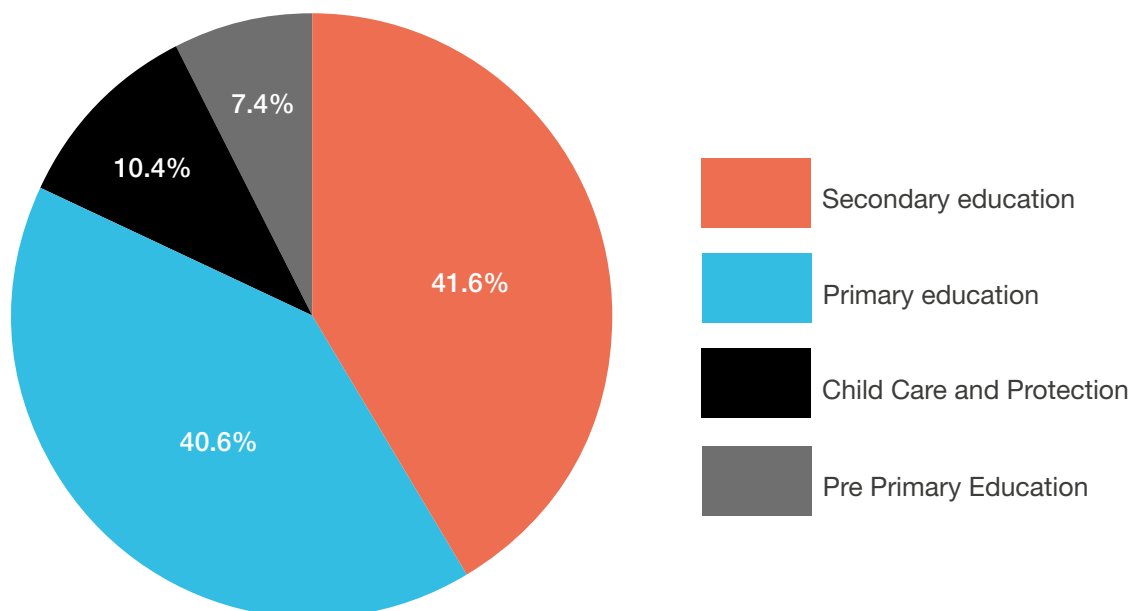


Children's Services

The major elements of children's services, and the percentage of total spend on each one, are given in the table below.

Proportion of Gross Revenue Expenditure for Children's Services by Element 2015-16



Source: Council supplied expenditure figures

As can be seen, primary and secondary school provision are the major spend areas, with pre-school education and child care and protection accounting for a very much lower percentage of total spending on children. Each element is looked at in turn below.¹³

Pre-School Provision

For pre-school educational provision for children ("nursery school"), spending has been standardised as total spend per pre-school place. Over the six-year period, the Scottish average for the cost per pre-school place has increased by 6.9% - an increase in real terms of £250 per place. During this time, the total number of pre-school places provided by councils has risen by 5.7% across Scotland, providing an additional 5,212 places. There has been a 13% increase in gross expenditure.

Cost per Pre-School Place 2010/11 – 2015/16

% Change	Cash	Real
2010/11 - 2015/16	14.7	6.9
2010/11 - 2011/12	-8.0	-9.3
2011/12 - 2012/13	0.5	-1.6
2012/13 - 2013/14	-3.2	-4.7
2013/14 - 2014/15	10.0	8.4
2014/15 - 2015/16	16.4	15.9

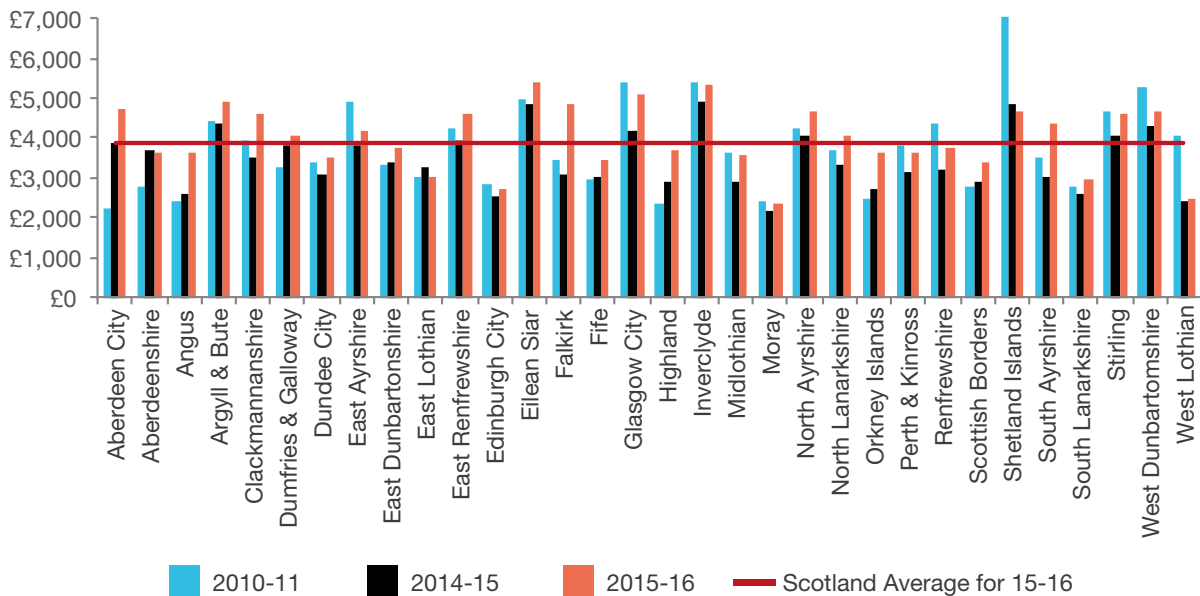
¹³ Data on Looked After Children will be published in March 2017. The Benchmarking Framework will be updated to incorporate these figures at that time

In the last 12 months, real unit costs have increased by 15.9% after falling in the previous five years. This reflects an increase in gross expenditure of 11.1% and a 4.1% reduction in the number of places provided during this period.

From August 2014, the Children and Young People (Scotland) Act 2014 required local authorities to increase the amount of early learning and childcare from 475 hours a year to 600 hours for each eligible child. The impact of the new entitlements has been to increase the unit cost per pre-school place due to the increased hours associated with each funded place. The additional staffing costs in delivering the new entitlements, and the commitment by councils to offer the extended hours in a way that allows parents some choice and flexibility over what pattern of hours they can get, will influence costs here. This potentially underestimates the movement in total spend because in some councils this will be recorded under children and families services and/or the Health and Social Care Partnership.

In 2015/16, the average cost per place was £3,854, with substantial and widening variation between councils, ranging from £2,367 to £5,409 per place.

Cost per Pre-School Registration



Source: Early Learning and Childcare Census, Scottish Government; council supplied expenditure figures

Shetland Council has shifted the balance of qualified teaching and nursery staff across the workforce, and has moved to more peripatetic delivery.

In **Moray Council**, the majority of Early Years provision is partnership based, with only 22 of the 60 early years centres operated by the Council.

In **Scottish Borders** and **South Ayrshire**, a recent fall in the birth rate has led to a reduction in the uptake of places, without corresponding decrease in funding.

Work within Family Groups has identified the following factors as important in understanding the variation between authorities in costs for pre-school provision.

