Education
Performance Report Quarter Two 2020/21

Midlothian

01. Progress in delivery of strategic outcomes

Education Service Improvement Priorities 2020/21
To note that the timeframe for the delivery of the identified priorities has been amended to take account of other priorities related to the impact of the pandemic. The Education Service continues to fulfil its statutory duty to provide a high-quality education provision, provide support to both staff and learners to improve their wellbeing and support schools to assess and address gaps in learning experienced by learners as a result of the pandemic.

Midlothian Single Plan Priority Reducing the gap in learning outcomes
Priority 1: Attainment and Achievement
1.1 Improve attainment within the broad general education stages:
- Improvements in planning, tracking and assessment and curriculum design and progression
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression across Early Level

CfE attainment data was not gathered or reported on at a local or national level due to the impact of the pandemic and the closure of schools. The education service has gathered in estimated data and although this cannot be used for accountability and reporting purposes we will use the data to track progress towards future achievement. Supported by professional learning opportunities through the South East Improvement Collaborative, we will support and challenge schools to develop robust tracking and monitoring systems including links to longitudinal progress over time for year groups. A minimum data set will support this work. A larger and more representative group of QAMSOs will support planning, moderation and holistic assessment in localities, based on use of the Literacy and Numeracy Benchmarks.
The creation of curriculum frameworks will ensure a consistent focus on progression across the BGE.

A number of pilot projects on the pedagogy of play across early level are being developed in some of our schools. Due to the pandemic early years team pedagogues have been placed in settings to develop work across the early level and the continuum of experiences from ELC to P1.

Teaching staff have demonstrated an increased use of digital technology in their classroom practice since re-opening of schools, based on their experiences of delivering learning remotely. The Digital Learning Team are working with a number of target schools to provide targeted support for practitioners and are offering a catalogue of professional learning opportunities, available to all Midlothian staff.

1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase Gap
ASN Strategic group established to take forward strategies to improve the attainment of children and young people with additional support needs. The group will analyse data from early level to senior phase to identify where intervention is required to close the gap prior to the senior phase. Discussions held with secondary headteachers regarding the curriculum offer and aligning the school day to enhance opportunities within the senior phase, including through digital solutions.

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children. Insight data for school leavers
GIRFEMC Board has now established a multi-agency group to provide robust performance management and quality improvement, bringing together partners to share resources , planning and operational delivery of additional support for children and young people enrolled at Midlothian schools. Key targets will include:
- Reducing exclusions
- Increasing attendance
- Ensuring joined up support for pupils with physical / learning disabilities , autism spectrum needs , behavioural needs or other additional support requirements
- Improving/ speeding up referral processes for additional support services delivered by all partners for pupils
- Ensuring joint forward planning of such services working arrangements takes account of all partners systems and structures

Midlothian Single Plan Priority Reducing the gap in health outcomes
Priority 2: Included, Involved and Engaged: Wellbeing & Equity
2.1 Develop a Nurturing Authority

A 3 year plan has been developed. During 2020-2021 the Nurturing Authority Strategic Group will establish the vision, decide 'entry level training and universal nurturing schools training, establish a readiness and evaluation framework, share with Children and Family Services an effective implementation toolkit for nurturing schools and support schools to engage with the toolkit and training.

2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, form Early Level to Senior Phase
A job specification for an ESO is being created to take the lead on this priority area.

To continue our support to families with nutrition and healthy lifestyles, the Early Years GIRFEMC subgroup have successfully bid for funding to pilot an innovative tier 1 intervention across the Mayfield area through the NHS Board. This will allow the development of a consistent messaging and approach around early intervention for healthy lifestyles within early years settings. This project is focusing on improving the knowledge, skills and confidence of workers who support families within the community settings around good nutrition, eating well and good conversations. Practitioners from different agencies will receive training in HENRY including Hawthorn FLC, Midlothian Sure Start, Mayfield Nursery School, Homelink and Health Visitors.

