

Progress in delivery of strategic outcomes

Ensuring Excellence and Equity for All Learners

The Education Service Plan sets out 4 key priorities aligned to the Council's strategic priorities to reduce inequalities in learning outcomes, health outcomes and economic circumstance.

This report draws together and summarises the key successes and positive progress made to deliver improved outcomes for children and young people across all 4 key priority areas.

Council Strategic Priority: Reducing inequalities in learning outcomes

Education Service Priority 1 - Improvement in attainment, particularly literacy and numeracy

E.P.1.1. Bring attainment in line with the national average in literacy and numeracy by the end of P1, P4 and P7 where they are not yet at that level and where CfE levels are in line with the national average aim to reach the national stretch aim of 90% of pupils achieving the relevant level in every measure

Nationally, the latest achievement of a CfE level data shows that between 70-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking.

In Midlothian Council, the latest achievement of a level data shows that most, over 80% of our P1 pupils, achieved the expected level in numeracy, reading, writing and listening and talking. At P4, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, reading, writing and listening and talking. At P7, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, writing and listening and talking with the majority (69.68%) achieving the expected level in reading.

The majority of Primaries have all 4 indicators greater than 70%, of these a minority are reaching their stretch aim of 90%

All Secondaries have all 4 indicators greater than 70%, of these a minority are meeting the stretch aim of 90%

E.P.1.2 All secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator

Information from insight shows Midlothian pupils in S4 achieving above their virtual comparator in Level 3 Literacy and Numeracy, Level 4 Literacy is the same as the virtual comparator and Numeracy is above.

The next release of data from insight (available in Q4) will highlight all leavers in the 2018/19 year.

E.P.1.3 100% of schools have a self-evaluation calendar that reflects moderation, tracking and assessment and shared classroom experiences that involve all practitioners and learners

All our schools have in place a self-evaluation calendar and work is now underway to evaluate the impact of the self-evaluation activity in raising attainment and closing the poverty related attainment gap.

E.P.1.4 That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools

It is envisaged that practitioner enquiry will become an integral aspect of the day-to-day practice of teachers and other education professionals (General Teaching Council for Scotland). It is argued that teachers who engage in research have a better understanding of their practice and ways to improve it. Practitioner enquiry can play a major part in making change more sustainable and have greater impact on improving outcomes for our learners.

Midlothian schools are making good progress in embedding practitioner enquiry as an integral part of professional learning and development and improvement methodology. An audit identified that all schools in Midlothian included practitioner enquiry within their School Improvement Plan. The SEIC In service Day provided an in depth look at the What, Why and the How of Practitioner Enquiry with Midlothian teachers making up 68% of the delegate list. Further support and knowledge will be drawn from our SEIC Research School, Woodburn Primary School, and links with Learning Schools, Pedagogy Pioneers and SEIC Associates will further strengthen our improvement agenda. The impact upon learners will be evaluated and reported on at Q4.

E.P.1.5 Maximising the tariff scores for all learners in the senior phase

All secondary schools continue to review the curricular offer within the senior phase to ensure young people can access a broader range of opportunities, courses and qualifications to meet their needs and aspirations. For example, the Foundation Apprenticeship programme is expanding across our schools offering young people the opportunity to undertake qualifications at SCQF level 6 (Higher level) that include a work based experience. The FA qualifications also help to maximise the tariff scores for learners in the senior phase. For example, for pupils who completed the Foundation apprenticeship in Information Technology: Software development, this course carries 393 insight tariff points and 59 SCQF Tariff points, the equivalent to 2 Highers at Grade A and B.

Council Strategic Priority: Reducing inequalities in learning outcomes and economic circumstance
Education Service Priority 2 Closing the attainment gap between most and least disadvantaged children:

E.P.2.1 CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving expected CfE level in literacy and numeracy at P1, P4, P7 and S3

SIMD 1+2 results against the National and Virtual Comparators.