Level of deprivation – there is a statistically significant relationship with deprivation, e.g. cost for the most deprived family group is £4,654 compared to £3,694 in the least deprived family group.

Workforce composition and age structure – age, experience, grade and qualification level of staff

Balance between council and partner provision – with higher levels of council provision in deprived areas (47% of provision in the most deprived areas is local authority provision compared to 27% in the least deprived areas)¹⁴

Integration of pre-school and primary school provision and rationalisation of overheads in relation to property and staffing

Demographic variation and local capacity to respond

Pre-School Performance

Currently, there are no systematic and consistent measures deployed by all 32 councils for assessing performance within the pre-school sector, or for understanding children's development as they progress through the pre-school setting.

As a priority, we are currently working to develop a wider suite of children's measures which will reflect performance and progress in this important area, and to identify potential sources of data to support this. Potential areas which merit further exploration include Care Inspectorate Quality Evaluations for Early Years services and Health Visitor assessments at 18-36 months.

Primary and Secondary School Spending

The pattern of spend on primary and secondary schooling is standardised as "total spend per pupil". In both primary and secondary education, there has been a reduction in real costs per pupil since 2010/11 (-9.4% and -2.2% respectively), although an increase in the past 12 months (1.1% and 1.8% respectively).

Cost per Primary Pupil

Since 2010/11 there has been a real terms reduction of £489 per primary pupil, representing a 9.4% reduction. This reflects a 2.9% reduction in real gross expenditure, which has occurred in parallel with a 7.1% increase in pupil numbers.

In 2015/16, the average cost per primary pupil was £4,733, a 1.1% increase from £4,684 the previous year. This reflects a 2.6% increase in gross expenditure and a 1.5% increase in pupil numbers.

¹⁴ www.careinspectorate.com/images/documents/3591/Early%20Learning%20and%20Childcare%20statistics%20report%202015.pdf

Cost per Primary Place 2010/11 – 2015/16

% Change	Cash	Real
2010/11 - 2015/16	-2.8	-9.4
2010/11 - 2011/12	-1.6	-2.9
2011/12 - 2012/13	-0.9	-2.9
2012/13 - 2013/14	-0.4	-2.0
2013/14 - 2014/15	-1.5	-2.9
2014/15 - 2015/16	1.5	1.1

Cost per Secondary Pupil

As with primary pupil costs, between 2010/11 and 2015/16 there was a real terms reduction of £152 per secondary pupil, representing a 2.2% reduction in unit costs. There has been a 6.4% reduction in pupil numbers across this period; however, the reduction in gross expenditure has been proportionately larger at 8.4%.

In 2015/16, the average cost per secondary school pupil was £6,737, which has increased from £6,618 in 2014/15, an increase of 1.8%. This reflects a 0.8% increase in expenditure, and a 1% reduction in pupil numbers.

Cost Per Secondary Pupil 2010/11 – 2015/16

% Change	Cash	Real
2010/11 - 2015/16	4.9	-2.2
2010/11 - 2011/12	-1.6	-2.9
2011/12 - 2012/13	1.7	-0.4
2012/13 - 2013/14	1.6	0.0
2013/14 - 2014/15	0.9	-0.6
2014/15 - 2015/16	2.2	1.8

Around 60% of primary and secondary school spending is teaching staff costs. Given the current agreement between the Scottish Government and local authorities that teacher numbers will be maintained in line with pupil numbers, this represents a relatively fixed cost to councils. As such, this may limit councils' efforts in seeking to generate further efficiencies in this major area of expenditure.

However, despite the fixed costs associated with teacher numbers, there is still a considerable level of variation across councils, particularly for secondary education. In primary education, costs range from £4,052 to £8,381, while in secondary the range is £5,767 to £11,669. This variation provides opportunities to explore how some services are designed and delivered in ways that appear to achieve greater efficiencies in expenditure.

Work within Family Groups has identified the following factors as important in understanding the variation between authorities

Rurality – cost data continues to show a very distinctive pattern across Scotland, with the Island councils spending significantly more than others.

Teacher demographics – the age and salary costs of the local teaching workforce

Local choices and priorities in relation to non-ring fenced elements of staffing budget such as support staff, teaching assistants, ASN staff

PPP/PFI contract costs and arrangements

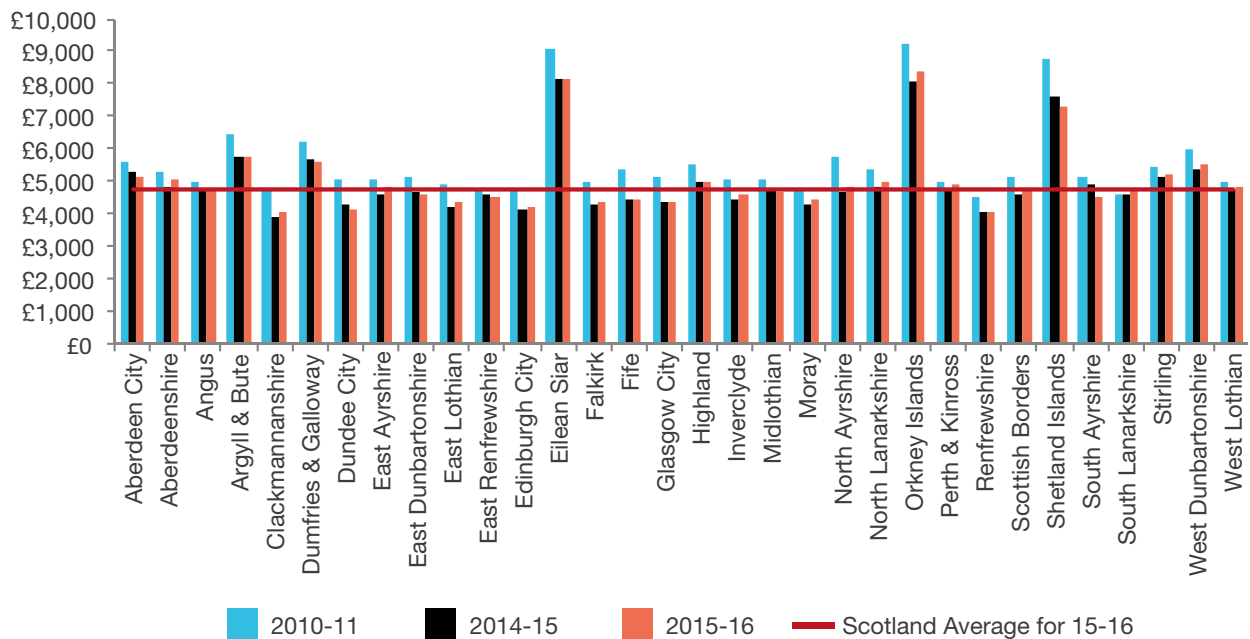
Growth of campus/hub school models

Management structure and balance of senior roles

Access to additional monies such as the Attainment Challenge Fund – targeted at pupils living in the 20% most deprived areas

