








EDU Annual Indicators 2425

		Previous Years				Current Year			
Code	PI Title	2020/21	2021/22	2022/23	2023/24	2024/25			Latest Note
		Value	Value	Value	Value	Value	Target	Status	
ECS-BIP14-60-03	Percentage of pre-5 partnership providers evaluated in Social Care and Social Work Improvement Scotland (SCWIS) inspections as good or better using National Care Standards	100%	100%	93%	75%	92%	100%		92% of Funded Partnership providers are evaluated in Social Care and Social Work Improvement Scotland (SCWIS) inspections as good or better using National Care Standards. We currently have 24 early years providers with one new provider joining partnership in April 2025. We have a further 7 childminders in partnership.
EDU-BIP16-19-10	Difference between SQA tariff scores for SIMD 1 / 2 and SIMD 9 / 10 for school leavers	499	480	580	341	502	480		Officers continue to work with all schools to reduce this gap.
EDU-BIP16-19-11	Average achievement for Reading for Curriculum for Excellence across all Primary School stages	89	89	87	88	88	89		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2024/25 therefore refers to the Academic Year 2023/24. This performance measure is below target but remains above the national average.
EDU-BIP16-19-12	Average achievement of Reading for third/fourth level Curriculum for Excellence in Secondary Schools	99	99	99	97	96	99		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2024/25 therefore refers to the Academic Year 2023/24. This performance measure is below target but remains above the national average.
EDU-BIP16-19-13	Average achievement for Maths for Curriculum for Excellence across all Primary School stages	86	86	86	86	88	86		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2024/25 therefore refers to the Academic Year 2023/24. This performance measure is above target and above the national average.

		Previous Years				Current Year			
Code	PI Title	2020/21	2021/22	2022/23	2023/24	2024/25			Latest Note
		Value	Value	Value	Value	Value	Target	Status	
EDU-BIP16-19-14	Average achievement of Maths for third/fourth level Curriculum for Excellence in Secondary Schools	99	99	96	97	98	99		ACEL data is collected in June of each year, for the closing academic year. The data reported in Financial Year 2024/25 therefore refers to the Academic Year 2023/24. This performance measure is below target but remains above the national average.
EDU-SOL-CHN2	Cost per secondary school pupil	£7,927.00	£8,631.00	£7,988.55		£8,297.00			No target for this performance indicator. The figure for 2024/25 is a projected figure.

		Annual Status	Quarters					Annual		
Code	PI Title	2024/25	Q4 2023/24	Q1 2024/25	Q2 2024/25	Q3 2024/25	Q4 2024/25	2024/25		Latest Note
		Status	Value	Value	Value	Value	Value	Value	Target	
EDU-01-BIP-2	Attendance levels of Looked After Children attending all EDC schools	⚠️	86.8%	86.2%	82.9%	85.6%	84.5%	84.8%	87%	This data is based on the Looked After Children and Young People who have been looked after at home/away from home, by East Dunbartonshire Council.
EDU-02- BIP-2	Exclusion rates of Looked After Children attending all EDC schools	🛑	20	22.7	0	30.3	0	48.4	40	This information is based on the number of exclusion incidents per 1000 looked after pupils.
EDU-04-BIP-2	Number of parents participating in the Triple P programme	✅	230	209	193	147	136	366	180	Over the past year 366 families have been supported through bespoke 1 to 1 parenting interventions. 24 parents/cares participated in the <i>Triple P Fearless</i> group with 90% of parents completing the 6-week programme. 15 parents/cares attended the <i>Triple P</i> group with 96% completing the 6-week programme. 200 Requests for Assistance for 1 to 1 support were received from early years centres, schools, and multiagency partners, with a further 166 parents/carers self-referring. Evidence from self-referrals indicates that parents are seeking guidance to support their child’s additional support needs and anxiety.
EDU-05-BIP-2	% of those supported by employability programme into employment	🛑	44%	21%	25%	36%	35%	35%	40%	This figure is the cumulative figure for the year to date. This represents the % of individuals moving into employment from the Local Employability Partnerships programme of support and training funded as part of the Scottish Government No One Left Behind approach. Our new management information system (MIS) is now being fully utilised for employability performance and monitoring, and this has changed some our verification processes which has impacted on reported performance.