- . P1 - Literacy is above the National and Virtual scores, Numeracy is the same as the National and above the virtual.
- . P4 - Literacy is above the National but below our virtual comparator, Numeracy is the same level as National and virtual.
- . P7 - Literacy and Numeracy are below the National and Virtual comparators.
- . S3 – Literacy is above both the National and Virtual comparator, Numeracy is the same level as both.

Our schools are making effective use of Pupil Equity Funding to enhance learning and teaching, recruit additional support and specialist staff and apply a range of interventions to support and raise the attainment and achievement of our more vulnerable and disadvantaged learners.

As a result of the range of interventions and strategies deployed by schools, children in receipt of FSM have shown an overall improving trend in achievement of CfE levels over the last 3 years resulting in the following percentage increases:

- . P1 - Listening and Talking +3%, Numeracy +9%, Reading +7% and Writing +16%.
- . P4 - Listening and Talking +28%, Numeracy +5%, Reading +6% and Writing +18%
- . P7 - Listening and Talking +15%, Numeracy +17%, Reading +9% and Writing +14%.
- . S3 - Listening and Talking +8%, Numeracy +1%, Reading +7% and Writing +10%.

E.P.2.2 Increase % of young people achieving national qualifications at SCQF level 3 and 4 based on comparison with the VC especially for care experienced young people

School leavers who are looked after typically have lower attainment compared to those who are not looked after. The Education Service continues to work closely with schools and partner services/agencies to raise the attainment and achievement of our care experienced young people. Overall, due to the small numbers in the looked after cohort trends in data tend to fluctuate widely. The Leavers data for 2018/19 will be available and reported in Q4.

As part of our support for our care experienced children and young people a number of interventions have been put in place to improve attainment and engagement in learning, these include:

- . Employment of 3 x Children's Services Practitioners to support young people with attendance below 50%
- . Educational Psychologist for LAC who is supporting the Attendance/Attainment of 17 children and young people with direct working from the IWBS Youth Worker. In addition, a research paper has been produced titled 'Improving the Educational Outcomes of our Care Experienced Children in Midlothian'. The findings of which are being presented to ASG's, HT's, residential and CLL, CELCiS and the Scottish Government.
- . 11 Social Workers have applied for funding for our Care Experienced CYP focused on improving their wellbeing, attainment and achievement, including the creation of a study space and attending community clubs and activities such as equine therapy and swimming lessons.

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 and E.P. 2.4 Deliver the requirement of the child poverty act through the local action plan developed with community planning partners

Communities and Lifelong Learning 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.

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. Schools have made good progress in taking into account the recommendations made by the Child Poverty Action Group, particularly in relation to the cost of the school day. Work is ongoing to embed consideration of the cost of the school day in the life and work of our schools and evidence of progress made will be reported within individual school PEF and Standards and Quality reports June 2020.

Council Strategic Priority Reducing inequalities in health outcomes
Education Service Priority 3 Improvement in children and young people's health and wellbeing

E.P.3.1 Increase the availability of Early Learning and Childcare for 2 year olds

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. The ELC service has introduced discretionary funding criteria, following a consultation with representative populations of parents, which means that discretionary funding will be targeted at children "in need" (CYP Act 2014). This 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 Q3, a total of 121 eligible 2 year olds have accessed a funded place this year. This figure is slightly above the take up from last year (2018/19 Q3 was 115 children) but we expect it to continue 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 this 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). Overall the expansion plan will deliver 17% more places than the projected 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.

Projects of note which have just opened or are opening shortly include Vogrie Outdoor Early Learning and Childcare Setting, Scots Corner Early Learning and Childcare Setting and a new ELC setting at St Davids PS. Vogrie Outdoor ELC is the Council's first fully outdoor nursery and has received considerable national and international interest. The ELC provision at Scots corner is developing in partnership with the MoD and this unique setting will work closely with families to develop our family learning approach and areas of practice in supporting Armed Forces families throughout their early learning journey and beyond. The setting will open in February 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. The ELC provision at St Davids is in a refurbished area of the school with access to a newly created outdoor area. This will provide an additional number of places in the Dalkeith area and this setting will also open in February.

