

Local
Government
Benchmarking
Framework

LGBF Thematic Report 2018 - Children and Young People

Contents

Executive Summary	3
Introduction	6
Local Government priorities and whole system performance	8
Expenditure on Children and Young People’s Services since 2010/11	8
Performance of Children’s Services since 2010/11	17
Children & Young People’s Outcomes.....	28
Healthy Birthweight.....	29
Developmental Milestones	31
Healthy BMI at Primary 1.....	34
Child Poverty	37
Educational Achievement.....	40
Positive Destinations	44
Conclusions	49
Appendix 1 – Statistical Analysis	50
Appendix 2– LGBF indicators.....	53

Executive Summary

LGBF Thematic reports pull together data from different sections of the LGBF to provide a more holistic view of key policy areas and explore the link between performance information and outcomes. A wider range of data is available from the [LGBF National Overview Report](#) and via the [My Local Council tool](#) on the LGBF website.

This first LGBF thematic report provides a focus on Children and Young People's services and will concentrate on two important areas:

- For children and young people, what does our LGBF data tell us about Local Government priorities and how our whole system is performing?
- What does this mean in terms of improving children and young people's outcomes?

Expenditure

1. While total current revenue funding for councils has fallen in real terms by 7.6% between 2010/11 and 2016/17, education spending has been relatively protected (-4%), and child care and protection has grown substantially (19%). This reflects national priorities in education and care, and "ringfencing" and targeting of grants from Scottish Government through conditionalities.
2. Within education, expenditure on pre-school, primary, secondary and special education have been largely protected, while other elements such as community learning and other non-school funding have seen significant reductions (-28% and -46% respectively). These reductions may create additional pressures on non "ringfenced" elements such as youth work, community-based adult learning, family learning and community development services, all of which are critical in supporting progress in the community empowerment agenda. The 23% reduction in transfer payments also indicates increasing challenges facing third sector provision and local market capacity.
3. The 18.9% increase in expenditure on child care and protection between 2010/11 and 2016/17 reflects a significant increase in expenditure on fostering/family placements (33%) and in residential schools (20%), which together account for 60% of social work expenditure on children and young people. For some areas this increase in expenditure has at least in part been driven by higher costs associated with increased use of more expensive external placements and the introduction of the Kinship Care Assistance (Scotland) Order 2016.

Performance

4. All measures of educational performance and outcome have improved. Quality ratings for early years provision have increased from 87.1% to 91.7% since 2010/11, although there has been a slight reduction in the past two years. School attendance & exclusion rates have improved, particularly for Looked After Children. Sickness absence days for teaching staff have reduced by 8.2% since 2010/11 and by 0.5% in the past 12 months. Measures of educational outcome continue to show positive progress, particularly for children from the most deprived areas showing the value of council's holistic approach to children's services. Although expenditure has been protected and all measures of performance and outcome have improved, across the same period, there has been a significant reduction in satisfaction with schools (-10pp).

5. The increase in overall expenditure on child care and protection has occurred alongside a reduction in the number of children and young people who are looked after (which has reduced by 8% since 2010/11). During this time there has been a slight shift from community provision (-9.4%) towards residential provision (+3.3%), however Community provisions still accounts for over 90% of all LAC. The reduction in the number of looked after children in the community has been driven by a 30% decrease in those being looked after at home with parents. During this same period, there has been a small growth in the number of children looked after in kinship/foster care.
6. Placement stability for children who are looked after is central to promoting attachment and the development of secure relationships, and as such is a priority for corporate parents. There is also evidence that educational outcomes are linked to placement stability. Currently 21% of children looked after away from home had more than one placement within a year. While performance has remained largely constant at this level since 2010/11, there is significant variation between councils, with values in 2016/17 ranging from 8% to 37% (excluding outliers).
7. Child Protection re-registration rates provide insight on local decision-making processes, the operation of risk thresholds, and the implementation of safeguarding processes. Since 2012/13, the average re-registration rate for Scotland has remained relatively constant at around 6%. There is however significant variation between councils, with re-registration rates in 2016/17 ranging from 0% to 14% (excluding outliers).

Improving Outcomes

8. Over the past decade, there has been general improvement in a number of important outcome areas for children and young people (e.g. healthy birthweight, meeting developmental milestones, educational attainment, positive destinations, and the proportion of children living in poverty). There has also been faster improvement for the most deprived children and young people across these outcome areas, demonstrating positive progress in the inequality agenda.
9. Some outcome areas however show less progress. For example, the proportion of Primary 1 school children with a healthy BMI has hovered around 84% for the last ten years. In 2016/17, 12.3% of pupils in the least deprived quintile were overweight or obese compared to 18.7% in the most deprived, with the gap between the most and least deprived growing. There is also evidence that the inequality gap widens for prevalence of obesity as children get older and evidence that children are more likely to be obese, and gain weight when they enter the care system.¹
10. This report explores the role of council services in improving outcomes, and whether the variation observed between councils in the LGBF performance data can offer insights in this area. Analysis of the variation in LGBF performance data across sports, libraries, parks, early years provision, housing, economic development, and school absence and exclusion rates shows a role for these services in improving outcomes for children and young people. However, it is important to note the can-opener nature of this analysis. It highlights potential relationships between council services and outcomes based on the variation observed in the benchmarking data, with further investigation required to understand the nature of the relationships and what it is about services in these areas which makes the difference. The analysis is not stand-alone

¹ Hadfield et al (2008) Obesity in looked after children: is foster care protective from the dangers of obesity? Via <https://www.ncbi.nlm.nih.gov/pubmed/18959567>

but will hopefully form part of the overall intelligence available to help inform decision-making dependent on local strategic priorities.

Introduction

LGBF thematic reports provide a 'drill down' into key policy areas to re-emphasise the 'can opener' nature of the LGBF information and strengthen the link between performance information and outcomes. A wider range of data is available from the [LGBF National Overview Report](#) and via the [My Local Council tool](#) on the LGBF website.

This first LGBF thematic report provides a focus on Children and Young People's services. This will provide an opportunity to include data on children and young people's services not available at the time of the January publication of the LGBF Overview report. This report will concentrate on two important areas:

- For children and young people, what does our data tell us about Local Government priorities and how our whole system is performing?
- What does this mean in terms of improving children and young people's outcomes?

This report is a national overview report and does not seek to replicate the local context or interpretation provided by each council via their Public Performance Reporting. The report will include:

1. Trends across Scotland for the key framework indicators relating to children and young people covering the period 2010/11 to 2016/17 inclusive².
2. The level of variation across councils and factors shaping these trends including physical geography, population distribution, size of council and the impact of deprivation. Graphs are presented showing the level of variation across councils for each benchmarking measure.³
3. Analysis of the contribution key council services play in improving outcomes for children and young people. This analysis is focussed on a core set of outcome measures available from the LGBF and Community Planning Outcomes Profile⁴.
4. Identification of areas where unexplained variation exists, providing opportunities where councils may wish to target improvements and/or efficiencies.

² For consistency, all data is presented as financial years though some data may be for calendar years or academic years. For each unit cost indicator, we have calculated the change over the period in cash and in real terms, that is taking account of impact of inflation over time. To explore change over time we focused on the real term change but to allow for other comparisons we have also included the cash figures for each relevant indicator

³ To improve interpretation, these graphs include only the base year and 2 most recent years.

⁴ <http://www.improvementservice.org.uk/community-planning-outcomes-profile.html>

Policy Context

Children and Young People (Scotland) Act 2014

- 3-year children's services plan
- Getting it Right for Every Child – named person/child's plan
- Early Learning and Childcare – increased provision
- Looked After Children & Young People – Corporate Parenting role/plans

Child Protection Improvement Programme

- Shared dataset for Vulnerable Children and Young People
- Revised inspection model more focused on vulnerable children/young people

Child Poverty (Scotland) Bill

National Improvement Framework

- Reporting of progress in closing the attainment gap

Education (Scotland) Bill – radical reforms to the education system in Scotland

Developing the Young Workforce - Scotland's Youth Employment Strategy

Local Government priorities and whole system performance

Expenditure on Children and Young People's Services since 2010/11

Across the period from 2010/11 to 2016/17, total current revenue funding for councils has fallen by 7.6% in real terms (taking account of inflation across the period). This real-terms reduction in Scottish Government funding has created growing pressures on council budgets, the impact of which has not been felt equally across all council services. Table 1 below illustrates the different expenditure trends for different service areas.

As can be seen, education spending has been relatively protected, and child protection and social care spending have grown substantially in cash and real terms. This reflects national priorities in education and care, and "ringfencing" and targeting of grants from Scottish Government through conditionalities. The effect has been to create a block of "protected" services (education, child protection and care) and a block of "unprotected" services (all the rest).

Within that context, there has still been variation between councils in spending patterns, reflecting different population trends, different challenges and different priorities in different parts of Scotland. Table 1 shows the variation around the average across the 32 councils in Scotland.

Table 1: Changes in Real Expenditure since 2010/11 (£000's)

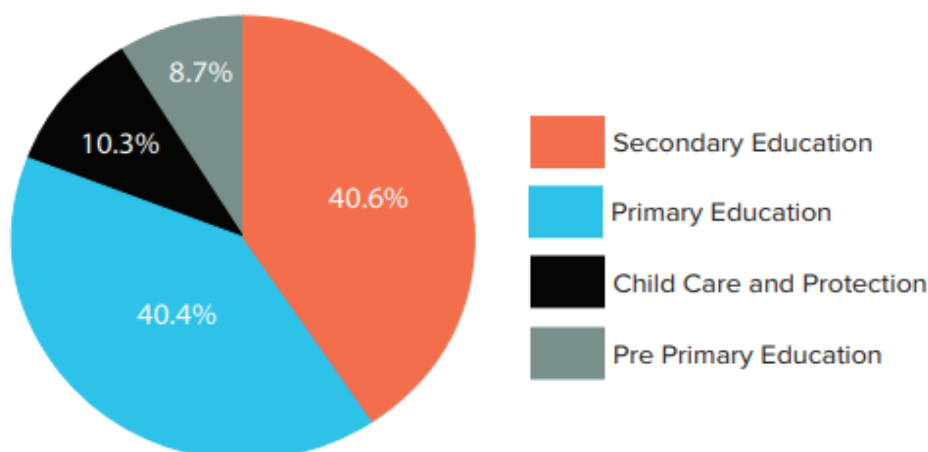
	Scotland 2010/11	Scotland 2016/17	Scotland % Change from 2010/11 to 2016/17
Education	£4,388,117	£4,217,459	-3.9%
Looked After Children	£407,826	£484,846	18.9%
Social Care	£2,808,892	£3,025,639	7.7%
Culture & Leisure	£488,533	£394,197	-19.3%
Environmental	£754,847	£687,737	-8.9%
Roads	£691,497	£546,185	-21.0%
Planning	£186,085	£122,092	-34.4%
Central Support Services	£862,156	£748,223	-13.2%

Table 2: Expenditure range between councils (£000's)

		Scotland 2010/11	Scotland 2016/17	% Change from 2010/11 to 2016/17	Range Among Local Authorities % Change from 2010/11 to 2016/17
Education	Cash	£3,989,588	£4,217,459	5.7%	-12% to 18.6%
	Real	£4,388,117	£4,217,459	-3.9%	-20% to 7.8%
Looked After Children	Cash	£370,787	£484,846	30.8%	-28.6% to 121.9%
	Real	£407,826	£484,846	18.9%	-35.1% to 101.8%
Social Care	Cash	£2,553,788	£3,025,639	18.5%	1.1% to 41.2%
	Real	£2,808,892	£3,025,639	7.7%	-8.1% to 28.4%
Culture & Leisure	Cash	£444,164	£394,197	-11.2%	-37.6% to 29.4%
	Real	£488,533	£394,197	-19.3%	-43.3% to 17.6%
Environmental	Cash	£686,292	£687,737	0.2%	-30.1% to 38.9%
	Real	£754,847	£687,737	-8.9%	-36.4% to 26.3%
Roads	Cash	£628,695	£546,185	-13.1%	-53.9% to 79.7%
	Real	£691,497	£546,185	-21.0%	-58.1% to 63.4%
Planning	Cash	£169,185	£122,092	-27.8%	-65.7% to 68%
	Real	£186,085	£122,092	-34.4%	-68.9% to 52.8%
Central Support Services	Cash	£783,855	£748,223	-4.5%	-62.3% to 77.3%
	Real	£862,156	£748,223	-13.2%	-65.8% to 61.2%

While education spending has been relatively protected (-4% reduction) and child care and protection spending has grown substantially (19%), further analysis of the data offers insight in relation to the factors driving these trends. 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. The proportion spent on pre-primary has grown over recent years in line with the policy agenda to expand early learning and childcare provision. Each element is looked at in turn below.

Proportion of Gross Revenue Expenditure for Children's Services by Element 2016-17



Source: Council supplied expenditure figures

Education Expenditure

Analysis of total education expenditure also reveals a picture of protected and unprotected elements within education. While expenditure on pre-school, primary, secondary and special education have been largely protected, other elements such as community learning and other non-school funding have seen significant reductions. The trends in pre-primary and primary education largely reflect the growth in primary pupil numbers across this period (an extra 30,000) and the expansion of early learning and childcare provision in line with the policy agenda. 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.

Table 3 – Breakdown of Total Education Expenditure (£000s)

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	% Change
All Education Expenditure	5342137	5137176	5071437	5018174	4958873	5057186	5,070,123	-5%
Pre-primary education	350145	328571	333935	334359	356275	393513.9	425,720	22%
Primary education	2009443	1963087	1934911	1928570	1906598	1948433	1,968,586	-2%
Secondary education	2183152	2092439	2067352	2030766	1986296	1990805	1,975,665	-10%
Special education	579685	555779	542262	546387	548697	562127.5	551,770	-5%
Community Learning	167045	152061	149848	138208	128939	128761.5	119,881	-28%
Other non-school funding	52667	45237	43127	39883	32066	33543.98	28,501	-46%

Source: *Scottish Government*

Note: *Expenditure includes support costs so is not on same basis as measures in LGBF*

Meanwhile, other areas of education have seen significant reductions, with Community Learning expenditure reducing by 26%, and other non-school funding by 46% across this period. 3rd party provision has seen some of the biggest reductions, with a 23% reduction in Transfer payments overall. Further exploration would be beneficial to understand these trends more fully, including what this means for early intervention provision such as family support, community initiatives and health and wellbeing provision. It is also worth noting that this trend is not universal across councils, with a number of councils increasing expenditure in these areas.

Early Learning and Childcare Expenditure

For early learning and childcare (ELC) provision for children (“nursery school”), spending has been standardised as total spend per publicly funded ELC place.

Over the seven-year period the Scottish average for the cost per ELC place has increased by 15.5%, an increase in real terms of £569 per place. This reflects a 21.6% increase in gross expenditure and a 5.3% increase in the number of ELC places provided, an additional 4911 places. In the last 12 months, real costs per place have increased by 8.1%. This reflects an increase in gross expenditure of 7.8% and a 0.3% 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. By 2020, the Act introduces a further commitment to the near doubling of entitlement

to funded early learning and childcare to 1140 hours a year for all three and four-year olds and eligible two-year olds.

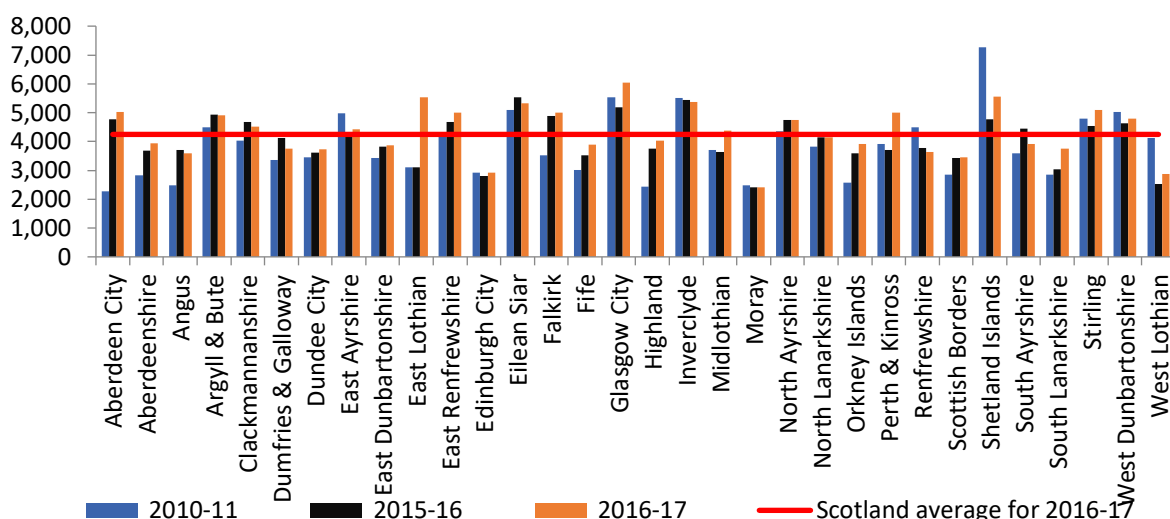
The impact of the new entitlements has been to increase the unit cost per ELC place due to the increased hours associated with each funded place. The additional staffing costs in delivering the new entitlements, and the commitment by councils to offer the extended hours in a way that allows parents some choice and flexibility over what pattern of hours they can get will influence costs here.

In 2016/17, the average cost per place was £4,246, with substantial and widening variation between councils, ranging from £2,420 to £6,409 per place. There is no systematic relationship with deprivation, rurality or size of council.

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

- Workforce composition – age, experience, grade and qualification level of staff
- Balance between council and partner provision
- Level of integration of pre-school and primary school provision
- Demographic variation and local capacity to respond

Cost per publicly funded ELC registration



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

Primary and Secondary School Expenditure

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 (-9.65% and -2.9% respectively), although this has slowed in recent years.

Since 2010/11 there has been a real terms reduction of £529 per primary pupil, representing a 9.9% reduction. This reflects a 2.2% reduction in real gross expenditure which has occurred in parallel with an 8.6% increase in pupil numbers.