		Annual Status	Quarters					Annual		
Code	PI Title	2024/25	Q4 2023/24	Q1 2024/25	Q2 2024/25	Q3 2024/25	Q4 2024/25	2024/25		Latest Note
		Status	Value	Value	Value	Value	Value	Value	Target	
EDU-07-BIP-2	Attendance rates in secondary schools (%)	⚠️	90.62%	89.35%	92.3%	89.73%	91.58%	90.64%	92%	Officers continue to support schools to promote attendance.
EDU-08-BIP-2	Attendance rates in primary schools (%)	✅	94.37%	93.99%	96.22%	94.54%	95.5%	94.96%	92%	Officers continue to support schools to promote attendance.
EDU-09-BIP-2	Exclusion rates of young people in secondary schools (days lost)	✅	44	21	15	27	71.5	134.5	200	Officers will continue to support schools to reduce exclusions.
EDU-10-BIP-2	Exclusion rates of children in primary schools (days lost)	✅	17.5	16.5	4.5	13	14	48	80	Officers will continue to support schools to reduce exclusions.
EDU-11-BIP-2	Number of young people undertaking Wider Achievement Awards	❓	N/A	N/A	N/A	N/A	N/A	N/A	200	This indicator has been changed to annual measurement, based on the academic year. Therefore, the first data for this indicator will be available for Quarter 2 2025/26 (August 2025).


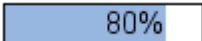
2(b) Absence Management


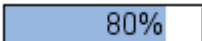
Percentage Absence		
	Education (non-teaching)	Council (excluding teachers)
Quarter 1	6.10%	6.31%
Quarter 2	4.40%	6.31%
Quarter 3	5.94%	7.31%
Quarter 4	6.35%	7.64%
Year End	5.69%	6.86%

Percentage Absence		
	Education (Teacher)	Council (including teachers)
Quarter 1	3.27%	5.37%
Quarter 2	1.98%	4.91%
Quarter 3	4.06%	6.25%
Quarter 4	4.76%	6.69%
Year End	3.49%	5.77%


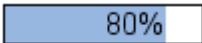
3. Progress on Business and Improvement Plans

Work has been ongoing throughout the year to address the improvement activities listed below. No specific measures were recorded in this format; however, progress has been recorded and is detailed in the SQR 2024 – 2025. Specific measures for 2025 – 2026 (ESP 2025 – 2028) have been defined and will be updated for the coming financial year.


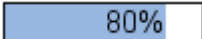
Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Raise awareness of human rights and the needs of every child	<p>Develop a learning system which is rights and needs based</p> <p>Established Pupil Forum groups as a mechanism for pupil voice in order to make improvements in policy for schools and the education service.</p> <p>Establish effective multi-agency links through Health and Social work to ensure pupil voice is influencing the Child's Plan when there is a requirement for integrated approaches to support for learners</p>			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>


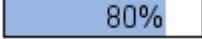
Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in children and young people's health and wellbeing	<p>. All children and young people in primary and secondary schools are supported through inclusive practices to support mental health and wellbeing</p> <p>. Children and young people will be supported by nurturing approaches in line with the nurture strategy.</p> <p>. Development of a mental health and wellbeing strategy in line with National Policy.</p> <p>. Development of a Relationships, Behaviour and Learning strategy.</p>			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>


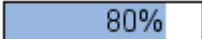
	<ul style="list-style-type: none"> . All children and young people continue to be supported through implementation of, 'Including Every Learner Policy Framework'. . Professional Learning in de-escalation and interventions is delivered to all school and early years establishments on a rolling programme. . Children with Autistic Spectrum Disorders are supported effectively in all educational establishments. . Increased uptake of physical activity across sectors. 					
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Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Closing the attainment gap between the most and least disadvantaged	<ul style="list-style-type: none"> . Raise attainment in literacy, numeracy and health and wellbeing through focused targeted interventions and pupil equity funding. . Further enhancement of family learning programmes to enhance children's learning and development. . Continue to enhance experiences and wellbeing of learners through implementation of Including Every Learner – promoting positive relationships and managing behaviour that challenges. . Secondary schools offer appropriate pathways in the senior phase to continue to sustain positive leaver destinations for identified pupils. . Trauma training will be implemented across all education staff (Centre staff and in schools and ELCs). 			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>

Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
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Improvement in employability skills and sustained, positive school leaver destinations for all young people	<ul style="list-style-type: none"> . Increase the uptake of vocational qualifications available to those in the senior phase. . Support all schools to continue to access virtual work placements or attendance at workplaces for this purpose . Sustain the percentage of young people in positive leaver destinations. . Ensure that all schools have an approach to the careers education standard in place. 			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>
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Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in attainment in literacy	<ul style="list-style-type: none"> . Continue to raise attainment in writing . Continue to raise attainment and enhance motivation in reading. . Improve understanding of standards and expectations within CfE Levels for listening and talking. . Develop moderation processes in literacy across levels . Support Secondary Schools to develop enhanced opportunities for literacy across learning. . Support Secondary schools to have an effective process for monitoring and tracking literacy in the broad general education. . Review and Update the Quality Improvement Policy 			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>

