

Education

Annual Performance Report 2021/22



01. Progress in delivery of strategic outcomes

21/22:

Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

1.1 Improve attainment within the Broad General Education (BGE) stages:

The Scottish Government (SG) published the National Improvement Framework (NIF) Report 2021 and Improvement Plan 2022 December 2021. The SG NIF report highlighted the impact of the pandemic on attainment within the BGE with the attainment gap widening between the most and least disadvantaged children.

At P1, performance in listening & talking, reading, writing and numeracy were all above the national figures.

Performance in listening and talking at P4 and P7 is in line with the national picture.

At P7, fewer children attained the expected CfE level in numeracy and this has been a key focus for schools in terms of closing the learning gap caused by the pandemic. Overall, the Midlothian CfE data mirrors the national picture and a Building Back Better Recovery Programme was initiated within identified schools and/or stages.

The Building Back Better team matched expertise to need, and targeted schools with the largest gaps taking into account a number of factors; attainment in 2021 v 2019, attainment predicted in 2022, impact of the poverty related attainment gap, gender differences and ASN need. The team also identified support needed for P2 and P5 in order to support learners who had narrowly missed their expected level in June 2021. Throughout Jan – March 2022 the team targeted schools with children “at risk” of not achieving expected level by June in P1, P4 and P7.

The Programme has had a significant impact on raising children’s attainment with on average a 5.4% increase in attainment within the target schools and stages. Predicted data suggests we will report an increase in the percentage of children achieving both literacy and numeracy at P1, P4 and P7 June 2022.

As CfE data was not collected for S3 in June 2021, further analysis of S3 data June 2022 will be carried out and reported Q2 2022/23.

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

National Benchmarking Measures

Number of Leavers June 2021: 877. This was 100 higher than in 2020.

% Leavers Achieving Level 4 or better Literacy and Numeracy 21: 89.85%. This was in line with our virtual comparator.

% Leavers Achieving Level 5 or better Literacy and Numeracy 21: 66.36%. This was a 1.24% increase on 2020 and 2.15% above our virtual comparator at this level.

Initial leaver destinations

95.44% of leavers entered a positive initial destination. This is in line with our virtual comparator and was, percentage point-wise, above the VC and SEIC. Despite the challenges of the pandemic, more young people entered a positive destination in 2021 than in 2020.

Improving Attainment for All

Performance in our lowest 20% and middle 60% is in line with our virtual comparator, with performance of the highest 20% greater than our virtual comparator.

Attainment versus Deprivation

Across all deciles, all leavers performance was in line with that of their peers within the virtual comparator. However, against the national, SIMD decile 8 was much lower. Decile 2,4 and 5 was lower.

Breadth and Depth: Leavers

5 or more at level 4: 82.78%, virtual comparator: 83.66%
5 or more at level 5: 63.17%, virtual comparator: 64.71%
1 or more at level 6: 59.98%, virtual comparator: 63.04%
3 or more at level 6: 47.66%, virtual comparator: 49.75%
5 or more at level 6: 33.98%, virtual comparator: 36.33%
1 or more at level 7: 25.09%, virtual comparator: 23.53%

Leavers: Pupils with Additional Support Needs

Attainment in Literacy & Numeracy:

% Leavers Achieving Level 4 or better Literacy and Numeracy 21: 81.9%. Our virtual comparator was 78.44%

% Leavers Achieving Level 5 or better Literacy and Numeracy 21: 45.40%. Our virtual comparator was 43.83%

The percentage of school leavers with additional support needs entering a positive initial destination was 92.94%. This to our virtual comparator of 92.45% and the SEIC was 92.09% and national 92.81%.

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.

As mentioned above the gap between the most and least deprived children has widened during the pandemic period at a national level and this picture is also evident within Midlothian.

The gap between the most and least deprived in literacy at P1,P4 and P7 was 32 percentage points and 23 percentage points in numeracy June 2021. The Building Back Better intervention programme has targeted schools where data highlighted the need for further intervention.

Midlothian Single Plan Priority Reducing the gap in health outcomes

Priority 2: Included, Involved and Engaged: Wellbeing & Equity

2.1 Improve Equity and Inclusion

School attendance rate was 92.3% for 2020-21. Attendance data was not gathered in 2019-20.

Attendance is being monitored and tracked to identify children and young people at risk of disengaging from education. This has been more evident within the secondary sector than primary.