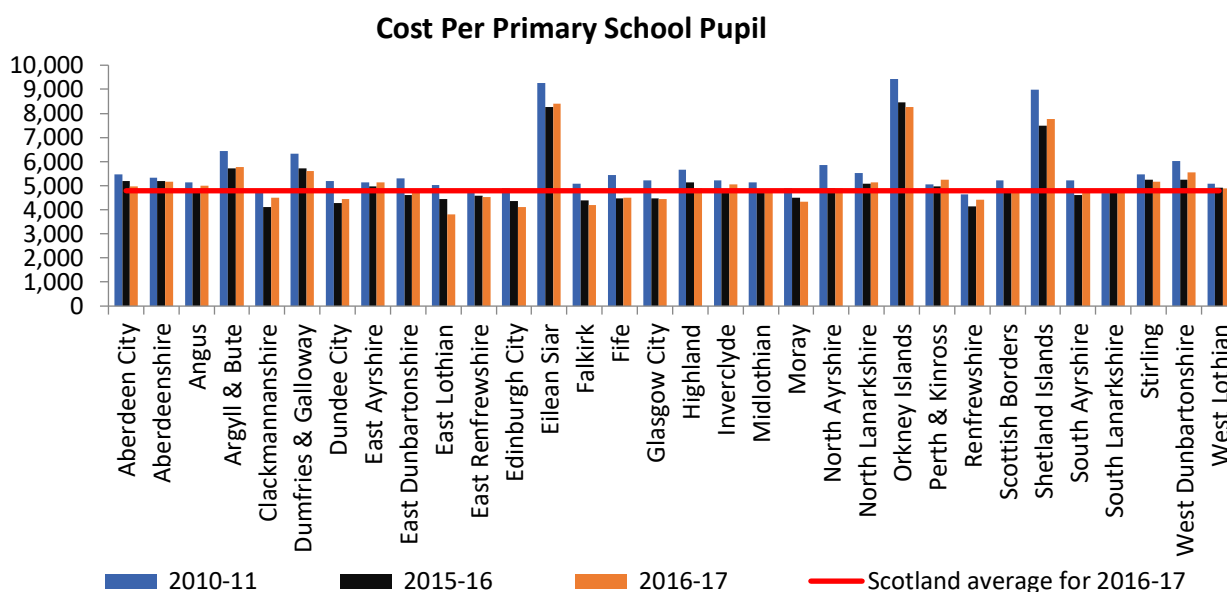
In 2016/17, the average cost per primary pupil was £4,788, a 0.5% reduction from £4,813 the previous year. This reflects a 0.9% increase in gross expenditure and a 1.4% increase in pupil numbers over that year.

As with primary pupil costs, since 2010/11 to 2016/17 there was a real terms reduction of £216 per secondary pupil, representing a -3.1% reduction in unit costs. There has been a -6.7% reduction in pupil numbers across this period; however, the reduction in gross expenditure has been proportionately larger at -9.5%.

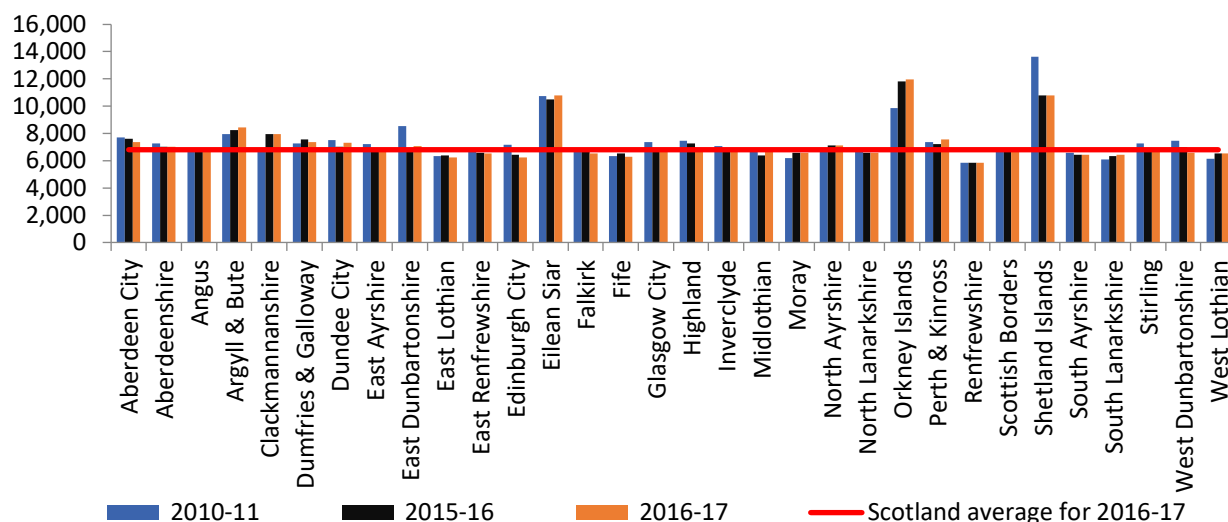
In 2016/17, the average cost per secondary school pupil was £6,805, which has reduced from £6,841 in 2015/16, a reduction of 0.5%. This reflects a 0.8% reduction in expenditure in the past 12 months, and a 0.3% reduction in pupil numbers.

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 and implement the curriculum in a way that meets local needs. In addition, after a decade in which public sector pay has been frozen or rises capped at 1%, the relaxation of Scottish Government's Public Sector Pay Policy, although it does not apply to local government, could by raising expectations put an upward pressure on budgets going forward.

However, despite the fixed costs associated with teacher numbers, there is still a considerable although narrowing level of variation across councils, particularly for secondary education. Cost data continues to show a very distinctive pattern across Scotland, with the island councils spending significantly more than others. In primary education, costs range from £3,800 to £8,394 (£3,800 to £5,775 excluding islands) while in secondary the range is £5,844 to £11,969 (£5,844 to £8,433 excluding islands).



Cost per Secondary School Pupil



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

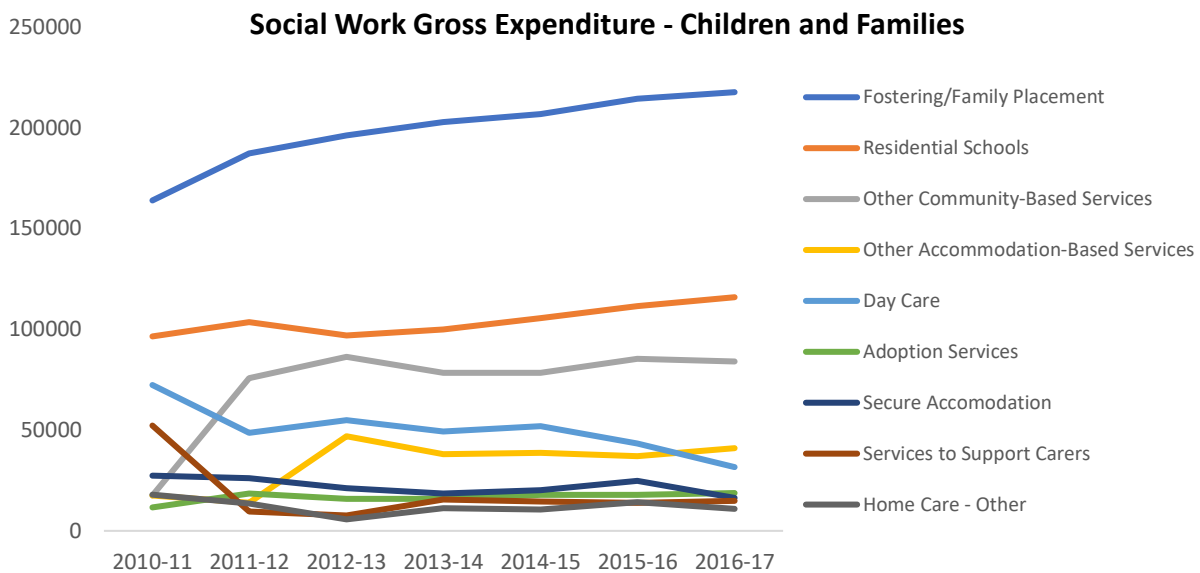
- Teacher demographics
- Local choices and priorities in relation to non-ringfenced elements of staffing budget such as support staff, teaching assistants, support for children with additional support needs
- PPP/PFI contract costs and arrangements
- Service design and growth of campus/hub school models
- Management structure and balance of senior roles
- Access to additional monies such as The Attainment Challenge fund
- 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.

Child Care and Protection Expenditure

In real terms, expenditure on child care and protection has increased by 18.9% between 2010/11 and 2016/17 (30% in cash terms). A breakdown of social work expenditure on children and families shows this has been driven by significant increases in expenditure on fostering/family placements (33%) and in residential schools (20%), which together account for 60% of social work expenditure on children and young people. The table below reveals the other changing trends in expenditure for Children and Families.

Table 4: Social Work Gross Expenditure – Children & Families (£000's)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	% Change
Fostering/Family Placement	163975	187356	196112	202858	206708	214570	217713	33%
Residential Schools	96502	103741	96863	99875	105438	111517	115948	20%
Day Care	72381	48566	55086	49365	51960	43216	31637	-56%
Services to Support Carers	52259	9674	7634	15693	14702	13782	14972	-71%
Secure Accommodation	27402	26278	21055	18408	20155	24932	16366	-40%
Other Accommodation-Based Services	17585	13973	46951	37903	38867	37155	41160	134%
Home Care - Other	17966	13448	5713	11252	10714	14088	10956	-39%
Other Community-Based Services	17585	75941	86358	78306	78415	85405	84094	378%

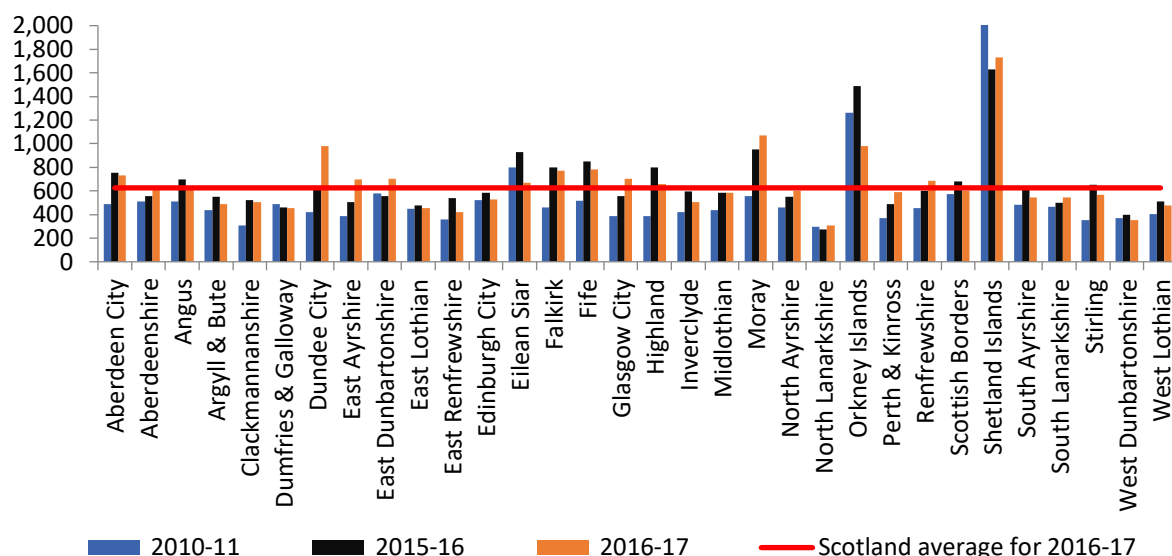


This increase in overall expenditure on child care and protection has occurred alongside a reduction in the number of children and young people who are looked after. In some areas, this may reflect an investment in early intervention support such as Family Group Decision making, while in others this increase in expenditure has at least in part been driven by higher costs associated with increased use of more expensive external placements and the introduction of the Kinship Care Assistance (Scotland) Order 2016. Further work would be helpful to understand the progress councils are making to build their local capacity in order to address these challenges. Furthermore, it is not currently possible to separate out expenditure on fostering, kinship care or looking after children at home with parents. Given this is the largest and fastest growing area of expenditure, this is an area which merits further investigation.

The pattern of spend on looked after children is standardised in the LGBF as “gross cost per looked after child”. There has been a significant increase in real costs per looked after child since 2010/11, increasing from £483 in 2010/11 to £626 in 2016/17, an increase of 30%. This reflects a 19% increase in gross expenditure, and an 8% reduction in the number of children being looked after.

In 2016/17, costs per looked after child ranged from £308 to £1,708 between authorities. Councils with higher levels of deprivation spend significantly more per child than those councils with less deprivation.

Cost per Child who is Looked After (per week)



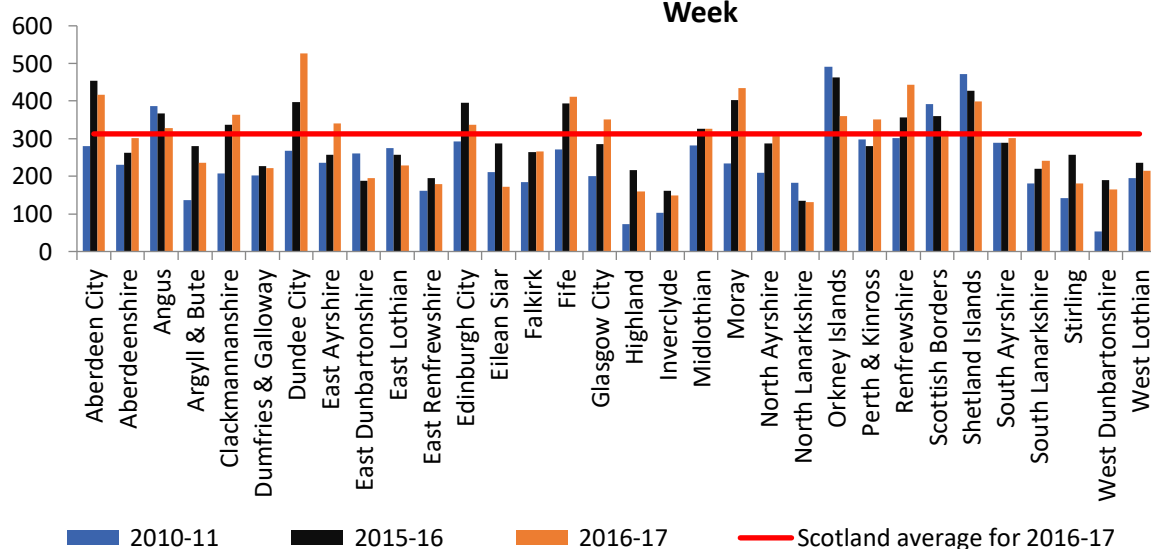
Source: Council supplied expenditure figures; Scottish Government Children's social work statistics

The LGBF separates out costs for children looked after in community and residential settings. For those children in a community setting, costs have increased by 38.8% since 2010/11, increasing from £225 in 2010/11 to £313 in 2016/17. This reflects a 26% increase in expenditure, and a 9% reduction in the number of children looked after.

In the past 12 months, costs increased by 4.9% from £298 per child to £313. This reflects a 1.5% increase in expenditure and a 3.3% reduction in the number of children.

In 2016/17, costs ranged from £131 to £527 across councils. Although variation in total spend on LAC is systematically related to the level of deprivation, there is no similar relationship in relation to the variation observed in spend on community provision.

Cost of "Children Looked After" in a Community Setting per Child per Week

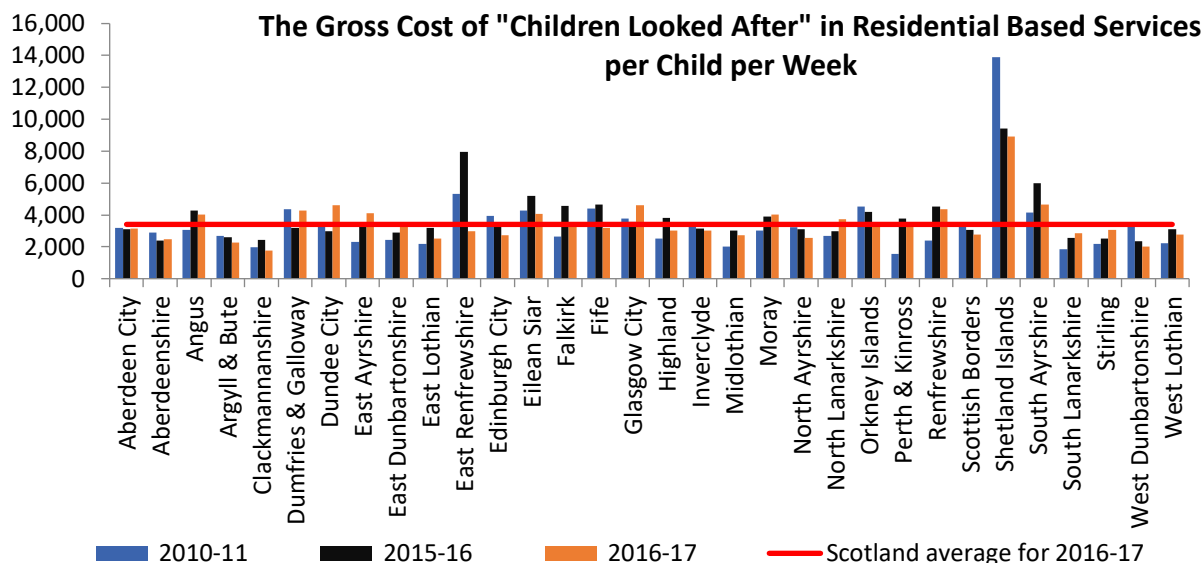


Source: Council supplied expenditure figures; Scottish Government Children's social work statistics

For those children in a residential setting, costs have increased by 10.1% since 2010/11, increasing from £3,091 in 2010/11 to £3,404 in 2016/17. This reflects a 14% increase in expenditure, and a 3% increase in the number of children looked after.

In the past 12 months however, costs have reduced by 2.2% from £3,483 per child to £3,404. This reflects a slight reduction in expenditure of 0.1% for the first time since 2012/13. At the same time, the number of children increased by 2.2%.

