percentage of children achieving Second Level is again higher than our target set (73%) but lower than the Scottish average (79%). For pupils in S3 achieving Third Level or better, the percentage is the same as our target although this is still lower than the Scottish average (90%).</p>	Despite improvement in the achievement of CfE levels in Reading, the older children are not achieving at national levels hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 4%. At Third Level or better, the target is an improvement of at least 3% (to match the Scottish average).
			77%	81%	84%			
			66%	65%	77%			
			68%	70%	76%			
71%	84%	87%						
	Reading, Writing, Listening & Talking & Numeracy:							
	Early (P1) First (P4) Second (P7) Third or better (S3)							

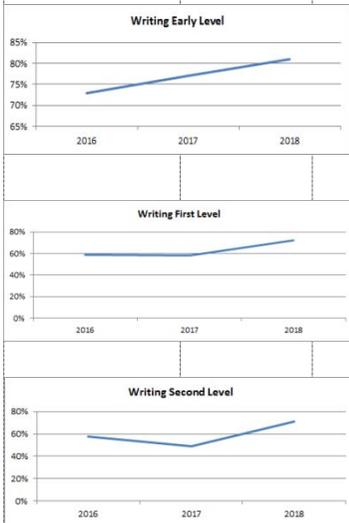
Writing	Writing	Writing
73%	77%	81%
59%	58%	72%
58%	49%	71%
69%	82%	85%



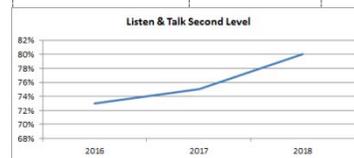
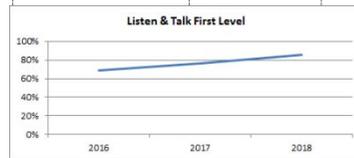
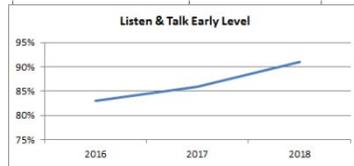
Writing

In 2017/18, the percentage of pupils achieving Early Level (P1) Writing is higher than our target set last year (78%) and is higher than the Scottish average for 2017/18 (78%). For children achieving First Level, again the percentage is higher than our target (64%) but the same as the Scottish average. In P7, the percentage of children achieving Second Level is much higher than our target set (59%) but remains lower than the Scottish average (73%). For pupils in S3 achieving Third Level or better, the percentage is the same as our target although this is still lower than the Scottish average (89%).

As with Reading, despite improvement across all CfE levels in Writing the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 3%. At Third Level or better, the target is an improvement of at least 4% (to match the Scottish average).



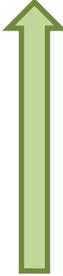
Listening & Talking	Listening & Talking	Listening & Talking
83%	86%	91%
69%	76%	86%
73%	75%	80%
81%	87%	88%

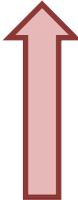
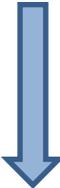


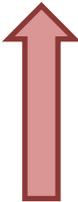
Listening & Talking

In 2017/18, the percentage of pupils achieving Early Level (P1) Listening & Talking is higher than our target set last year (87%) and is higher than the Scottish average for 2017/18 (87%). For children achieving First Level, again the percentage is higher than our target (79%) and higher than the Scottish average (85%). In P7, the percentage of children achieving Second Level is slightly higher than our target set (78%) but remains lower than the Scottish average (84%). For pupils in S3 achieving Third Level or better, the percentage is slightly lower than our target (89%) and lower than the Scottish average (91%).

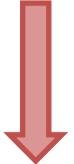
Despite improvement across all CfE levels in Listening & Talking as with the other curricular areas, the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 5%. At Third Level or better, the target is an improvement of at least 3% (to match the Scottish average).

