

### Progress in delivery of strategic outcomes

The 2019/20 Education Service plan sets out to combine the indicators and actions of the NIF (National Improvement Framework). The NIF plan has been developed in line with the Single Midlothian Plan; the GIRFEC (Children's services plan 2017-2020) and the Education Service Plan (2019-20) and the South East Regional Collaborative (SEIC) Plan.

In August 2017, the following key requirements as outlined in the Education (Scotland) Act 2016 came into force: pupils experiencing inequalities of outcome; National Improvement Framework; Planning and Reporting. This National Improvement Plan for the Education Service provides a detailed narrative on the actions which were previously outlined in the Education service plan which was published in March 2018.

These duties related to the NIF in particular on education authority duties which are designed to enhance equity and support improvement within schools and across education authorities as provided for in the following statutory provisions. Therefore our priorities for 2019-20 to achieve our commitment to build achieving a World-Class Education Service, our self-evaluation processes have identified clear priorities for continued improvement. We have now transformed these priorities into clear plans of action, and agreed three main priorities areas for the 2019/20 are in line with the NIF. The four priorities going forward are:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leave destinations for all young people

#### **Priority 1 Improvement in attainment, particularly literacy and numeracy**

Information from Exam results was released by Scottish Executive in Q2 through the insight tool. This data has been analysed and individual Secondary SSR (Summary Statistical Report) have been created for each High School. These reports are informing attainment visits with Secondary headteachers in Q3.

#### **Highlights:**

##### **Literacy and Numeracy**

**S4** - 59% of S4 pupils attained level 5 numeracy, up 5% on last year and 4% above the virtual comparator. 71% of S4 pupils attained level 5 literacy, up 4% on last year and 1% above our virtual comparator.

**S5** - Pupils attaining Numeracy at level 4 & 5 has increased for the 3rd year running above the virtual and National comparator.

**S6** - Pupils attaining Level 5 & 6 literacy has increased from 2017/18 and shows a positive 3 year trend against the virtual comparator.

**A full attainment report will be completed and sent to Council in Q3 2018/19.**

#### **Priority 2 Closing the attainment gap between most and least disadvantaged children**

A range of stakeholders were consulted about the use of PEF in schools. Use of this funding in Midlothian has supported schools to enhance teaching, support and specialist staffing and apply a range of interventions to support learners to attain and achieve, with most schools using it specifically to raise attainment and increase participation, leading to wider achievement. Schools have also developed shared use of PEF, for example Newbattle schools have top sliced their resources to fund staff to support schools and children across the whole area.

#### **Early Learning and Childcare and Family Learning**

More than 2,000 three and four year old children in Midlothian received high quality early learning and childcare (ELC) provided by our growing team of committed early years staff.

Our vision sets out a quality universal provision and a family learning approach of high quality, multi-agency, child-centred provisions, tailored and responsive to the needs of the communities in which they sit. The vision brings

together the expertise of early learning and childcare professionals, detailed knowledge of our communities and the priorities of our Community Planning Partnership (CPP) of prevention, early intervention and community capacity building. We have revisited our ELC values with our new team in light of expansion in early learning and childcare to 1140 hours by 2020.

The restructured ELC team focuses on ensuring quality provision and we have created a database to identify priorities and target support appropriately and measure impact.

Key actions for the 2019/20 Period are:-

- New team staffing structure in place with focus on the Quality Standard that ensures appropriate leadership, support and challenge
- GIRFEC Early Years Group have clear plan in place
- Detailed calendar sent out to all ELC settings with overview of support activity for session
- 1140 Service Delivery Plan in place and on target
- Develop a provider neutral approach to LA support for ELC settings through the creation and implementation of an Early Years Support Offer
- The LA Offer details the why, what and how to ensure compliance with National Standard
- Service Improvement protocol created and shared with all ELC settings.
- Action plans and targeted support given to settings not meeting National Standard.
- Close working with SEIC EYs network, with membership of Senior Leadership group and all sub groups.

## **Good Time to Be 2**

An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC continues to ensure that we have families who take up this offer. In accordance with Scottish Government guidelines, we have introduced discretionary funding criteria, following a consultation with representative populations of parents, which means that the discretionary funding will be targeted at children "in need" (CYP Act 2014). The criteria was introduced in September 2019 meaning that families that are above the income threshold could now be approved for the funding if they meet one or more of the identified discretionary criteria. By the end of Q2, a total of 77 eligible 2 year olds have accessed a funded place this year. This figure is in line with the take up from last year (2018/19 Q2 was 81 children) but we expect it to rise over the next quarter with the introduction of the discretionary criteria and our communication strategy.