E.P. 3.2 The majority of young people with ASN/LAC are offered appropriate assessment which is timely and appropriate.

The LAC EP post is improving the level of engagement with and support for our young people (LAC). A further report on the impact of this post in improving outcomes for our young people (LAC) will be reported June 2020.

E.P. 3.3 Achieve attendance targets Primary to 95% overall and secondary to 91.5% with a reduction in unauthorised and unexplained absences

The overall attendance rates for Primary and Secondary schools academic session 2018/19 were similar to the previous session. There is an ongoing trend of improvement for some primary schools both in terms of reaching the Midlothian target of 95% and improving attendance figures even if the target is not yet reached. Common themes within primary schools where there has been improved attendance over the past four years have been identified and good practice share widely to allow others to put strategies in place. A range of interventions have been put in place by Secondary Schools to target key areas for improvement with some evidence of success.

The education service has introduced a more rigorous approach to monitoring and tracking attendance at individual school level. Workshops have been held to give advice and practical help to schools to target attendance. Joint work between the Educational Psychology Service, the virtual HT for LAC and Children and Families is underway to support the school attendance of children who are looked after through developing a new service comprising three additional members of staff for Looked After Children with attendance below 50%.

To increase pupil and parental awareness and involvement a design competition for a leaflet for parents on the topic of non-attendance at school and the impact of this has been won by a P7 pupil. 20,000 copies of the leaflet will be reproduced and distributed across Midlothian schools and health centres. Impact of this should be seen through pupil and parent surveys.

E.P.3.4 Reduce exclusions primary to below 15 per 1000, secondary to below 40 per 1000 and care experienced exclusions only in exceptional circumstances and following discussion with ASG Manager

The secondary school exclusion rate per 1000 has significantly reduced with the current picture looking very positive in relation to below 40 per 1000. The rate for primaries has also reduced in line with the target.

The overall figure (secondary and primary) for session 2019/2020 to date is 7.75 per 1000 which is well on track to meet the target.

E.P.3.5 Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding

The Headstrong programme is currently being rolled out across one locality in Midlothian with a view to extending this progressively across the remaining areas. Headstrong is a mental health awareness programme that is delivered to P7 children and sees collaborative working between school nurses, education, educational psychologists and children's services staff. Following the positive introduction of the programme, 10 primary schools have now signed up to the Headstrong programme which comprises approximately 350 children.

Council Strategic Priority Reducing inequalities in economic circumstances Education Service Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people

E.P. 4.1 Improvement in employability skills and sustained positive school leaver destinations for all young people

The latest positive destinations information showed 1 in 3 Midlothian school leavers going into Employment this is 10% higher than the National rate. Although the gap is closing the number of leavers going into Higher and Further Education is below all comparators. Information on the 2018/19 leaver destinations will be available in Q4.

There are currently 98 modern apprentices on our apprenticeship programme, including 55 on Midlothian Child Care as part of the early year's 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 a guaranteed job interview. We have secured funding for 20 places for Sector Based Academies this year.

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.

The population projections used by Scottish Government differ from the populations projections used by the Council when submitting our financial forecast in 2017. Consequently, the Council will receive less funding from Scottish Government than was expected. Challenge will be to align delivery model with funding received.

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)

● 2
 ✔ 11
 ? 0
 📄 6

Service Plan Actions (latest)

▲ 0
 ✔ 15

Service Plan PIs (latest)

● 4
 ✔ 4
 ? 0
 📄 1

Service Risks (latest)

▲ 7

Corporate PIs Off Target as at 31st January 2020

PIs ● 2

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

Percentage of complaints at stage 1 complete within 5 working days

Service Plan Actions Off Target as at 31st January 2020

Actions ▲ 0

No Actions Off Target

Service Plan PIs Off Target as at 31st January 2020

PIs ● 4

Improve Primary School attendance

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 January 2020

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	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£89.188m	£92.508m	£98.497m	£98.997m	£98.993m		Q3 19/20: On Target		£98.993m		
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.82	3.97	1.82	2.66	4.81		Q3 19/20: On Target		5	Number of days lost	9,235.26
												Number of FTE in service

