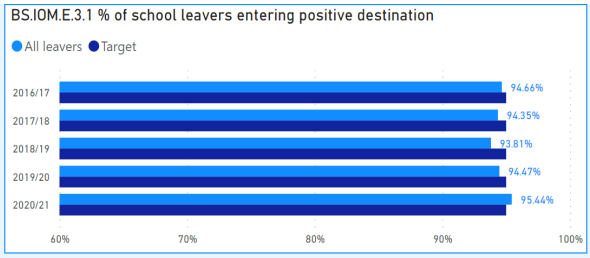
Education Performance Report 2022/23

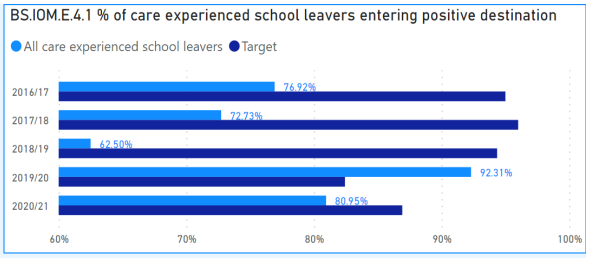
- **Quarter 2**

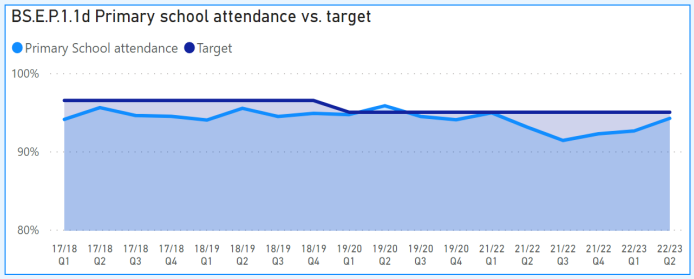
Midlothian

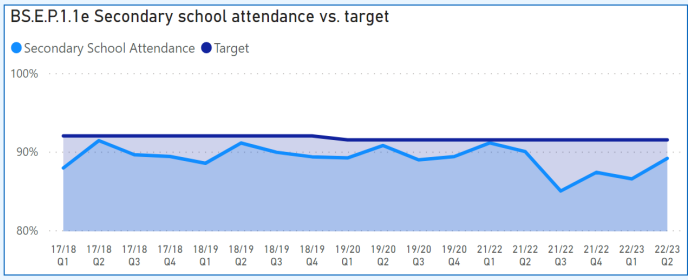
Progress in delivery of strategic outcomes

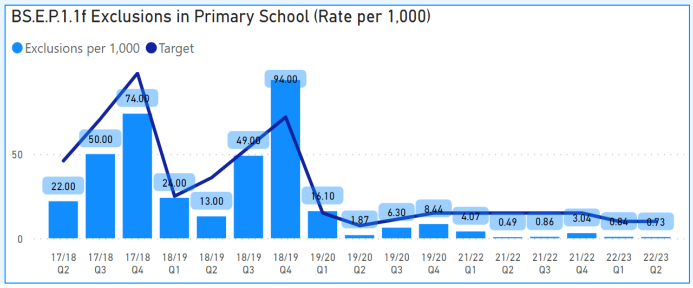
Midlothian
Education -
Service Performance