2.3 Support schools and ELC settings to provide high quality EY services, which focus on early intervention and prevention
Almost all eligible 2,3,4 year old children will have an 1140 hours place by the end of October. The aim of the expansion programme is to support the development of children and contribute towards reducing the gap in learning outcomes and to enable parents and carers to take up education, training and work opportunities.
Targeted support is planned for settings achieving less than good.

2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.
Our Educational Psychology Service has provided ongoing support to schools to implement the education health and wellbeing recovery programme. A weekly bulletin is sent to all schools providing guidance and advice to staff to support their own wellbeing and that of their pupils.
The Midlothian Schools Counselling Service, delivered by MYPAS is now being rolled out across our schools. This is a new service that will be available for 10-18 year olds living in Midlothian. The new school-based service is in addition to the community based support for young people that MYPAS has delivered for over twenty years. This school–based counselling pilot, running until September 2021, will embed high quality counselling support into schools. It recognises that supporting healthy emotional wellbeing in young people is a collective effort and that schools can benefit from having mental health professionals regularly available to their community to support school well-being and resilience, beyond 1:1 intervention. The service will be dynamic, with a partnership between school staff and named counsellors providing services in each setting.
Supported self-referrals by young people to the service will be managed by guidance teams in secondary schools. For P6 & P7 pupils, referrals will go through their head teachers.

Priority 3: Self-improving System
3.1 Develop a quality improvement framework to support schools to achieve Good or better in inspection QIs through:
- Empowerment of leaders at all levels, leading to an empowered system
- Improve quality of leadership at all levels
- Deliver a minimum data set and supporting data literacy professional development sessions to improve self-evaluation.

During the emergency response period an Education Strategic Group was established to co-ordinate critical childcare and support for our more vulnerable children. The Education Strategic Group is now well placed to take forward our ambition to develop an empowered system with decision-making and improvement being driven by those working closest to our children and young people. The Scottish Government Insight Professional Adviser is assisting the local authority in the delivery of data literacy professional development sessions to improve self-evaluation.

Midlothian Single Plan Priority Reducing the gap in economic circumstances
Priority 4: Life-Long Learning and Career-Ready Employability This priority area and associated PIs is reported within the CLL Q2 report and SMP.
4.1 Improve the number of young people entering further and higher education
4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people
4.3 STEM: Continue to support STEM activities to increase uptake in related qualifications and progression into STEM
4.4 Preparing children and young people for the world of work

Priority 5: Finance & Resources
5.1 Deliver Best Value through:

- Reviewing and implementing the learning estate strategy taking cognisance of the ASN learning estate
- Robust workforce planning

Good progress has been made with the implementation of the Learning Estate Strategy, including the submission of our bid to the Scottish Government for Phase 2 Learning Estate Programme funding. The Glencorse PS statutory consultation is ongoing and public consultation process draws to a close 13 November at which point the education service will prepare a report for council.

5.2 Implement the Education Digital Asset Strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching

An ambitious plan to transform the digital learning tools available to young people in Midlothian schools has been articulated in report format and delivered as a presentation to the Education Cross Party Group and to stakeholders within Education. Next stages to progress this area include ensuring full consultation with Digital Services colleagues and identifying a funding route to support the delivery of this outcome.

NESTA report: The following recommendations are included in Service Priority 1 Innovative pedagogical approaches and enhanced use of digital technology to support learning and Service Priority 5 Implement the Education Digital Asset Strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching. The Education Service has surpassed the actions set out in the Routemap through and out of the Crisis given the change in national guidance published by the Scottish Government July 2020.

Insights from NESTA interviews recommended actions:
- Work in partnership with school staff, pupils and families to consolidate what they have learned from the pandemic and co-design an approach to taking this forward.
- Work with professionals, children, families and carers to iteratively test ideas to help overcome the barriers to children and young people accessing learning support remotely.
- Draw upon evidence and best practice at a local and national level and support teachers to build skills and capacity in remote teaching e.g. using resourced peer support
- Work with schools to establish access to consistent tools and platforms, alongside remote access to schools systems to enable education staff to work to full capacity
- Midlothian should consider following other local authorities and adopt BYOD or providing devices to all of its students so that teachers can consistently design lessons that all children can engage with using tech.