Initial aims of the nurture strategy have focused on building capacity in schools through awareness and skills in nurturing approaches. The strategy group will now review attendance, behaviour and wellbeing data to inform outcomes for the 3rd year of the nurture strategy and evaluate impact at universal level and across specific groups of children and young people.

Key achievements to date:

- *Built a commitment to nurture, strategic plan and network of partnerships:* The Nurture Strategy group meets every 2 months to review direction and activities. There are currently 73 Nurture Leads in Midlothian schools, Early Years centres, Community and Life-long Learning, and Children and Families teams forming 8 Collaborative Peer Support Network Groups. Links have been made with third sector organisations so that a consortium group has been formed.
- *Training and resources:* A digital platform has been set up to support school and practice development with nurture-related resources including a Nurture reflection tool and summary documents. Authority-wide training on Nurture: Attachment Aware and Applying the Six Nurture Principles in Practice has been delivered across schools and authority wide staff. More bespoke training and consultations are delivered by the Educational Psychology team.

2.2 Develop and improve health and wellbeing of staff and all children and young people from early level

Various surveys have been carried out to assess the health and wellbeing needs of staff and children and young people. Staff focus groups will be held June 2022 to seek views on what further support the authority can provide to improve staff health and wellbeing. A Health & Wellbeing consultation session was held with an external specialist consultant to support our head teachers through the challenges faced as a result of the pandemic. A cultural audit was also carried out with staff from the specialist sector and staff from occupational health are now supporting the authority to address the identified next steps. Health and Wellbeing surveys at school level have identified the needs of individual and groups of children and young people. In addition, Education and Children's Services are working closely with NHS Lothian staff to introduce a new service to improve access to mental health support at an earlier stage.

Midlothian School Counselling Service

As at January 2022 the counselling service had been delivering support to Midlothian school pupils aged 10-18 for a little over a year, including an initial one year pilot period in which the service specification was developed. The next round of monitoring data is due at the end of this month, but between November 2020 and December 2021 184 young people had accessed the service for individual counselling sessions with still more accessing information and support via the 135 drop-in sessions hosted across 5 of the High Schools. The primary reasons for referral into counselling were anxiety, low mood and difficulties managing relationships. The engagement rate has been very high at 91.3% over the lifetime of the service so very few young people are dropping out with most attending at least 7 sessions. 88% felt some reduction in their distress after completing their counselling, with 40% showing a clinically significant improvement. 98% showed improvements in engaging with family, friends, and in social activities despite the ever present and changing pandemic restrictions.

Community Mental Health Framework – Supports and Services

Since November 2020 the Council has allocated three tranches of funding received from the Scottish Government and aimed at improving mental health and wellbeing outcomes for children, young people aged 5-24, and their families and carers. Governance of the funds sits with the relatively newly established Midlothian Children and Young People's Mental Health Strategic Planning Group, and money was distributed following a competitive application process.

In all 10 local organisations have received funding to deliver a range of supports and services including:

- a programme of personalised developmental placements completed by 43 of the hardest to reach young people
- art therapy, play therapy, family counselling and carer support delivered to 134 children and 85 family members/carers
- a Forest & Outdoor Learning Award programme and a green learning voluntary programme completed by 42 young people
- individual, group and workshop based anxiety management interventions attended by c72 children, 326 parents and carers, and 67 school staff members
- Packages of personalised practical and emotional support delivered to 40 families.

Delivery, using existing funding, will continue to March 2023 enabling more local young people and their families/carers to benefit from this range of interventions. Feedback from beneficiaries to date has been overwhelmingly positive and all who have received support have reported improved outcomes.

Priority 3: Self-improving Systems

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 Improving quality of leadership at all levels.

A draft Parental Engagement Strategy is out to consultation with staff, pupils and parents has been created and is being shared with EEG, ASGs and Parent Councils for Consultation.

In the final term of this academic session, the local authority is carrying out the Scottish Government Parental Engagement and Involvement Survey to provide a baseline of our strengths and aspects for improvement.

Our Head Teachers and staff have been involved in the creation of our authority-wide Quality Improvement Framework which will be implemented from August 2022, setting out clear expectations and standards across all of our schools.