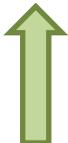
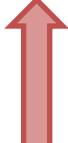
			<p>Numeracy</p> <p>77%</p> <p>60%</p> <p>55%</p> <p>58%</p>	<p>Numeracy</p> <p>79%</p> <p>60%</p> <p>54%</p> <p>64%</p>	<p>Numeracy</p> <p>86%</p> <p>76%</p> <p>67%</p> <p>80%</p>		<p>Numeracy</p> <p>In 2017/18, the percentage of pupils achieving Early Level (P1) Numeracy is higher than our target set last year (81%) and is higher than the Scottish average for 2017/18 (85%). For children achieving First Level, the percentage is much higher than our target (67%) and is the same as the Scottish average (85%). In P7, the percentage of children achieving Second Level is higher than our target set (61%) but remains lower than the Scottish average (75%). For pupils in S3 achieving Third Level or better, the percentage is higher than our target (76%) but a lot lower than the Scottish average (89%).</p>	<p>Despite improvement across all CfE levels Numeracy as with the other curricular areas, the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 8%. At Third Level or better, the target is an improvement of at least 9% (to match the Scottish average). It is recognised that the targets for Second and Third level or better are a stretch but the aim is to have our children achieving at national level by 2020.</p>
							<p>Source: Achievement of Curriculum for Excellence (CfE) Levels 2017/18 – Scottish Government</p>	<p>Source: NIF Performance Baseline Database</p>

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Closing the attainment gap between the most and least disadvantaged children	Measurement Percentage gap between achievement levels of Pupils from SIMD Q1 and SIMD Q2-Q5	<i>Data not available</i>	<i>Data not available</i>	Reading -12 -5 -15 -12	Reading -10 -15 -13 -10		Reading In 2017/18, at Early level, the gap between achievement levels in Reading for pupils in SIMD Q1 and SIMD Q2-5 (average) is -10% points; a slight reduction in the gap compared to 2016/17. At First Level the gap has grown.	The national gap in 2017/18 is -10% points which is the same as the gap across Clacks. The achievement rate for pupils in SIMD Q1 is also higher than the Scottish average. The target is to reduce the gap further and ensure the achievement rates in Reading remain higher than the Scottish average.
	Reading, Writing, Listening & Talking & Numeracy			Writing -12 -5 -15 -12	Writing -13 -15 -13 -9			
	Early (P1) First (P4) Second (P7) Third or better (S3)			Listen & Talk -18 -10 -20 -11	Listen & Talk -4 -10 -10 -10			Listening & Talking In 2017/18, the gap has reduced (or remained the same) across all four cohorts.

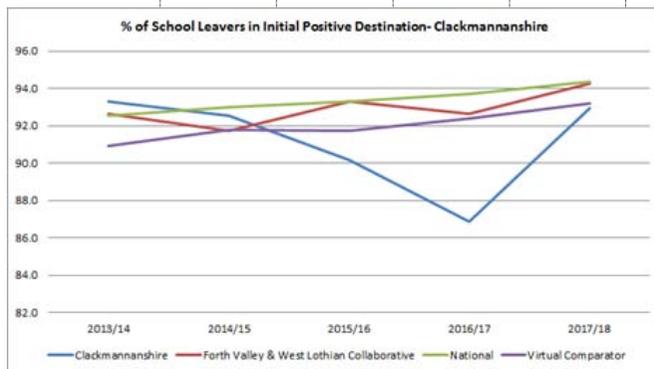
				Numeracy -4 -11 -16 -4	Numeracy -7 -12 -20 -5		<p>Numeracy In 2017/18, the gap has grown across all four cohorts in Numeracy; although the gap at Early Level is less than the Scottish gap as is the gap at Third Level or better. The gap in achievement at Second Level however, is much larger than the Scottish gap and is more than in 2016/17</p>	<p>points –9% points; Third Level or better –7% points). The gap across Clacks for, First Level is not too far away from the Scottish gap; however the gap at First Level in Numeracy is much larger. The target for next year is to reduce the gap at Early Level and Third Level or better by another 1 % point; for the other cohorts, the target is to at least match the gap across Scotland: First Level -11 and Second Level -12.</p>
							<p>Source: CfE Levels by SIMD Quintiles, Scottish Government Education Datasets, 2017/18</p>	

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in attainment, particularly in literacy & numeracy Closing the attainment gap between the most and least disadvantaged children	Increase the percentage of young people achieving at SCQF Levels in English & Maths <u>Measurement</u> % Level 4 Literacy & Numeracy	78.4%	82.8%	83%	82.5%	↔	The percentage of school leavers achieving Level 4 Literacy and Numeracy fell slightly in last year although the rate over the last 3 years has remained in the lower 80% bracket which is an improvement on the Baseline figure. Further analysis of the data indicates the fall is due to a smaller percentage of school leavers achieving Level 4 Numeracy.	CfE data indicates that a lower percentage of pupils are achieving Level 3 or above in S3, especially in relation to Numeracy. Analysis indicates that the difference at Second Level (the level pupils are expected to achieve at the end of primary school) to Third Level is affecting achievement levels as the cohort becomes older.
	Improvement in employability skills and sustained, positive school leaver destinations	<i>MOST 20% deprived</i> <i>LEAST 20% deprived</i> GAP is measured by difference between 20% MOST & 20% LEAST deprived cohorts	69%	75.8%	71.3%	72%		The percentage achievement rate for pupils from the 20% MOST deprived areas improved slightly.
		GAP: -16	GAP: -7.9	GAP: -20.1	GAP: -20.5	↔	The gap between the 20% MOST deprived pupils and the 20% LEAST deprived has remained consistent with the previous year with no improvement reported.	