## **Expansion**

The council has now completed the fifth phase of piloting expanded hours places and by the end of the quarter, 1,205 expanded hour places were available in Midlothian. This works out to be 43% of the places available which is slightly above Scottish Government expectations (40% in August). To meet the increase in the number of staff required to deliver the entitlement in 2020, the council continues to support different routes into the profession. HNC training was offered to staff across the council, we now have four tranches of Modern Apprentices completing their training and Senior Childcare Development Workers and Childcare Development Workers were recruited directly. One further tranche of Modern Apprentices will be recruited in 2019/20 before the steady state level of recruitment is established under the new hours. Recruitment of early years' staff will continue at a high rate across Scotland at both local authority and funded provider settings as implementation proceeds. The Scottish Childminding Association have been contracted to support, train and bring into partnership childminders in Midlothian.

Planning for the early learning and childcare (ELC) expansion to 1140 hours per year is embedded within the Learning Estate Strategy to ensure a joined-up approach and enable maximum efficiency, as well as aligning short term plans with long term strategy. Overall the expansion plan will deliver 17% more places than the projection population of entitled children in 2020/21. This overprovision allows flexibility and choice for parents, for more children coming forward than expected (including children from other local authority areas), children taking up places in a different learning community to the one they live in, and an increase in deferrals from Primary 1.

To support ELC providers in the private and voluntary sectors to expand their capacities in readiness for the 2020 entitlement, £1.5 million has been made available through our funded provider's capital grant scheme. Seven projects, from six organisations and totalling 453 places and an indicated £1.3m of funding from the scheme, have been taken through to the next feasibility stage. Due to the variability of detail provided in the initial applications these projects are being funded to carry out a feasibility study to progress the projects to the point where there have certified programmes of works with costs, planning permission and building warrant. The additional capacity at funded providers enabled through the capital grant scheme represents a significant proportion of the places required to successfully deliver the expansion as well as considerably enhancing the flexibility and choice available to parents.

Projects of note which have just opened or are opening shortly include Vogrie Outdoor Early Learning and Childcare Setting and Scots Corner Early Learning and Childcare Setting. Vogrie Outdoor ELC is the Council's first fully

outdoor nursery and has received considerable national and international interest. Many sections of the council have been involved in helping get the setting open including but not limited to Planning, Property, Maintenance, Health and Safety, Catering, Facilities as well as the Care Inspectorate and Thrive. The ELC provision at Scots corner is developing in partnership with the MoD in order to facilitate a setting that is run by the council in one section of the building that is run and managed by the 2 SCOTS Unit Welfare team. This unique setting will work closely with families to develop our family learning approach and challenge and develop current areas of practice in supporting Armed Forces families throughout their early learning journey and beyond. The setting will open in early 2020. The development of the ELC and the partnerships that have enabled it to progress are excellent examples of the Armed Forces Covenant in action in Midlothian.

### **Newbattle Summer Programme**

Over the summer, the Newbattle learning community (PEF funded project) delivered a summer programme with a focus on providing food, physical activity and creative arts activities. The programme was supported by 47 staff and 8 volunteers from a wide range of services. Life Long Learning and Employability and Empowering Families Partnership jointly planned, applied for funding and led programme alongside HSP staff team. Partnership working was essential to deliver the holistic interventions. 24 Partners provided a one stop shop through a “Marketplace”, giving parents daily support around what mattered to them most. In total, 264 people attended; 176 children (52 under 5s and 41 with additional support needs) from 74 families. During the four week programme, 2340 lunches were served helping to combat holiday hunger.

### **Priority 3 Improvement in children and young people’s health and wellbeing**

#### **Exclusions**

By the end of June Primary Exclusions 2019 stood at 117 exclusion incidents. Secondary Exclusions stood at 248 exclusion incidents. At this point this is an overall 10% reduction across Primary and Secondary compared to the same time last year. Secondary schools reduction at over 12 % with compared to last year. The table below outlines the 3 years trend for both exclusions and attendance

<b>School Type</b>	<b>Attendance 18/19</b>	<b>Exclusions per 1,000 18/19</b>	<b>Attendance 17/18</b>	<b>Exclusions per 1,000 17/18</b>	<b>Attendance 16/17</b>	<b>Exclusions per 1,000 16/17</b>
<b>Primary</b>	94.46%	6.4	94.32%	6.57	94.74%	9.72
<b>Secondary</b>	89.92%	25.4	89.84%	37.75	90.10%	38.01

There is a continued trend of reducing school exclusions in Midlothian. An evaluation and review of the Inclusion and Wellbeing Service to support all schools was conducted with subsequent recommendations put into place where possible in the interim in this academic year. This in conjunction with new government legislation has aided schools in reducing exclusions along with Midlothian Council focussed training, support and new documents rolled out across the authority and CIRCLE document to support inclusion. Secondary Schools have made great strides in reducing exclusions this academic year. LAC exclusions continue to be a focus for scrutiny with a reduction overall in this area.

In session 19/20 each Secondary School will receive further support and challenge around reducing these numbers further. This along with the full implementation of the recommendations of the inclusion and wellbeing service review will ensure continued progress.