Corporate Health













Priorities	Indicator	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Feeder Data	Value
		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%	100%		Q3 19/20: On Target		90%	Number of divisional & corporate priority actions	15
												Number of divisional & corporate priority actions on tgt/completed
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	97%	96%	95%	95%		Q3 19/20: On Target		93%	Number received (cumulative)	10,559
												Number paid within 30 days (cumulative)
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	50%	66.67%	25%	62.5%	55.56%		Q3 19/20: Off Target Improvement plans are in place to address off target indicators.		90%	Number on tgt/complete	5
												Total number of PIs
06. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%		Q3 19/20: On Target All risks have been reviewed in Q3		100%	Number of high risks reviewed in the last quarter	1
												Number of high risks

Improving for the Future





Priorities	Indicator	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
07. Implement improvement plans	% of internal/external audit actions progressing on target.	0%	87.5%	100%	66.67%	0%		Q3 19/20: No internal audits this quarter		90%	Number of internal/external audit actions on target or complete	0
												Number of internal/external audit actions in progress


Education Complaints Indicator Summary

Commitment to valuing complaints





Indicator	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20			Annual Target 2019/20
	Value	Value	Value	Value	Value	Status	Note	
Number of complaints received (quarterly)	62	40	14	22	16		Q3 19/20: Data Only	
Number of complaints closed in the year	61	37	13	19	10		Q3 19/20: Data Only	
Number of complaints upheld (quarterly)	7	8	1	0	1		Q3 19/20: Data Only	
Number of complaints partially upheld (quarterly)	18	12	1	2	3		Q3 19/20: Data Only	
Number of complaints not upheld (quarterly)	32	15	9	15	5		Q3 19/20: Data Only	
Average time in working days to respond to complaints at stage 1	8.07	8.88	3.55	6.57	4.33		Q3 19/20: On Target	5
Average time in working days to respond to complaints at stage 2	23.38	28.67	32	16.5	16.25		Q3 19/20: On Target	20
Average time in working days for a full response for escalated complaints	27.86	32	10	12	0		Q3 19/20: On Target	20
Percentage of complaints at stage 1 complete within 5 working days	60.87%	65.38%	72.73%	78.57%	66.67%		Q3 19/20: Off Target	95%
Percentage of complaints at stage 2 complete within 20 working days	62.5%	33.33%	0%	75%	100%		Q3 19/20: On Target	95%
Percentage of complaints escalated and complete within 20 working days	71.43%	80%	100%	100%	100%		Q3 19/20: There were no escalated complaints.	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	2	1	0	0	0		Q3 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		75%	Q3 19/20: On Target 2018/19 results in CfE (Curriculum for Excellence) are broadly the same as in 2017/18. There continues to be 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. There has been further training for subject leaders in secondary schools in delivering high quality (previously holistic) assessment in order to further improve validity of teacher judgements. We have increased the number of QAMSOs (Quality Assurance and Moderation Support Officers) who have been trained with Education Scotland and who are disseminating this at locality level. All Schools now have access to the BGE (Broad General Education) benchmarking tool to work on local analysis and find comparator Schools.
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		75%	Q3 19/20: On Target Insight data on SQA results has been analysed. Individual Secondary Schools are anticipating the February release and are engaging with specialist insight staff from Scottish Government to interrogate this data. The newly appointed Secondary QIO will also provide scrutiny of this data.
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		100%	Q3 19/20: On Target 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. Next steps will focus on impact of the QA activity in driving forward improvement within individual schools.
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		75%	Q3 19/20: On Target 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. An evaluation of the impact of practitioner enquiry will be developed to inform future practitioner enquiry practice.




Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.1.5	Maximising the tariff scores for all learners in the Senior Phase	31-Mar-2020		75%	Q3 19/20: On Target 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. Scrutiny of the February release will ensure that all Schools are on the right track to maximise these.



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		75%	Q3 19/20: On Target Key actions to drive forward the reduction in inequalities in the outcomes of learning in our population are:- - Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap - Ensure Pupil Equity Fund funding is used to effectively and measurably close the attainment gap - Monitor the impact of PEF, through individual school PEF plans and school visits All above actions continue. Midlothian's new Attainment Advisor from Education Scotland will deliver a PEF workshop to Head Teachers in January, along with PEF clinics to support school staff to effectively measure the impact of PEF projects and plan ahead for future improvements in attainment for those living in poverty.
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		75%	Q3 19/20: On Target Information from insight will create benchmarks for target setting, the VHT will then look to support an increase in these figures.
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		75%	Q3 19/20: On Target 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:- - Monitor the impact of PEF, through individual school PEF plans and school visits - Focused work will continue on Cost of the School Day - All schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool
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		75%	Q3 19/20: On Target 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. - Schools will be represented on the Child Poverty Action Group


Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					<ul style="list-style-type: none"> - Awareness will be raised with Parent Councils re Participatory Budgeting and Period Poverty - PEF plans will contain a priority on Period Poverty and robust actions to reduce the cost of the school day - Equity and Excellence leads in targeted settings share progress across LA - 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.

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		75%	<p>Q3 19/20: On Target Increased number of eligible 2s receiving pilot 1140 hour places Introduced discretionary criteria Involved in Pan Lothian working group to increase take up in partnership with health and neighbouring authorities Stake holder communication both partner agencies/services and parents</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		75%	<p>Q3 19/20: On Target 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>The Development of additional Midlothian Council Provision to support identified gap based in PHS and Primary pupils with Complex Social and emotional needs is moving forward with an expected opening date of August 2020 for both. Two PAG meetings have taken place with pupils being allocated into new provisions for 2020.</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		75%	<p>Q3 19/20: On Target 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) - 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</p>



Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					- Develop authority wide information regarding attendance for staff, students and parents - Relaunch attendance procedures and codes in line with SEEMIS codes
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		75%	Q3 19/20: On Target 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		75%	Q3 19/20: On Target 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		75%	Q3 19/20: On Target - 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	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20			Annual Target 2019/20	Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend			Note
BS.E.P.1.1f	Reduce exclusions in Primary schools (Rate per 1,000)	94	49	16.1	1.87	6.3			Q3 19/20: On Target Exclusion rate per 1,000 Primary pupils at the end of the Q3 2019/20 School year was 6.3 (49 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	127	52.9	2.81	11.75			Q3 19/20: On Target Exclusion rate per 1,000 Secondary pupils at the end of Q3 2019/20 School year was 11.75 (60 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%	94.46%	94.7%	95.83%	94.46%			Q3 19/20: Off Target Primary attendance for the first term of 2019/20 School year was up to 94.46%.	95%	
BS.E.P.1.1e	Improve Secondary School Attendance	89.34%	89.92%	89.2%	90.78%	88.95%			Q3 19/20: Off Target Secondary attendance for the first term of 2019/20 School year was up to 88.95%.	91.5%	


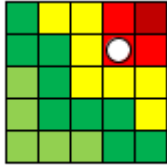
PI Code	PI	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.3.1a	Number of eligible 2 year olds in receipt of Early Learning and Child Care	160	115	77	100	121			Q3 19/20: Data Only		


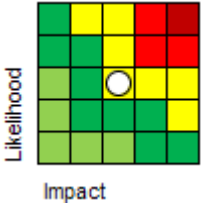

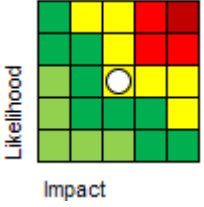

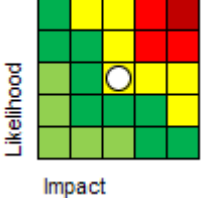

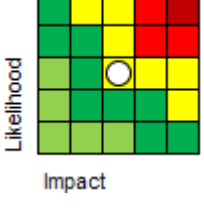
04. Improvement in employability skills and sustained positive school leaver destinations for all young people