The EYs Principal teachers have carried out 124 visits across 64 settings since August as part of the quality improvement support. They have also worked with improvements settings for targeted support alongside the Care Inspector Improvement service. The number of improvement settings has reduced by 43% since August 2021.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

Priority 4: Life-Long Learning and Career-Ready Employability

4.1 Improve senior phase progression pathways to improve positive destinations, including for young people with ASN and who are care experienced.

See above re positive destination figures for all leavers and pupils with additional support needs.

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
- DSM review

Learning Estate

School roll projections have been updated and a revised learning estate strategy is being finalised. Designs for Easthouses Primary School and Mayfield Campus are being finalised taking account of feedback from key stakeholders including the community. The Beeslack High School replacement site is due to be announced before the end of this academic session.

The new Burnbrae Early and ASN Provision has received positive feedback from Education Scotland and HMI on the quality of the learning environment.

Following consultation, the council approved the closure of St Margarets RC Primary School, which is now being utilised as provision for young people with additional support needs.

DSM Review

THE DSM scheme was reviewed in line with national guidance and in consultation with head teachers. A further review is to take place 2022-23 with a focus on ASN and Early Years.

5.2 Equipped for learning:

Identified delivery milestones for the first phase of the Equipped for Learning programme have been delivered on time and within budget during 2021-22. The project is now on track for Phase 2 delivery, focusing on transformation of learning and teaching pedagogy and further infrastructure improvement.

In Q4, this has included the provision of a digital device for learning for all primary-aged pupils, following the successful rollout of devices to secondary school pupils in Q3.

Digital devices to support learning have been provided to every secondary school pupil as part of the Equipped for Learning programme. These devices are being used daily in classrooms and at home. Specific pedagogical approaches, linked to the use of digital technology in the classroom are being trialled within the Newbattle Digital Centre of Excellence, as part of a practitioner-enquiry approach.

02. Challenges and Risks

21/22:

- Outcome of the Education Reform Consultation and National Care Service Consultation
- Uncertainty about how SQA qualifications will be assessed academic session 2021/22 and beyond.
- Impact of the pandemic on post-school destinations
- Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. As such, any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget for 2022/23.
- Rate of demographic growth on the learning estate
- A full refresh of school roll projections and capacities has been undertaken to assess current and future demand. This work will inform and shape the Learning Estate Strategy over the next 5 years.
- A number of schools funded through the Scottish Governments Learning Estate Investment Programme are at the briefing and design stages. There are council and developer funded projects being undertaken also.
- The Roll Projection data will be checked and refreshed on a 6 month basis to ensure we have provided sufficient capacity in each catchment.
- A programme of Suitability Surveys will be conducted in 2022 to ensure our Core Facts data is reflective of the current situation.
- The Place Directorate are conducting Condition Surveys in all schools assets. - Increase in the number of children and young people with additional support requiring more specialist provision will require robust monitoring to ensure staffing and specialist facilities meets level of needs

Education



Successes and Challenges

Corporate Performance Indicators (latest)

● 7
 ✔ 4
 ? 1
 📊 8

Service Plan PIs (latest)

● 0
 ✔ 10
 ? 0
 📊 6

Corporate PIs Off Target

PIs ● 7

% 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 1

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 PIs Off Target

PIs ● 0

There are no PIs Off Target

Service High Risks (latest)

▲ 1

School Capacities/Catchment Areas/Demand for Pupil Places

All Risks - Education

Risks ▲ 8 ✔ 16

Key PIs

- Off Target
- ✔ On Target
- 📊 Data Only
- ? Data Not Yet Available

Key PIs

- Off Target
- ✔ On Target
- 📊 Data Only
- ? Data Not Yet Available

Key Risks

- ▲ High Risk/Medium Risk
- ✔ Low Risk

Education PI summary

01. Manage budget effectively

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£98.009m	£113.400m	£112.016m	£113.071m	N/A		21/22: Q4 figures will be available after June council.				