#### **Attendance**

Attendance rates in 2018/19 for Primary were similar to last session but slightly down on the previous three years 2013-2015. Secondary school attendance has been lower for the last two sessions, dropping 3% since 2012. Attendance continues to be a focus for improvement with work focussing on developing with schools and Children Services an attendance strategy that is reactive to our analysis of the key factors affecting pupil attendance in the wide ranging contexts within Midlothian.

A strategy for improving attendance has been launched by the Principal Educational Psychologist as the lead officer. Universal and targeted approaches to improving school attendance have been planned beginning with an audit of what attendance and mental health initiatives are already in place within schools in Midlothian. Training to secondary DHTs on SEEMIS has been delivered, regular data on trends is provided to schools where requested, and common themes within primary schools where there has been improved attendance over the past four years have been identified. A professional learning event is planned to bring together Education staff and partners to look at practical

ways to improve attendance, share good practice and highlight success in this area. Joint work between the Educational Psychology Service and Children and Families is underway to explore case studies of children who are looked after at home and their school attendance. The result of this work is that the attendance policy is being more consistently followed.

An attendance strategy and scrutiny group has been established and lead by the Principal Educational Psychologist. A well-established Secondary DHT Pupil support network also work with senior staff to address attendance and exclusion issues. A focus on 0% attendance following every holiday to ensure there are no Children missing from Education.

## **Communities and Lifelong Learning**

### **Youth Work**

Youth work programme is now fully operational for 2019/2020, and there is a youth work offer from age 8 to 18 in all school clusters. All youth clubs are offered at low or no cost, with programming and reviewing planned with the young people. Attendance in all of the youth clubs are at a very high level. XX number of weekly attendees and include Duke of Edinburgh Groups, Cooking Groups, Friday night diversionary work and targeted youth work.

A very successful Midlothian Young people Awards Ceremony took place in September with over 50 young people being nominated, celebrating the contribution and achievements of young people.

The Focus Team which work with learners who have additional support need results from April 2019- till now are 39 people moved into Employment, education or training with a further 6 going into volunteering

### **Adult learning performance stats:**

2018/19

Learning Opportunities offered – 403

Number of engagements – 3984

Outcomes – 120 (these will include qualifications achieved in Nat 5 Maths, Higher English and Nat 5 Early Education & Childcare)

2019/20 (so far)

Learning Opportunities offered – 103

Number of Engagements – 1807

Outcomes – 52 (these will include Nat 5 Maths results)

Types of courses offered include:

Nat 5 Maths, Higher English, Health Issues in the Community, Early Education & Childcare, Digital Cooking on a Budget, Digital Skills for Life & Work, Cr&egrave;che Worker Training, Introduction to Health and Social Care, Midlothian Wide Family Summer Programme

There are currently 98 modern apprentices on our apprenticeship programme, including 55 on Midlothian Child Care as part of the early years expansion. In year one of the Foundation apprentice offer, there are 44 young people engaging in this programme. In the Employability Fund, there are 8 participants in the sector based academy which is a full time 6 week programme for learners who were previously unemployed. This programme provides them with learning, work experience and an guarantee job interview. We have secured funding for 20 places for Sector Based Academies this year.

Midlothian and East Lothian are midpoint of a joint pilot offer to young people interested in the construction industry, offering National 4/5 in Construction Trades. This allows young people to attend learning in their own community, addressing a learning gap in both authorise. In additional there an average of 40 Midlothian young people attending the construction courses from Midlothian Schools.

The Community Benefits Working Group have purchased the Cenefits System, and a pilot with the Ogilvie's Builders regarding monitor the community benefits gained for residents of Midlothian.

Communities and Lifelong Learnings only work experience worker has supported, health and safety checked and approved 342 young people Work Experience placements with a further 265 young people approved to attend by November.

## Challenges and Risks

Embed the changes to Higher qualifications: There is a risk that Higher results will be affected next year as a result of new SQA Examination arrangements for Highers at S5 and S6. This will need to be mitigated through close monitoring of pupil progress in schools and work with Curriculum PT and SQA coordinators to gain intelligence of any issues around changes to coursework and the effect of increased exam content.

Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year at both school and central points.

Further reduction in Devolved School Management (DSM) for schools which was implemented from April 2019 which will further reduce teacher numbers. This will impact on the choices for curricular options in Senior phase at Secondary schools and on absence cover.

Ongoing low uptake of Music instruction which could mean further financial issues going forward for the education budget if as predicted we continue to have a shortfall in income.

Reduction in central staff to ensure that schools are improving outcomes for learners and possible Inspection being graded poorer.

Ensuring the reduction in Communities and LLE (now merged and called Communities and Lifelong Learning) still meets the statutory requirements of delivering an adequate and efficient service.