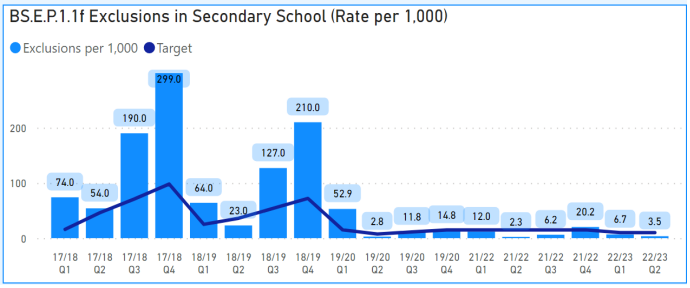




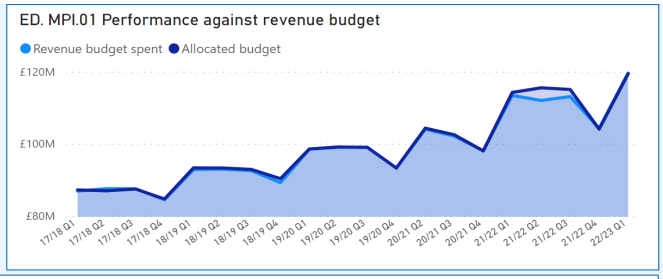


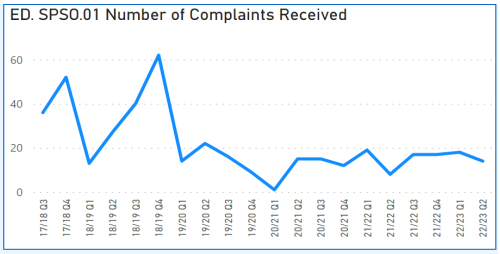


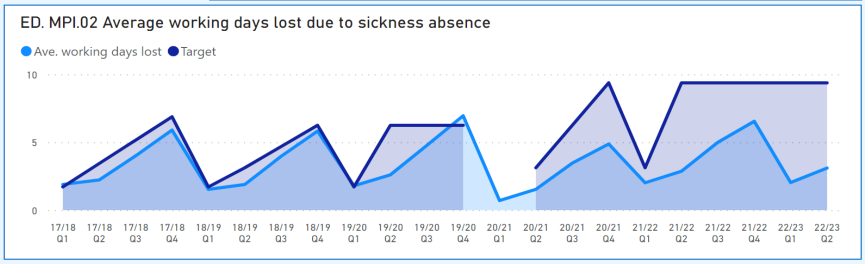


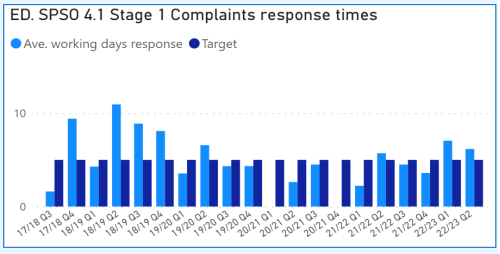


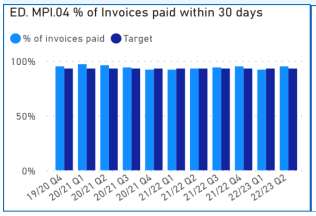
Midlothian
Education -
Corporate Performance

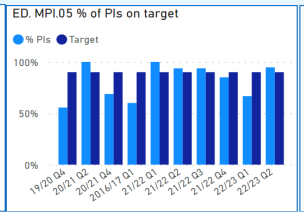


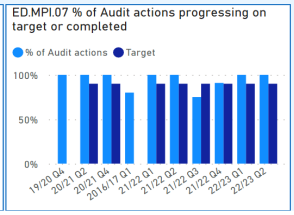


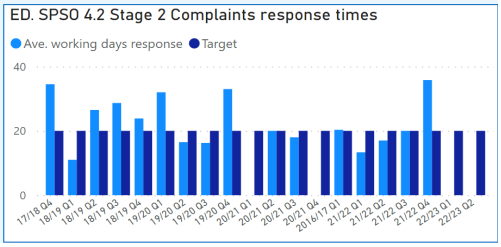












22/23: Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

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

Trend Data & Target

	2017	2018	2019	2021	Ave.	Target
Pr Literacy	62.25%	74.68%	72.76%	65.75%	68.86%	**71.5%**
Pr Numeracy	71.14%	79.63%	77.77%	72.80%	75.34%	**72.0%**
S3 Literacy	62.25%	74.68%	72.76%		69.90%	**88.0%**
S3 Numeracy	88.81%	87.68%	89.56%		88.68%	**90.5%**

