

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. ACEL data will be collected in August 2021, and Schools Group Managers are taking a snapshot of this April 2021 in order to quality assure it in advance of collection.

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.

The 2020 Insight senior phase data cannot be used to directly demonstrate subject, school or authority improvement compared with previous years. The Insight data can be used to describe changes in performance in session 2019/20, and allows us to ask questions about what lead to those changes. It will not provide reliable information about the validity of course changes or interventions. Given the impact of the pandemic on the 2020/21 examination programme it is likely that this will also affect how we report on 2020/21 performance.

% of school leavers attaining SCQF levels 3-6 Literacy and Numeracy in 2019/20 and % point change on previous year:

Literacy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	97.25%	97.43%	95.12% Much greater than VC	96.18%

Numeracy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	98.05%	97.30%	95.12% Much greater than VC	96.07% Above national
SCQF level 4 or better	93.23%	92.79%	89.97% greater than VC	91.56% Above national
SCQF level 5 or better	68.23%	70.27%	66.31% Greater than VC	71.03% Below national
SCQF level 6 or better	20.41%	20.46%	23.51% Lower than VC	28.01% below national

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 has established the vision, decided 'entry level training and universal nurturing schools training, established a readiness and evaluation framework, shared with Children and Family Services an effective implementation toolkit for nurturing schools and supported 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, from Early Level to Senior Phase

The Early Years GIRFEMC subgroup received funding for an innovative tier 1 intervention pilot across the Mayfield area through the NHS Board. Eight practitioners from different agencies received training in HENRY including Hawthorn FLC, Midlothian Sure Start, Mayfield Nursery School, Homelink and Health Visitors. 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.

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 now have an 1140 hours place, with three settings offering 1140 through blended places with our funded provider partners. EYs pedagogues and Equity and Excellence leads in 12% of settings have been focusing on targeted support. 88% of settings are good or above in Care inspectorate gradings. Almost all inspections have been virtual, with almost all evaluations made from evidence discussed through phone conversations and paperwork submitted. The new QI 5 was used focusing on self evaluation in COVID times.

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 securing funding from the 2nd phase of Scottish Government's Learning Estate Investment Programme for the Mayfield School Campus and Penicuik High School projects. The statutory consultation on Glencorse Primary School has concluded and the school will close at the end of June 2021.

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, an updated digital strategy agreed and funding for its roll-out approved by council.

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. **Action:** The Education Service has conducted a parental survey to gather information on what worked well, what should continue and what could be improved to support learners
- 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 **Action:** This will be taken forward through the Equipped Learners project
- 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 **Action:** This will be taken forward through the Equipped Learners project
- 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 **Action:** This will be taken forward through the Equipped Learners project

- 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.
Action: This will be taken forward through the Equipped Learners project

02. Challenges and Risks

Q4 20/21:

- Uncertainty about how SQA qualifications will be assessed academic session 2021/22 and beyond.
- Impact of the pandemic on post-school destinations
- 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.
- Rate of demographic growth on the learning estate
- Increase in the number of children and young people with additional support requiring more specialist provision.
- Early Years expansion - the population projections used by Scottish Government differ from the population projections used by the Council. Consequently, the Council will receive less funding from Scottish Government and the delivery model has been amended to reflect this limiting ability to flex the choice for parents.

Education

Successes and Challenges

Corporate Performance Indicators (latest)

● 7 ● 5 ? 1 📄 6

Service Plan Actions (latest)

● 0 ● 10 ? 0

Service Plan PIs (latest)

● 0 ● 0 ? 10 📄 6

Service Risks (latest)

▲ 7

Corporate PIs Off Target

PIs ● 7

% of invoices paid within 30 days of invoice receipt (cumulative)

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

Average time in working days to respond to complaints at stage 2

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

Percentage of complaints at stage 1 complete within 5 working days

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

No data available yet for most Education PIs

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

Education PI summary



01. Manage budget effectively

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Annual Target 2020/21	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£93.249m		£104.030m	£102.109m	N/A		20/21: Data not available The finance strategy group oversees governance of the budget to ensure best value, therefore there is an expected outcome of On Target for this PI.				