Rate of demographic growth particularly in the early years and primary school rolls. Keep on track with the learning estate strategy across the council which is challenging due to less staff.

Ongoing work to prepare for the implementation of 1140 hours by 2020: One of the major challenges of the expansion will be the recruitment and training of sufficient staff, by the Council and also across our partner providers, particularly as all other local authorities will be doing the same at the same time.

Full implementation of the new Education (Scotland) act 2015 including preparing primary schools for the full implementation of 25hrs and Gaelic provision; and the requirements of the NIF as new reporting measures come into force.

The potential impact from Brexit could effect employability funding which supports elements of Education especially the third sector.

# Education



## Successes and Challenges

Corporate Performance Indicators (latest)

5 8 0 6

Service Plan Actions (latest)

0 15

Service Plan PIs (latest)

3 5 0 1

Service Risks (latest)

7

**Corporate PIs Off Target as at 31st October 2019**

PIs 5

% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)

% of internal/external audit actions progressing on target.

Average time in working days to respond to complaints at stage 1

Percentage of complaints at stage 1 complete within 5 working days

Percentage of complaints at stage 2 complete within 20 working days

**Service Plan Actions Off Target as at 31st October 2019**

Actions 0

**No Actions Off Target**

**Service Plan PIs Off Target as at 31st October 2019**

PIs 3

Improve Secondary School Attendance

Percentage of Midlothian Care Experienced school leavers progressing to positive destinations

Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.

**High Risks as at 31st October 2019**

Risks 1

**6 Risks at Medium and 1 at High**

School Capacities/Catchment Areas/Demand for Pupil Places

Key PIs  
 Off Target  
 On Target  
 Data Only Indicator  
 Data is not yet available

Key Actions  
 Off Target  
 On Target/Complete  
 Data is not yet available

Key PIs  
 Off Target  
 On Target  
 Data Only Indicator  
 Data is not yet available

Key Risks  
 High Risk / Medium Risk  
 Data is not yet available

# Education PI summary 2019/20



## Making the Best Use of our Resources

Priorities	Indicator	2018/19	Q2 2018/19	Q1 2019/20	Q2 2019/20				Annual Target 2019/20	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£89.188m	£92.930m	£98.497m	£98.997m		Q2 19/20: On Target				
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.82	1.89	1.82	2.66		Q2 19/20: On Target		5	Number of days lost	4,982.9
										Number of FTE in service	1,876.05

## Corporate Health

Priorities	Indicator	2018/19	Q2 2018/19	Q1 2019/20	Q2 2019/20				Annual Target 2019/20	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
03. Complete all service priorities	% of service priorities on target / completed, of the total number	100%	80%	100%	100%		Q2 19/20: On Target		90%	Number of divisional & corporate priority actions	15
										Number of divisional & corporate priority actions on tgt/completed	15
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	97%	96%	95%		Q2 19/20: On Target		93%	Number received (cumulative)	6,156
										Number paid within 30 days (cumulative)	5,835
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	50%	50%	25%	62.5%		Q2 19/20: Off Target Improvement plans are in place to address off target indicators.		90%	Number on tgt/complete	5
										Total number of PI's	8
06. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%		Q2 19/20: On Target All risks have been reviewed in Q2		100%	Number of high risks reviewed in the last quarter	1
										Number of high risks	1













## Improving for the Future

Priorities	Indicator	2018/ 19	Q2 2018/ 19	Q1 2019/ 20	Q2 2019/20				Annual Target 2019/ 20	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
07. Implement improvement plans	% of internal/external audit actions progressing on target.	0%	100%	100%	66.67 %		<b>Q2 19/20:</b> Two actions off target will be monitored through PEF reporting.		90%	Number of internal/external audit actions on target or complete	4
										Number of internal/external audit actions in progress	6








# Education Complaints Indicator Summary





## Commitment to valuing complaints

Indicator	2018/19	Q2 2018/19	Q1 2019/20	Q2 2019/20			Annual Target 2019/20
	Value	Value	Value	Value	Status	Note	
Number of complaints received (quarterly)	62	27	14	22		Q2 19/20: Data only	
Number of complaints closed in the year	61	23	13	19		Q2 19/20: Data only	
Number of complaints upheld (quarterly)	7	5	1	0		Q2 19/20: Data only	
Number of complaints partially upheld (quarterly)	18	8	1	2		Q2 19/20: Data only	
Number of complaints not upheld (quarterly)	32	9	9	15		Q2 19/20: Data only	
Average time in working days to respond to complaints at stage 1	8.07	10.94	3.55	6.57		Q2 19/20: Off Target Due to holiday period.	5
Average time in working days to respond to complaints at stage 2	23.38	26.5	32	16.5		Q2 19/20: On Target	20
Average time in working days for a full response for escalated complaints	27.86	45.33	10	12		Q2 19/20: On Target	20
Percentage of complaints at stage 1 complete within 5 working days	60.87%	66.67%	72.73%	78.57%		Q2 19/20: Off Target Due to holiday period.	95%
Percentage of complaints at stage 2 complete within 20 working days	62.5%	100%	0%	75%		Q2 19/20: Off Target Due to holiday period.	95%
Percentage of complaints escalated and complete within 20 working days	71.43%	66.67%	100%	100%		Q2 19/20: On Target	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	2	0	0	0		Q2 19/20: Data only	