In 2016/17, costs ranged from £1,766 to £8,927 (£1,766 to £4,634 excluding outliers). As with community provision, the range in residential costs is not systematically related to the level of deprivation within council areas.



Source: Council supplied expenditure figures; Scottish Government Children's social work statistics

Work within Family Groups has identified the following factors as important in understanding the local variation between authorities in expenditure for looked after children.

- Capacity in relation to local fostering provision
- Commissioning approaches and reliance on external placements
- Strategic priority and investment in early intervention programmes, such as Family Group Decision making, intensive wrap around and community support
- Voluntary/informal provision for children at the edges of care

Performance of Children's Services since 2010/11

The LGBF suite of children and young people's performance measures were selected to produce a suite which:

- Focuses on those services which are fundamental for improving children's outcomes and ensuring they have success in later life, particularly in relation to improvement for the most vulnerable.
- Distinguishes between measures that local government has influence over and control of, and those wider outcomes that partnership organisations contribute to.
- Supports Chief Executives, Senior Management Teams and Elected Members to respond effectively to the provisions set out in the Children and Young People (Scotland) Act 2014. These provisions include a focus on GIRFEC, early learning and childcare, and looked after children. The suite should also ensure alignment with other key policy developments such as the National Improvement Framework and the Scottish Government Child Poverty Strategy.
- Supports councils to discharge their Corporate Parenting role in relation to Looked After Children. As a group, care leavers have some of the poorest outcomes in society and the suite of measures strengthens information on the effectiveness of service delivery for care leavers.
- Has longevity and is underpinned by timely and robust data.

Early Years Provision

Since 2010/11, there has been a 5% increase in the number of publicly funded early learning and childcare places provided, from 92,050 to 96,961. This growth in registrations has slowed in recent years due to changes in eligible population. During this time, the focus has turned to expanding the hours associated with each funded place in line with the requirements of the Children and Young People (Scotland) Act 2014. This places a duty on local authorities to increase the hours provided for each eligible child from 600 to 1140 hours a year, by 2020.

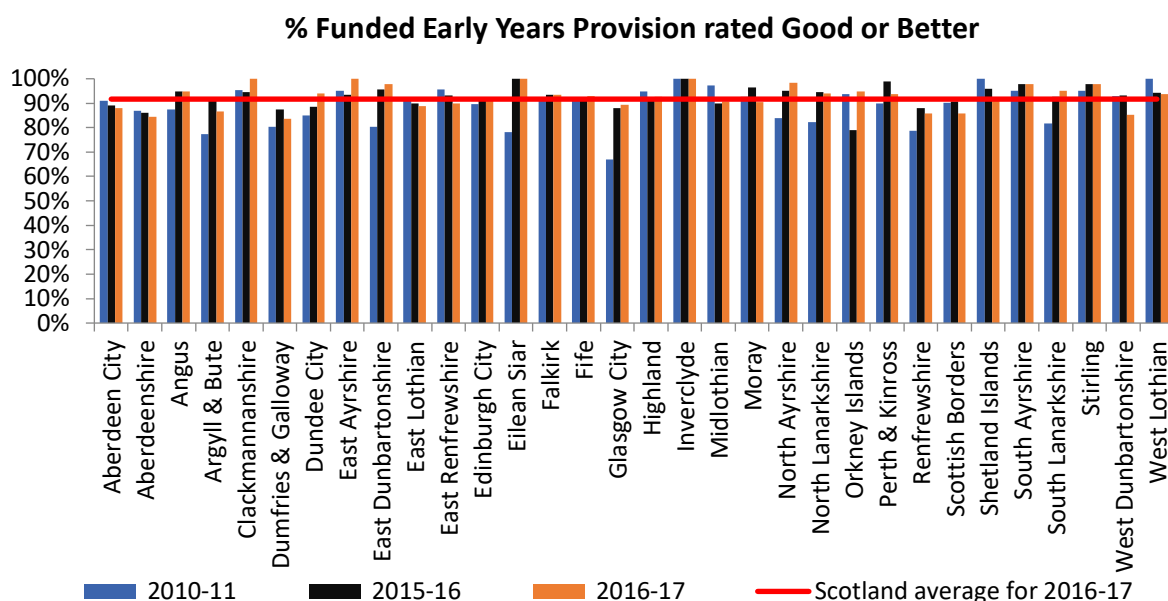
Care Inspectorate quality evaluations reflect the number of publicly funded early years providers which were graded good or better for all quality themes as a percentage of all publicly funded early years provision which was inspected. Between 2010/11 and 2016/17, the proportion graded good or better has increased from 87.1% to 91.7%, an increase of 4.6 percentage points.

In the past 2 years however, there has been a small decrease in performance in this area, with the proportion graded good or better falling from 93.5% in 2014 to 91.7% in 2016/17. Further exploration is needed to fully understand the trends observed, including what role the following factors may play:

- The decreasing number of registered children's day-care services
- Variation in return rates of annual returns, inspection methodology and inspection frequency
- Variations in the question wording in the annual return in line with changes to government policy (the biggest change in the question was between 2014 and 2015).
- Number of cancellations and new registrations of services.

There is considerable variation across councils, with quality ratings in 2016/17 ranging from 84% to 100%. This variation has widened in recent years and does not appear to be systematically related

to deprivation, rurality or size of authority. As this is the first year of inclusion within the benchmarking framework, this measure will be subject to review and on-going development across the coming period.



Source: Figures supplied by the Care Inspectorate

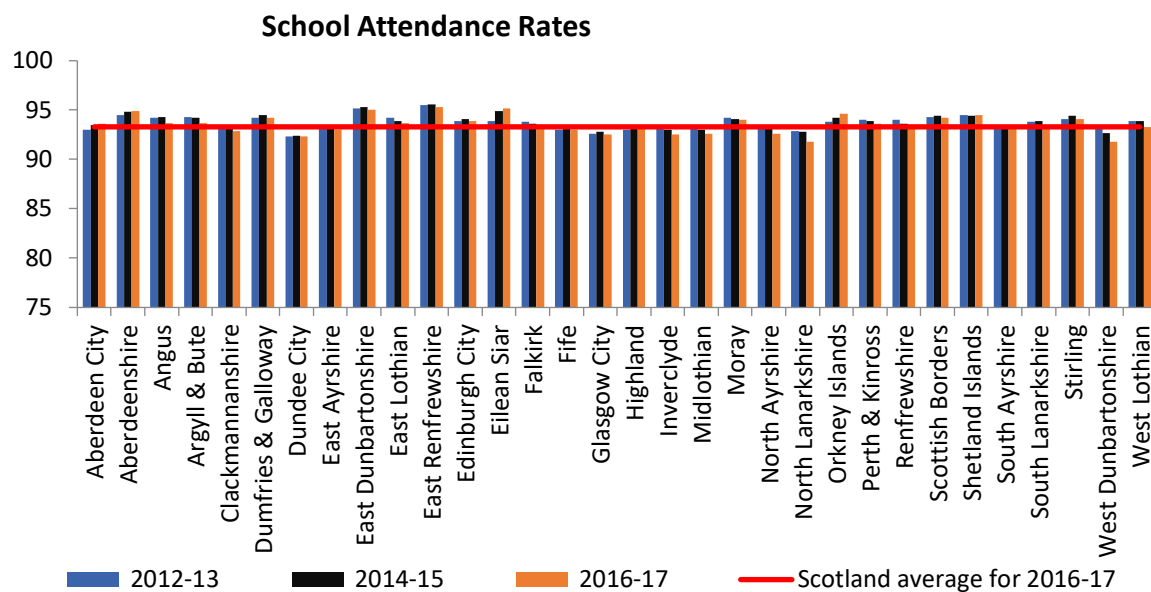
School Attendance Rates

Attendance is standardised within this framework as “school attendance rates”, the number of half days attended for a local authority, as a percentage of the total number of possible attendances. Attendance rates have remained above 93% since 2010/11. Between 2010/11 and 2014/15, the attendance rate increased from 93.1% to 93.7% and then decreased to 93.3% in 2016/17. Data is published only every two years.

Table 5: School attendance rates for all pupils and for children who are looked after

	School Attendance Rates	School Attendance Rates (Looked After Children)
2010-11	93.1	88.6
2012-13	93.6	88.5
2014-15	93.7	91.6
2016-17	93.3	91.0

In terms of variation across councils, attendance rates in 2016/17 range from 91.8% to 95.3%. This range of variation in attendance rates is consistent with the preceding years. The variation between councils is systematically related to deprivation, with attendance rates higher in those councils with lower levels of deprivation.

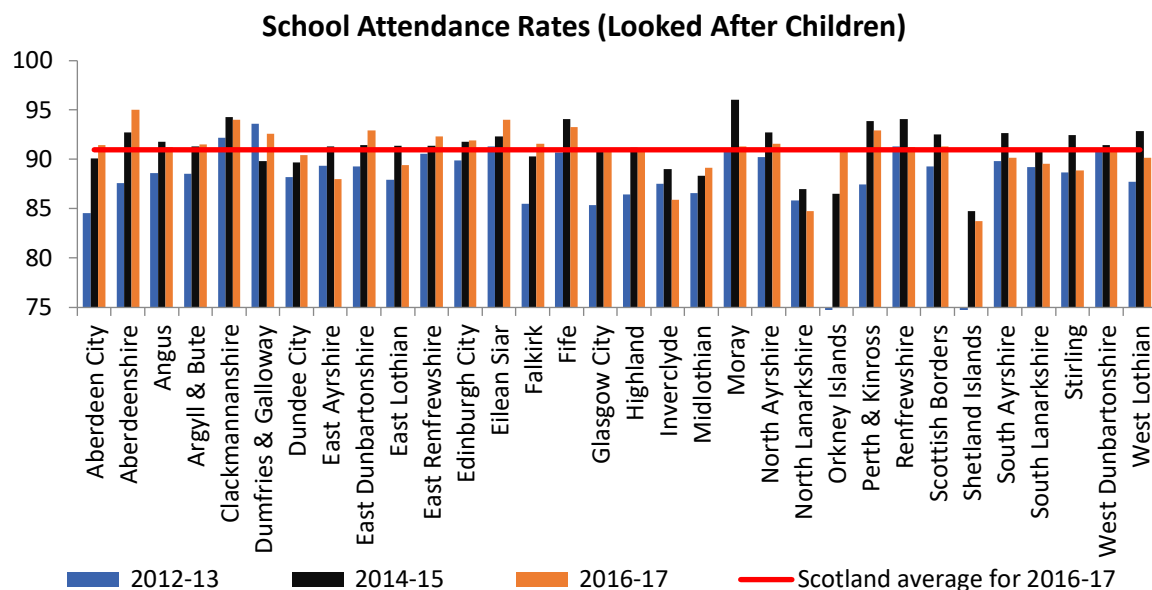


Source: Scottish Government Attendance and Absence figures

The school attendance of looked after children has improved since 2012/13, but improvement has stalled, and it is still below that of all pupils. However, the gap between looked after children and all children has been closing across this period due to a faster improvement rate for looked after children and has reduced from 5.1 percentage points to 2.3 percentage points. School attendance rates for children who are looked after improved from 88.6% in 2012/13 to 91.0% in 2016/17. As with overall attendance rates, data is published only every 2 years.

Attendance is lowest for those looked after at home and with a greater number of placements. Looked after children have a lower attendance rate than all pupils in all school sectors but the differences are significant in secondary school (75.1% compared to 91.2% for all pupils in secondary school).

There is greater variation across councils in attendance rates for looked after children than for other pupils, ranging from 83% to 95%. Within this variation, there are no systematic effects of deprivation, rurality or size of council. The small number of looked after children in some authorities may introduce volatility in the data for this measure which may explain some of the variation.



Source: Scottish Government Attendance and Absence figures

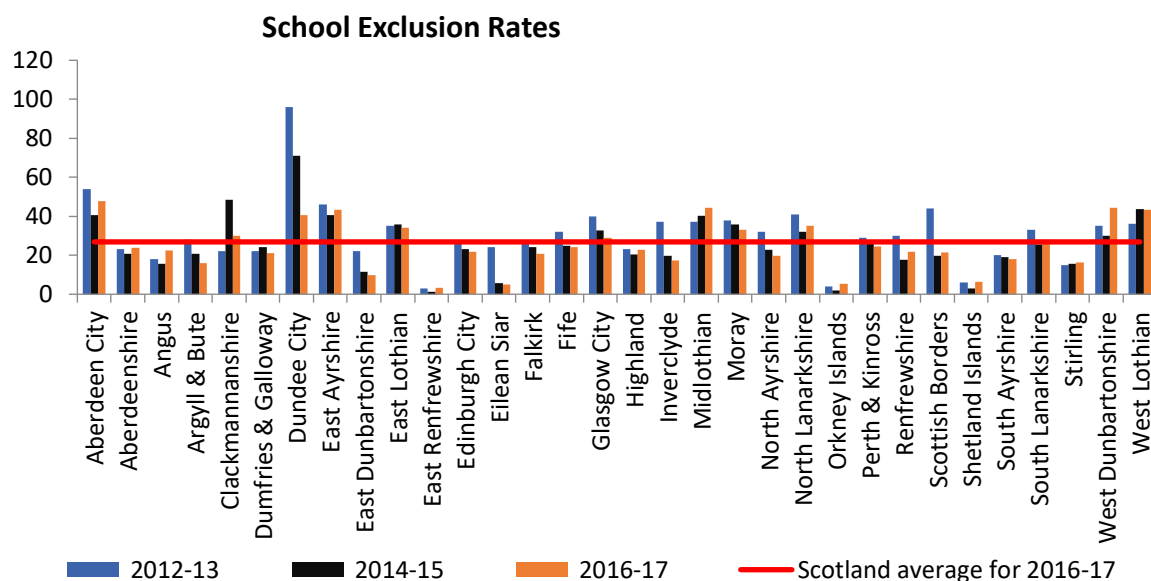
School Exclusion Rates

Exclusion is standardised within the framework as 'School Exclusion Rates', the number of half-days of temporary exclusions and number of pupils removed from the register (previously known as 'permanent' exclusions) per 1000 pupils. Between 2010/11 and 2016/17, exclusion rates reduced from 40.0 to 26.8.

Table 6: School exclusion rates for all pupils and for children who are looked after

	School Exclusion Rates	School Exclusion Rates (Looked After Children)
2010-11	40.0	165.6
2012-13	32.8	184.5
2014-15	27.2	94.3
2016-17	26.8	79.9

There was significant but narrowing variation across councils in 2016/17, with rates per 1000 pupils ranging from 3.2 to 47.6. Exclusion rates vary systematically with deprivation, with lower exclusion rates reported in those councils with lower levels of deprivation. As with attendance rates, figures for exclusion are published every 2 years.



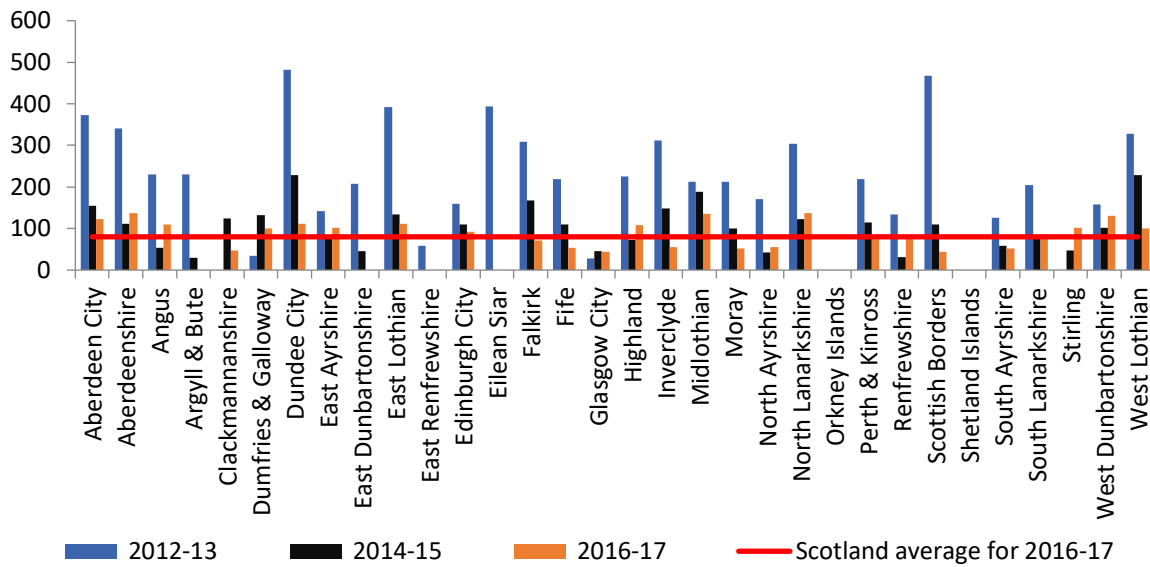
Source: Scottish Government Exclusions Dataset

Exclusion rates for children who are looked after are significantly higher than for all pupils, although they are reducing at a much faster rate, so the gap is narrowing steadily. The exclusion rate for children looked after for the full year has nearly halved. Between 2012/13 and 2016/17, exclusion rates for children who are looked after reduced from 184.5 to 79.9. This represents an improvement rate of 57%, compared to an improvement rate of 33% for all pupils. As with overall exclusion rates, figures for exclusion are published every two years.

Those children who are looked after and accommodated tend to have higher rates of exclusions than those looked after in the community (i.e. foster care, kinship care, or looked after at home). Children looked after at home have a noticeably higher exclusion rate than others looked after in the community. There is a tendency for looked after children with a greater number of placements to have a higher rate of exclusions and children looked after for part of the year with more than one placement have a notably high rate of exclusions.

There is greater variation across councils in exclusion rates for looked after children than for all pupils, ranging from 43 to 137. This variation between councils has narrowed significantly in the most recent year. There are no systematic effects of deprivation, rurality or size of council on exclusion rates. The small number of looked after children in some authorities may introduce volatility in the data for this measure which may explain some of the variation.