02. Challenges and Risks

Q2 20/21:
- Impact of the school closures on children and young people's progress and attainment within the BGE.
- Impact of the school closures on attendance and absence, particularly our more vulnerable children and young people.
- Impact of the school closures on young people's attainment in the senior phase and the ongoing uncertainty regarding the delivery of qualifications in 2020/21.
- Impact of the school closures on post-school destinations given the more limited post-school pathways available to young people.
- 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.
- Impact of school closures on progress with service improvement priorities and transformation projects
- Planned 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. The reduction in teacher numbers may also have a detrimental impact on our Teacher: Pupil ratio.
- Impact of school closures on delivery of instrumental music service added to the ongoing low uptake of music instruction which could mean further financial issues going forward for the education budget as we continue to have a significant shortfall in income.
- Impact of instrumental music service efficiency target as an unachievable target for the service to achieve.
- Vacancy control within the central team to protect frontline services leading to less direct support to ensure that schools are improving outcomes for learners and possible weaker inspection outcomes.
- 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 fewer staff.
- Increase in the number of children and young people with additional support requiring more specialist provision.

- Ongoing work to re-start and prepare for the implementation of 1140 hours by 2020. 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 limiting ability to flex the choice for parents.
- The potential impact from Brexit could effect employability funding which supports elements of Education especially the third sector.
- The potential impact of Brexit on aspects of such as free school milk, European Social Fund for employability. The potential impact of the proposed UK Internal Market Bill on the professional standards expected for teaching in Scotland.

Education

Midlothian

Successes and Challenges

Corporate Performance Indicators (latest)
🔴 3 ✅ 10 ❓ 0 📊 6

Service Plan Actions (latest)
⚠️ 0 ✅ 10 ❓ 0

Service Plan PIs (latest)
🔴 0 ✅ 0 ❓ 15 📊 0

Service Risks (latest)
⚠️ 7

Corporate PIs Off Target
PIs 🔴 3

Average time in working days for a full response for escalated complaints

Percentage of complaints at stage 2 complete within 20 working days

Percentage of complaints escalated and complete within 20 working days

Service Plan Actions Off Target
Actions ⚠️ 0

There are no Actions Off Target

Service Plan PIs Off Target
PIs 🔴 0

There are no PIs Off Target

High Risks
Risks ⚠️ 1

School Capacities/Catchment Areas/Demand for Pupil Places

Key PIs
🔴 Off Target
✅ On Target
📊 Data Only
❓ Data Not Yet Available

Key Actions
⚠️ Off Target
✅ On Target/Complete
❓ Data Not Yet Available

Key PIs
🔴 Off Target
✅ On Target
📊 Data Only
❓ Data Not Yet Available

Key Risks
⚠️ High Risk/Medium Risk
❓ Data Not Yet Available

5

Education PI summary

1. Making the best use of our Resources

Priorities	Indicator	Q2 2019/20	2019/20	Q2 2020/21				Annual Target 2020/21	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£98.997m	£93.249m	£104.030m	✅	**Q2 20/21:** On Target		£104.316m		
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	2.6	6.99	1.54	✅	**Q2 20/21:** Absence figures have reduced due to a combination of the positive aspect of remote working and also that we have continued to monitor absence for covid as special leave	⬇	2.5	Number of days lost	13,854.02
									Number of FTE in service	1,983.37