## 01. Improvement in Primary attainment



Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.1.1	To bring CFE levels in line with the National average in Literacy and Numeracy by the end of P1, P4 and P7	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b> 2018/19 results in CfE (Curriculum for Excellence) are broadly the same as in 2017/18 with Listening and Talking, Numeracy and Writing showing slight increases, Reading has shown a slight reduction across all stages. These figures helped inform attainment visits with all Schools which were undertaken in Q1 and this involved robust conversations in relation to tracking and monitoring to improve outcomes for all learners.</p> <p>There is also an emphasis on improving moderation activities to ensure validity and reliability of CfE data and ensuring planned learning and assessment is leading to improved challenge and progression.</p> <p>All Schools now have access to the BGE (Broad General Education) benchmarking tool to work on local analysis and find comparator Schools.</p>
E.P.1.2	All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b> Insight data on SQA results has been analysed and meetings with Secondary Schools are planned before the end of Q3.</p>
E.P.1.3	100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b> All schools have now submitted their Quality Assurance calendars. These have been monitored centrally and feedback has been given where necessary changes have been required.</p>
E.P.1.4	That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b> The Education Support Officer has reviewed SQIPs to identify schools undertaking practitioner enquiry and is providing support and training. The Leadership and Professional Learning SEIC Workstream led by Midlothian hosted a practitioner enquiry workshop for 120 delegates from across the SEIC to share proactive and encourage participation.</p>
E.P.1.5	Maximising the tariff scores for all learners in the Senior Phase	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b> Work is ongoing with secondaries to maximise tariff scores across the whole School roll with particular focus upon reducing inequalities in LAC/LAAC and ASN cohorts. Meetings with Secondary Schools are planned before the end of Q3.</p>

## 02. Closing the attainment gap between most and least disadvantaged children


Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.2.1	Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b></p> <p>Key actions to drive forward the reduction in inequalities in the outcomes of learning in our population are:-</p> <ul style="list-style-type: none"> <li>- Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap</li> <li>- Ensure Pupil Equity Fund funding is used to effectively and measurably close the attainment gap</li> <li>- Monitor the impact of PEF, through individual school PEF plans and school visits</li> </ul> <p>All above actions continue. Midlothian has just been given a full time Attainment Advisor whose role is to support the authority to close the poverty related attainment gap. She starts on 24 October and will enhance the above to ensure that strategies are adopted to raise attainment for those living in SIMD 1 and 2.</p>
E.P.2.2	Increase % of young people achieving National Qualifications at Levels 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b></p> <p>Information from insight will create benchmarks for target setting, the VHT will then look to support an increase in these figures.</p>
E.P.2.3	Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b></p> <p>Plans for 2019/20 School year are in place for promotion of Cost of the School Day delivery throughout the School estate. Main actions points are:-</p> <ul style="list-style-type: none"> <li>- Monitor the impact of PEF, through individual school PEF plans and school visits</li> <li>- Focused work will continue on Cost of the School Day</li> <li>- All schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool</li> </ul>
E.P.2.4	Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.	31-Mar-2020		50%	<p><b>Q2 19/20: On Target</b></p> <p>Education service have been fully involved in the development of the Local Child poverty action plan, all schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool.</p> <ul style="list-style-type: none"> <li>- Schools will be represented on the Child Poverty Action Group</li> <li>- Awareness will be raised with Parent Councils re Participatory Budgeting and Period Poverty</li> <li>- PEF plans will contain a priority on Period Poverty and robust actions to reduce the cost of the school day</li> <li>- Equity and Excellence leads in targeted settings share progress across LA</li> <li>- Establish a family learning approach to early years services that promotes a positive attitude to lifelong learning, encourages socio-economic resilience and challenges educational disadvantages.</li> </ul>