School Exclusion Rates (Looked After Children)



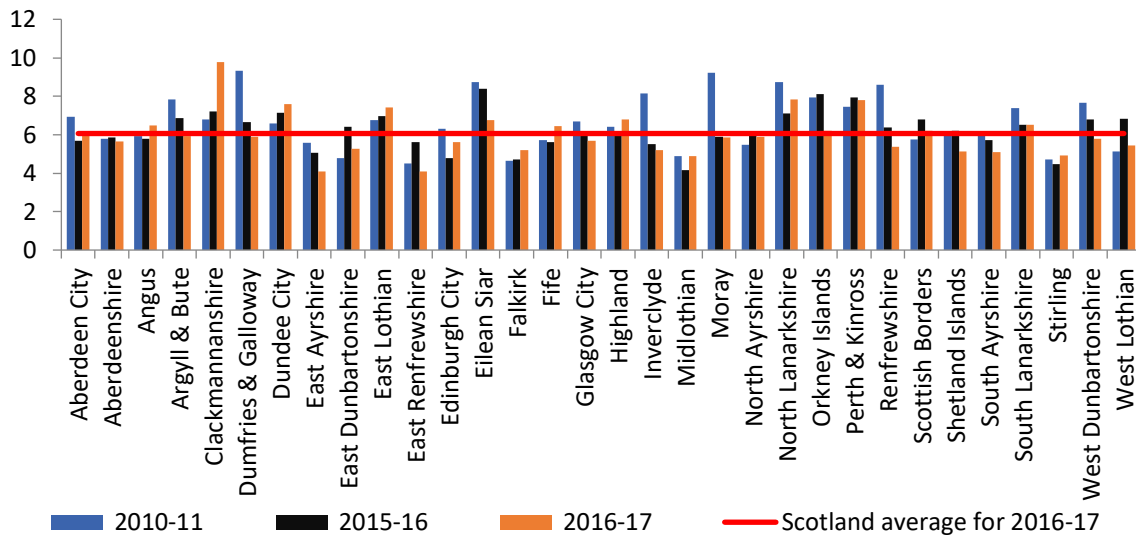
Source: Scottish Government Exclusions Dataset

Teacher absence

Sickness absence levels for teaching staff are consistently lower than for other staffing groups, at around 6 days compared to 10-11 days. Although there have been fluctuations, sickness absence days for teaching staff have reduced by 8.2% between 2010/11 and 2016/17, from 6.60 days to 6.06 days. In the past 12 months, sickness absence days have reduced 0.5%, from 6.09 days to 6.06 days.

The number of absence days for teaching staff ranges from 4.10 to 9.77, with rural authorities tending to report slightly higher levels although this relationship is not significant (6.2 compared to 5.8).

Number of Sickness Absence Days per Teacher



Source: Council supplied figures

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

- Workforce composition and age profile
- Priority given to performance management and business intelligence to support early intervention
- Strategic priority given to preventative Health and Wellbeing initiatives
- Level of staff engagement and involvement
- Differences in Absence Management policy and procedures, including the point at which disciplinary intervention is triggered
- Level and type of occupational health and counselling
- Level of specialist resource dedicated to maximising attendance and managing absence

Satisfaction with Schools

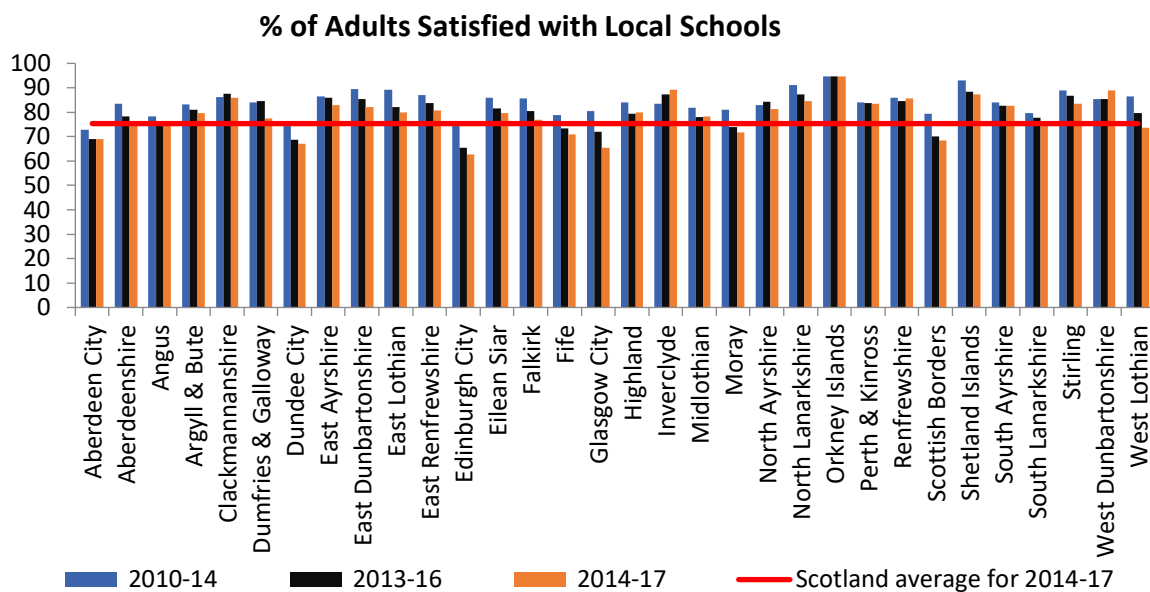
There has been a ten-percentage point reduction in adults satisfied with their local schools service over the period, with satisfaction levels falling from 83% to 73% between 2010/11 and 2016/17.

Table 7: Percentage of adults satisfied with local schools

	% satisfied
2010/11	83
2012/13	83
2013/14	81
2014/15	79
2015/16	74
2016/17	73

The customer satisfaction data that is included in the LGBF is derived from the Scottish Household Survey (SHS). While this data is proportionate 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 with confidence intervals within 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 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 63% to 95%, with larger authorities reporting significantly lower levels of satisfaction (73% compared to 87% in smaller authorities). The variation between authorities in satisfaction has widened year on year due to reductions at the lower end.

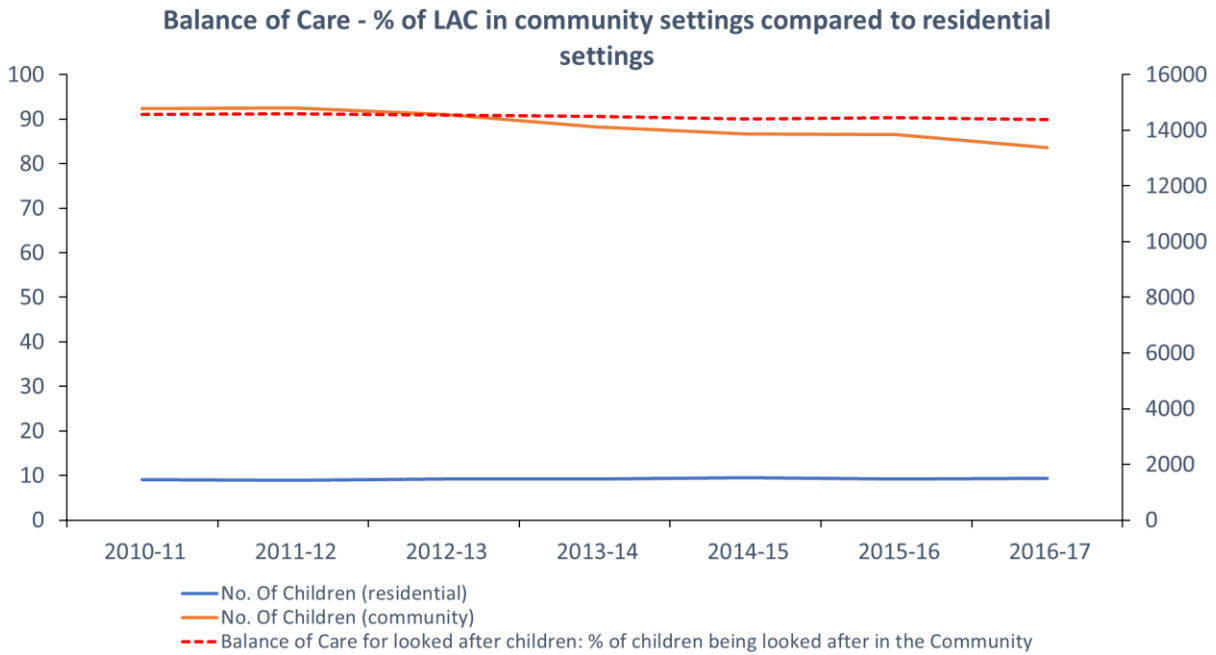


Source: Scottish Household Survey

Looked After Children - Balance of Care

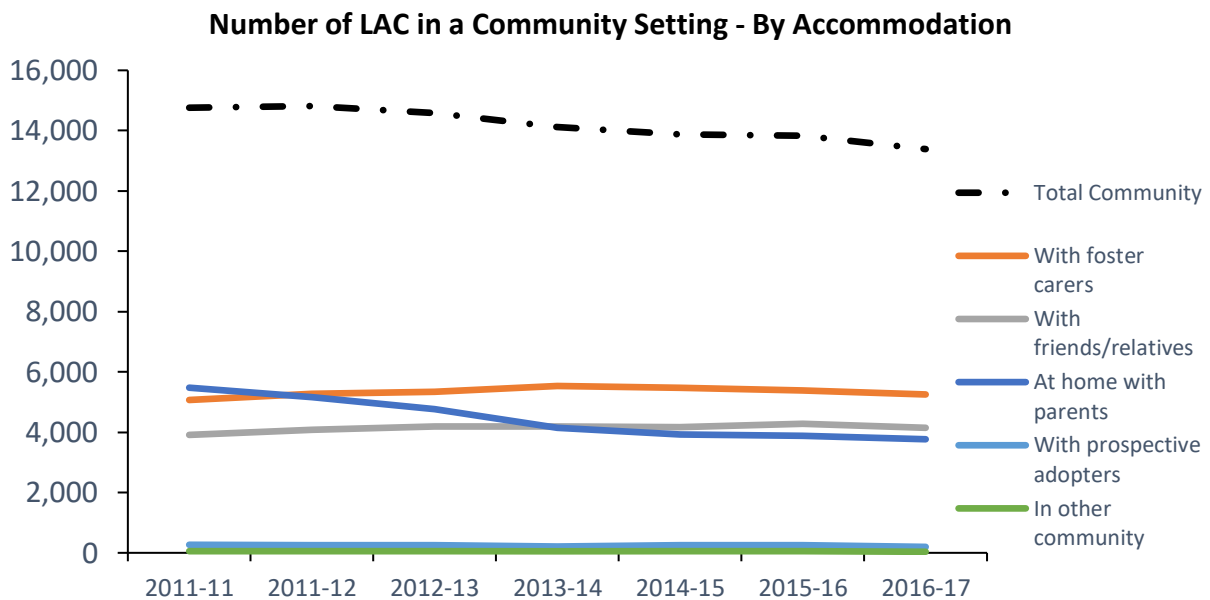
Since 2010/11, the number of children looked after in Scotland has reduced by 8%, from 16,231 to 14,897. Children who are looked after in the community make up around 90% of all looked after children. Since 2010/11, there has been a slight shift away from community provision towards residential provision, with the proportion looked after in a community setting reducing from 91.0% in 2010/11 to 89.9% in 2016/17. This has been driven by a 9.4% reduction in the number of children looked after in a community setting, and a 3.3% increase in the number of children looked after in a residential setting.

In the past 12 months, the overall number of children looked after has reduced by 3%. This reflects a 3.3% reduction in the number of children looked after in the community, and a 2.2% increase in the number of children looked after in a residential setting. The balance looked after in a community setting has reduced from 90.4% to 89.9%.



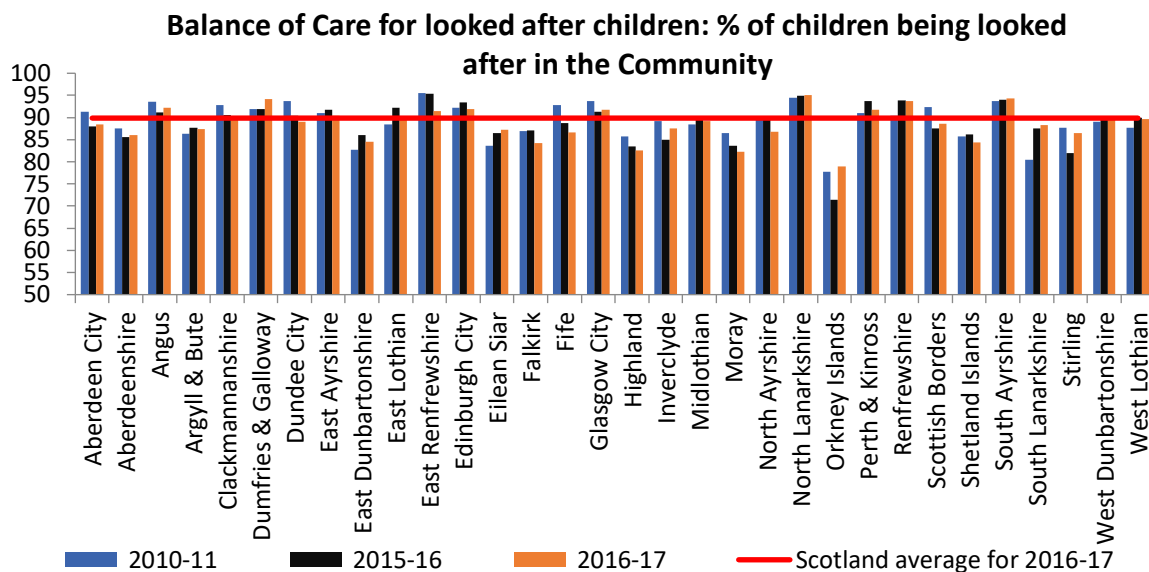
Source: Scottish Government Children's Social Work Statistics

The reduction in the number of looked after children in the community has been driven by a 30% decrease in the number of children being looked after at home with parents, which has reduced from 5,476 to 3,766. During this same period, there has been a small growth in the number of children looked after in kinship/foster care.



Source: Scottish Government Children's Social Work Statistics

In 2016/17, the balance of care for looked after children ranged from 79% to 95%. Performance in this area varies systematically with deprivation, with those councils with higher levels of deprivation reporting a higher balance of care in community settings.

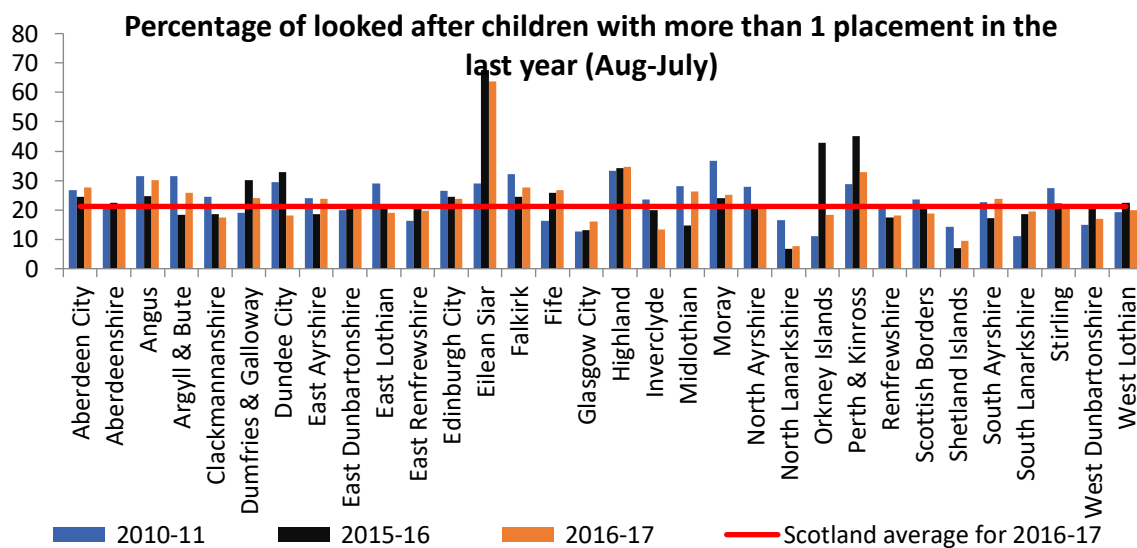


Placement stability for looked after children

Placement stability for children who are looked after is central to promoting attachment and the development of secure relationships, and as such is a priority for corporate parents. Performance in this area is standardised as the number of children looked after away from home with more than one placement within a year, as a percentage of all Looked After Children.

In 2016/17, 21% of children looked after away from home had more than one placement within a year. Performance has remained constant at this level since 2010/11. There is significant variation between councils, with values in 2016/17 ranging from 8% to 37% (excluding outliers). This variation is not systematically related to deprivation, rurality or size of council.

However, as the 2nd placement in a year may be the permanence placement, this creates interpretation difficulties around the current measure. Moving forward, a more effective measure to drive improvement may be % LAC with more than 2 placements in a year.