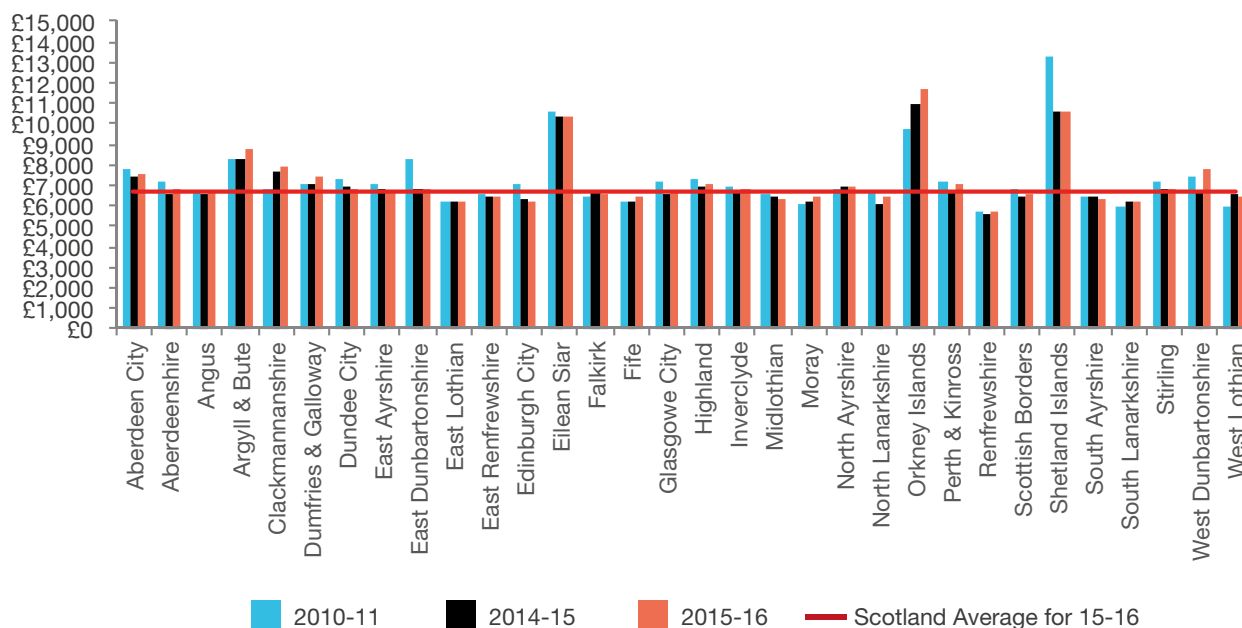
Demographic variability – depending on existing class sizes and teacher numbers locally, changes in pupil numbers will have a varying impact on expenditure patterns for councils.

Cost per Primary School Pupil



Source: Pupil Census, Scottish Government; council supplied expenditure figures

Cost per Secondary School Pupil



Source: Pupil Census, Scottish Government; council supplied expenditure figures

Primary School Performance

The National Improvement Framework has committed to introducing a consistent method for assessing children’s development throughout primary school. This development is a significant contribution and addresses an important gap in understanding the educational journey of children across all stages of the curriculum.

This year the Scottish Government published “experimental data” based on teacher professional judgments (www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL). As there are still issues with consistency and reliability, this data is not yet sufficiently robust for benchmarking purposes. A new national programme of quality assurance and moderation is being put in place to provide more support and improve confidence and understanding among teachers, and, from August 2017, new nationally consistent standardised assessments will be made available for teachers to help inform their judgements.

We welcome these developments and will continue to work with Scottish Government and Education Scotland to strengthen this information to enable inclusion in the framework in future.

Secondary School Performance

The LGBF Board has expanded the performance measures to more accurately reflect the senior phase (S4-S6) landscape and, in particular, reflect wider educational achievement. The transitional suite presented here marks an important step in this development, however further measures will be introduced as suitable data becomes available over future years, to improve the scope and balance of information available on children’s services.

Performance at secondary level is currently measured by:

- Average Tariff Score (by SIMD quintile)
- Percentage of pupils gaining 5+ SCQF level 5 qualifications or higher (described as ‘5+ at Level 5’ for the purpose of this report)

- Percentage of pupils gaining 5+ SCQF level 6 qualifications or higher (described as ‘5+ at Level 6’ for the purpose of this report)

The suite of measures also includes the percentage of school leavers entering positive destinations. However, as this information is no longer published by Skills Development Scotland (SDS) in December, it was not possible to include here. Destinations data will be included when this is published in March.

The new Participation Measure was first published as experimental statistics in 2015 and provides a useful opportunity to track the progress of young people beyond the point at which they leave school. This measure reflects Opportunities for All¹⁵ and measures participation in learning (including school), training or work for all 16-19 year olds in Scotland. As this approach matures, we will work with education partners to agree how this information might be used alongside school leaver destinations in future publications.

Average Tariff

Average Tariff is an overall measure of educational attainment which offers a wider measure of achievement to consider alongside breadth and depth measures. The tariff score is a summary measure calculated from the latest and best achievement of pupils during the senior phase (S4-S6) across a range of awards included in the benchmarking tool Insight. The measure here reflects cumulative attainment either to the point of leaving or to the end of S6.

Under Curriculum for Excellence, the number of subjects typically studied by pupils varies between local authorities. This reflects differing approaches to developing employability skills and the core qualification sets needed to enable a range of post school destinations. Tariff scores strongly reflect the total number of subjects studied and a measure is needed to reflect different curriculum models better. Work is ongoing nationally to develop these better measures and they will be included in LGBF when available.

As the school leaver data is not yet available for 2015/16, the basis for the data included for these measures is different from published data available on Parentzone which is based on school leavers. To allow 2016 data to be included the Scottish Government has provided pupil’s attainment by S6, based on the S4 cohort.

Average Total Tariff by SIMD Quintile

Year	Overall Average Total Tariff	Average Total Tariff SIMD Quintile 1	Average Total Tariff SIMD Quintile 2	Average Total Tariff SIMD Quintile 3	Average Total Tariff SIMD Quintile 4	Average Total Tariff SIMD Quintile 5
2011/12	769.7	478.0	618.0	759.0	909.0	1101.0
2012/13	798.0	510.0	644.0	789.0	929.0	1135.0
2013/14	826.8	551.0	685.0	817.0	962.0	1149.0
2014/15	860.0	581.0	716.0	851.0	984.0	1185.0
2015/16	875.2	600.0	739.0	862.0	997.0	1195.0
% change	14%	26%	20%	14%	10%	9%
Range 15/16	737-1313	428-970	489-1177	668-1238	820-1331	936-1448