02. Manage stress and absence

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Annual Target 2020/21	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	6.99	0.71	1.54	3.46	4.88		20/21: On Target		7.5	Number of days lost	9,737.72
											Number of FTE in service	1,996.95



03. Complete all service priorities

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Annual Target 2020/21	Feeder Data	Value
		Value	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%		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

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21			Annual Target 2020/21	Feeder Data	Value	
		Value	Value	Value	Value	Value	Status	Note				Short Trend
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	95%	97%	96%	94%	92%		20/21: Off Target As a result of internal audit all outstanding invoices have now been paid.		93%	Number received (cumulative)	12,030
												Number paid within 30 days (cumulative)



05. Improve PI performance

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21			Annual Target 2020/21	Feeder Data	Value	
		Value	Value	Value	Value	Value	Status	Note				Short Trend
05. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	55.56%		100%		68.75%		20/21: Off Target Whilst 5 PIs are data only the remaining 6 have no data due to impact of pandemic and not being collected nationally or locally, national instructions not to collate or being unavailable until later in 2021.		90%	Number on tgt/complete or Data Only	11
												Total number of PI's

06. Control Risk

Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21			Annual Target 2020/21	Feeder Data	Value	
		Value	Value	Value	Value	Value	Status	Note				Short Trend
06. Control Risk	% of high risks that have been reviewed in the last quarter	100%		100%		100%		20/21: On Target High risk discussed and reviewed regularly at learning estate meetings.		100%	Number of high risks reviewed in the last quarter	1
												Number of high risks

07. Implement Improvement Plans




Priorities	Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21			Annual Target 2020/21	Feeder Data	Value	
		Value	Value	Value	Value	Value	Status	Note				Short Trend
07. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	100%		100%		100%		20/21: On Target		90%	Number of internal/external audit actions on target or complete	3
												Number of internal/external audit actions

Education Complaints Indicator Summary




Commitment to valuing Complaints


Indicator	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	Q4 2020/21	2020/21				Annual Target 2020/21
	Value	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	59	1	15	15	12	43		20/21: Data Only		
Number of complaints closed in the year	58	1	12	12	10	39		20/21: Data Only		
Number of complaints upheld (quarterly)	3	0	0	0	0	2		20/21: Data Only		
Number of complaints partially upheld (quarterly)	14	0	3	1	2	7		20/21: Data Only		
Number of complaints not upheld (quarterly)	39	0	9	8	6	25		20/21: Data Only		
Average time in working days to respond to complaints at stage 1	5.21	0	2.63	4.5	2.7	3.4		20/21: On Target		5
Average time in working days to respond to complaints at stage 2	24.12	0	20	18	18	21.6		20/21: Off Target		20
Average time in working days for a full response for escalated complaints	13	0	31.5	9.5	25.5	33.5		20/21: Off Target		20
Percentage of complaints at stage 1 complete within 5 working days	76.32 %	0%	100%	75%	71.4%	80.8%		20/21: Off Target 21 out of 26 Stage 1 Complaints were complete within 5 working days.		95%
Percentage of complaints at stage 2 complete within 20 working days	52.94 %	0%	50%	100%	100%	71.4%		20/21: Off Target 5 out of 7 Stage 2 Complaints were complete within 20 working days.		95%
Percentage of complaints escalated and complete within 20 working days	100%	0%	0%	100%	100%	0%		20/21: Off Target Out of 6 Escalated Complaints, none were complete within the 20 working days.		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	4	0	1	0	0	1		20/21: Data Only		

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		100%	20/21: Complete Full analysis of the estimated CfE 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		100%	20/21: Complete 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		100%	20/21: Complete 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		100%	20/21: Complete From October 2020 EP recruited to release two EPs to lead strategy. Strategy group 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		100%	20/21: Complete 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		100%	20/21: Complete Almost all eligible 2,3,4 year old children now have an 1140 hours place. The aim of the expansion programme is to support the development of children and contribute towards reducing the gap in

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					learning outcomes and to enable parents and carers to take up education, training and work opportunities. 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		100%	20/21: Complete 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		100%	20/21: Complete 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		100%	20/21: Complete Delivering best value through reviewing and implement the Learning Estate Strategy.
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		100%	20/21: Complete An updated digital strategy has been agreed and funding for its roll-out approved by council.