2. Corporate Health

Priorities	Indicator	Q2 2019/20	2019/20	Q2 2020/21				Annual Target 2020/21	Feeder Data	Value
		Value	Value	Value	Status	Note	Short Trend			
03. Complete all service priorities	% of service priority Actions on target / completed, of the total number	100%	100%	100%	✅	**Q2 20/21:** On Target		90%	Number of divisional & corporate priority actions	10
									Number of divisional & corporate priority actions on tgt/completed	10
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	95%	95%	96%	✅	**Q2 20/21:** On Target	⬇	93%	Number received (cumulative)	4,368
									Number paid within 30 days (cumulative)	4,195
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	62.5%	55.56%	100%	✅	**Q2 20/21:** A array of Education PIs are new for 20/21 and have all been reviewed this quarter and those with no data will be updated next quarter.		90%	Number on tgt/complete	16
									Total number of PI's	16
06. Control Risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	✅	**Q2 20/21:** One high risk has been reviewed this quarter		100%	Number of high risks reviewed in the last quarter	1
									Number of high risks	1

3. Improving for the Future

Priorities	Indicator	Q2 2019/20	2019/20	Q2 2020/21				Short Trend	Annual Target 2020/21	Feeder Data	Value
		Value	Value	Value	Status	Note					
07. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	66.67%	100%	100%	✅	**Q2 20/21:** On Target			90%	Number of internal/external audit actions on target or complete	3
										Number of internal/external audit actions	3

Education Complaints Indicator Summary

Commitment to valuing Complaints

Indicator	Q2 2019/20 Value	2019/20 Value	Q2 2020/21 Value	Q2 2020/21 Status	Q2 2020/21 Note	Annual Target 2020/21
Number of complaints received (quarterly)	22	59	15	📈	**Q2 20/21:** Data Only	
Number of complaints closed in the year	19	58	12	📈	**Q2 20/21:** Data Only	
Number of complaints upheld (quarterly)	0	3	0	📈	**Q2 20/21:** Data Only	
Number of complaints partially upheld (quarterly)	2	14	3	📈	**Q2 20/21:** Data Only	
Number of complaints not upheld (quarterly)	15	39	9	📈	**Q2 20/21:** Data Only	
Average time in working days to respond to complaints at stage 1	6.57	5.21	2.63	✅	**Q2 20/21:** On Target	5
Average time in working days to respond to complaints at stage 2	16.5	24.12	20	✅	**Q2 20/21:** On Target	20
Average time in working days for a full response for escalated complaints	12	13	31.5	🛑	**Q2 20/21:** Off Target	20
Percentage of complaints at stage 1 complete within 5 working days	78.57%	76.32%	100%	✅	**Q2 20/21:** On Target	95%
Percentage of complaints at stage 2 complete within 20 working days	75%	52.94%	50%	🛑	**Q2 20/21:** Off Target Stage 2 complaints are more complex and do require further investigation and the off target reflects the 2 stage 2 complaints received and completed but that 1 of them was not complete within the targeted 20 days.	95%
Percentage of complaints escalated and complete within 20 working days	100%	100%	0%	🛑	**Q2 20/21:** Off Target 2 complaints were escalated to stage 2 due to their complexity and a need for further investigation and they both took longer than the targeted 20 days to complete.	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	0	4	1	📈	**Q2 20/21:** Data only	

Education Action report

Midlothian

01. Attainment & Achievement

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
EDU.P.1.1	Improve attainment within the broad general education stages, by focusing on improvements in planning, tracking and assessment and curriculum design and progression.	31-Mar-2021	▶	50%	**Q2 20/21:** Full analysis of the estimated CfE data and insight senior phase data to inform authority wide and school priorities has been taken account of in our current improvement plan albeit we are still in the process of assessing the impact of school closures on children's progress. We will flex and adapt our plans accordingly.
EDU.P.1.2	Improve attainment within the senior phase through maximising opportunities through curriculum planning,consortium arrangements and partnership delivery, including addressing the ASN/LAC Senior Phase gap.	31-Mar-2021	▶	50%	**Q2 20/21:** Secondary schools are prioritising the senior phase collation, moderation and assessment of work through this term. Full consortium arrangements have not been in place due to Covid restrictions and the new tier restrictions.
EDU.P.1.3	Reduce the attainment gap between the most and least deprived children, including care-experienced children.	31-Mar-2021	▶	50%	**Q2 20/21:** Following the return to schools after the pandemic restrictions schools have been identifying the new gap and are putting supports in place to address the new gap.