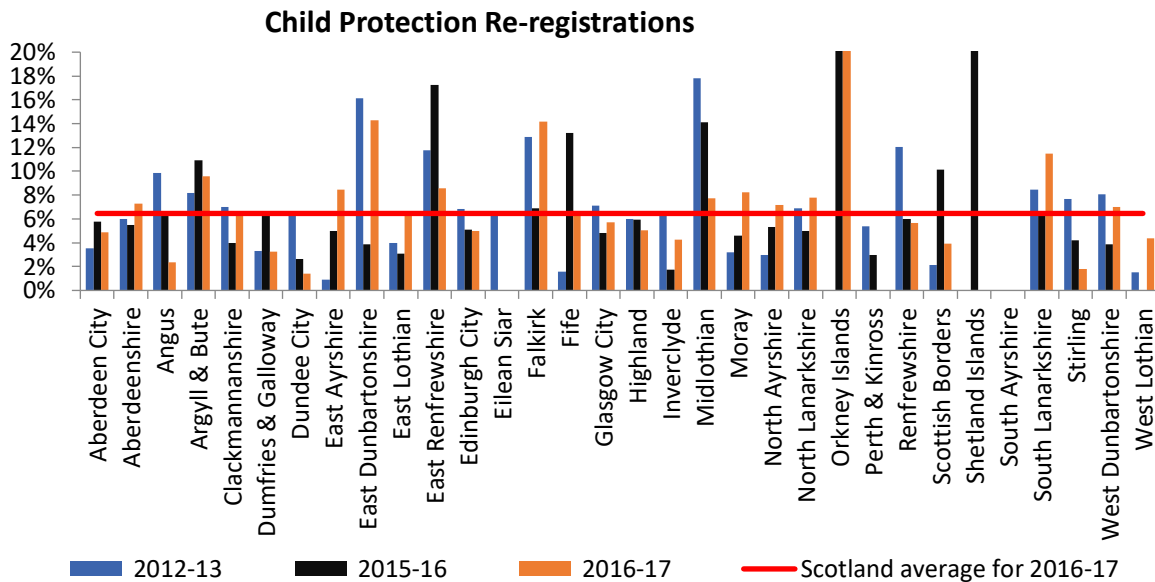


Child protection re-registrations within 18 months

Of all Child Protection registrations in a year, this measure captures the % which have been registered previously within the past 18 months. Re-registration rates provide insight on local decision-making processes, the operation of risk thresholds, and the implementation of safeguarding processes.

Data for this measure is available only from 2012/13 onwards. Since then, the average re-registration rate for Scotland has remained relatively constant at around 6%. There is however significant variation between councils, with re-registration rates in 2016/17 ranging from 0% to 14% (excluding outliers). Variation between councils is not systematically related to deprivation, rurality or size of council.

The small number of child protection re-registrations in some authorities may introduce volatility in the data for this measure which may explain some of the variation. A more robust measure going forward may be the average length of time on the Child Protection register given its focus on de-registrations rather than re-registrations and the larger sample this offers.



Source: Scottish Government Children's Social Work Statistics

Children & Young People’s Outcomes

This section summarises some of the key trends in children and young people’s outcomes across Scotland and explores the contribution local government services play in improving these outcomes. This will draw on inferential statistical modelling⁵ to explore links between performance information and outcomes data available from the LGBF and Community Planning Outcomes Profile⁶. The analysis will also draw out some of the wider evidence base on the contribution local government services play in improving outcomes.

The aim of this analysis is to provide a helpful starting point for discussion around possible contributory factors important in improving outcomes. It highlights potential relationships between council services and outcomes based on the variation observed in the benchmarking data. These are complex relationships and the analysis is not able to demonstrate causal direction, or where inter-correlations may be at play. Further investigation is required to understand the nature of the relationships and what it is about services in these areas which makes the difference. This analysis should not be interpreted in isolation but will hopefully form part of the overall intelligence available to help inform decision-making dependent on local strategic priorities. Detail of the analysis undertaken, and results produced, are included in Appendix 1.

Key Trends in Children and Young People’s Outcomes

Focussing on outcomes measures in the LGBF and CPOP, over the past decade, there has been general improvement in most outcome areas for children and young people. There has also been faster improvement for the most deprived children and young people across most outcome areas, demonstrating positive progress in the inequality agenda.

Table 8: Change in Children and Young People’s Outcomes over time

	06/07	16/17	Improvement Rate
Babies with a Healthy Birthweight (%)	88.9	90.0	1.3%
Developmental concern (%)	19.1*	17.6	8%
Primary 1 Body Mass Index (%)	84.3	83.8	-0.8%
Child Poverty (%)	20.6	15.6	-24.6%
Average Tariff Score	770**	886	15.1%
Positive Destinations (%)	86.6	92.3	6.6%

**Base year 2013/14 **Base year 2011/12;
Source: ISD; HMRC; Scottish Government*

⁵ Linear and Beta regression models were used to explain/predict how much of the variance in an outcome is influenced by a set of independent input variables – e.g. cost/performance/satisfaction as reported in the LGBF. It also describes whether the inputs are statistically significant (that there is a true relationship between the outcome and input) and the predicted change in the outcome based on a change in each input variable.

⁶ <http://www.improvementservice.org.uk/community-planning-outcomes-profile.html>

Healthy Birthweight

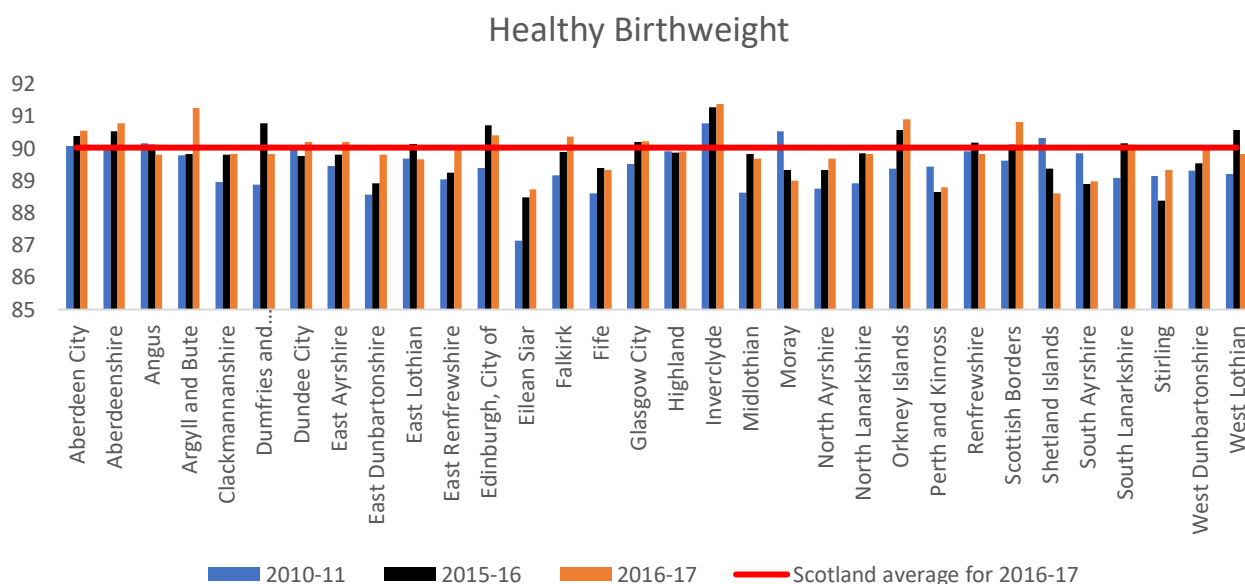
The percentage of babies born at a healthy birthweight for their gestational age has remained largely stable, hovering around 89% over the last 15 years. However, there has been improvement in this time in relation to babies who are born with a low gestational birthweight, which has reduced from 4% to 2.5% in that time.

Inequality

In 2016/17, the most deprived women were more likely to have small babies for their gestational age (3.5% compared to 1.9% respectively, a gap of 1.6pp). However, since 2006/07, the gap between the most and least deprived has reduced (in 2006/07, there was a gap of 3pp compared to 1.6pp in 2016/17).

Variation between authorities

In 2016/17, across council areas, the % of babies born with healthy birthweights ranged between 88.6% and 91.7%. The variation between councils is not systematically related to the level of deprivation within each council area.



Source: ISD Scotland

Contribution council services play in improving Healthy Birthweights – LGBF Analysis

Analysis of the LGBF data does not reveal any systematic pattern between Healthy Birthweights and variation between councils in terms of expenditure or performance across LGBF service areas.

Contribution council services play in improving Healthy Birthweights – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- Evidence is emerging of a link between low birthweight and air pollution,⁷ and local authorities have a role in measuring air pollution and reducing it as part of the environmental services.
- There is well established evidence showing that maternal smoking can influence the health of a woman and can influence the risk of having a low birthweight baby. Research shows tobacco smoking is the largest contributor to low birth weight⁸, other factors including intimate partner violence and teenage pregnancy. Councils have a role in referring pregnant women for support in giving up smoking⁹.
- Evidence is also beginning to show the effects of the smoking ban in Scotland, which is enforced by local authorities. Research suggests the ban was associated with significant reductions in preterm delivery and babies being born small for gestational age¹⁰
- Research has also shown a link between heavy alcohol consumption and low birthweight, and local authorities now have new responsibilities to enforce minimum unit pricing regulations.¹¹
- Research indicates a relationship between insecure housing and low birthweight due to stress the insecurity causes mothers¹², and another study suggest that poor housing is independently related to low birthweight and preterm low birthweight.¹³

⁷ Smith et al (2017) Impact of London's road traffic air and noise pollution on birth weight: retrospective population based cohort study via <https://www.bmj.com/content/359/bmj.j5299>

⁸ Johnson et al (2017) Reducing low birth weight: prioritizing action to address modifiable risk factors accessed via <https://academic.oup.com/jpubhealth/article/39/1/122/3065705>

⁹ Nice Guidance: Smoking: stopping in pregnancy and after childbirth (2010) via <https://www.nice.org.uk/guidance/ph26>

¹⁰ Mackay et al (2012) Impact of Scotland's Smoke-Free Legislation on Pregnancy Complications: Retrospective Cohort Study accessed via <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1001175>

¹¹ Nykjaer et al (2013) Maternal alcohol intake up to and during pregnancy and risk of adverse birth outcomes: evidence from a British cohort accessed via [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(13\)62504-0/abstract#%20](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)62504-0/abstract#%20)

¹² Carrion et al (2015) Housing Instability and Birth Weight among Young Urban Mothers via <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4338127/>

¹³ Vettore et al (2010) Housing conditions as a social determinant of low birthweight and preterm low birthweight via <https://www.ncbi.nlm.nih.gov/pubmed/21109904>

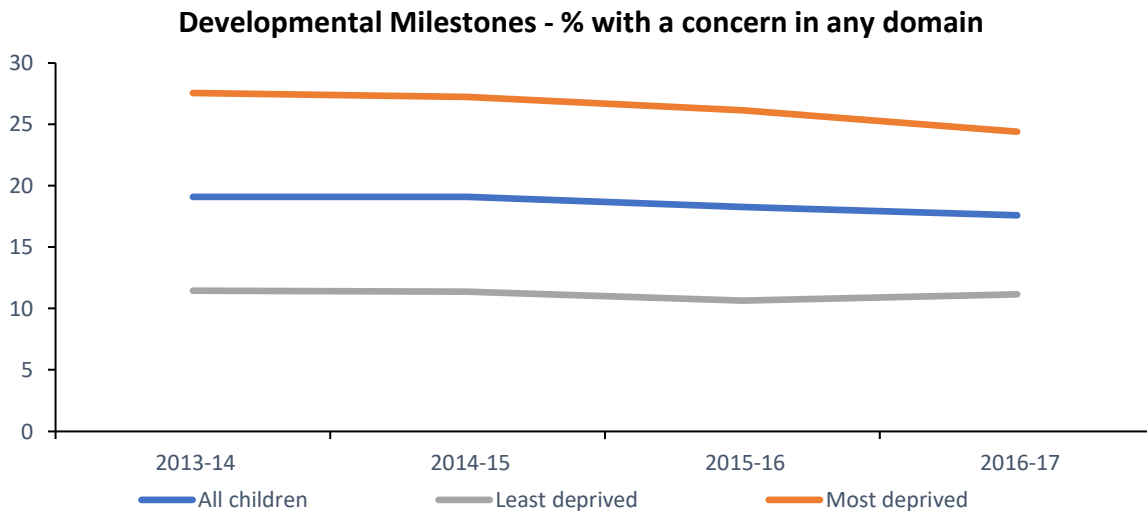
Developmental Milestones

The proportion of children meeting their developmental milestones has improved year on year since 2013/14. The % of children with one or more concern identified in the 27-30 month review has reduced from 19.1% to 17.6% during this time, an improvement rate of 8%. The % of children with no concerns increased from 70.9% to 72.4% between 2013/14 and 2015/16 (however, due to a change in methodology in 2016/17, it is not possible to provide a comparison for this year).

Inequality

In 2016/17 almost one in four children (24%) from deprived areas had at least one developmental concern compared to 1/9 for the least deprived areas (11%). This gap has reduced by 2pp in the last 12 months due to faster improvement among the most deprived.

Overall the actual number of looked after children identified as having a concern in any domain has decreased year on year from 2013/14. With 270 children identified as having at least one concern in 2016/17 compared to 343 in 2015/16. However, looked after children are significantly more likely to have at least one developmental concern compared to those not looked after.

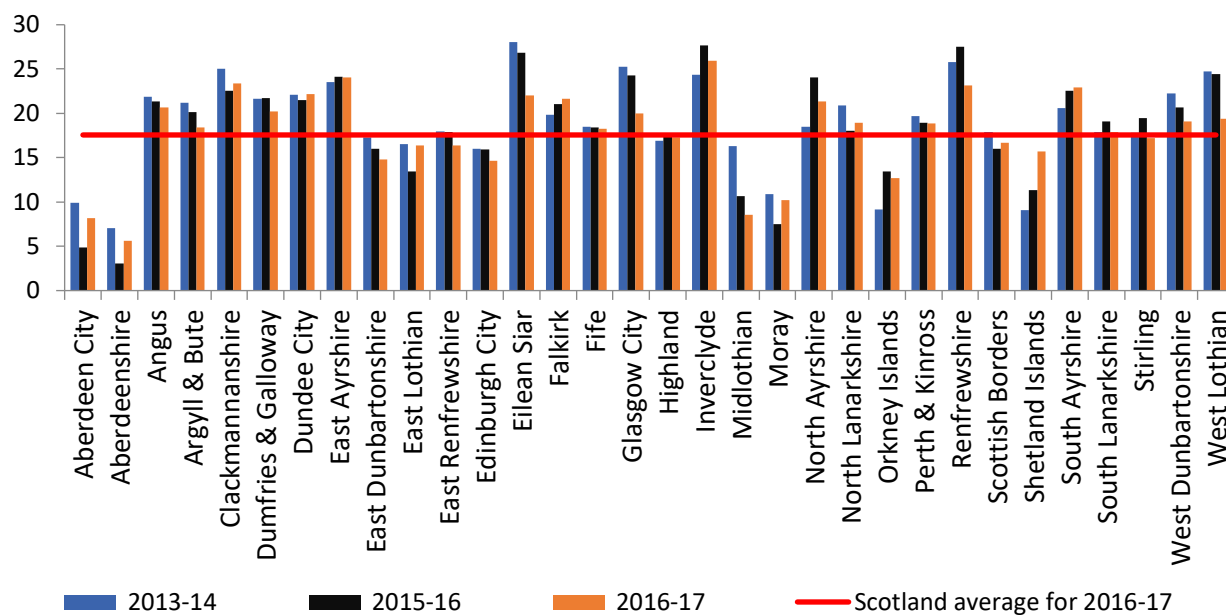


Source: ISD Scotland

Variation between councils

In 2016/17, the % of children with one or more developmental concern ranged from 6% to 26% across councils. The variation between councils is systematically related to the level of deprivation within councils, with higher levels of concern reported in councils with higher levels of deprivation.

Developmental Milestones - % with a concern in any domain



Source: ISD Scotland

Contribution council services play in improving the proportion of children meeting developmental milestones – LGBF Analysis

Analysis of the LGBF data reveals a number of factors which could be important in understanding the variation observed between councils in relation to improving developmental milestones:

- Higher spending on sports facilities per person
- Higher spending on libraries per person
- Higher numbers of business gateway start-ups
- Higher proportion of procurement spend on local SME's
- Faster processing of commercial planning applications

On the other hand, higher spend on roads was found to have a negative effect on this outcome.

Contribution council services play in improving the proportion of children meeting developmental milestones – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- Growing up in Scotland found attending a pre-school setting with a higher grade on the Care Inspectorate theme of care and support grade was consistently and significantly associated with a positive change in vocabulary development¹⁴.

¹⁴ Growing Up in Scotland: Characteristics of pre-school provision and their association with child outcomes (2014), accessed via <http://www.gov.scot/Publications/2014/06/8818/0>

- Evidence suggests that noise, housing quality, housing type and crowding (as in housing, rather than neighbourhood density) affects child development.¹⁵
- There is also research that suggests heavy metals, inorganic solvents, and pesticides commonly found in the ambient environment affect both cognitive and socioemotional development in children.¹⁶
- Other research also suggests that access to child relevant neighbourhood destinations and services and parents' perceptions of neighbourhood safety were positively associated with children's social-emotional development.¹⁷
- Research shows that outdoor play in a natural environment is important to children's development particularly in terms of motor development/fitness, co-ordination and balance¹⁸. Play Scotland explored reasons why children are not playing out as much as in the past, and this included concerns around traffic, nature of the built environment and lack of suitable spaces and provision¹⁹
- Evidence suggests that there is a relationship between neglect and developmental delay.²⁰ Spratt et al (2012)'s research suggests that children who have experienced early neglect are vulnerable to cognitive, language and behavioural deficits, and the importance of early stable, permanent placement of children who have been neglected.

¹⁵ Evans (2006) Child Development and the physical environment
via <https://pdfs.semanticscholar.org/a7e6/f27e919e775df2f9345dcf21e82be8790708.pdf>

¹⁶ Ibid

¹⁷ Christian, Zubrick et al (2015) 'The influence of the neighborhood physical environment on early child health and development: A review and call for research' via
<https://www.sciencedirect.com/science/article/pii/S1353829215000155>

¹⁸ Fjortoft, I., (2001) 'The Natural Environment as a Playground for Children: the impact of outdoor play activities in pre-primary school children', via <http://www.imaginationplayground.com/images/content/3/0/3002/The-Natural-Environment-As-A-Playground-For-Children-The-Impac.pdf>

¹⁹ Getting it Right for Play The Power of Play: an evidence base via <http://www.playscotland.org/wp-content/uploads/assets/Power-of-Play.pdf>

²⁰ Spratt et al (2012) 'The Effects of Early Neglect on Cognitive, Language, and Behavioral Functioning in Childhood' via <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3652241/>

Healthy BMI at Primary 1

The rate of Primary 1 school children with a healthy BMI has hovered around 84% for the last ten years. In 2016/17, 83.8% of pupils in Primary 1 in Scotland were classified as healthy weight compared to 84.9% in 2007/08.