01. Attainment & Achievement

PI Code	PI	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Benchmark	
		Value	Value	Value	Value	Value	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		N/A				20/21: Data not available due to national direction not to collect data.	
EDU.P.1.2a	DYW KPI % of young people achieving vocational qualifications at SCQF Level 5 or better			N/A		N/A				20/21: Data not available due to national direction not to collect data.	
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		N/A				20/21: Data not available due to national direction not to collect data.	

02. Included, Involved & Engaged; Wellbeing & Equity






PI Code	PI	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
EDU.P.2.1a	Pupil survey – SHANARRI indicators			N/A		N/A				20/21: Data not available at time of producing the report.	

PI Code	PI	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
EDU.P.2.2a	Pupil survey – SHANARRI indicators			N/A		N/A				20/21: Data not available at time of producing the report.	
EDU.P.2.3a	Number of settings achieving Good or above					88				20/21: Data Only 96% LA settings, 82% Funded Providers	
EDU.P.2.4a	Pupil survey – SHANARRI indicators			N/A		N/A				20/21: Data not available at time of producing the report.	


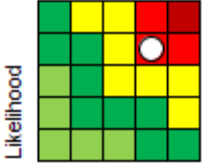
03. Self-Improving Systems


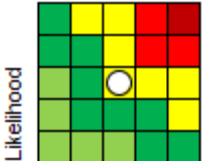

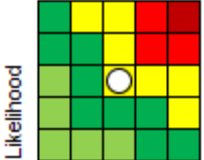

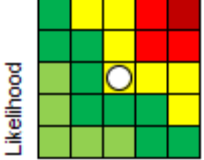

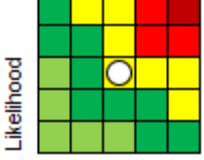
PI Code	PI	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
EDU.P.3.1a	Number of settings achieving Good or above for Q1.3 Leadership of change			1	1	N/A				20/21: Data not available at time of producing the report. Data collated June 2021.	
EDU.P.3.1b	Number of settings achieving Good or better for Q2.3 Learning, teaching and assessment			1		N/A				20/21: Data not available at time of producing the report. Data collated June 2021.	
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		N/A				20/21: Data not available at time of producing the report. Not collected 2020/21 due to lockdown and national decision not to implement parental engagement survey.	
EDU.P.3.1d	Employee survey I am proud to work for Midlothian Council			N/A		N/A				20/21: Data not available at time of producing the report.	


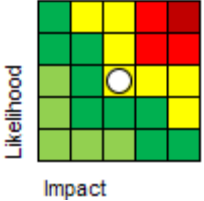

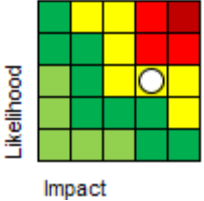
05. Finance & Resources

PI Code	PI	2019/20	Q1 2020/21	Q2 2020/21	Q3 2020/21	2020/21				Benchmark	
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
EDU.P.5.1a	Improvement in Core facts condition, suitability and sufficiency statistics			83%		85%				20/21: Schools in condition A/B in 2020 - 85%, (83% in 2019) Schools with suitability A/B in 2020 -75% (73% in 2019)	
EDU.P.5.1b	Children and young people with ASN are educated within Midlothian			0%		36%				20/21: Data reflects impact of Covid.	
EDU.P.5.1c	Teacher: pupil ratio			N/A		14				20/21: Data only	
EDU.P.5.2a	Number of schools meeting or exceed the baseline provision			N/A		4				20/21: Data only	
EDU.P.5.2b	Increase in the number of schools in receipt of Digital Schools award			N/A		1				20/21: Data only.	