02. Included, Involved & Engaged; Wellbeing & Equity

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
EDU.P.2.1	Develop a Nurturing Authority.	31-Mar-2021	▶	50%	**Q2 20/21:** From October 2020 EP recruited to release two EPs to lead strategy. Strategy group to be convened
EDU.P.2.2	Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase	31-Mar-2021	▶	50%	**Q2 20/21:** Recovery Curriculum implemented August 2020.
EDU.P.2.3	Support schools and ELC settings to provide high quality EY services, which focus on early intervention and prevention.	31-Mar-2021	▶	50%	**Q2 20/21:** Almost all eligible 2,3,4 year old children will have an 1140 hours place by the end of October. The aim of the expansion programme is to support the development of children and contribute towards reducing the gap in learning outcomes and to enable parents and carers to take up education, training and work opportunities.

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					EYs pedagogues in some school ELC settings to support. Targeted support planned for settings achieving less than good.
EDU.P.2.4	Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.	31-Mar-2021		50%	**Q2 20/21:** Resilience and Nurture Toolkits developed and implemented in schools. Attendance monitoring in place, feedback to schools and scrutiny visits for high schools planned.

03. Self-Improving Systems

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
EDU.P.3.1	Develop a quality improvement framework to support schools to achieve Good or better in inspection QIs through empowering leaders at all levels, leading to an empowered system.	31-Mar-2021		50%	**Q2 20/21:** The Education Strategic Group, comprising Schools Group Managers, Principal Educational Psychologist, Head Teachers and Professional Associations will drive the empowerment agenda alongside developing and strengthening collegiate Quality Improvement activities possible within current restrictions.

05. Finance & Resources

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
EDU.P.5.1	Deliver best value through: reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate and robust workforce planning.	31-Mar-2021		25%	**Q2 20/21:** The Learning Estate Strategy is being reviewed in light of ASN requirements as well as the impact of Covid and the 2nd phase of Scottish Government funding for which we have submitted a bid. The statutory consultation on Glencorse Primary School is in progress. The consultation on denominational schools has been delayed due to Covid and statutory consultations will not be undertaken this side of 2021 parliamentary elections.
EDU.P.5.2	Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.	31-Mar-2021		25%	**Q2 20/21:** Plans have been articulated in report format and delivered as a presentation to the Education Cross Party Group and to stakeholders within Education. Next stages to progress this area include ensuring full consultation with Digital Services colleagues and identifying a funding.

Education PI Report

Midlothian

01. Attainment & Achievement

| PI Code | PI | Q2 2020/21 | | | | | Benchmark |
		Value	Target	Status	Short Trend	Note	
EDU.P.1.1a	Increase the number of children in P1, P4, P7 and S3 achieving the expected CfE levels in Reading, Writing, Listening & Talking and Numeracy.	N/A				**Q2 20/21:** Not Available Data is not available at this time	
EDU.P.1.2a	DYW KPI % of young people achieving vocational qualifications at SCQF Level 5 or better	N/A				**Q2 20/21:** Insight Leavers Data is not available at this time For info 2019 % of Leavers achieving 1 or more at Level 5 as follows: All pupils – 86.01% ASN – 70.04% SIMD (Quintile 1) – 73.20%	
EDU.P.1.3a	Increase the number of children in P1, P4, P7 and S3 in receipt of FME achieving the expected CfE levels in Reading, Writing, Listening & Talking and Numeracy across the BGE.	N/A				**Q2 20/21:** Not Available Data is not available at this time	