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.1.1 Develop and implement a raising attainment strategy	- Consulted with school leaders on strategy development. - Key messages informed by data analysis. - QA Visit 1 started and will continue in next quarter to reinforce stretch aims and processes to monitor and track. - Recovery team working in 4 targeted schools	- Draft strategy developed and shared with school leaders and key networks. - Literacy and Numeracy guidance in place reflecting key pedagogical approaches outlined in Draft Raising Attainment Strategy. - Literacy, Numeracy and QAMSO Networks involved in supporting school/ASG moderation. - Further training and support for QAMSO Network will develop their expertise in assessment and moderation, enabling them to lead staff training within their own schools/ASG.	- Attainment Visits support school engagement with strategy. - Data uplift reveals a positive shift in attainment predictions and progress towards stretch aims. - Final Strategy agreed and in place. - QA discussions and visit 3 activity supports engagement with strategy and future school improvement priority planning. - Themes from Visit 2 (Focus 2.3) reflect range of effective pedagogical approaches. - Schools and ASGs planning for Moderation activity within BGE (literacy/numeracy focus determined by local data and utilising Midlothian Curricular Frameworks)	- School SIRs include evidence of approaches taken and progress made towards stretch aims. - School SIPs and PEF plans for 2023-24 reflect strategy. - Plan for professional learning established in consultation with schools and networks and informed by analysis of SQR, attainment data and PEF reporting. - Analysis of SQR reveals effective moderation taking place in all schools/ASGs and plans in place to continue to build capacity and activity in session 2022/23.
1.1.2 Develop a full range of curriculum frameworks.	- Identified and shared examples of coherent curriculum pathways 3-18, for example, in STEM or the world of work. E.g. East Ayrshire flexible skills pathway - Numeracy Framework shared with all schools. The Education Executive Group (EEG) has agreed a set of primary curriculum frameworks to pilot 2022-23.	- Use these frameworks to check there are coherent 3-18+ pathways in each ASG. E.g. pathways into high-income STEM careers, pathways into creative/cultural careers. Engage our regional FHE partners in strengthening pathways. - Literacy Framework shared with all schools. - Agreed draft Curricular Frameworks (with exception of Literacy and Numeracy) in use in identified schools/ASGs for pilot and evaluation.	- Deliver Leadership of Curriculum Design training. Engage partners eg Education Scotland Curriculum Innovation Team to support action research in Curriculum Design. E.g. West Partnership curriculum redesign project - Professional Learning Offer in place to support engagement with literacy and numeracy frameworks - Updated draft frameworks shared with EEG - Literacy, Numeracy and QAMSO Networks involved in supporting school/ASG moderation. - Develop and introduce curriculum guidance for schools	- All schools using Literacy and Numeracy Frameworks to support planning, teaching and assessment. - Finalised suite of wider curricular frameworks launched with all schools and settings for use from 2023/24. - Moderation activity planned for session 2023/24 utilising Literacy, Numeracy and QAMSO Networks and Midlothian Frameworks.
1.1.3 Revise Midlothian's Learning, Teaching and Assessment policy.	- Working group consultation started for scoping of existing policy and school based approaches to include all stakeholders.	- Progress update on key messages within LTA Policy for school leaders and in collaboration with EEG. - School leader consultation to engage working group.	- Professional Learning Offer for school leaders on strategic leadership of elements of LTA Policy - Themes from Visit 2 (Focus 2.3) support with LA Self evaluation of strengths and areas for improvement to inform the final Policy. - Ongoing stakeholder engagement to inform final policy.	- Final LTA Policy agreed for all school engagement during session 2023/24 - QA Processes and analysis of schools SQR reveal an increasing percentage of schools rated as good/very good for key Quality Indicators. - Consultation with school leaders and networks to inform professional learning offer for session 2023/24. -