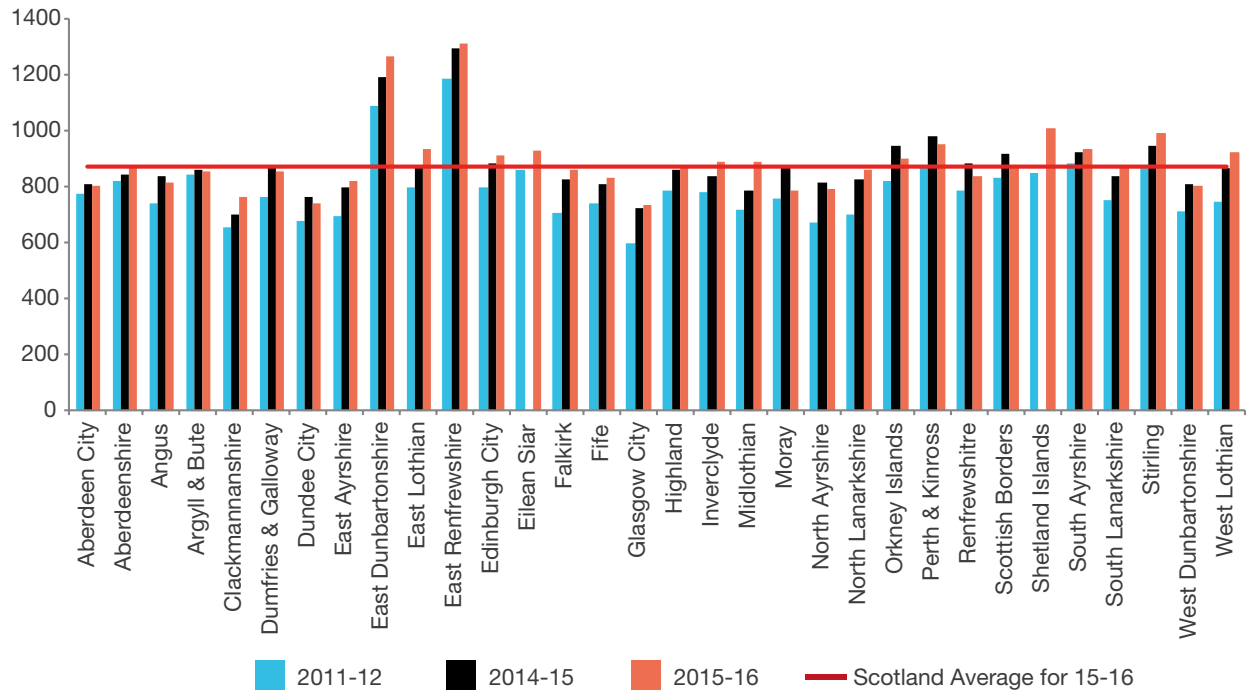
An improving trend can be seen in Average Total Tariff over the past five years, increasing by 14% from 769.7 in 2011/12 to 875.2 in 2015/16. While this improving trend is evident for all SIMD groups, pupils

¹⁵ Source: ‘Developing a ‘Participation’ Measure for Post 16 Learning, Training and Work’ 2013 Consultation, Scottish Government, www.gov.scot/Topics/Statistics/Browse/Labour-Market/scotstat/PartMeasureConsult/PartMeasCons-Report

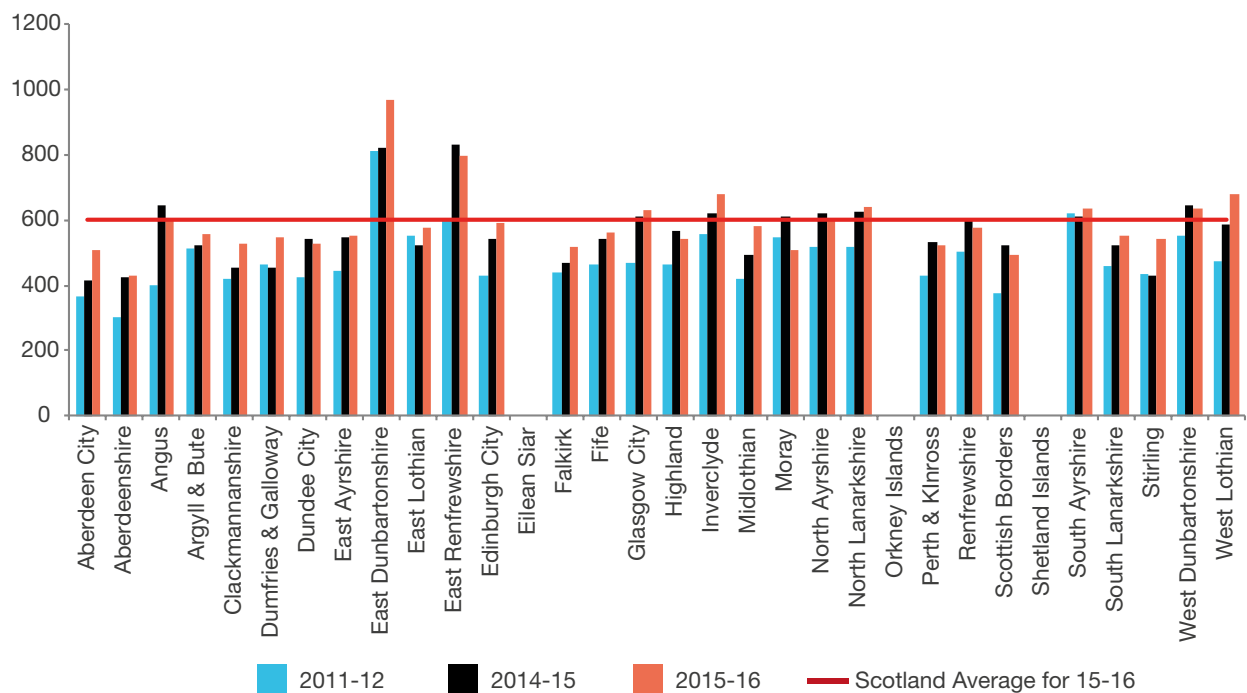
from most deprived groups have shown the largest improvement. Average tariffs have increased by 26% and 20% for the two most deprived groups compared to 9% and 10% for the least deprived groups. However, Average Total Tariff Scores remain significantly lower for those pupils from the most deprived areas. Pupils from the least deprived quintile achieved an average tariff score of 1,195 compared to 600 for pupils from the most deprived quintile.

There is a considerable level of variation between councils in relation to Overall Average Tariff (737 to 1,313) and within each quintile group. Further detail of the variation within councils is presented in the graphs below.