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

Published 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	2019/20	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,512.38	£5,561.58	£5,419.81	£5,290.65	£5,182.45	£5,060.40	£5,195.19	£5,366.51	£5,592.93	£5,482.20	19/20 Rank 13 (Second Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 18 (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)	£7,260.99	£7,185.22	£7,115.41	£7,061.78	£7,017.18	£6,846.97	£7,136.97	£7,275.22	£7,118.53	£7,049.99	19/20 Rank 9 (Second Quartile) 18/19 Rank 11 (Second Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 8 (TOP Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,961.59	£3,432.58	£3,492.57	£3,353.07	£3,187.82	£3,887.78	£4,672.77	£4,502.08	£4,888.06	£7,163.40	19/20 Rank 21 (Third Quartile) 18/19 Rank 16 (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)		48%	50%	50%	54%	58%	54%	57%	57%	58%	19/20 Rank 27 (Bottom Quartile) 18/19 Rank 27 (Bottom Quartile) 17/18 Rank 26 (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)		20%	21%	26%	24%	29%	26%	30%	28%	33%	19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
												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)		26%	35%	34%	39%	37%	43%	47%	44%	39%	19/20 Rank 21 (Third Quartile) 18/19 Rank 15 (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)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	9%	17%	11%	16%	19/20 Rank 18 (Third Quartile) 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%		82%	81.93 %	79.33 %	78%	78.33 %	78.67 %	74.63 %	69.3%	19/20 Rank 25 (Bottom Quartile) 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%	85.92 %	89.53 %	94.17 %	93.56 %	95.16 %	94.78 %	94.91 %	93.81 %	94.47 %	19/20 Rank 9 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 16 (Second Quartile) 16/17 Rank 11 (Second Quartile) 15/16 Rank 6 (TOP Quartile) 14/15 Rank 17 (Third Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		716	752	754	783	889	801	836	806	823	19/20 Rank 24 (Third Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Third Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 13 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	577	652	559	556	19/20 Rank 19 (Third Quartile) 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)		541	541	537	577	698	719	700	667	687	19/20 Rank 24 (Third Quartile) 18/19 Rank 23 (Third Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
												17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	793	845	784	837	19/20 Rank 25 (Bottom Quartile) 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)		848	922	895	854	1,041	919	976	1,070	959	19/20 Rank 23 (Third Quartile) 18/19 Rank 10 (Second Quartile). 17/18 Rank 21 (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)		1,038	1,067	1,029	1,098	1,228	1,037	1,165	1,111	1,156	19/20 Rank 20 (Third Quartile) 18/19 Rank 24 (Third Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 27 (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 (LGBF)									72.76%		18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)									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 (LGBF)									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 (LGBF)									23.01%		18/19 Rank 25 (Bottom Quartile)
CHN17	Percentage of children meeting developmental milestones (LGBF)				83.84%	87.73%	89.22%	91.48%	93.65%	92.12%	93.02%	19/20 Rank 4 (Top Quartile) 18/19 Rank 5 (Top Quartile) 17/18 Rank 2 (Top Quartile) 16/17 Rank 3 (Top Quartile) 15/16 Rank 4 (Top Quartile) 14/15 Rank 4 (Top Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
CHN18	Percentage of funded early years provision which is graded good/better (LGBF)		97.3%	92.1%	90.9%	90%	90%	90.7%	91.4%	87.9%	84.7%	19/20 Rank 27 (Bottom Quartile). 18/19 Rank 25 (Bottom Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 22 (Third Quartile). 15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	93		93.2		93		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') (LGBF)			86.59		83.74		85.02		83.74		18/19 Rank 29 (Bottom Quartile). 16/17 Rank 28 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06		37		40.2		44.35	N/A	30.65		16/17 Rank 31 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')			212.12		188.24		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)						88.7	93.6	94.3	92.9	93.4	19/20 Rank 13 (Second Quartile). 18/19 Rank 10 (Second Quartile). 17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).

Economic Development and Planning

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
ECON7	Percentage earning less than the Living Wage (LGBF)			17.5%	17.8%	19.9%	23.3%	17.2%	13.8%	14.8%	14.7%	19/20 Rank 7 (TOP Quartile). 18/19 Rank 2 (TOP Quartile). 17/18 Rank 1 (TOP Quartile). 16/17 Rank 3 (TOP Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 9 (Second Quartile).