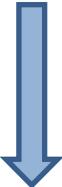
<p>% Level 5 Literacy & Numeracy</p>	<p>46.9%</p>	<p>56.7%</p>	<p>61.8%</p>	<p>59.5%</p>		<p>The percentage of school leavers achieving Level 5 Literacy and Numeracy <i>fell slightly</i> compared to last year but remains higher than in 2015/16.</p>	
<p><i>MOST 20% deprived</i></p>	<p>31%</p>	<p>40%</p>	<p>39.5%</p>	<p>41.6%</p>		<p>As with Level 4, the fall in attainment is due to a lower percentage of school leavers achieving Level 5 Numeracy.</p>	
<p><i>LEAST 20% deprived</i></p>	<p>62.5%</p>	<p>69.4%</p>	<p>82.8%</p>	<p>85%</p>	<p>The percentage of pupils from the 20% MOST deprived area improved; as did the percentage of pupils from the 20% LEAST deprived area.</p>		
<p>GAP is measured by difference between 20% MOST & 20% LEAST deprived cohorts</p>	<p>GAP: -31.5</p>	<p>GAP: -29.4</p>	<p>GAP: -43.3</p>	<p>GAP: -43.4</p>		<p>The attainment gap remained the same last year. The higher gap over the last 2 years is influenced by the improvement in attainment within the 20% least deprived cohort.</p>	
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>							

<p>% Level 6 Literacy & Numeracy</p>	<p>18.6%</p>	<p>21.7%</p>	<p>19.8%</p>	<p>21.3%</p>		<p>The percentage of school leavers achieving Level 6 Literacy and Numeracy improved compared to last year and is similar to the figure in 2015/16.</p>	<p>The longer pupils remain at school ensures that more school leavers achieve higher levels of Literacy and Numeracy as indicated in the most current figures.</p>
<p><i>MOST 20% deprived</i></p>	<p>6.5%</p>	<p>12.7%</p>	<p>9.3%</p>	<p>11.2%</p>		<p>More school leavers from our most 20% deprived areas achieved Level 6 Literacy & Numeracy however the attainment gap continues to grow.</p>	
<p><i>LEAST 20% deprived</i></p>	<p>30%</p>	<p>32.7%</p>	<p>36.2%</p>	<p>40%</p>			
<p>GAP is measured by difference between 20% MOST & 20% LEAST deprived cohorts</p>	<p>GAP: -23.5</p>	<p>GAP: -20</p>	<p>GAP: -26.9</p>	<p>GAP: -28.8</p>			
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>							

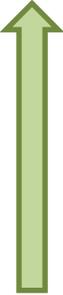
NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in employability skills and sustained, positive school leaver destinations	Increase initial positive destination rate All school leavers (figure in brackets is VC)	92.6%	90.2%	86.9%	93.0%	↑	The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort is 93.0%; an increase of 6.1 percentage points compared to 2016/17; the highest percentage increase across Scotland. Despite the improvement, the figure remains lower than the National average by 1.4 percentage points [94.4%]; Forth Valley & West Lothian Regional Improvement Collaborative (RIC) average by 1.3 percentage points [94.3%] and our Virtual Comparator by 0.2 percentage points [93.2%]. The percentage of school leavers who are reported as not being in a positive destination equates to 33 young people. Despite a fall in the percentage of school leavers last year entering employment from Clackmannanshire [27.9%], the rate remains higher than the National [22.7%], our RIC [24.9%] and our Virtual Comparator (VC) [22.8%] figures. Among the number of school leavers who entered employment,	The ambition by 2020 is for the percentage of school leavers in a positive destination to be in line with the National average.
		(91.8%)	(91.7%)	(92.4%)	(93.2%)			