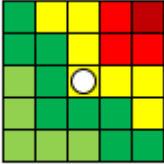

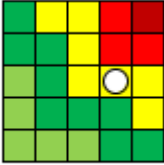
PI Code	PI	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.4.1d	Deliver adult literacy & numeracy and family learning services	94.35%		25%	50%	75%			Q3 19/20: On Target A far reaching plan has been developed 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.	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%		25%	50%	75%			Q3 19/20: On Target	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%		94.35%	94.35%	94.35%			Q3 19/20: Off Target Information on 2018/19 School leavers will be available in Q4. 94.35% of School leavers in 17/18 secured an initial positive destination. The 2019 Annual participation measure showed that	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National average (Insight national)

PI Code	PI	2018/19	Q3 2018/19	Q1 2019/20	Q2 2019/20	Q3 2019/20				Annual Target 2019/20	Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend	Note			
										of the 3,729 16-19 year olds in Midlothian 92.9% were in education, employment or training and personal development.		benchmarking data)
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	69.23%		69.23%	69.23%	69.23%			Q3 19/20: Off Target 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. Information for 2018/19 School year will be available in Q4.	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>Risk cause: Increased population through local development, Midlothian fastest growing Council area in Scotland.</p> <p>Risk Event: Increase in pupil numbers in specific localities.</p> <p>Risk Effect: 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	Q1 17/18: 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	18/19: 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	18/19: 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	18/19: 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	18/19: 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	18/19: 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	2018/ 19	External Comparison
		Value	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	£4,911.21	£5,047.31	£5,217.47	£5,459.54	18/19 Rank 23 (Third Quartile) 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	£6,645.11	£6,933.82	£7,073.16	£6,948.76	18/19 Rank 10 (Second Quartile) 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	£3,773.16	£4,539.76	£4,377.05	£4,771.48	18/19 Rank 15 (Second Quartile) 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%	57%	57%	18/19 Rank 27 (Bottom Quartile) 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%	28%	18/19 Rank 29 (Bottom Quartile) 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%	44%	18/19 Rank 14 (Second Quartile) 17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)

Code	Title	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	
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%	11%	18/19 Rank 24 (Third Quartile) 17/18 Rank 12 (Second Quartile). 16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile). 14/15 Rank 21 (Third Quartile)
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%	74.63%	18/19 Rank 18 (Third Quartile) 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%	N/A	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	889	801	836	805	18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (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	577	652	559	18/19 Rank 20 (Third Quartile) 17/18 Rank 12 (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	698	719	700	666	18/19 Rank 23 (Third Quartile) 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	849	793	845	784	18/19 Rank 28 (Bottom Quartile) 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	1,041	919	976	1,068	18/19 Rank 10 (Second Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)

Code	Title	2010/ 11	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	New for 2011/12	1,038	1,067	1,029	1,098	1,228	1,037	1,165	1,109	18/19 Rank 24 (Third Quartile). 17/18 Rank 20 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy	New for 2018/19								72.76%	18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy	New for 2018/19								77.77%	18/19 Rank 18 (Third Quartile)
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	New for 2018/19								26.86%	18/19 Rank 26 (Bottom Quartile)
CHN14b	Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils	New for 2018/19								23.01%	18/19 Rank 25 (Bottom Quartile)
CHN17	Percentage of children meeting developmental milestones	New for 2013/14			81.18%	85.76%	85.82%	79.62%	83.43%	N/A	17/18 Rank 2 (Top Quartile). 16/17 Rank 4 (Top Quartile). 15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).
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%	87.93%	18/19 Rank 25 (Bottom Quartile). 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	92.59	18/19 Rank 24 (Third Quartile). 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	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	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	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	92.87	18/19 Rank 10 (Second Quartile). 17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).