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.1.4 Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims.	- Work has started in scoping out the short life working group to identify and review remit for the project. - Pilot schools have been identified and project plan has been developed to ensure the progress can be monitored and evaluated. Findings of this will be presented to the working group	- Pilot phase of work on implementation of tracking and monitoring system with one ASG will continue during this period. - Monitor and review the impact of the system within and throughout the schools. - Working group will meet and discuss options for primary and secondary schools to take forward.	- Final phase of evaluation of the new system. Review and consultation with working group and schools involved. - Any significant or minor changes to the approach to be made before full implementation in all schools next quarter. - Training programme on the system to be planned and scheduled with all schools.	- Full implementation of final tracking system in all schools. - Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.
1.1.5 Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment	- Working with schools to co-create short term targets (Aug-Dec) to deliver identified improvement priorities - Tracking progress towards agreed targets through school/setting Action Trackers - Provided Headteachers with relevant, timely and succinct information for session 22/23 HT pack - Connected with Digital Leaders in every school and establish a community of innovative practitioners (97% turnout DL Meeting 5 September) - Surveyed pupils, families and staff to understand the opportunities and challenges of the Phase One provision of EfL devices and plan next steps - Deployment of devices to all new Chromebook users, new pupils - Creation of EfL Phase 2 plan for board approval	- Relaunch Digital Loan Bank to ensure schools and settings can access high quality digital technology and training - Pilot BGE Digital Literacy Framework in primary schools and settings through Digital Leaders - Use staff audit from May 22 to explore creation of a learning and teaching app library for pupils and staff, ensuring DPIA compliance - Innovation project work in relation to EfL, linking schools across Midlothian- principally access to VR, creativity with iPad in Senior Phase, Future Classroom - Deploy devices to new P1 intake using remote deployment model + flexible support - Scoping of Roles and Responsibilities between DS and DILT - AV audit scoping- ELCs/Primaries and ASN provisions by 30 Sept, secondaries by 14 Oct	- Review short term targets with schools and settings against agreed measures and evaluate progress. Co-create short term targets (Jan-June) - Pilot Third and Fourth levels of Digital Literacy Framework through secondary school working group - Launch Google Workspace Skills for P7-S2 pupils to establish a benchmark standard of fluency using Workspace by end of BGE - Review Professional Learning offer and plan for next steps	- Evaluate impact of implemented changes and use this to inform next steps - Review and evaluate impact of Digital Literacy Framework - Finalise app library offer for 23/24 and associated training offer - Survey pupils, families and staff to understand to identify changes in attitude, proficiency and use of digital tools to enrich, enhance and improve learning, teaching and assessment - Plan and host launch event for Midlothian's Apple Regional Training Centre, showcasing the work of our schools and settings and learning from others - Managed transition of all devices and reallocation of school leavers' devices

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

Trend Data & Targets for School Leavers

	2018	2019	2020	2021	Ave.	Target
Lit & Num SCQF Level 4	88.93%	89.45%	90.48%	89.85%	89.93%	TBC
Lit & Num SCQF Level 5	66.33%	63.76%	65.12%	66.36%	65.08%	TBC
1+ @ Level 4	97.23%	96.67%	97.17%	95.44%	96.84%	**96.0%**
1+ @ Level 5	85.49%	86.01%	84.43%	84.72%	85.56%	**86.0%**
1+ @ Level 6	60.58%	56.08%	60.62%	59.98%	59.19%	**60.0%**
5@ Lv 5	60.58%	58.37%	63.45%	63.17%	60.86%	**65.0%**
3@ Lv 6	46.62%	42.89%	49.94%	47.66%	46.09%	**50.0%**
5@ Lv 6	32.56%	30.05%	36.94%	33.98%	32.33%	**35.0%**

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.2.1 Develop and implement a raising attainment strategy	- Consulted with school leaders on strategy development - Key messages informed by data analysis - QA Visit 1 started and will continue in next quarter to reinforce stretch aims and processes to monitor and track	- Draft strategy developed and shared with stakeholders, HTs, parents and young people - Literacy and Numeracy guidance in place reflecting key pedagogical approaches outlined in Draft Raising Attainment Strategy and shared directly with English and Maths Departments/DHT Networks.	- Attainment Visits and Secondary HT meetings support school engagement with strategy. - Data uplift shows a positive shift in attainment predictions within the senior phase. - Final agreed strategy in place.	- Secondary School Improvement Reports include evidence of approaches taken and progress made towards stretch aims. - School SIPs for 2023-24 reflect strategy.
1.2.2 Review the Senior Phase curriculum offer and pathways into positive sustained destinations.	- Started work on undertaking an extensive engagement/listening process with key stakeholders to establish the vision and purpose of the Midlothian Senior Phase Curriculum - Identified and shared examples of coherent curriculum pathways 3-18, for example, in STEM or the world of work. E.g. East Ayrshire flexible skills pathway - Structure of Midlothian Curriculum Paper established, will be drafted for consultation at joint HT Meeting in November	-Midlothian Senior Phase Principles agreed and expressed through an explicit Curriculum Rationale. -Session 23/24 curriculum pilots agreed with all secondary schools that ensure increased opportunities for students and collaborative working. -analysis of engagement and drafting of Midlothian Curriculum Paper; develop paper for secondary pilots to consult with identified school personnel	- Deliver Leadership of Curriculum Design training. Engage partners eg Education Scotland Curriculum Innovation Team to support action research in Curriculum Design. E.g. West Partnership curriculum redesign project	- School 23/24 SIPs reflect this approach
1.2.3 Review and develop approaches that will allow secondary schools to implement reduced class contact time, in line with SG policy, for teachers from August 2024	- Review of curricular models and staffing levels in each secondary school has started. - Engaged with schools to model options. - Engaged and involved the MNCT in this process.	- Agree a Midlothian approach to the student and staff day, from August 2024, that ensures an appropriate balance between equality across schools and the context/need of each school. -Establish a paper to consult on within Midlothian	- Confirm for each secondary school an action plan that supports the transition to the agreed approach from August 2024. - Work with Business Executive colleagues to ensure that our DSM model and allocations support the implementation of approaches from August 2024.	- School 23/24 SIPs reflect this approach