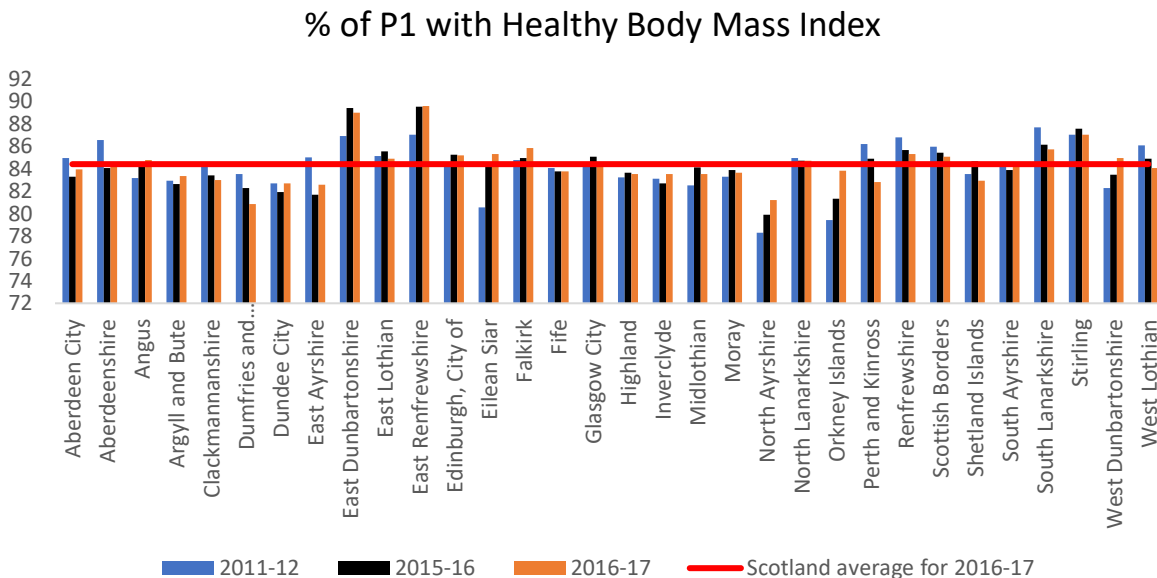
Inequalities

In 2016/17, 12.3% of pupils in the least deprived quintile were overweight or obese compared to 18.7% in the most deprived. The gap between the most and least deprived is growing (increasing from a 4.5pp gap to a 6.6pp gap in the past 10 years). Those in the most deprived group were 7.6% less likely to have a healthy BMI in 2016/17 compared to the least deprived group whereas in 2007/08, they were 5.2% less likely.

There is also evidence that the inequality gap widens for prevalence of obesity as children get older (6.6 vs. 3.5% at age 5; 7.9 vs. 2.9% at age 11).²¹ There is also evidence that children are more likely to be obese, and gain weight when they enter the care system.²²

Variation between councils

However, the variation between councils is **not** systematically related to the level of deprivation within councils. In 2016/17, the % of P1 pupils with healthy BMI ranged from 80.9% to 89.6%.



Source: ISD Scotland

²¹ Goisi et al (2016) Why are poorer children at higher risk of obesity and overweight? A UK cohort study via <https://academic.oup.com/eurpub/article/26/1/7/2467515>

²² Hadfield et al (2008) Obesity in looked after children: is foster care protective from the dangers of obesity? Via <https://www.ncbi.nlm.nih.gov/pubmed/18959567>

Contribution council services play in improving Primary 1 Body Mass Index – LGBF Analysis

Analysis of LGBF data reveals a number of factors which could be important in understanding the variation observed between councils in rates of healthy BMI in primary children. These include:

- Higher spending on parks and open spaces
- Increased spend on nursery places per pupil
- Higher spend on waste collection

Across all three indicators, as they increased so too did the likelihood of having higher rates of children with healthy BMI.

Contribution council services play in improving Primary 1 Body Mass Index – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- Research by the Scottish Government has identified four key areas that are important when encouraging active transport to school: Provision of infrastructure that enables active travel choices; Training to allow safe use of the infrastructure; Ongoing initiatives that reinforce and encourage behaviour change, backed-up by activities to maintain interest; and by involving everyone including teachers and normalising active transport within the school culture.²³
- Easy access to good quality green spaces has been demonstrated to encourage higher usage, with 45% of adults who live within a 5-minute walk saying they used it every day or several times a week, compared to 23% who live between a 6 and 10-minute walk away and 13% who live 11 minutes or more walk away.²⁴
- Research also suggests that the provision of good access to green spaces in urban areas may help promote population physical activity²⁵ and an English study suggested that those people who used greenspaces in their local area less than once a week were significantly more likely to be overweight or obese, even after rates of total physical activity were taken into account, than those people using them more often.²⁶
- Research from the USA found a statistically significant relationship between greater access to greenspaces and a lower likelihood of obesity amongst black children.²⁷ Councils are active in this area, for example Scottish Borders are investing over £3 million in outdoor projects to encourage local children to be more active and reduce obesity.²⁸

²³ Tackling the school run (2017) accessed via <https://www.gov.scot/Publications/2017/01/8442/337428>

²⁴ Scottish Household Survey (2016) <http://www.gov.scot/Publications/2017/09/9979/345329>

²⁵ Croomes et al (2010) 'The relationship of physical activity and overweight to objectively measured green space accessibility and use' via <https://www.ncbi.nlm.nih.gov/pubmed/20060635>

²⁶ Hillsdon et al (2011), Green space access, green space use, physical activity and overweight, in Natural England Commissioned Report NECR067 via <http://publications.naturalengland.org.uk/file/80007>

²⁷ Natural England Access to Evidence Information Note on Links between natural environments and obesity: evidence briefing. Alexander, D.S., et al (2013), The association between recreational parks, facilities and childhood obesity: a cross-sectional study of the 2007 National Survey of Children's Health. Journal of Epidemiology and Community Health via <http://publications.naturalengland.org.uk/file/80007>

²⁸ Scottish Borders Council pledges £3.1m for outdoor projects via http://www.peebleshirenews.com/news/16265576.Scottish_Borders_Council_pledges_3_1m_for_outdoor_projects/

- Research in Korea suggests that the accessibility of sports facilities is associated with physical activity.²⁹
- There is evidence to suggest that BMI is related to the walkability of neighbourhoods.³⁰
- Analysis by the Guardian suggests that schools in London in more deprived areas have more fast food takeaways than schools in less deprived areas, and that the number of takeaways near schools has increased in all English regions between 2014 and 2017.³¹
- Programmes that encourage children to be active are showing benefits for example the introduction of the daily mile³² into schools has been having a positive impact on the fitness of children and educational achievement.³³
- Edinburgh City Council ran a pilot of School Streets (where there are restrictions on car use on specific streets at the beginning and end of school day) which demonstrated increased walking and reduced car use.³⁴

²⁹ Lee et al (2016) 'The relationship between sports facility accessibility and physical activity among Korean adults' via <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5002151/>

³⁰ Duncan et al (2013) 'Characteristics of Walkable Built Environments and BMI z-Scores in Children: Evidence from a Large Electronic Health Record Database' <https://ehp.niehs.nih.gov/wpcontent/uploads/advpub/2014/9/ehp.1307704.pdf>

³¹ Duncan et al (2017) 'Children in poor areas exposed to five times as many fast food takeaways' via <https://www.theguardian.com/inequality/2017/dec/01/schoolchildren-poor-areas-exposed-fast-food-takeaways>

³² This is an idea that originated in Scotland to encourage children run/job a mile outside

³³ Coopermile: Implementing a daily exercise programme at Coopermile primary school via <https://lpff.org.uk/frontend/pdf/CoppermileEvaluationReport.pdf>

³⁴ School Streets pilot project evaluation (2016) http://www.edinburgh.gov.uk/download/meetings/id/51594/item_72_-_school_streets_pilot_evaluation

Child Poverty

Child poverty reduced between 2006/07 and 2016/17, from 20.6% to 15.6%, representing an improvement rate of -24.6%. Child Poverty is a complex and multi-faceted issue, and as a result there are a number of definitions which are used to help take account of the fact that people experience poverty in a range of different ways. The measure of child poverty used within the CPOP has been selected to enable analysis over time, and at a small area level. This measure is defined as the % of children living in families in receipt of Child Tax Credit (CTC) whose reported income is less than 60% of the median UK income (before housing costs) or in receipt of Income Support (IS) or (Income-based) Job Seekers Allowance (JSA).

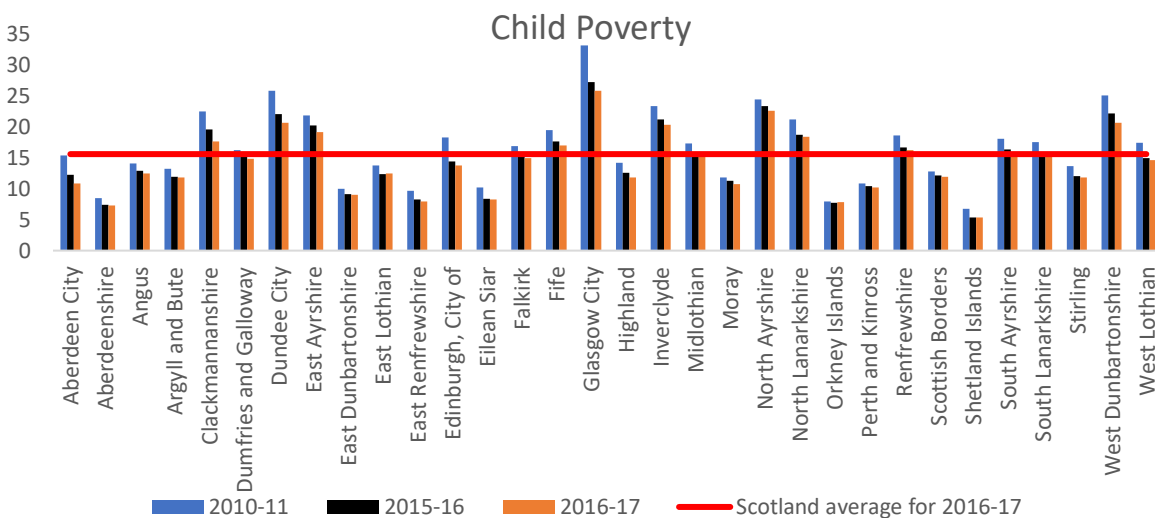
Inequality

The rate of children living in poverty in the most deprived areas is 37.6% compared to 2.6% for the least deprived. However, the gap is narrowing and has reduced by 5.8% in relative terms between 2009 and 2015.

Analysis from of Households Below Average Income statistics³⁵ suggests that poverty rates for children in lone parent households are almost double those for two parent households (36% compared to 19%) and that children in households with a disabled person are more likely to be in poverty (30% compared to 20%). Also, it suggests that the poverty rate is higher for younger children than for older children (28% for under 4s, compared to 21% and 22% for 5-12 and 13-19. It also found that the likelihood of a child being in poverty is much lower if someone in the household works full-time (61% no parent in work, 35% in part-time work and 12% at least one parent in full-time work)

Variation between councils

In 2016/17, the % of children living in poverty ranged from 5.4% to 25.7% across councils. The variation between councils is systematically related to the level of deprivation within councils, with higher rates of Child Poverty in councils with higher rates of deprivation.



³⁵ Income and Poverty Statistics 2015/16 (<http://www.gov.scot/Topics/Statistics/Browse/Social-Welfare/IncomePoverty/PovertyEventSlidesJune17>)

Contribution council services play in improving Child Poverty levels – LGBF Analysis

Analysis of LGBF data reveals a couple of factors which could be important in understanding the variation observed between councils in Child Poverty levels. These include:

- The change in early years' expenditure per place
- The change in housing quality.

For both of these indicators, as they increase, the odds of having higher levels of child poverty decrease. Child poverty is very strongly correlated with deprivation ($r = 0.85$), however neither of the indicators used in the child poverty model were correlated with deprivation. This suggests that they had an influence on child poverty independent of the deprivation level within each council area.

Contribution council services play in improving Child Poverty levels – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- An evidence review by 'What works Scotland' identified four ways that local authorities can help mitigate or prevent child poverty: Income maximisation, poverty proofing education, childcare and support for lone parents.³⁶
- There is evidence of the contribution of local authority employment support services to helping people back to work.³⁷ Councils helped over 17,000 people into work in 2016/17.³⁸
- Research by DWP suggests that childcare remains a significant barrier to employment for lone parents.^[1]
- Literature suggests welfare rights advice services improve take-up and deliver significant financial gains for clients and mitigate the effects of child poverty.³⁹
- Research by Shelter suggests that children who live in poverty are almost twice as likely to be in bad housing, and that affects life opportunities.⁴⁰

³⁶ Treanor (2017) Actions to Prevent and Mitigate Child Poverty at Local Level – Evidence Review accessed via <http://whatworksscotland.ac.uk/publications/tackling-child-poverty-actions-to-prevent-and-mitigate-child-poverty-at-the-local-level/>

³⁷ Rolfe et al (2015) 'Local authority schemes supporting people towards work' via <https://www.local.gov.uk/sites/default/files/documents/local-authority-schemes-s-c3d.pdf> and Kelly (2018) Making it Work Edinburgh Evaluation and next steps - a discussion paper accessed via <https://www.opfs.org.uk/wp-content/uploads/Making-It-Work-Edinburgh.pdf>

³⁸ Scottish Local Authorities Economic Development Indicators Framework 2016-17 accessed via <http://www.slaed.org.uk/documents/slaed-indicators-framework-report-201617.pdf>

^[1] Bell et al (2005) 'A question of balance: Lone parents, childcare and work' via <https://www.york.ac.uk/inst/spru/pubs/pdf/rrep230.pdf>

³⁹ Wiggan et al (2006) The benefits of welfare rights advice: a review of the literature <http://advicestransition.org.uk/wp-content/uploads/2015/05/Wiggan-and-Talbot-2006.-The-benefits-of-welfare-rights-advice-94.pdf>

⁴⁰ Child Poverty and Housing http://england.shelter.org.uk/__data/assets/pdf_file/0004/114853/Child_Poverty_and_Housing.pdf

- Research in Scotland suggests that there is a negative impact of the summer holidays on low income families including children's education, health and well-being.⁴¹ At least one council is now considering providing meals throughout the year including the holidays to try and reduce holiday hunger.⁴²
- There is evidence that providing financial support, either directly or indirectly reduces financial vulnerability.⁴³ All local authorities provide clothing grants to families on low incomes, although in the past there was a lot of variation in the amount (from £20 to £110)⁴⁴, however in May 2018 the Scottish Government introduced a minimum grant of £100.⁴⁵
- Glasgow city council automatically provide school clothing grants to those currently in receipt of Housing Benefit or Council Tax reduction, removing the need to apply for it, and helping to increase uptake.⁴⁶
- Fife CPP have a service which provides money management and advice, referral to specialist support services, financial support for purchasing energy vouchers and goods, and easy access and support to apply for free school meals and clothing grants.⁴⁷
- Fife, Glasgow, North Ayrshire and Edinburgh councils are about pilot a Basic Income⁴⁸ to explore the feasibility of an unconditional, non-withdrawable income for every individual as a right of citizenship.

⁴¹ Stewart et al (2018) 'The cost of school holidays for children from low income families' via <http://journals.sagepub.com/doi/10.1177/0907568218779130>

⁴² Year-round meals plan to tackle 'holiday hunger' of school pupils <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-43078340>

⁴³ Financial vulnerability, mothers' emotional distress and child wellbeing (2016) <https://www.era.lib.ed.ac.uk/bitstream/handle/1842/15760/CRFR%20Briefing%2081.pdf?sequence=1&isAllowed=y>

⁴⁴ <http://www.cpag.org.uk/content/school-clothing-grants>

⁴⁵ <https://news.gov.scot/news/new-national-school-clothing-grant>

⁴⁶ <https://www.glasgow.gov.uk/index.aspx?articleid=20221>

⁴⁷ Treanor (2017) Actions to Prevent and Mitigate Child Poverty at Local Level – Evidence Review accessed via <http://whatworksscotland.ac.uk/publications/tackling-child-poverty-actions-to-prevent-and-mitigate-child-poverty-at-the-local-level/>

⁴⁸ Green light for basic income pilot thanks to successful funding bid <http://basicincome.scot/2018/05/24/green-light-for-basic-income-pilot-thanks-to-successful-funding-bid/>

Educational Achievement

The CPOP measure for educational achievement is Average Tariff. This is a useful overall measure of educational achievement which is based on points allocated for different levels and grades of qualification achieved. This has been selected for the CPOP as it provides a wider measure of achievement for all pupils than other breadth and depth measures, and importantly has been the only attainment measure for which small area data has been historically available. It is worth noting that tariff scores strongly reflect the total number of subjects studied and therefore the variation observed between councils will be affected by the curriculum models adopted across authorities. Statistics.gov has recently introduced a new measure of attainment at small area level (school leavers highest levels of qualification) which will be included in due course.

The average 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. As the school leaver data is not available in time for inclusion in the LGBF/CPOP, the basis for the data included for this measure is different from published data available on School Information Dashboard.

Senior phase attainment continues to show a very strong improving trend. The Scottish average tariff score has improved by 15.1% since 2011/12, and by 1.1% in the past 12 months. The pattern in the total tariff score data is replicated in the data on 5+ passes at SCQF level 5 and level 6 with average improvement rates of 17.6% and 30.8% respectively (1.7% and 3.0% in the past 12 months). The full range of LGBF attainment measures is available within the [LGBF overview report](#)

Inequality

In 2016/17 pupils from the least deprived quintile achieved an average tariff score of 1207 compared to 624 for pupils from the most deprived quintile. While there are still major inequalities in attainment between the most deprived pupils and others, pupils from the most deprived areas have the fastest rate of improvement (30.5% since 2011/12 compared to 9.6% for the least deprived quintile). The pattern in the total tariff score data is replicated in the data on 5+ passes at SCQF level 5 and level 6 with the improvement rates of the most deprived quintile double that of other pupils (41.4% and 60.0%).