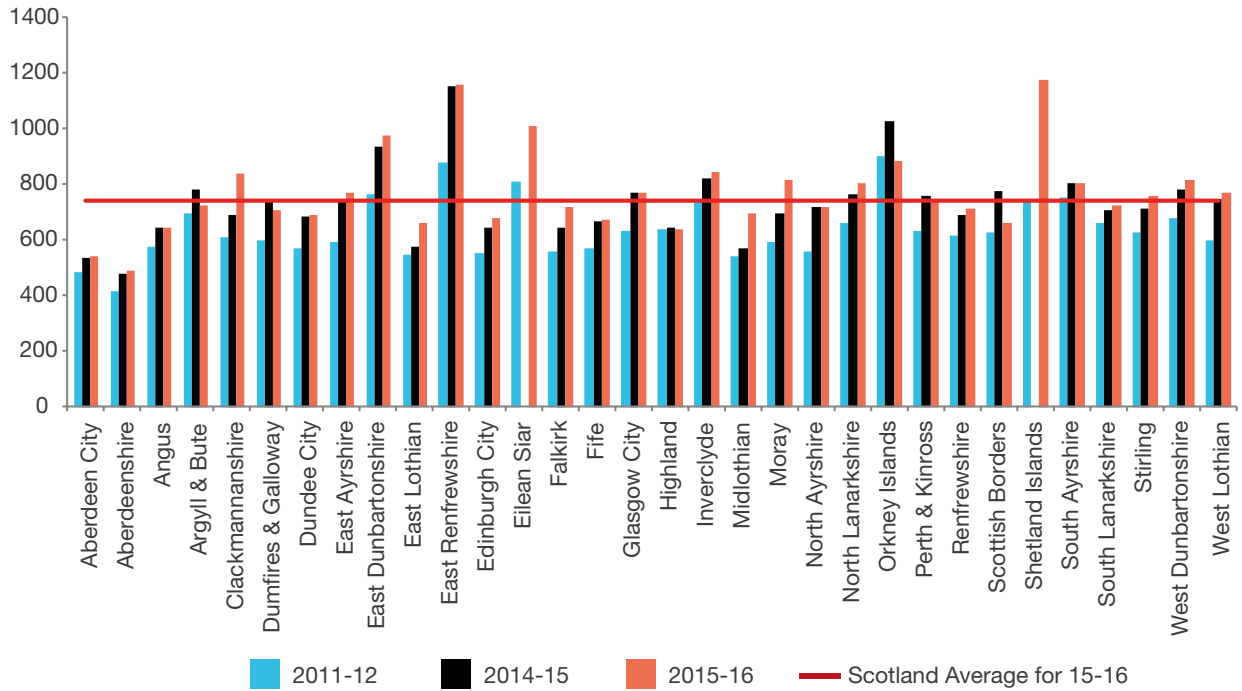
Overall Average Tariff



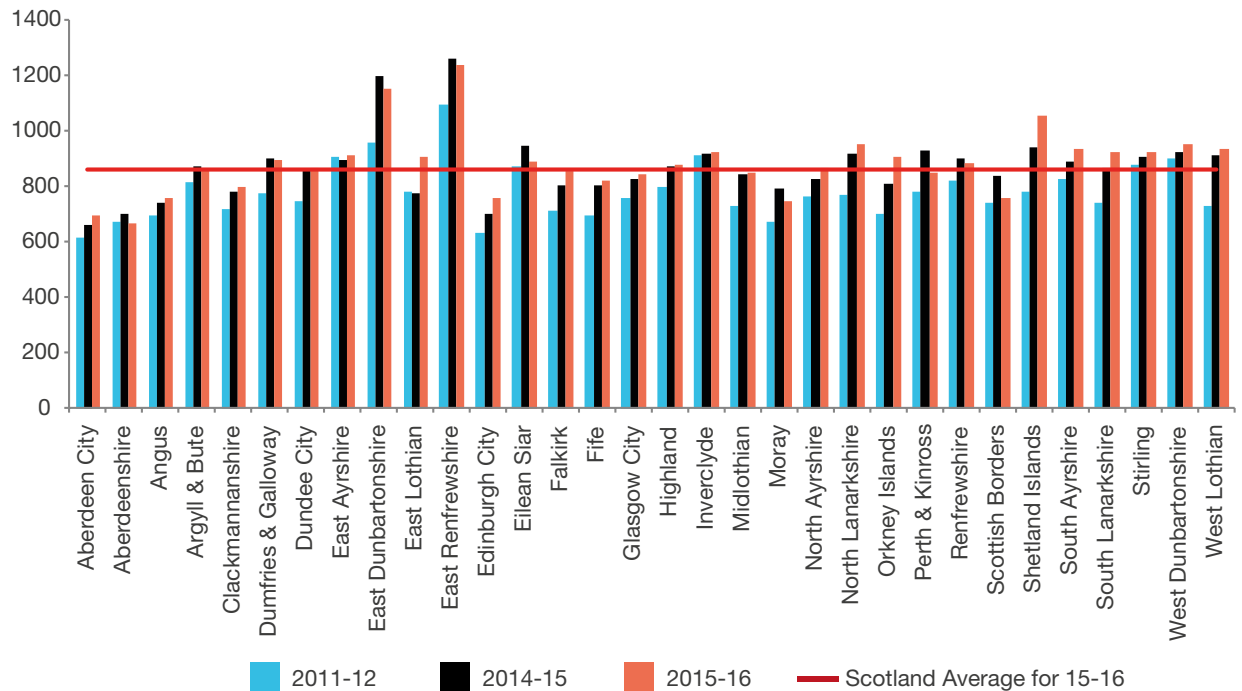
Average Total Tariff SIMD Quintile 1



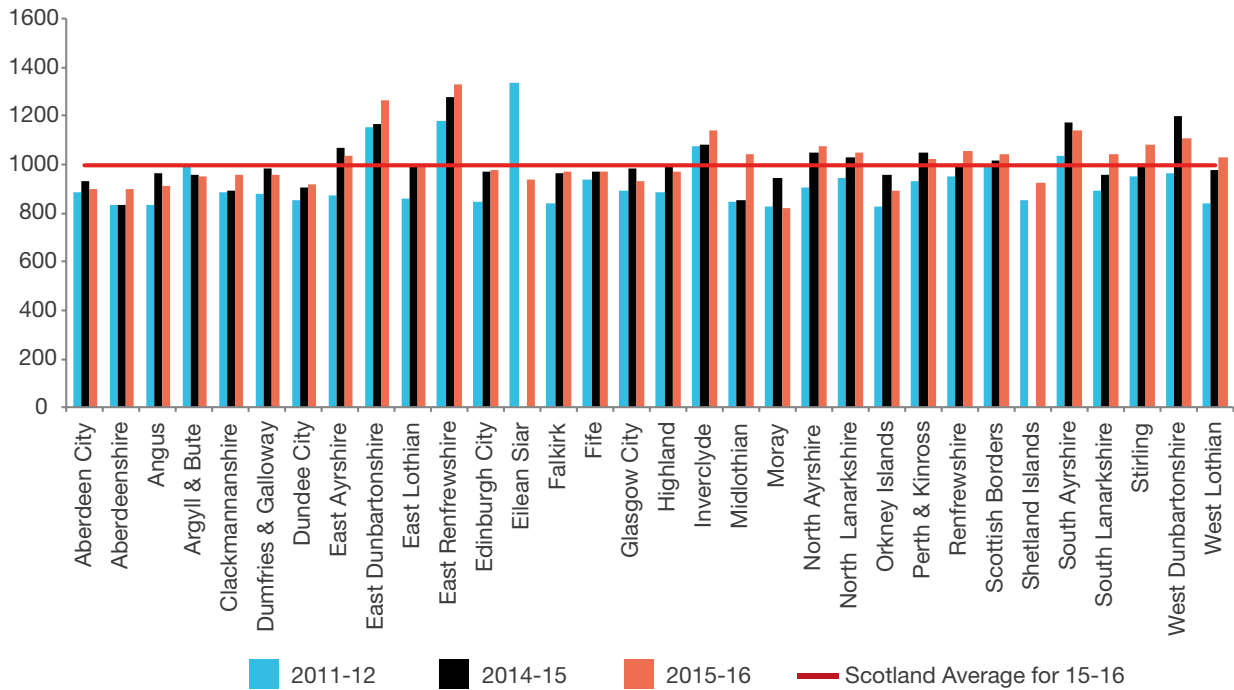
Average Total Tariff SIMD Quintile 2



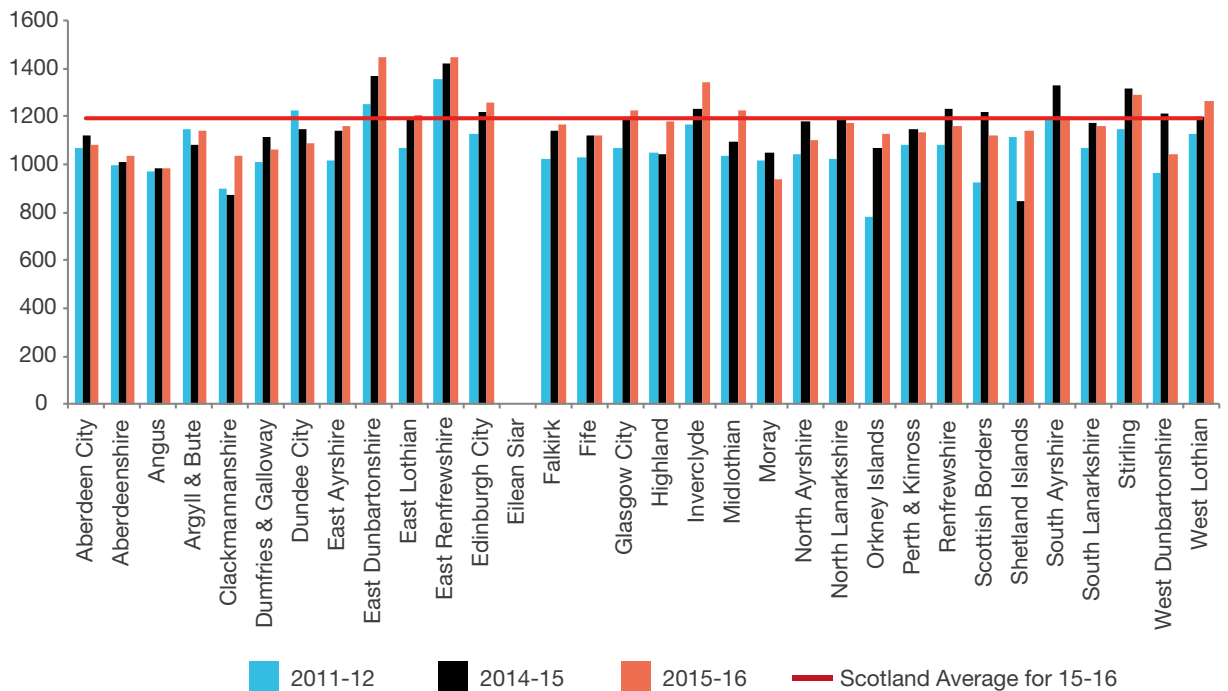
Average Total Tariff SIMD Quintile 3



Average Total Tariff SIMD Quintile 4



Average Total Tariff SIMD Quintile 5



Source: Breakdown of average total tariff by SIMD quintile provided by the Scottish Government and overall average total tariff calculated from this by the Improvement service

Note: Missing values represent councils which have no pupils in this SIMD quintile

Performance at SCQF Level 5 and Level 6 or higher

These indicators provide a breadth and depth measure of achievement for pupils at higher levels of attainment, for all pupils and for those from more deprived areas. It should be noted that 5+ awards at SCQF Level 5 and Level 6 or higher are demanding academic criteria, and on their own provide a rather narrow picture of attainment. They are concentrated heavily on high attainers – those who would typically progress to higher education - and do not adequately reflect the outcomes and life chances of all school pupils.

These measures reflect the cumulative attainment at SCQF Level 5 and Level 6 or higher either to the point of leaving or to the end of S6. However, as with Average Tariff scores, as the school leaver data is not yet available for 