02. Manage stress and absence

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	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)	4.88	2.02	2.87	5	6.54		21/22: On Target		7.5	Number of days lost	14,479.06
											Number of FTE in service	2,212.6

03. Process invoices efficiently

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	92%	92%	93%	94%	95%		21/22: On Target		93%	Number of invoices received (cumulative)	15,563
											Number of invoices paid within 30 days (cumulative)	14,826

04. Improve PI performance

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	68.75%	100%	93.75%	93.75%	85%		21/22: Off Target All 3 of the unmet targets have been effected by the Pandemic.		90%	Number on tgt/complete or Data Only	17
											Total number of PI's	20

05. Control Risk

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
05. Control Risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%		21/22: All risks have been reviewed.		100%	Number of high risks reviewed in the last quarter	3
												Number of high risks

06. Implement Improvement Plans

Priorities	Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
06. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	100%	100%	100%	75%	90.91%		21/22: On Target		90%	Number of internal/external audit actions on target or complete	10
												Number of internal/external audit actions

Education Complaints Indicator Summary

Commitment to valuing Complaints

Indicator	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22
	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	42	19	8	17	61		21/22: Data Only		
Number of complaints closed in the year	37	14	8	15	59		21/22: Data Only		
Number of complaints upheld (quarterly)	1	3	0	2	7		21/22: Data Only		
Number of complaints partially upheld (quarterly)	7	3	1	4	10		21/22: Data Only		
Number of complaints not upheld (quarterly)	25	5	3	1	16		21/22: Data Only		
Number of complaints Resolved (quarterly)	N/A	2	4	8	24		21/22: Data Only		
Average time in working days to respond to complaints at stage 1	8.24	2.22	5.71	4.5	5.54		21/22: Off Target 35 out of 39 Stage 1 complaints were complete within 5 working days.		5
Average time in working days to respond to complaints at stage 2	19.4	13.33	17	20	29.21		21/22: Off Target 8 out of 14 Stage 2 complaints were complete within 20 working days.		20
Average time in working days for a full response for escalated complaints	28.33	20	0	22	21.33		21/22: Off Target 4 out of 6 Escalated complaints were complete within 20 working days.		20
Percentage of complaints at stage 1 complete within 5 working days	68.97%	100%	85.71%	90%	89.74%		21/22: Off Target 35 out of 39 Stage 1 complaints were complete within 5 working days.		95%
Percentage of complaints at stage 2 complete within 20 working days	80%	100%	100%	100%	57.14%		21/22: Off Target 8 out of 14 Stage 2 complaints were complete within 20 working days.		95%
Percentage of complaints escalated and complete within 20 working days	0%	100%	100%	50%	66.67%		21/22: Off Target 4 out of 6 Escalated complaints were complete within 20 working days.		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	1	0	1	2	6		21/22: Data Only		
Number of Compliments	3	1	0	1	2		21/22: Data Only		

01. Attainment and Achievement

Priorities/Actions



1.1 Improve attainment within the broad general education stages, by focusing on:

- Improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression cross Early Level

1.2 Improve attainment with the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap

1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and carer-experienced children

01. Attainment & Achievement

PI Code	PI	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22			
		Value	Value	Value	Value	Value	Status	Short Trend	Note
EDU.P.1.1a	Increase the number of children in P1, P4 and P7 achieving the expected CfE levels in Literacy and Numeracy.	N/A	N/A	N/A	N/A	N/A			<p>21/22: Data Only Attainment continues to be a focus this session. Predicted levels at this time show that combined data for literacy and numeracy achievement of a level show a predicted increase from 2021 figures in both areas across P1, P4 and P7. Literacy – predicted 79.6%) of pupils to attain benchmark figure in literacy across the 3 primary testing stages compared to 76.5% in 2021 Numeracy – predicted 77.9% pupils predicted to achieve the benchmark in numeracy across the 3 primary testing stages compared to 72.3% in 2021. Analysis of this information looking at multiple characteristics (Deprivation, Gender and Additional support needs) is being used with schools to identify stretch aims for next session.</p>
EDU.P.1.2a	DYW KPI % of young people achieving vocational qualifications at SCQF Level 5 or better	N/A	84.43%	N/A	N/A	84.7%			<p>21/22: On Target Information from the February insight release on all School leavers in the 2020/21 year group showed 84.7% of pupils received at least 1 grade at SCQF Level 5 or better.</p>

02. Included, Involved and Engaged: Wellbeing and Equity

Priorities/Actions



2.1 Improve Equity and Inclusion, through the following areas:

- Nurture
- Attendance and Engagement
- Family Learning
- ASN
- Embedding the principles of UNCRC and The Promise

2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:

- HWB curriculum development Local Authority, school and community supports

02. Included, Involved & Engaged; Wellbeing & Equity

PI Code	PI	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22
		Value	Value	Value	Value	Value	Status	Short Trend	Note	
EDU.P.2.1a	Primary Pupil survey – SHANARRI indicators	N/A	N/A	50	75	100			21/22: On Target Preferred survey provider identified for P5-P7 survey. Funding is being discussed with view to data being gathered in September 2022 due to capacity of provider.	100
EDU.P.2.2a	Secondary Pupil survey – SHANARRI indicators	N/A	N/A	50	75	100			21/22: On Target Preferred survey provider identified for survey. Funding is being discussed with view to data being gathered in September 2022 due to capacity of provider.	100





03. Self-improving Systems

Priorities/Actions

3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or Better in inspection Qis through:

- Empowering leaders at all levels, leading to an empowered system
- Improving quality of leadership at all levels, including leadership of learning
- Delivering a minimum data set and supporting data literacy to improve self-evaluation Developing a Parental Engagement Strategy

03. Self-Improving Systems

PI Code	PI	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22			Annual Target 2021/22	
		Value	Value	Value	Value	Value	Status	Short Trend		Note
EDU.P.3.1a	Number of settings achieving Good or above for Q11.3 Leadership of change	N/A	N/A	63	67	67			21/22: On Target 67% of settings now achieving the goal	55
EDU.P.3.1b	Number of settings achieving Good or better for Q12.3 Learning, teaching and assessment	N/A	N/A	50	57	57			21/22: On Target Annual timetable amended due to Covid restrictions in January. Summer term plans include school visit with focus on Q12.3 and class visits with focus on learning, teaching and assessment will take place at that time in targeted schools.	50
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	50	75	100			21/22: On Target Almost all SQIPs report parents/carers fully involved in self evaluation process, planning for 22/23 currently underway. The Parental Engagement Officer is in post and working with Parent Council Chairs to develop questions for Parental Survey. Parent Survey timetable has been drawn up by Parental Engagement Officer and shared with schools	100
EDU.P.3.1d	Employee survey I am proud to work for Midlothian Council	N/A	N/A	N/A	N/A	N/A			21/22: N/A Due to the ongoing restrictions within the workplace, the Midlothian Employee survey has been delayed to later in 2022.	

04. Finance and Resources













Priorities/Actions

4.1 Deliver Best Value through:


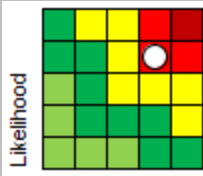
- Reviewing and implementing the Learning Estate Strategy, taking cognisance of the ASN learning estate
- Robust workforce planning
- DSM review

4.2 Implement the first phase of the 'Equipped for Learning' programme to support transformational change in digital learning

04. Finance & Resources

PI Code	PI	2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22	2021/22				Annual Target 2021/22
		Value	Value	Value	Value	Value	Status	Short Trend	Note	
EDU.P.4.1a	Improvement in Core facts condition, suitability and sufficiency statistics	85%	85%	85%	85%	85%			21/22: Core Facts return sent to Scottish Government on 07/05/2022. Some Condition surveys have been conducted but a significant number of schools have not been surveyed for 5+ years. All schools should be surveyed on a rolling 5 year cycle.	
EDU.P.4.1b	Children and young people with ASN are educated within Midlothian	36%	N/A	99.7%	99.7%	99.7%			21/22: On Target	99%
EDU.P.4.1c	Teacher: pupil ratio	14	14	14	14	14			21/22: Data Only	
EDU.P.4.2a	% of pupils with access to allocated device to support learning	N/A	N/A	50%	50%	100%			21/22: Complete Identified delivery milestones for the first phase of the Equipped for Learning programme have been delivered on time and within budget during 2021-22. In Q4, this has included the provision of a digital device for learning for all primary-aged pupils, following the successful rollout of devices to secondary school pupils in Q3.	100%
EDU.P.4.2b	Active devices within a 7-day period	N/A	N/A	2,383	7,125	11,641			21/22: On Target	4,650
EDU.P.4.2c	Active users within a 7-day period	N/A	N/A	9,402	10,766	11,312			21/22: On Target	100
EDU.P.4.2d	% of teaching staff accessing digital professional learning	N/A	N/A	100%	100%	100%			21/22: On Target	100%
EDU.P.4.2e	Schools in receipt of Digital Schools Award	1	1	16	16	17			21/22: Data Only 1 additional school received the Digital School award in Q4	