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.2.4 Revise Midlothian's Learning, Teaching and Assessment policy.	- School leader consultation started to engage working group. - Working group consultation and scoping begun of existing policy and school based approaches to include all stakeholders.	- Progress update on key messages within LTA Policy for school leaders and in collaboration with EEG.	- Professional Learning Offer for school leaders on strategic leadership of elements of LTA Policy - Themes identified as part of Visit 2 activity (Focus 2.3) support ongoing LA Self evaluation of strengths and areas for improvement to inform the final Policy. - Ongoing stakeholder engagement to inform final policy.	- Final LTA Policy agreed for all school engagement during session 2023/24 - Consultation with school leaders and networks to inform professional learning offer for session 2023/24
1.2.5 Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims.	- Work has started in scoping out the short life working group to identify and review remit for the project. - Discussions have been held at the secondary HT meetings to discuss this project and how leaders can contribute.	-Pilot phase of work on implementation of tracking and monitoring system with one ASG, once governance has been agreed. -Monitor and review the impact of the system within and throughout the schools.	- Final phase of evaluation of the new system. Review and consultation with working group and schools involved. - Any significant or minor changes to the approach to be made before full implementation in all schools next quarter. - Training programme on the system to be planned and scheduled with all schools.	- Full implementation of final tracking system in all schools. - Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.
1.2.6 Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment	- Work with schools to co-create short term targets (Aug-Dec) to deliver identified improvement priorities has started. - Tracking progress towards agreed targets through school/setting Action Trackers - Provide Headteachers with relevant, timely and succinct information for session 22/23 HT pack	-Innovation project work in relation to EfL, linking schools across Midlothian- principally iPad Creativity Apps in the Secondary Classroom, Future Classroom, Data Science Across the Curriculum - Future Classroom in Partnership with University of Edinburgh (UoE) defined Planning and technical implementation in participating secondary schools. The Collaborative enquiry cycle takes place Oct-Dec -iPad Creativity Apps in the Secondary Classroom -Support technical delivery of data science projects in Newbattle High School and Roslin PS	- Implement innovation project work- Supporting Music Technology in the Senior Phase - Implement innovation project work- Supporting Computing Science Qualifications in the Senior Phase - Continued work on iPad Creativity Apps in the Secondary Classroom - Continued work on Future Classroom - Further development on Data Science Across the Curriculum	- Review impact of all Senior Phase innovation project work, evaluate progress, plan next steps - Managed transition of all devices and reallocation of school leavers' devices - Further development on Data Science Across the Curriculum

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

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Literacy – GAP FSM vs. No FSM	22.47%	29.35%	NC	32.24%	28.17% [a]	**22%**
Pr Numeracy – GAP FSM vs. No FSM	20.69%	22.69%	NC	27.98%	23.82% [a]	**20%**
S3 Literacy – GAP FSM vs. No FSM	22.57%	22.83%	NC	NC	22.94% [b]	**17%**
S3 Numeracy – GAP FSM vs. No FSM	12.04%	21.27%	NC	NC	16.35% [b]	**17%**
1+ @ Level 4 – GAP FSM vs. No FSM		4.9%	2.0%	3.2%	3.4%	**2.5%**
1+ @ Level 5 – GAP FSM vs. No FSM		23.6%	25.2%	19.8%	22.9%	**19%**
1+ @ Level 6 – GAP FSM vs. No FSM		30.7%	32.0%	35.0%	32.6%	**30%**