2015/16, the basis for the data included for these measures is different from published data available on Parentzone, which is based on school leavers. To allow 2016 data to be included, the Scottish Government has provided pupils' attainment by S6 based on the S4 cohort.

An improving trend can be seen in the SCQF level 5 and level 6 data across the years for which we have collated data. The total percentage of young people gaining 5+ awards at Level 5 and Level 6 or higher is increasing - for all pupils, and for those in the most deprived communities.

Percentage of Pupils Achieving 5 or More Awards at SCQF Level 5 and Level 6 or Higher

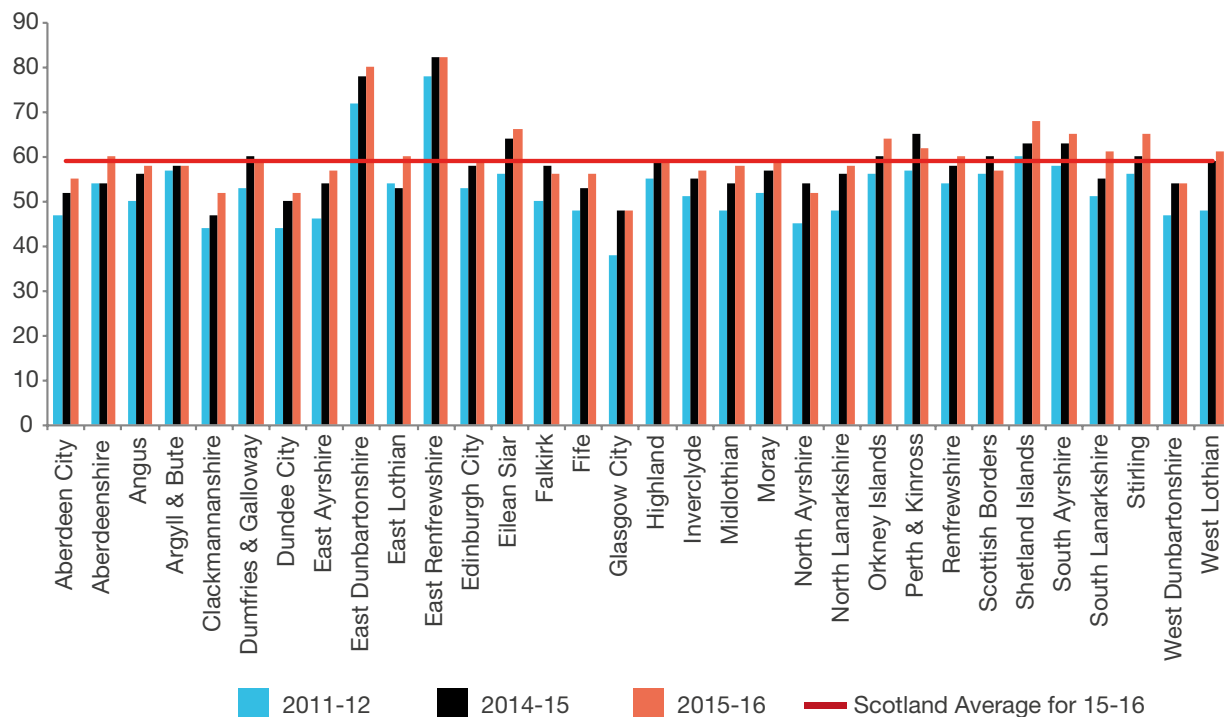
Year	% 5 or more awards at Level 5	% 5 or more awards at Level 5 in 20% most deprived communities	% 5 or more awards at Level 6	% 5 or more awards at Level 6 in 20% most deprived communities
2011/12	51.0	29.0	26.0	10.0
2012/13	53.0	32.0	27.0	11.0
2013/14	55.0	34.0	29.0	14.0
2014/15	57.0	37.0	31.0	14.0
2015/16	59.0	39.0	33.0	15.0

In 2015/16, 59% of pupils achieved five or more awards at Level 5 or higher, an increase of eight percentage points from 2011/12. Similarly, there has been a seven percentage point increase in the percentage of pupils achieving five or more awards at Level 6 or higher during this time, from 26% to 33%. Since 2011/12, all 32 councils have seen an increase in attainment at these levels, with most showing a year on year improvement.