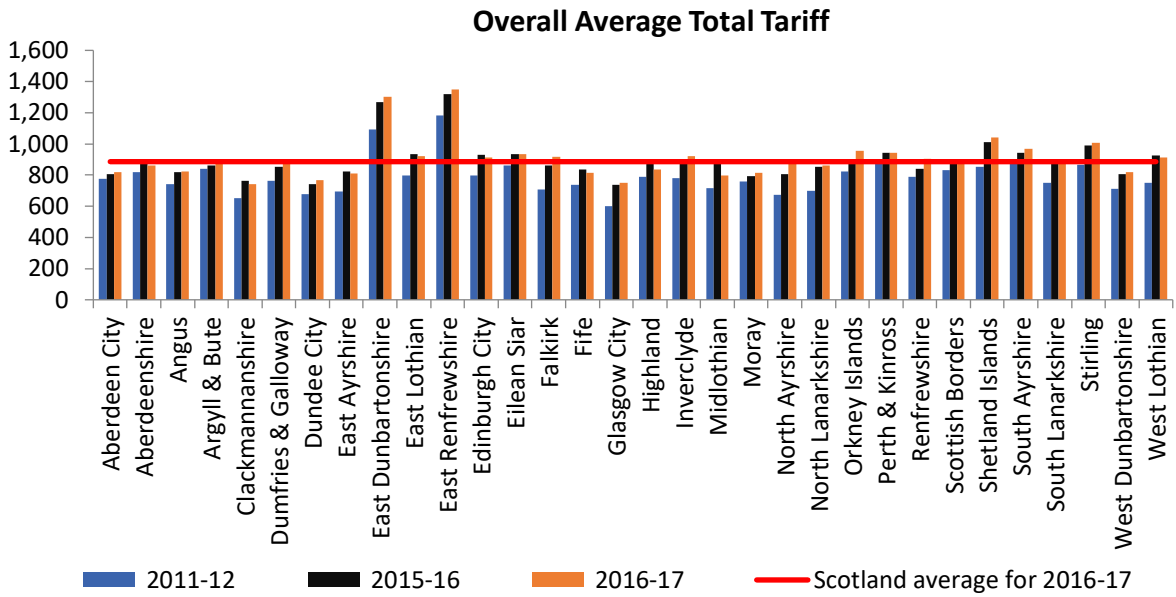
Looked after children continue to have lower attainment than other school leavers, but the gap between children looked after and all school leavers has narrowed from 62 percentage points in 2009/10 to 42 percentage points in 2016/17. The proportions of looked after children achieving all levels of qualification have improved since 2009/10, for example, the percentage of children looked after for the full year achieving at least SCQF level 5 has increased from 15% to 44% between 2009/10 to in 2016/17. However, the gap between looked after leavers and all school leavers increases proportionally at higher levels

Looked after children with the most positive education outcomes are those:

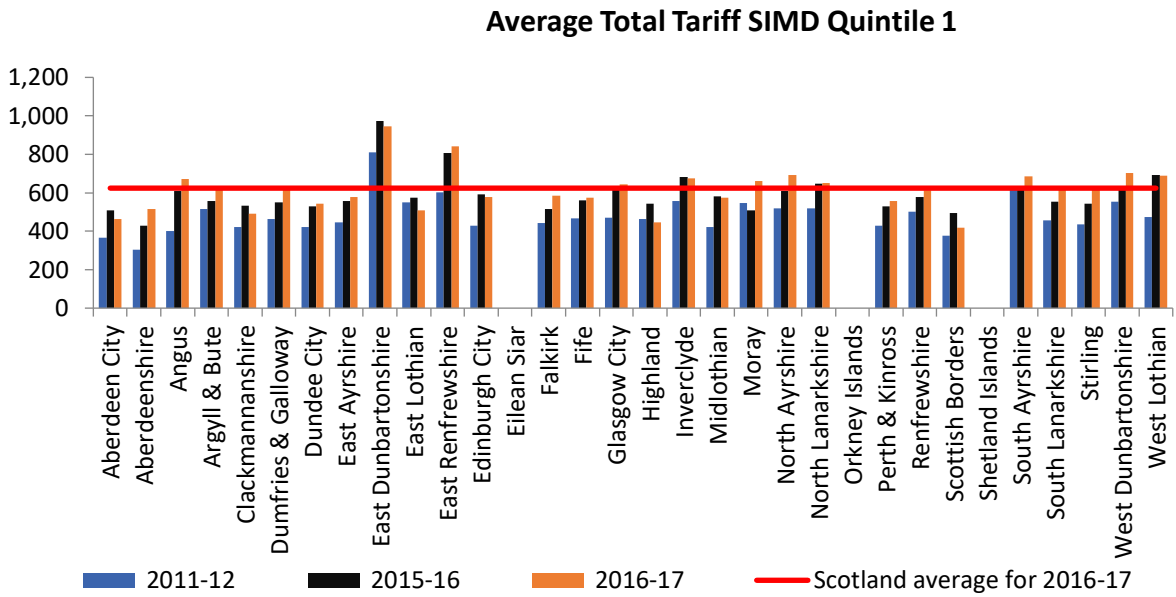
- In foster care rather than in other care settings.
- With fewer care placements in the year.
- Who have been looked after for the whole year, rather than just part of it.

Variation between Councils

In 2016/17, average tariff scores ranged from 743 to 1351. The variation between councils varies systematically with deprivation. Average tariff for SIMD Quintile 1 ranges from 417 to 945.



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



Source: Breakdown of average total tariff by SIMD quintile provided by the Scottish Government

Contribution council services play in improving Educational Attainment – LGBF Analysis

Analysis of LGBF data reveals a number of factors which could be important in understanding the variation observed between councils in relation to levels of Educational Attainment⁴⁹. These include

- higher spend on nurseries per place
- higher spend on libraries
- higher numbers of unemployed people helped into work
- better quality housing
- higher school attendance rates
- increased spend on sports facilities
- lower teacher absence
- lower school exclusion

Contribution council services play in improving Educational Attainment – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- School improvement, school leadership, teacher professionalism, assessing children’s progress, parental engagement and performance information are all factors that have been found to contribute to the quality of our education system⁵⁰.
- Research in England suggests that attending pre-school improves educational achievement at GCSE (either taken at 15 or 16 years old and equivalent to Scottish Standard Grade) and that children who had experienced high quality pre-school settings were more likely to follow a post-16 academic path.⁵¹
- There is a wealth of research on the relationship between housing and educational outcomes. A Scottish Government literature review argues that *"poor quality housing has been identified as exerting a negative impact on educational performance, whether this is through its association with poor health, such factors as lack of privacy and study space, or because at the neighbourhood level poorer neighbourhoods tend to have poorer housing and schools which do not have successful outcomes for pupils"*
- Research by Shelter found that homeless children in temporary accommodation missed an average of 55 school days (equivalent to quarter of the school year) due to the disruption of moves into and between temporary accommodation.⁵²

⁴⁹ This is based on Average Tariff data.

⁵⁰ Improving Schools in Scotland: An OECD Perspective (2015) <https://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf> and National Improvement Framework for Scottish Education (2017) via <https://beta.gov.scot/publications/national-improvement-framework-scottish-education-2017-evidence-report/documents/00528886.pdf?inline=true>

⁵¹ The Effective Pre-School, Primary and Secondary Education project (EPPSE) accessed via <http://www.ucl.ac.uk/ioe/research/featured-research/effective-pre-school-primary-secondary-education-project>

⁵² Mitchell et al (2014) Living in limbo: survey of homeless households living in temporary accommodation, Shelter quoted in Shelter Chance of a lifetime via https://england.shelter.org.uk/__data/assets/pdf_file/0016/39202/Chance_of_a_Lifetime.pdf

- There is also research on how the 'greenness' particularly of schools (also at home and during commuting) can affect educational achievement. A Spanish study found an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools. This association was partly mediated by reductions in air pollution⁵³.
- A Sutton Trust report highlights the importance of highly performing teachers, and suggest the difference between a very effective teacher and a poorly performing teacher is large. Their research suggests that during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.⁵⁴
- There is evidence of the impact of libraries and museum programmes on educational achievement. For example, the analysis of Bookstart programme offered through local libraries indicates that the programme encourages positive relationships with books, stories and rhymes across the following areas: parental encouragement/interaction with their child; parent confidence and enjoyment; child engagement and enjoyment; and child interest. Furthermore, Bookstart Corner seems to encourage book ownership, promote increased frequency of reading and encourage use of services such as the library and the Children's Centre.⁵⁵
- Various pilots have been conducted on improving the education outcomes for looked after children. These include provision of direct support (e.g. extra tutoring in school or at home); personal education planning; support at transition points in the education system; developing staff and parent/capacity (e.g. training for staff and helping parents/carers to develop confidence in supporting looked after children and young people in their education); and using information technology and computer-based approaches.⁵⁶

⁵³ Dadvad (2015) Green spaces and cognitive development in primary schoolchildren <http://www.pnas.org/content/112/26/7937>

⁵⁴ Sutton Trust (2001), Improving the impact of teachers on pupil achievement in the UK – interim findings via <https://www.suttontrust.com/research-paper/improving-impact-teachers-pupil-achievement-uk-interim-findings/>

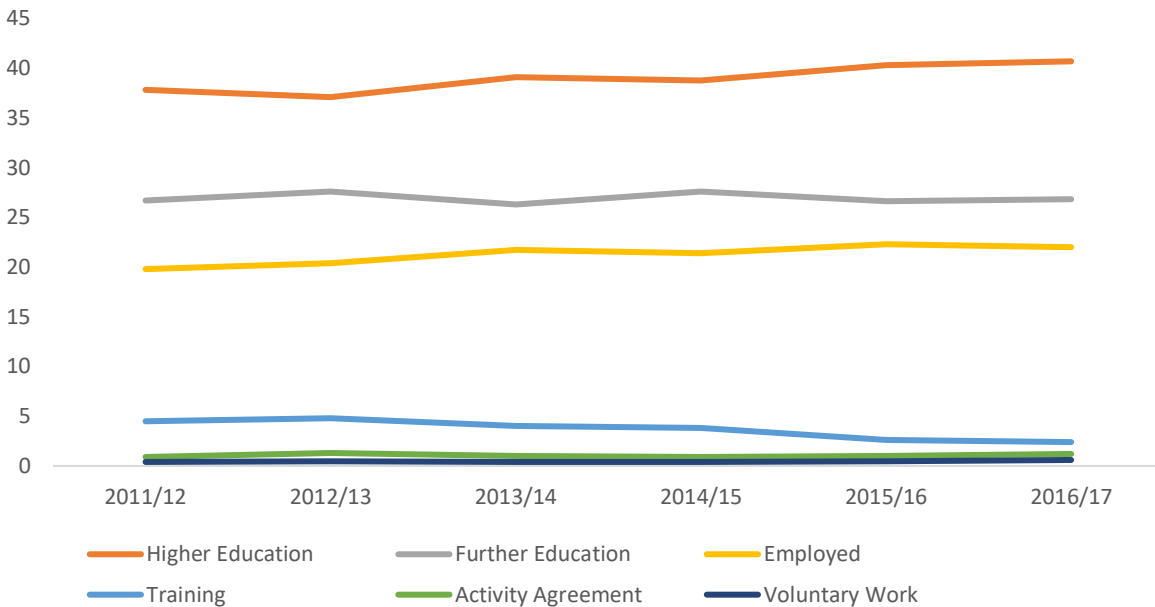
⁵⁵ Demack et al (2013) 'Evaluation of Bookstart England: Bookstart Corner' via <http://www4.shu.ac.uk/research/ceir/sites/ceir/files/bookstart-corner-final-report-exec-summary-only.pdf> Page 7

⁵⁶ Connelly et al (2008) 'The Educational Attainment of Looked after Children – Local Authority Pilot Projects: Final Research Summar' via <http://lx.iriss.org.uk/sites/default/files/resources/0067125.pdf>

Positive Destinations

Between 2011/12 and 2016/17, there has been continued improvement in relation to the proportion of young people entering initial “positive destinations” after school. This has increased from 90.1% to 93.7%. This has been driven largely by increases in Higher Education and Employment rates.

Initial destinations between 2011/12 and 2016/17, Scotland



Source: *Scottish Government, Initial Destinations Senior Phase School Leavers*

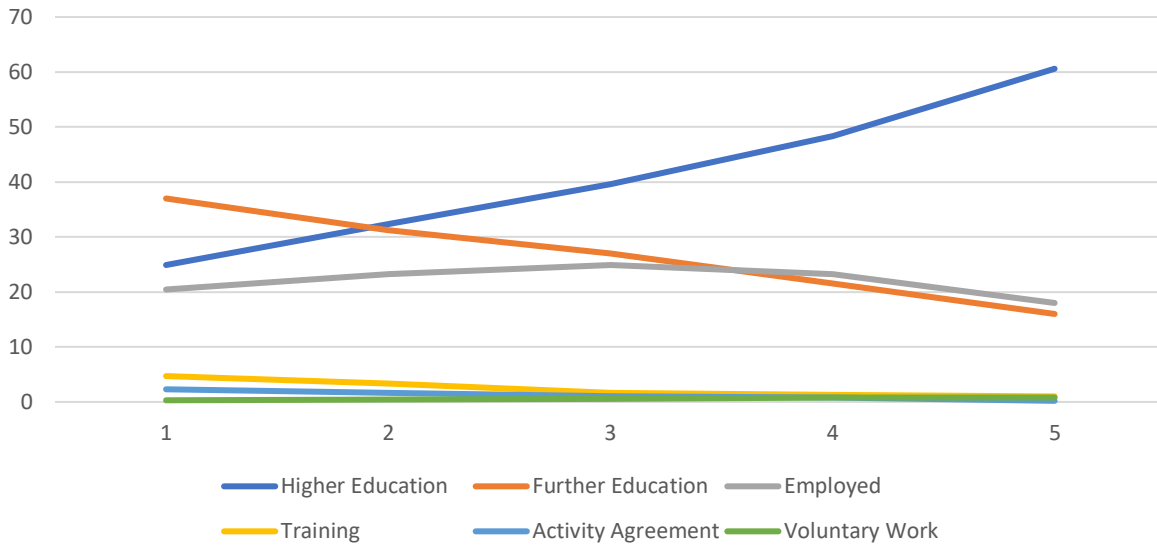
The newer ‘participation measure’ reflects participation in learning (including school), training or work for all 16-19 year olds in Scotland and follows a similar trend. This measure was first published in 2015 by Skills Development Scotland (SDS) as experimental statistics and shows an increase in the participation rate from 90.4% to 91.1% between 2015/16 and 2016/17. This has been driven by an increase in employment, particularly part-time employment.

Inequalities

In 2016/17, 89.6% of leavers from the most deprived quintile entered positive destinations, compared to 96.6% in the least deprived quintile. This gap is narrowing however. Since 2011/12, the gap between the least and most deprived school leavers has reduced from 11.5 percentage points to 7 percentage points. There is a similar pattern in the participation rate where school leavers in the least deprived quintile have a rate of 96.2% compared to a rate of 83.3% for the most deprived quintile. Again, school leavers in the most deprived quintile have a faster improvement rate so the gap has reduced.

There is a clear link between deprivation and lower participation in higher education, however the gap between the least and most deprived has narrowed between 2011/12 and 2016/17, from 38.2 percentage points to 35.7 percentage points.

% of senior phase school leavers by initial destinations and 2012 SIMD quintile 2016/17



Source: *Scottish Government, Initial Destinations Senior Phase School Leavers*

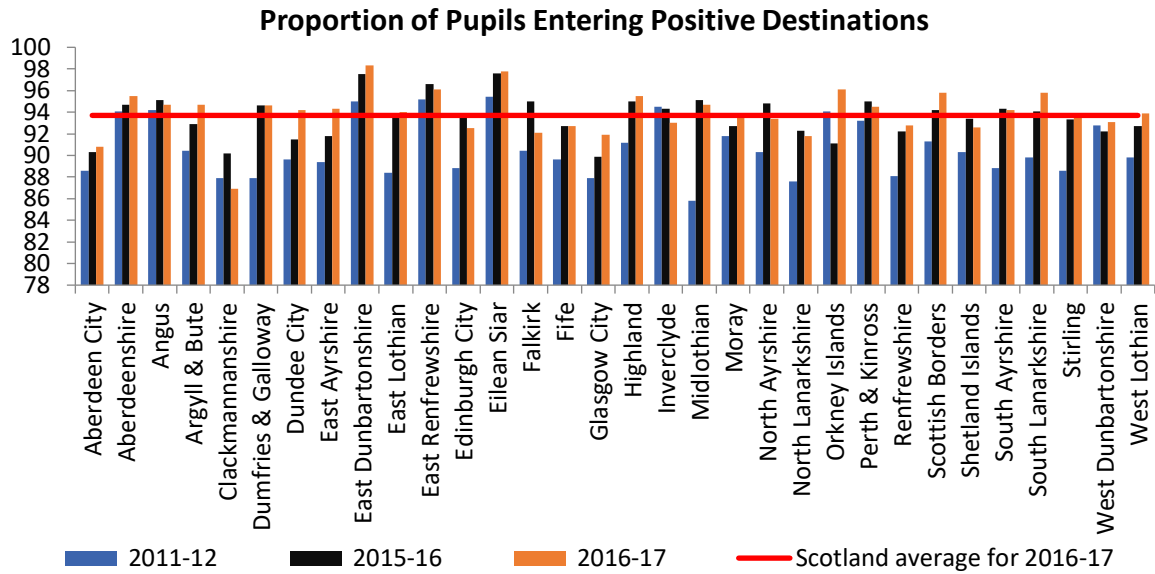
Looked after children are less likely to enter positive destinations than all school leavers, although the gap is narrowing (from 30 percentage points in 2009/10 to 13 percentage points in 2016/17). 69% of young people looked after for part of the year, and 81% of young people looked after for the full year went on to a positive destination after leaving school, compared with 94% of all school leavers,

There is also a difference in relation to follow-up destinations. 76% of looked after children are likely to be in Positive Destinations 9 months after leaving school compared to 92% of all pupils. However, the percentage of looked after children in positive follow-up destinations has improved at a faster rate than that observed for all children.