Education Service Risks

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
ED.RR.01-03 School Capacities/Catchment Areas/Demand for Pupil Places	<p>The main internal controls centre on service planning within the Education Service Plans e.g.</p> <p>(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>	<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>		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	Education

Published Local Government Benchmarking Framework Education



Children's Services

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,517.94	£5,702.08	£5,963.39	£5,847.82	£5,848.92	20/21 Rank 14 (Second Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 15 (Second Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£7,580.36	£7,730.13	£7,590.04	£7,520.16	£7,744.06	20/21 Rank 20 (Third Quartile) 19/20 Rank 7 (Top Quartile) 18/19 Rank 11 (Second Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£4,963.07	£4,783.59	£5,211.83	£7,641.14	£9,981.44	20/21 Rank 21 (Third Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 16 (Second Quartile) 17/18 Rank 15 (Second Quartile). 16/17 Rank 18 (Third Quartile)
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	54%	57%	57%	58%	60%	20/21 Rank 29 (Bottom Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 27 (Bottom Quartile) 17/18 Rank 26 (Bottom Quartile) 16/17 Rank 29 (Bottom Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	26%	30%	28%	33%	33%	20/21 Rank 27 (Bottom Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	43%	47%	44%	39%	41%	20/21 Rank 23 (Third Quartile) 19/20 Rank 21 (Third Quartile) 18/19 Rank 15 (Second Quartile) 17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (Second Quartile).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)	9%	17%	11%	16%	17%	20/21 Rank 21 (Third Quartile) 19/20 Rank 18 (Third Quartile) 18/19 Rank 24 (Third Quartile) 17/18 Rank 12 (Second Quartile) 16/17 Rank 27 (Bottom Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	78.33%	78.67%	74.63%	69.3%	N/A	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)	94.78%	94.91%	93.81%	94.47%	95.44%	20/21 Rank 18 (Third Quartile) 19/20 Rank 10 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 16 (Second Quartile) 16/17 Rank 11 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)	799	836	806	828	908	20/21 Rank 20 (Third Quartile) 19/20 Rank 24 (Third Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	577	652	559	557	588	20/21 Rank 23 (Third Quartile) 19/20 Rank 19 (Third Quartile) 18/19 Rank 20 (Third Quartile) 17/18 Rank 12 (Second Quartile). 16/17 Rank 20 (Third Quartile).
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)	719	701	667	687	694	20/21 Rank 26 (Bottom Quartile) 19/20 Rank 24 (Third Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile).
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	792	845	784	858	1,044	20/21 Rank 7 (Top Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 28 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)	919	976	1,070	959	1,029	20/21 Rank 22 (Third Quartile) 19/20 Rank 23 (Third Quartile) 18/19 Rank 10 (Second Quartile). 17/18 Rank 21 (Third Quartile). 16/17 Rank 25 (Bottom Quartile).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	1,026	1,165	1,111	1,157	1,360	20/21 Rank 12 (Second Quartile) 19/20 Rank 20 (Third Quartile) 18/19 Rank 24 (Third Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)			73%		66%	20/21 Rank 17 (Third Quartile) 18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)			78%		73%	20/21 Rank 18 (Third Quartile) 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)			27%		32%	20/21 Rank 26 (Bottom Quartile) 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%		27%	20/21 Rank 22 (Third Quartile) 18/19 Rank 25 (Bottom Quartile)
CHN18	Percentage of funded early years provision which is graded good/better (LGBF)	90.7%	91.4%	87.9%	84.7%	88.5%	20/21 Rank 24 (Third Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 19 (Third Quartile) 16/17 Rank 22 (Third Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	92.6		92.6		92.3	20/21 Rank 16 (Second Quartile) 18/19 Rank 24 (Third Quartile) 16/17 Rank 26 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)	85.02		83.74		N/A	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)	44.35		30.65		9.51	20/21 Rank 8 (Top Quartile) 18/19 Rank 30 (Bottom Quartile) 16/17 Rank 31 (Bottom Quartile)
CHN20b	School exclusion rates (per 1,000 'looked after children')	135.14	N/A	N/A	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)	93.6	94.3	92.9	93.4	93.7	20/21 Rank 8 (Top Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 10 (Second Quartile) 17/18 Rank 8 (Top Quartile) 16/17 Rank 7 (Top Quartile).