While achievement levels remain lower for children from the most deprived areas, there has been a faster rate of improvement within these groups. The percentage of children from the most deprived communities achieving 5+ awards at Level 5 and Level 6 in 2015/16 was 39% and 15% respectively, an increase of 10 percentage points and five percentage points from 2011/12. This is an improvement rate of 34.5% and 50.0%, compared to 15.7% and 26.9% for all pupils, leading to a relative narrowing of the attainment gap.

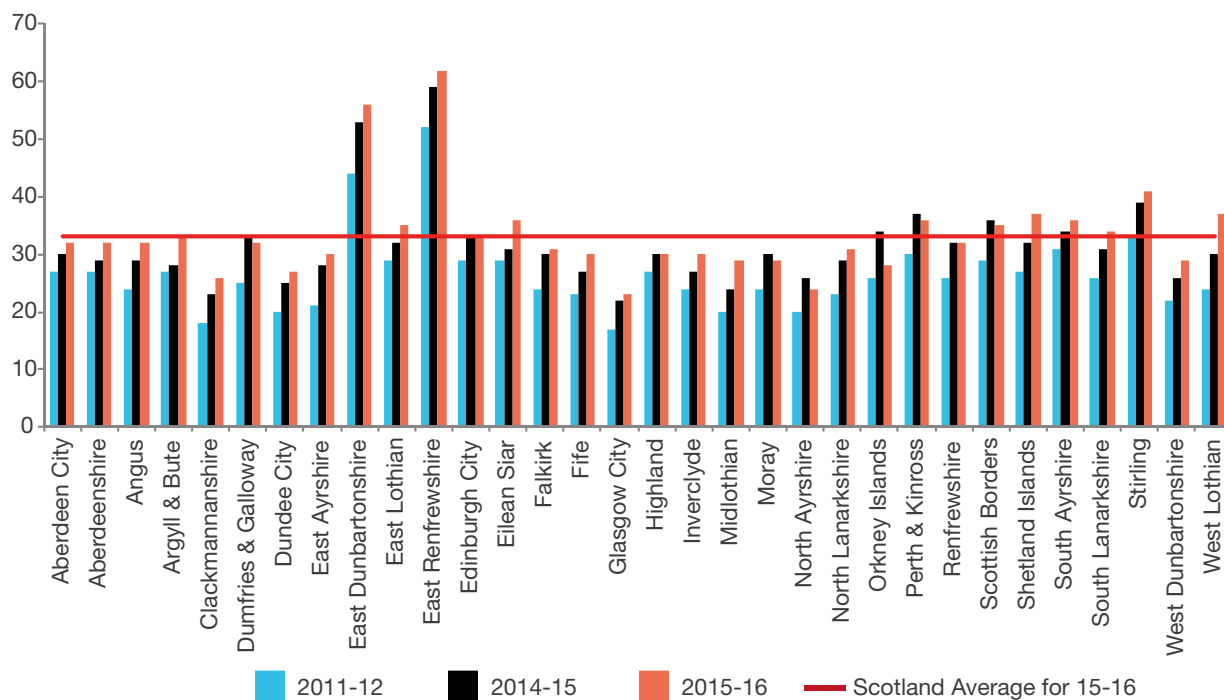
Across Scotland, substantial variations between councils can be identified at both Level 5 and Level 6, ranging from 48% to 82% and 23% to 62% respectively. While the range has narrowed for Level 5 (due to faster improvement at the lower performance end), it has widened for Level 6 (due to faster improvement at the higher performance end). Substantial variations can also be seen between councils in achievement levels for the most deprived, ranging from 19% to 56% at Level 5, and 8% to 38% at Level 6.