### 03. Improvement in children and young people's health and wellbeing











Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.3.1	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2020		25%	<p><b>Q2 19/20:</b> On Target</p> <ul style="list-style-type: none"> <li>- Funded provider payment rate increased (40p per hour to include meals)</li> <li>- Increased number of eligible 2s receiving pilot 1140 hour places</li> <li>- Introduced discretionary criteria</li> <li>- Involved in Pan Lothian working group to increase take up in partnership with health and neighbouring authorities</li> <li>- Stake holder communication – met with CAB, Job Centre, Social Security Scotland, MVA, MSS, Play Therapy and colleagues across the council</li> <li>- Parental communication</li> </ul> <p>Social media campaign            Attended community events            Attended community based training courses            Stalls at Implemented new process to speed up the application process</p>
E.P.3.2	The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.	31-Mar-2020		25%	<p><b>Q2 19/20:</b> On Target</p> <p>Comprehensive action plans are in place across Schools to deliver appropriate assessments in the 2019/20 School year.            Key actions to take forward are:-            New EPS service delivery model planned, consulted on with stakeholders and implemented            LAC EP post developed to support children Looked After at home, young people and staff in residential units and dissemination of LAC research            Continuation of EPS casework evaluation for LAC</p> <p>Continue program of Enhanced provision reviews in session 19/20.            Develop additional Midlothian Council Provision to support identified gap based in PHS.            Roll out training program for support staff.            Monitor and evaluate impact of Circle roll out.            Ensure smooth transition from primary to secondary through early identification of pupils with higher needs Utilise SLAs to provide training to build staff capacity.</p>
E.P.3.3	Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences	31-Mar-2020		50%	<p><b>Q2 19/20:</b> On Target</p> <p>Focus on inclusion is a key indicator for the 2019/20 School year.            Key actions to take forward are:-</p> <ul style="list-style-type: none"> <li>- Deliver Professional Learning Event for improving attendance</li> <li>- Conduct joint visits to High schools (Attendance and Exclusions)</li> <li>- Provide bespoke data to schools</li> <li>- Continue attendance case study work with LAC at home reviewing officer</li> <li>- Develop strategy to drill down data with schools which have a negative trend in attendance</li> <li>- Develop authority wide information regarding attendance for staff, students and parents</li> <li>- Relaunch attendance procedures and codes in line with SEEMIS codes</li> </ul>

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.3.4	Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager	31-Mar-2020		50%	<b>Q2 19/20: On Target</b> Focus on inclusion is a key indicator for the 2019/20 School year. Key actions to take forward are:- Deliver Professional Learning Event for improving attendance Conduct joint visits to High schools (Attendance and Exclusions) and follow up in January to evaluate progress. Provide bespoke data to schools Continue attendance case study work with LAC at home reviewing officer Develop strategy to drill down data with schools which have a negative trend in attendance Develop authority wide information regarding attendance for staff, students and parents Relaunch attendance procedures and codes in line with SEEMIS codes.
E.P.3.5	Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding	31-Mar-2020		50%	<b>Q2 19/20: On Target</b> The main objective of the test of change is that, by December 2021, "ten local primary schools will have been supported to become trauma informed communities able to support positive mental health and wellbeing in Midlothian's children and young people". This test of change involves a three-pronged trauma-informed approach in primary schools, namely support to staff, families and the communities.









#### 04. Improvement in employability skills and sustained positive school leaver destinations for all young people

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.4.1	Improvement in employability skills and sustained positive school leaver destinations for all young people	31-Mar-2020		50%	<b>Q2 19/20: On Target</b> - Targeted weekly data sheet analysis priority for all "unknowns" including door knocking - Allocation of all cases, with full employability assessment within 2 weeks Continue to support the hardest to reach young people with an educational offer to 56 young people from the PAVE programmes - Increase in the number of staff trained to monitor and deliver the MA and FA in early years and child care. - First cohort completion (2019) will be part of the review and self-evaluation for future recruitment and contract bids. - Continue to be above the Scottish average form completion for these contracts. - Increase the work with Secondary Schools to introduce family learning as part of the C and LLL offer - Increase volunteers to support and deliver literacy and Numeracy in adults - Maintain current ESOL provision and continue to support refugees into the local communities.


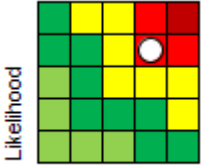
## 03. Improvement in children and young people's health and wellbeing

PI Code	PI	2018/19	Q2 2018/19	Q1 2019/20	Q2 2019/20			Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Status	Short Trend		
BS.E.P.1.1f	Reduce exclusions in Primary schools (Rate per 1,000)	94	13	16.1	1.87			<b>Q2 19/20:</b> On Target Exclusion rate per 1,000 Primary pupils at the end of the Q2 2019/20 School year was 1.87 (17 exclusions). Comprehensive plans in place to reduce Primary Exclusion below 15 per 1,000 for the 2019/20 School year.	15
BS.E.P.1.1g	Reduce exclusions in Secondary schools (Rate per 1,000)	210	23	52.9	2.81			<b>Q2 19/20:</b> On Target Exclusion rate per 1,000 Secondary pupils at the end of Q2 2019/20 School year was 2.81 (15 exclusions). Comprehensive plans in place to reduce Secondary Exclusion below 40 per 1,000 for the 2019/20 School year.	40
BS.E.P.1.1d	Improve Primary School attendance	94.86%	95.5%	94.7%	95.83%			<b>Q2 19/20:</b> On Target	95%
BS.E.P.1.1e	Improve Secondary School Attendance	89.34%	91.1%	89.2%	90.78%			<b>Q2 19/20:</b> Off Target Attendance rate for Secondary pupils at the end of Q2 2019/20 School year was 90.78%. Comprehensive plans are in place to increase Secondary attendance to 91.5% for the 2019/20 School year.	91.5%
E.P.3.1a	Number of eligible 2 year olds in receipt of Early Learning and Child Care	184	179	191	180			<b>Q2 19/20:</b> Data Only	