Area for Improvement	Improvement Activity	Status	Progress	Original Due Date	Current Timescale	Note
Improvement in attainment in numeracy	<ul style="list-style-type: none"> . Continue to raise attainment in numeracy and mathematics across all levels. . Develop moderation processes in numeracy and mathematics across all levels . Raising attainment in numeracy in targeted primary schools where there is a negative trend 			31-Mar-2026	31-Mar-2026	<p>The Service made very good progress with this priority and improvement activities.</p> <p>Refer to the Standards & Quality Report (SQR) 2024/25.</p>

	<ul style="list-style-type: none"> . Improve transitions across all sectors through cross sector and cluster working. . Attainment and achievement in early primary level will be enhanced by use of play pedagogy . Attainment and achievement in early primary levels will be enhanced by roll out of outdoor learning play pedagogy Review and Update the Quality Improvement Policy 					
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4. Financial Targets – Based on P10 Projections

Main Service Divisions	Annual Budget	Net Expenditure projected (subject to audit)	Annual Variation projected (subject to audit)	% variation	Narrative
	£'000	£'000	£'000		
Education	148,029	150,760	-2,731	-2%	Within Education there are many off setting variations which include staff savings, transport. school materials, agency costs and income. A full analysis can be found within the P10 Revenue monitoring report.
Skills for Learning Life & Work	1,012	987	-25	-3%	A small variation is expected within staffing costs.
Total	149,041	151,747	151,655	100%	

5. Stakeholder Engagement Activity

Title	Description	End Date	How the Information gathered has been used to Improve performance
Parental Involvement Strategy	All parents consulted as part of the review of the Parental Engagement Strategy.	November 2024	Views included in the process of devising the Parental Involvement Strategy.
Literacy Strategy	Parent Forum and practitioners from all sectors consulted in draft Literacy Strategy.	Ongoing	Views included in the process of devising the Literacy Strategy
Leadership Strategy	All staff across all sectors consulted to gather views on developing the Leadership Strategy.	Ongoing	Views included in the process of devising the Leadership Strategy
Early Years Consultation	Consulting with parents on all aspects of Early Years Provision.	October 2024	Views included in the process of devising the Early Years Delivery
Pupil Forum, My Voice, My Choice	Representatives from all schools on forum who are consulted on a regular basis in terms of EDC Education Service Improvement Priorities.	Ongoing	Pupil voice influencing school and local authority improvement priorities.

1. Improvement Activities

All improvement activities are set out in the Business and Improvement Plan 2025 – 2028 and Education Service Plan 2025 - 2028.

To drive forward continuous improvement, the Education Leadership Team has consulted with central officers and headteachers to design a new improvement strategy (IMAGINE). Building on existing strengths, this new improvement strategy will provide a structured framework to streamline approaches, ensuring ongoing developments within education and outcomes from continuous self-evaluation are effectively integrated into establishments across the authority.



All priorities are related to the Business Improvement Priorities. Although all performance indicators include elements within the seven priorities, a focus has been chosen for each for the purpose of reporting.

Areas Requiring Improvement	Improvement Activity	Timescales for Implementation
Placing the human rights and needs of every child and young person at the centre of education	IMAGINE Priority 1 - 7	By March 2026

Improvement in children and young people's health and wellbeing	IMAGINE Priority 6	By March 2026
Closing the attainment gap between the most and least disadvantaged	IMAGINE Priority 2 - 5	By March 2026
Improvement in skills and sustained, positive leaver destinations for young people	IMAGINE Priority 7	By March 2026
Improvement in attainment, particularly literacy and numeracy	IMAGINE Priority 2, 3 and 4	By March 2026

7. Current Delivery Focus

Key improvement actions have been identified through self-evaluation and consultation with all stakeholders. Strategic priorities are underpinned by clear improvement actions for the Education Service and Schools to take forward over the next 3 years.

In line with the IMAGINE Leadership Strategic Framework a Strategic Group will lead and manage each of the 7 identified priorities. These Strategic Groups will be overseen by an identified Quality Improvement Manager and led by an identified Headteacher. Membership of the Strategic Groups will include Quality Improvement Officers, Central Officers and a member of the Senior Leadership Team from all schools and standalone early year centres (EYCs).

Key priorities include:

- *Leadership*
- *Learning and Teaching*
- *Tracking and Monitoring*
- *Curriculum*
- *Partnerships*
- *Wellbeing and Inclusion*
- *Skills for learning, life and work*