Percentage of Pupils Gaining 5+ Awards at Level 5 or Higher

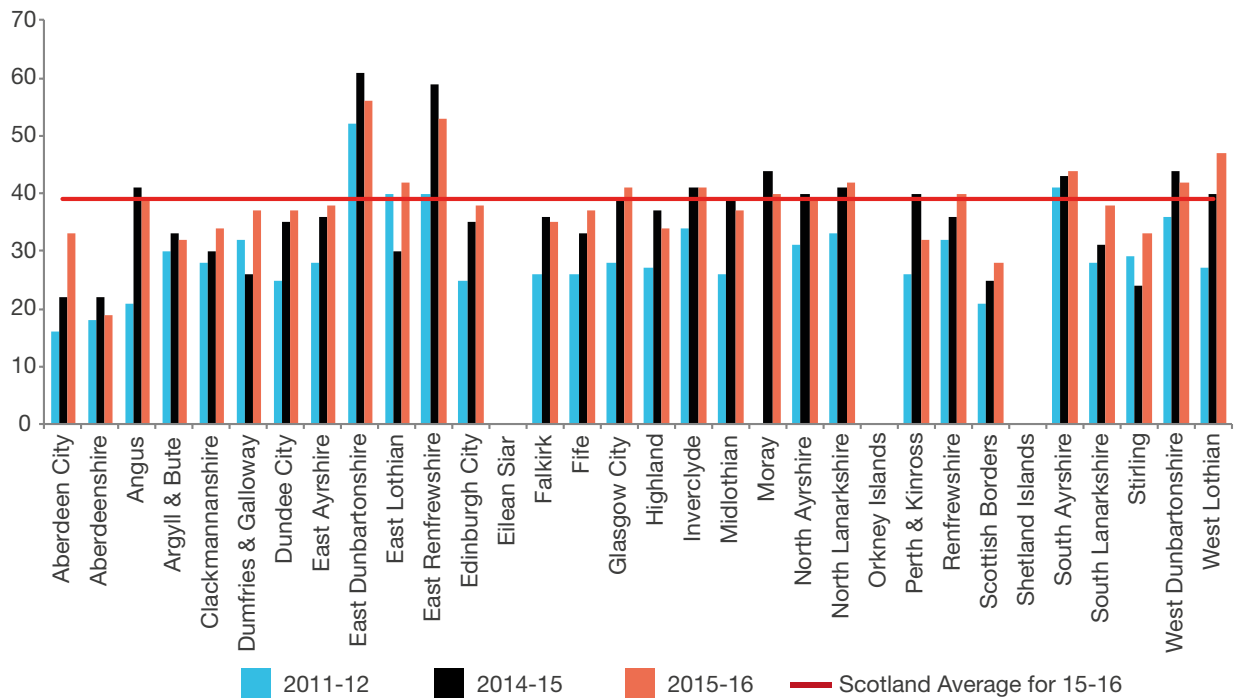


Source: Figures supplied by Scottish Government

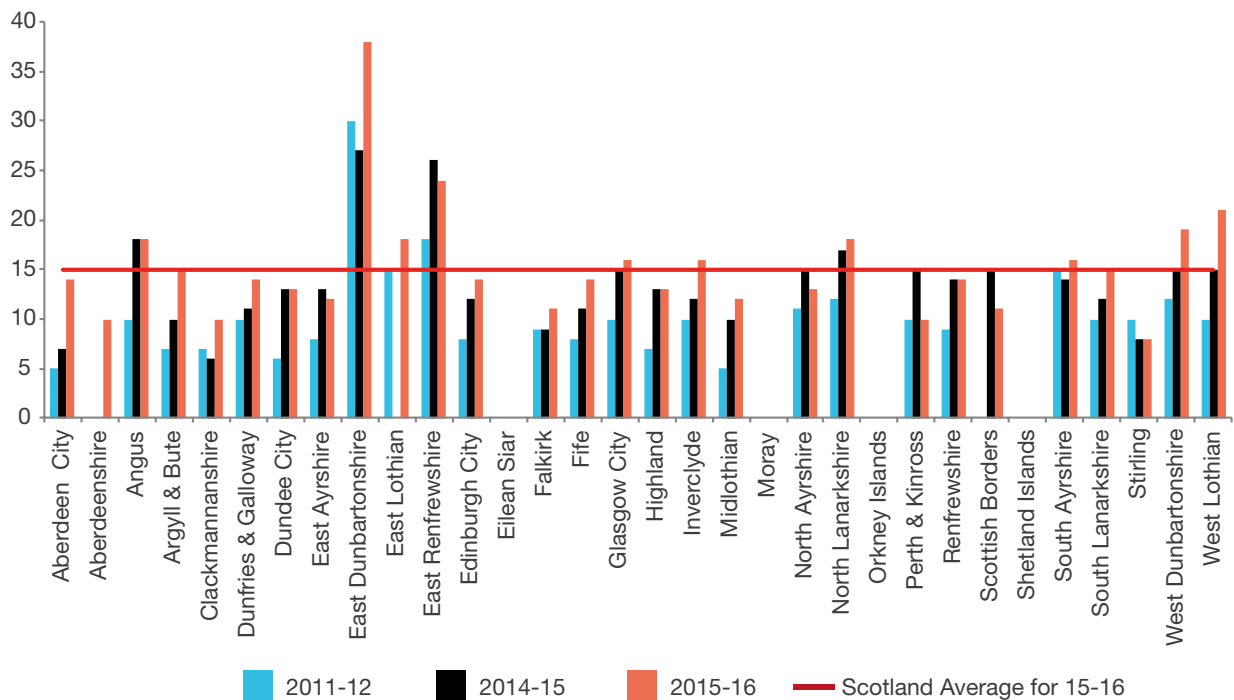
Percentage of Pupils Gaining 5+ Awards at Level 6 or Higher



Percentage of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 or Higher (SIMD)



Percentage of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 or Higher (SIMD)



Source: Figures supplied by Scottish Government

Note: Missing values represent councils which have no pupils in the 20% most deprived communities

Work within Family Groups has identified the following factors as important in understanding the variation between authorities in senior phase attainment.

Deprivation - achievement varies systematically with the overall level of deprivation in the council area: this accounts for approximately 35% to 40% of the variation in outcome between councils. For example, if councils are grouped according to their levels of deprivation, the average at Level 5 for the most deprived council is 53% compared to 62% for the least deprived councils. However, there are some councils with very low levels of overall deprivation which are achieving exceptional results with pupils from deprived areas. There are also councils with relatively high levels of overall deprivation achieving higher than average results.

The work being driven forward with local authorities and schools under the Scottish Attainment Challenge has the potential to be instrumental here. National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities.

The local economy, size of the higher education/further education sector and types of local services supporting education are also important factors in understanding the variation.

We will continue to work with all councils, ADES and Education Scotland to better understand the existing level of variation and the factors that drive it at school and council levels.



East Renfrewshire Council focuses on strategic, operational and systematic approaches coupled with improved learning and teaching to maintain high levels of attainment. The department has a strong ethos of 'support and challenge' with an emphasis on data sharing, rigorous self-evaluation and good improvement planning, for example through shared learning (through dialogue between head teachers and the positive use of robust data) and the consistent use of challenging but achievable targets for schools.

Satisfaction with Schools

In terms of adults satisfied with their local schools service, this has reduced from 83% in 2010/11 to 74% in 2015/16. However, these satisfaction rates achieved by local schools remain among the highest rates achieved by local council services.

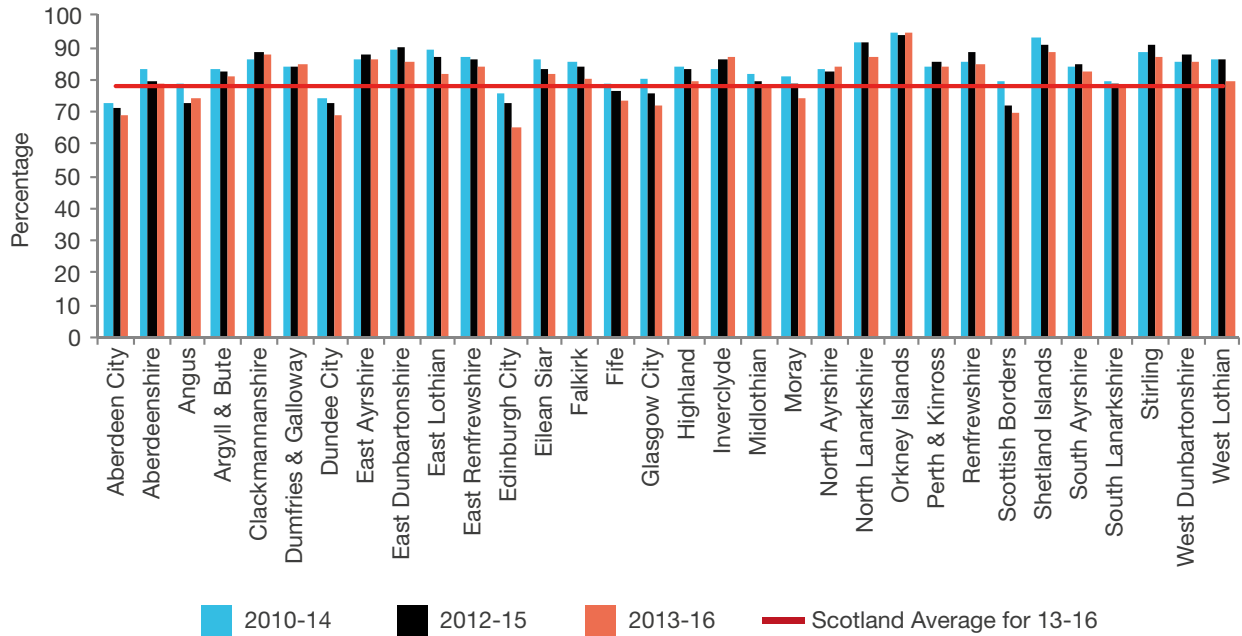
Percentage of Adults Satisfied with Local Schools

Year	% Satisfied
2010/11	83
2012/13	83
2013/14	81
2014/15	79
2015/16	74

The customer satisfaction data that is included in the LGBF is derived from the Scottish Household Survey (SHS). While this data is robust at Scotland level, it is acknowledged there are limitations at local authority level in relation to small sample sizes and low confidence levels. To boost sample sizes, three year rolled averages have been used here. This ensures the required level of precision at local levels within confidence intervals of 6%. The data used represents satisfaction for the public at large rather than for service users. Smaller sample sizes for service users mean it is not possible to present service user data at a local authority level with any level of confidence. It should be noted, however, that satisfaction rates for service users are consistently higher than those reported by the general population.

The range in satisfaction with local schools across Scotland is 65% to 95%, with larger authorities reporting significantly lower levels of satisfaction (75% compared to 88% in smaller authorities). The variation between authorities in satisfaction has widened recently due to a reduction in levels at the lower end.

Percentage of Adults Satisfied with Local Schools



Source: Scottish Household Survey, Scottish Government