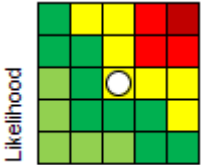

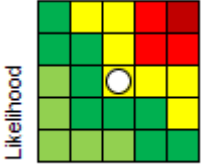

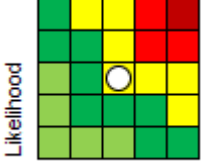

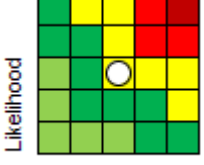
**04. Improvement in employability skills and sustained positive school leaver destinations for all young people**


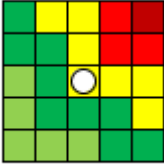

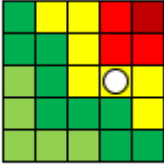
PI Code	PI	2018/19	Q2 2018/19	Q1 2019/20	Q2 2019/20			Annual Target 2019/20	Benchmark	
		Value	Value	Value	Value	Status	Short Trend			Note
E.P.4.1d	Deliver adult literacy & numeracy and family learning services	94.35%	N/A	25%	50%			<p><b>Q2 19/20:</b> On Target</p> <p>A far reaching plan has been developed between LLE and Secondaries to introduce family learning as part of the Curriculum and Lifelong Learning. LLE are working to increase volunteers to support and deliver literacy and numeracy in adults and maintain current ESOL provision and continue to support refugees into the local communities.</p>	100%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
E.P.4.1e	Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets	46%	N/A	25%	50%			<p><b>Q2 19/20:</b> On Target</p>	100%	
E.P.4.1a	Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.	94.35%	N/A	94.35%	94.35%			<p><b>Q2 19/20:</b> Off Target</p> <p>Information on 2018/19 School leavers will be available in Q3. 94.35% of School leavers in 17/18 secured an initial positive destination. The 2019 Annual participation measure showed that of the 3,729 16-19 year olds in Midlothian 92.9% were in education, employment or training and personal development.</p>	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national benchmarking data)
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	69.23%	N/A	69.23%	69.23%			<p><b>Q2 19/20:</b> Off Target</p> <p>9 of 13 Care experienced young people progressed to positive destination upon leaving School in 2017/18. Aspirational target is to match the overall School leaver cohort figure.</p>	94.35%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up

# Education Service Risks

Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
ED.RR.01-03 School Capacities/Catchment Areas/Demand for Pupil Places	<p><b>Risk cause:</b> Increased population through local development, Midlothian fastest growing Council area in Scotland.</p> <p><b>Risk Event:</b> Increase in pupil numbers in specific localities.</p> <p><b>Risk Effect:</b> School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.</p>	<p>The main internal controls centre on service planning within the Education Service Plans e.g. (1) Midlothian Local Development Plan, (2) Review of school catchment areas and (3) Annual review of maximum pupil intake for primary and secondary schools. (4) School Estate Management Plan.</p> <p>In addition: Extensive planning, further consultation. An options appraisal is developed for each school and ways f/wd agreed. Ongoing review of nursery provision undertaken with proposals to address any shortfall in provision. Additional Partner providers brought on to supplement provision made by Midlothian Council.</p>		Progress school catchment review programme	<b>Q1 17/18:</b> Completed. The backlog of school catchment reviews has been addressed and the programme is now focused on addressing the requirements for increased school capacity resulting from population growth.	 <p>Likelihood</p> <p>Impact</p>	16



Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
ED.RR.01-16 Data Protection and Information Management	Heads of Service invited to review their controls in relation to IM and DP	Compliance with demands of the Corporate and Divisional Information Management Groups. Comprehensive staff training and awareness.		Information Management Governance	<b>18/19:</b> On Target GDPR training and Information management training has been rolled out across the Service, Information Asset register in place for all Schools and central teams. Data breaches are reported through Information Management Group (IMG)	 Likelihood Impact	9
ED.RR.01-18 ASP - CSP Challenge & Exclusion	This risk relates to the exclusion of young people from school	01 - Publication of Exclusion guidelines 02 - National Policy to follow 03 - GIRFEC intervention 04 - Midlothian Exclusion Policy 05 - Exclusion guidelines reviewed		Inclusion	<b>18/19:</b> New inclusion policy will be in place from August 19	 Likelihood Impact	9
ED.RR.01-21 State of School Buildings	Risk arising from having some school accommodation that is modern and other accommodation which is not. Avoidance of 'two-tiered' education.	The main internal controls centre on condition surveys, property service maintenance budgets and inspections, limited DSM budgets, Schools Plus Programme, PPP1 and 2 help desks, maintenance and life-cycle costing, SFT project for the replacement of Lasswade HS, SEMP and Schools Plus Programme.		Learning Estate Strategy	<b>18/19:</b> On Target Learning Estate strategy will identify buildings that require refurbishment but the affordability gap will be the main issue.	 Likelihood Impact	9
ED.RR.01-22 Teacher recruitment/retention	The risk includes shortages of teachers in certain subject areas and management posts at PT, DHT, and HT levels	The main internal controls centre on monitoring of available supply cover teaching staff, monitoring of level of application for vacant posts at both class teacher and management levels,				 Likelihood Impact	9

Code & Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score
		support programmes to ensure that student teachers and Newly Qualified Teachers have positive experiences in Midlothian schools and targeted recruitment campaigns for areas where there is a shortage of qualified and available staff					
ED.RR.01-26 Positive Destinations	Failure to achieve better than our previous best in positive destinations.			Service review	<b>18/19:</b> Lifelong learning and Communities staff reduction may impact in this area. We will need to prioritise workload to ensure we meet the Community Learning Development and Community empowerment regulations.		9
ED.RR.01-27 Teacher Numbers	Failure to meet commitment made to Scottish Government to maintain teacher numbers and pupil:teacher ratios in our schools.			Pupil Teacher Ratio	<b>18/19:</b> Due to budget cuts and the impact on teaching staff we are at high risk of not meeting the Pupil Teacher Ratio in the future.		12

# Local Government Benchmarking Framework – Education



## Children's Services

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,237.21	£5,294.45	£5,161.11	£5,036.56	£4,938.13	£4,822.58	£4,963.55	£5,120.37	17/18 Rank 19 (Third Quartile). 16/17 Rank 15 (Second Quartile). 15/16 Rank 14 (Second Quartile). 14/15 Rank 19 (Third Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,898.49	£6,840.11	£6,775.77	£6,722.65	£6,686.45	£6,525.17	£6,818.93	£6,941.53	17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,763.58	£3,267.90	£3,325.82	£3,191.97	£3,037.55	£3,705.18	£4,464.51	£4,295.59	17/18 Rank 15 (Second Quartile). 16/17 Rank 18 (Third Quartile). 15/16 Rank 10 (Second Quartile). 14/15 Rank 9 (Second Quartile).
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	New for 2011/12	48%	50%	50%	54%	58%	54%	58%	17/18 Rank 25 (Bottom Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 19 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	20%	21%	26%	24%	29%	26%	30%	17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	New for 2011/12	26%	35%	34%	39%	37%	43%	47%	17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	5%	9%	14%	10%	12%	9%	17%	17/18 Rank 12 (Second Quartile). 16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile). 14/15 Rank 21 (Third Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%	N/A	82%	81.93%	79.33%	78%	78.33%	78.67%	17/18 Rank 10 (Second Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.8%	89.2%	94.2%	93.4%	95.1%	94.7%	94.4%	17/18 Rank 16 (Second Quartile) 16/17 Rank 9 (Second Quartile) 15/16 Rank 4 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)	New for 2011/12	715.87	752.09	753.86	787.49	888.82	801	832	17/18 Rank 25 (Bottom Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	New for 2011/12	422	544	501	493	581	576	653	17/18 Rank 11 (Second Quartile). 16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)	New for 2011/12	541	541	537	572	697	719	699	17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	New for 2011/12	727	669	783	842	850	789	847	17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)	New for 2011/12	848	922	895	854	1,042	921	965	17/18 Rank 23 (Third Quartile). 16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	New for 2011/12	1,038	1,067	1,029	1,098	1,227	1,038	1,149	17/18 Rank 20 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN17	Percentage of children meeting developmental milestones	New for 2013/14			81.18%	85.76%	85.82%	79.62%	83.43%	17/18 Rank 2 (Top Quartile) 16/17 Rank 4 (Top Quartile). 15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
CHN18	Percentage of funded early years provision which is graded good/better	New for 2011/12	97.3%	92.1%	90.9%	90%	90%	90.7%	91.38%	17/18 Rank 19 (Third Quartile). 16/17 Rank 21 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils)	93	N/A	93.2	N/A	93	N/A	92.6	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children')	New for 2012/13		86.55	N/A	88.35	N/A	89.12	N/A	16/17 Rank 27 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06	N/A	37	N/A	40.2	N/A	44.35	N/A	16/17 Rank 31 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')	New for 2012/13		212.12	N/A	188.24	N/A	135.14	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)	New for 2015/16					88.7	93.6	94.3	17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).