02. Included, Involved & Engaged; Wellbeing & Equity

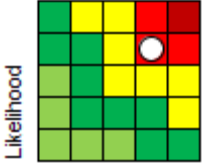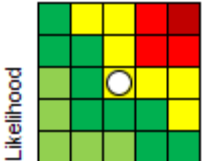| PI Code	PI	Q2 2020/21					Benchmark
		Value	Target	Status	Short Trend	Note	
EDU.P.2.1a	Pupil survey – SHANARRI indicators	N/A				**Q2 20/21:** Not Available New survey to be developed and implemented June 2021	
EDU.P.2.2a	Pupil survey – SHANARRI indicators	N/A				**Q2 20/21:** Not Available New survey to be developed and implemented June 2021	
EDU.P.2.3a	Number of settings achieving Good or above					**Q2 20/21:** Data Only Primary (session 19/20) 2.3 33% (1 school out of 3) 3.2 33% (1 school out of 3	
EDU.P.2.4a	Pupil survey – SHANARRI indicators	N/A				**Q2 20/21:** Not Available New survey to be developed and implemented June 2021	

03. Self-Improving Systems
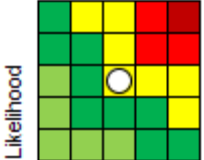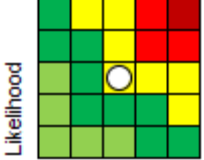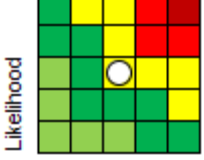
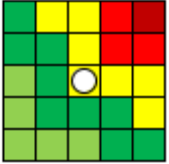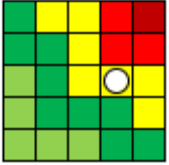| PI Code	PI	Q2 2020/21					Benchmark
		Value	Target	Status	Short Trend	Note	
EDU.P.3.1a	Number of settings achieving Good or above for QI1.3 Leadership of change	1				**Q2 20/21:** Data Only Only 1 primary school inspected on this, with a grading of satisfactory	
EDU.P.3.1b	Number of settings achieving Good or better for QI2.3 Learning, teaching and assessment	1				**Q2 20/21:** Data Only Only 1 primary school inspected on this, with a grading of satisfactory	
EDU.P.3.1c	Parental survey Parents / carers have been fully involved in school self-evaluation and the school improvement process this session	N/A				**Q2 20/21:** Not Available New survey to be developed and implemented June 2021	
EDU.P.3.1d	Employee survey I am proud to work for Midlothian Council	N/A				**Q2 20/21:** Not Available Data is not available at this time	

05. Finance & Resources

PI Code	PI	Q2 2020/21					Benchmark
		Value	Target	Status	Short Trend	Note	
EDU.P.5.1a	Improvement in Core facts condition, suitability and sufficiency statistics	83%				**Q2 20/21:** Data Only Percentage of Midlothian schools in Condition A/B is 83%, no change from previous year Percentage of Midlothian schools with Suitability A/B is 73%, compared with 68% the previous year	
EDU.P.5.1b	Children and young people with ASN are educated within Midlothian	0				**Q2 20/21:** Data Only No new placements based solely on education needs to out of authority settings	
EDU.P.5.1c	Teacher: pupil ratio	N/A				**Q2 20/21:** Not Available The pupil staff census is on-going and we will not know this year's Pupil Teacher Ratio until mid-November	
EDU.P.5.2a	Number of schools meeting or exceed the baseline provision	N/A				**Q2 20/21:** Several schools are preparing submissions for the Digital Schools Award with potential submission dates in Q4 20/21.	
EDU.P.5.2b	Increase in the number of schools in receipt of Digital Schools award	N/A				**Q2 20/21:** New devices have been supplied to St Mary's PS, Mayfield PS, St Luke's PS & Burnbrae PS to meet revised baseline provision.	

13

Education Service Risks

Midlothian

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	**Risk cause:** Increased population through local development, Midlothian fastest growing Council area in Scotland. **Risk Event:** Increase in pupil numbers in specific localities. **Risk Effect:** School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.	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. 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.	🔺	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.		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)		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		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.		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,	⚠️				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 targetted 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