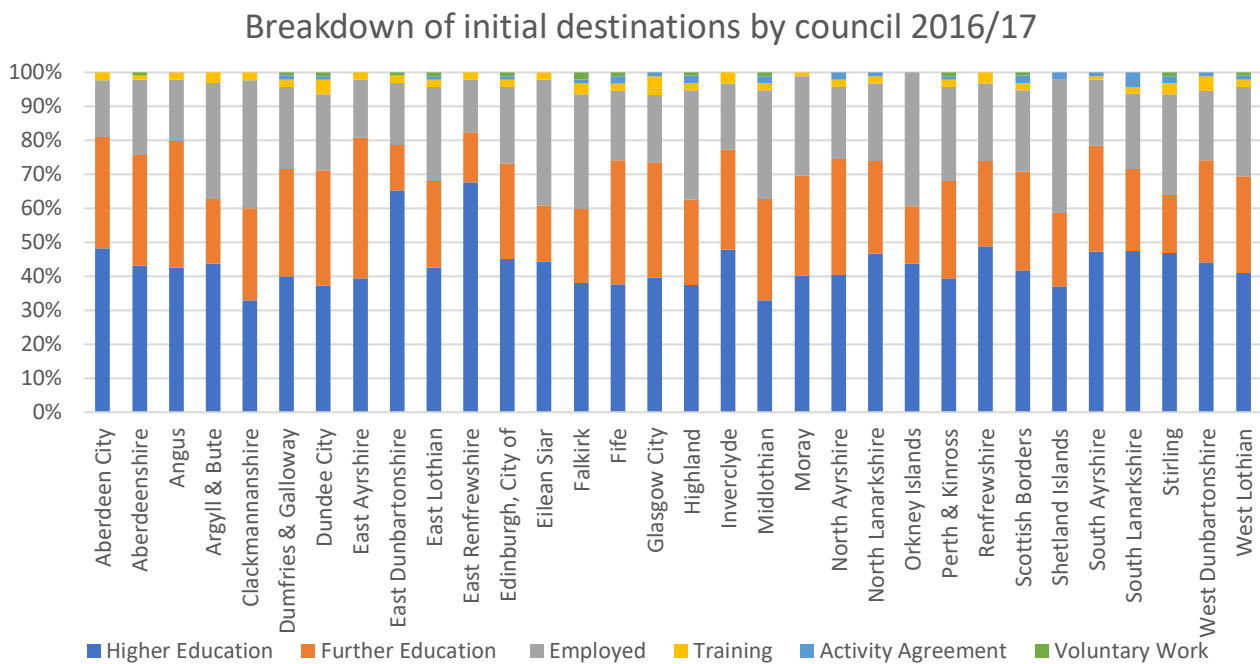
School leavers who have additional support needs are less likely to enter or sustain positive destinations (85%) compared to 93% for this without additional support needs. However, since 2009/10 the rate of improvement for school leavers with additional support needs has been faster than those school leavers without (13% compared to 7%).

Variation between councils

In 2016/17, the proportion of pupils entering positive destinations ranged from 87% to 98%. The variation between councils is systematically related to the level of deprivation, with those councils with higher levels of deprivation reporting lower participation rates (e.g. 89.9% average for the most deprived councils compared to 93.6% average for the least deprived councils).



Source: Scottish Government, Initial Destinations Senior Phase School Leavers



Source: Scottish Government, Initial Destinations Senior Phase School Leavers

Contribution council services play in increasing positive destinations – LGBF Analysis

Analysis of LGBF data reveals a number of factors which could be important in understanding the variation observed between authorities in relation to the proportion of pupils entering positive destinations upon leaving school. These include:

- spending on nursery places per pupil
- quality of nursery provision
- the number of unemployed people helped into work
- higher rates of school attendance
- teacher absence rates

For all of these indicators, as they increased, so too does the likelihood of achieving higher levels of positive destinations, with the exception of teacher absence, which had a negative impact.

Contribution council services play in increasing positive destinations – Wider Evidence

Other available evidence highlights areas which may be important in understanding the variation between authorities:

- Research by the Careers and Enterprise company shows that volunteering has substantial benefits to young people including personal effectiveness through increased self-esteem, confidence, motivation, self-efficacy and resilience. These are all skills that contribute to career readiness and employability skills and are in the workplace.⁵⁷
- Evidence suggests that early identification and targeted support could play a role reducing the number of school leavers not entering positive destinations.⁵⁸
 - o Examples of targeted interventions for those at risk include programmes to provide care leavers in Glasgow with access to Continuing Care Employability Services (CCES) and MCR Pathways/Glasgow's Young Talent.⁵⁹
 - o The Inverclyde positive futures programme (PEP) provides a range of early intervention and diversionary programmes and activities for young people, who are aged 15 to 17 years of age and who are at risk of becoming or are disengaged from the education system and other youth orientated services. Evidence showed as a direct result attendance increased, *"consequently, some young people have had more engagement in education which for some has improved their academic achievement and qualifications"*.⁶⁰
- An evaluation of Scotland's modern apprenticeship programme demonstrated that it boosts career prospects, with three quarters or more said their apprenticeship had a positive impact on their skills and abilities, improved their ability to do their job, their communication skills and how they work with others. 81 per cent said they are more confident, 76 per cent were

⁵⁷ Williams (2017) Involving young people in volunteering via https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers_enterprise_what_works_report_young_people_volunteering.pdf

⁵⁸ Sylva (2014) 'Report on students who are not in Education, Employment or Training (NEET) <https://www.ucl.ac.uk/ioe/research/pdf/16-Report-students-NEET-RR.pdf>, page 49

⁵⁹ Glasgow City Council (2017) 'Glasgow's School Leaver Destination Return (SLDR) 2015/16 and destinations of care-leavers' via

<https://www.glasgow.gov.uk/councillorsandcommittees/viewSelectedDocument.asp?c=P62AFQDNDNUTNTZLNT>

⁶⁰ Davidson et al (2012) 'An evaluation of positive futures programme' via http://www.sipr.ac.uk/downloads/PFP_Report.pdf

more enthusiastic about learning and 74 per cent have better long-term career prospects.⁶¹ Many authorities are progressing this e.g. Argyll and Bute council's Growing Our Own scheme has provided opportunities for 30 apprentices in the last four years.⁶²

- The Developing the Young Workforce (DYW) strategy has contributed to a 40% reduction in youth unemployment, and councils have played a core role in implementing this strategy as coordinators or providers of local opportunities
- Research demonstrates parents' role in the choices their children make around education, employment and training, and the importance of parents being aware of and having access to information and support available. ^[2]

⁶¹ Apprenticeships are boosting career prospects, according to survey via <https://www.skillsdevelopmentscotland.co.uk/news-events/2016/august/apprenticeships-are-boosting-career-prospects-according-to-a-new-survey/>

⁶² Modern Apprenticeships via <https://www.argyll-bute.gov.uk/modern-apprenticeships>

^[2] Progressive Partnership (Han 2018) Parents and Carers Research: Research Findings final report produced for Scottish Government and SDS accessed via <https://beta.gov.scot/publications/parents-and-carers-research-final-report-january-2018/>

Conclusions

This first LGBF Thematic Report draws on LGBF data to provide a focus on Children and Young People's services. It explores what the data reveals about Local Government priorities and how our whole system is performing, and what this means in terms of improving children and young people's outcomes.

The report also explores the role of council services in improving outcomes and presents analysis identifying a role for services such as sports, libraries, parks, early years provision, housing, economic development, and school absence and exclusion rates in improving outcomes for children and young people. It is important to note the can-opener nature of this analysis. It highlights potential relationships between council services and outcomes based on the variation observed in the benchmarking data. Further investigation is required to understand the nature of the relationships and what it is about services in these areas which makes the difference. The analysis is not stand-alone but will hopefully form part of the overall intelligence available to help inform decision-making dependent on local strategic priorities. This analysis may be helpful for authorities in exploring their own understanding of local context, or to inform learning and practice sharing activity between councils.

This analysis provided within the report is based on the data currently available, which is limited. Better intelligence is needed in relation to how the system is operating, and the outcomes being achieved. Work with key stakeholders including ADES, SWS, the Care Inspectorate and CELSIS have identified the following areas where better intelligence is needed:

- Locally disaggregated data. Outcome measures need to be available at a sub-LA level in order to understand need and target interventions more effectively.
- Early Learning and Childcare Expansion and level of uptake
- Average Time to make permanence decisions
- Continuing Care: As a significant policy area, there is a commitment to tracking progress in supporting LAC to remain in sustained/appropriate placement until 21.
- Targeted Intervention/on the edge of care. This area encapsulates the Christie agenda, and there is strong appetite for a measure which shows progress in this area.
- % of children looked after and accommodated out-with their home area: This is a policy priority in terms of children's rights, outcome focus and also in terms of value for money.
- % Care Leavers in education, training or employment: This is an important area, but the quality of the data currently does not allow inclusion.
- Children's Mental Health: This should draw on Audit Scotland's 2018 report Child and Adult Mental Health, and on the 2018 Programme for Government.

It is anticipated that some of the above will be progressed within other policy developments, e.g. the creation of the Shared Dataset for Vulnerable Children. It will be important to align the LGBF to this and other developments going forward.

Appendix 1 – Statistical Analysis

Linear Regression Model

The model used for understanding the impact of the selected input variables on the outcomes for children was the multiple linear regression model. This model was appropriate and selected as all of the outcome and input data were continuous (i.e. numerical). However, multiple linear regression models do require several assumptions about the included data to be met, and so in some cases a beta regression model was used instead. The multiple linear regression model explains how much of the variance in an outcome or dependent variable was influenced by a set of independent input variables. It also describes whether the inputs are statistically significant (that there is a true relationship between the outcome and input) and the predicted change in the output based on a change in each input variable.

Beta Regression Models

For indicators falling between 0 and 1, that is percentage indicators, a beta regression model was used to predict the likelihood of certain outcomes, such as higher tariff scores, based on the prevalence of certain inputs, such as spending on education. This model was selected as it is more robust to issues of non-linearity and variability in outcomes by local authority (heteroscedasticity).

Indicator Selection

Initially all of the LGBF indicators were selected as potential indicator variables, these were then narrowed down based on expert opinion, review of evidence of which indicators are important for certain outcomes, and stepwise regression to select the most important and appropriate measures. Certain models also included the change over time.

Controlling for Deprivation

To ensure the models are not just indirectly recording the impact of deprivation on outcomes, the analysis controlled for this as a potential confounding variable. The relationship between each outcome indicator and deprivation was tested and, where deprivation was strongly correlated with the outcome, deprivation was included within the model to control for any impact it may be having and reveal the true impact of other indicators. Also, tests for multicollinearity were used to ensure no correlations between independent variables in the regression models, providing a further control for the impact of deprivation on the outcomes.

Results

Developmental Milestones:

LGBF Analysis - a beta regression model was selected to analyse the impact certain indicators from the LGBF had on the percentage of children achieving developmental milestones. This explained over 40% of the variation between councils and was also statistically significant at $p < 0.001$.

This model found the following factors important in improving developmental milestones:

- Higher spending on sports facilities per person
- Higher spending on libraries per person
- Higher numbers of business gateway start-ups
- Higher proportion of procurement spend on local SME's

- Faster processing of commercial planning applications
- On the other hand, higher spend on roads had a negative effect on this outcome.

Healthy BMI at Primary 1

LGBF Analysis – a beta regression model was selected to analyse the impact certain indicators from the LGBF had on P1 BMI. The model explained 15% of the variation in Primary 1 BMI. It was also statistically significant across all of the indicators included at $p < 0.001$.

This model found the following factors important in improving BMI:

- Higher spending on parks and open spaces
- Increased spend on nursery places per pupil
- Higher spend on waste collection

Across all three indicators, as they increased so too did the likelihood of having higher rates of children with healthy BMI.

Child Poverty

LGBF Analysis - a beta regression model was selected to analyse the impact certain indicators from the LGBF had on Child Poverty levels. The chosen model explained around 8% of the variation and was statistically significant at $p < 0.001$.

This model found the following factors important in improving levels of Child Poverty:

- The change in early years' expenditure per place
- The change in housing quality.

For both of these indicators, as they increase the odds of having higher levels of child poverty decreased. Child poverty is very strongly correlated with deprivation ($r = 0.85$), however neither of the indicators used in the child poverty model were correlated with deprivation. This suggests that they had an influence on child poverty independent of the deprivation within each council

Educational Attainment

LGBF Analysis - a beta regression model was selected to analyse the impact certain indicators from the LGBF have on Educational outcomes. To record educational outcomes, the model uses average Tariff score (CHN12a). The chosen beta regression model explained around 60% of the difference in educational outcomes and was statistically significant at $p < 0.001$.

This model found the following factors important in improving educational outcomes:

- higher spend on nurseries per place
- higher spend on libraries,
- higher numbers of unemployed people helped into work
- better quality housing
- higher school attendance rates
- increased spend on sports facilities
- lower teacher absence
- lower school exclusion

Positive Destinations

LGBF Analysis - a beta regression model was selected to analyse the impact certain indicators from the LGBF have on initial school leaver destinations. The chosen beta regression model explained around 34% of the variation in outcomes. It was also statistically significant at $p < 0.001$.

This model found the following factors important in increasing positive destinations:

- spending on nursery places per pupil
- quality of nursery provision
- the number of unemployed people helped into work
- higher rates of school attendance
- teacher absence rates

For all of these indicators as they increased the likelihood of achieving higher levels of positive destinations, with the exception of teacher absence, which had a negative impact.

Appendix 2– LGBF indicators

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	% Change last 12 months	% Change since base year
Cost Per Primary School Pupil	5317	5173	5028	4924	4780	4813	4788	-0.51%	-9.95%
Primary education - Gross expenditure (£000s)	1940062	1893232	1861460	1855985	1839218	1880381	1897311	0.90%	-2.20%
No of Pupils Primary	364864	365970	370218	376921	384751	390687	396237	1.42%	8.60%
Cost per Secondary School Pupil	7022	6820	6798	6796	6756	6841	6806	-0.51%	-3.07%
Secondary education - Gross expenditure (£000s)	2109532	2022153	1991628	1961313	1919847	1924725	1908411	-0.85%	-9.53%
No of Pupils Secondary	300433	296515	292972	288578	284168	281355	280408	-0.34%	-6.67%
Cost per Pre-School Education Registration	3678	3342	3290	3134	3401	3928	4246	8.11%	15.47%
Pre-Primary education - Gross expenditure (£000s)	338523	317085	322354	322438	345041	382023	411737	7.78%	21.63%
No of Places	92050	94870	97985	102871	101463	97262	96961	-0.31%	5.34%
% of Pupils Gaining 5+ Awards at Level 5		51.0	53.0	55.0	57.0	59.0	60.0	1.69%	17.65%
% of Pupils Gaining 5+ Awards at Level 6		26.0	27.0	29.0	31.0	33.0	34.0	3.03%	30.77%
% of Pupils from Deprived Areas Gaining 5+ at Level 5 (SIMD)		29.0	32.0	34.0	37.0	40.0	41.0	2.50%	41.38%
% of Pupils from Deprived Areas Gaining 5+ at Level 6 (SIMD)		10.0	11.0	14.0	14.0	15.0	16.0	6.67%	60.00%
Cost of "Children Looked After" in Residential Based Services per Child per Week	3091	3268	3112	3242	3264	3483	3404	-2.25%	10.13%
Gross Costs (Looked After Children in Residential) (£000s)	234848	243536	237265	247342	259540	267484	267133	-0.13%	13.75%
No. Of Children (residential)	1461	1433	1466	1467	1529	1477	1509	2.17%	3.29%
Cost of "Children Looked After" in a Community Setting per Child per Week	225	240	265	276	287	298	313	4.89%	38.85%
Gross Costs (Looked After Children in Community Setting) (£000s)	172978	184783	201009	202858	206708	214570	217713	1.46%	25.86%
No. Of Children (community)	14770	14815	14566	14133	13871	13840	13388	-3.27%	-9.36%
Balance of Care for LAC: % of children being looked after in the Community	91.0	91.2	90.9	90.6	90.1	90.4	89.9	-0.54%	-1.24%
% of Adults Satisfied with Local Schools	83.1		83.0	81.0	79.0	74.0	73.0	-1.35%	-12.15%

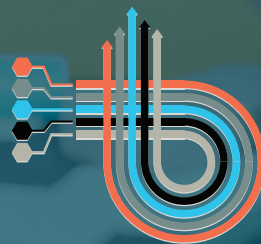
Proportion of Pupils Entering Positive Destinations		90.1	91.7	92.5	93.0	93.3	93.7	0.43%	4.00%
Overall Average Total Tariff		770	798	827	860	877	886	1.06%	15.13%
Average Total Tariff SIMD Quintile 1		478	510	551	581	603	624	3.5%	30.5%
Average Total Tariff SIMD Quintile 2		618	644	685	716	740	750	1.4%	21.4%
Average Total Tariff SIMD Quintile 3		759	788	816	851	864	880	1.9%	15.9%
Average Total Tariff SIMD Quintile 4		909	929	962	984	998	999	0.1%	9.9%
Average Total Tariff SIMD Quintile 5		1101	1134	1149	1185	1196	1207	0.9%	9.6%
Percentage of Children Meeting Developmental Milestones				70.9	71.6	72.4	66.1	-8.62%	-6.65%
Quality Ratings for Children's Provision	87.1	90.6	91.3	92.6	93.5	91.9	91.7	-0.26%	5.21%
Participation Rates for 16-19 year olds						90.4	91.1	0.77%	0.77%
Child Protection Re-registrations			6.47	6.77	6.75	6.17	6.46	0.29%	-0.01%
% LAC with more than 1 placement in the last year	21.1	21.4	21.2	21.9	21.4	20.7	21.2	2.44%	0.31%
School Attendance Rates				93.1	93.6	93.7	93.3	-0.43%	0.21%
School Attendance Rates (Looked After Children)					88.5	91.6	91.0	-0.66%	2.74%
School Exclusion Rates				40.0	32.8	27.2	26.8	-1.32%	-32.90%
School Exclusion Rates (Looked After Children)					184.5	94.3	79.9	-15.24%	-56.67%



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