						<p>38% started a Modern Apprenticeship.</p> <p>A higher percentage of school leavers entered Further Education [28.2%]; higher than the National average by 1.6 percentage points and similar to our VC.</p> <p>A higher percentage of school leavers also entered Higher Education [29.6%] although this still remains lower than the National average [41.2%] and our VC [36.3%].</p> <p>All three Secondary Schools reported a higher positive destination figure with Alloa Academy reporting the highest percentage point increase compared to the previous year. Alva Academy, at 94.1%, has the closest positive destination figure to the National figure [94.4%].</p> <ul style="list-style-type: none"> • Alloa Academy – 93.7% (an increase of 8.7 percentage points on the previous year) • Alva Academy – 94.1% (an increase of 3.5 percentage points on the previous year) • Lornshill Academy – 91.4% (an increase of 5.9 percentage points on the previous year) 	
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<p>Increase initial positive destination rate (reducing the achievement gap)</p>							
<p>MOST 20% deprived</p>	88.4%	86.1%	79.8%	92%		<p>More than a quarter of our school leavers [27%] last year are from the 20% most deprived areas (SIMD 1&2). The percentage of school leavers from these areas in an initial positive destination increased by over 12 percentage points last year [90%].</p>	
<p>LEAST 20% deprived</p>	97.5%	91.8%	96.6%	97.5%		<p>This rate is higher than the National average [90.4%]; our RIC average [91%], and our VC [88.4%].</p>	
<p>GAP is measured by difference between 20% MOST & 20% LEAST deprived cohorts</p>	GAP: -9.1	GAP: -5.7	GAP: -16.8	GAP: -5.5		<p>More young people from our most deprived areas entered Further Education last year [38.4%]; this figure is higher than both the National average [37.7%] and our VC [36.4%].</p>	
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>						<p>A higher percentage of school leavers from our most deprived areas also entered Higher Education last year [17.6%] although the rate is lower than both the National average [25.7%] and our VC [25.5%].</p>	
						<p>The percentage gap for leavers from our most deprived areas and the rest of the cohort reduced for leavers who entered Higher Education. This is the only positive destination where the gap reduced.</p>	
						<p>Source: INSIGHT Benchmarking Tool, Scottish Government</p>	

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in employability skills and sustained, positive school leaver destinations	Improve Participation Measure	New measure	88.2%	89.7%	89.3%	 	<p>The Participation Measure (PM) is published by Skills Development Scotland (SDS) and represents a school leaver's (16-19 years) engagement between the financial year 1st April 2017 & 31st March 2018. There has been little <i>improvement</i> in Clack's PM in 2017/18 with 89.3% of 16-19 year olds participating in education, training or employment compared to 89.7% in 2016/17.</p> <ul style="list-style-type: none"> • 61.7% in Education • 25.6% in Employment • 2% in Training <p>The Scottish PM is 91.8; 3% higher than Clack's PM.</p> <p><i>(Data supplied by SDS:)</i></p> <ul style="list-style-type: none"> • As of 28/09/2018 there were 499 apprentices in training • Between April & Sept 2018, 190 Modern Apprenticeships were supported by SDS; Modern Apprenticeship achievement rate is 83% 	<p>In order to achieve the Scottish Participation Rate of 91.8%, the target is at least an increase of 3% points for the Participation Rate for 2018/19.</p> <p>The PM across Scotland consisted of 71.3% in Education (16% higher than Clacks); 18.7% in Employment (Clacks was higher) and 1.9% in Training (almost the same as Clacks).</p> <p>The target is to ensure people that are in employment are in sustained employment and have the skills to develop further in their chosen career.</p>
						<p>Source: Skills Development Scotland Annual Participation Rate; published August 2018; updated 27/11/2018; www.skillsdevelopmentscotland.co.uk/local-national-work/clackmannanshire/</p>		

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
<p>Improvement in attainment, particularly in literacy & numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>Improve the number of schools inspections rated satisfactory or above</p> <p><u>Measurement:</u> No of Inspections in the year that are rated satisfactory or above</p> <p><i>(no of schools)</i></p>	100% (1)	50% (2)	100% (5)	100% (4)		<p>During 2017/18, 4 establishments were subject to inspection from Education Scotland: One Nursery (Sauchie – Satisfactory); 2 Primary Schools (Fishcross – Satisfactory & Craigbank – Satisfactory); and one Secondary School (Lornshill – Good).</p>	<p>The target is to improve the measurement rating of the schools inspected across the authority from 75% 'satisfactory' to 75% 'good'.</p>
							Report produced by Improvement Analyst, Feb 2019	