[a] Ave. is calculated from 2017-2021; [b] Ave. is calculated from 2017-2019
NC – not collected

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.3.1 Build quality and capacity within schools to improve outcomes for all disadvantaged children and young people, in partnership with our Education Scotland Attainment Advisor.	- QI school visits focus on raising attainment and narrowing the attainment gap has started and will continue in next quarter. - Visit 1 50% completed and focus on QI1.1, 1.3 and 3.2, Discussions focusing on raising attainment and identifying learners gaps. -Recovery team working in 4 targeted schools	- Further development of Midlothian's Professional Learning Academy which will offer training, guidance and support to school teams in improvement methodology, measuring impact. - Schools continue to monitor the impact of interventions and universal offer on reducing the attainment gap.	- QI school visits focus on evaluating impact of work to reduce the attainment gap.	- Summary report to capture the impact of interventions and universal offer on reducing the attainment gap.
1.3.2 Robust plans for PEF implemented and evaluated across all schools.	- PEF plans discussed with head teachers during QA process. - 60% of schools visited for SQIP feedback and in all these schools PEF plans discussed. 100% of PEF plans complete and evaluated by SGM/AA. Visits to identified schools to discuss plans post Oct break.	- Schools continue to monitor the impact of their PEF plans and interventions planned. - Engagement with schools through QA process ongoing	- Schools evaluation of impact of PEF plans ongoing and evaluations discussed with HTs prior to end of year school quality & improvement report (SQIP) being finalised	- Schools evaluate impact of PEF plans in end of year school quality & improvement report (SQIP)
1.3.3 Improve availability, accuracy and use of complex and intersectional data to target support more effectively.	- Development of interim analytical dashboards for use by schools to understand performance have been progressing. - Engagement with schools and service leads have taken place to start the scoping and development of this work	- Implement interim dashboard approach for all schools. Training programme to be scheduled alongside this with data champions. - Pilot implementation of full new analytical dashboards for schools to align with the new tracking and monitoring system and actions 1.1.4 and 1.2.4	- Monitor and review the impact of the system within and throughout the schools. Any significant or minor changes to the approach to be made before full implementation in all schools next quarter. (align with 1.1.4 and 1.2.4) - Training programme on the system to be continued with all schools.	- Full implementation of final analytical dashboard to align with tracking system in all schools. - Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.

1.4 Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Literacy - LAC/ASN Pupils[a]	55.58%	53.26%	NC	43.66%	47.61%[a]	**53%**
Pr Numeracy - LAC/ASN Pupils[a]	61.48%	58.64%	NC	52.18%	55.42% [a]	**58%**
S3 Literacy - LAC/ASN Pupils[a]	68.66%	87.67%	NC	NC	78.17% [b]	**78%**
S3 Numeracy - LAC/ASN Pupils[a]	72.64%	68.32%	NC	NC	72.77% [b]	**72%**
1+ @ Level 4 - LAC/ASN Pupils[a]	91.79%	91.21%	92.95%	89.34%	91.32%	**91%**
1+ @ Level 5 - LAC/ASN Pupils[a]	63.43%	69.23%	69.80%	67.44%	67.47%	**69%**
1+ @ Level 6 - LAC/ASN Pupils[a]	32.09%	32.60%	43.96%	39.77%	37.10%	**40%**

[a] This contains pupils that are either LAC or ASN. Note that due to the small numbers in these categories the % can fluctuate quite significantly.
NC – not collected

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.4.1 Embed The Promise across the education service	- Schools have started work on ensuring accurate information of their care experienced CYP by working closely with CS and SEEMiS development officer. - Schools continue to extend their understanding of The Promise through the Directorate Conference. Directorate conference time and date to be confirmed. This may be in Q3 or Q4. - New Education Resource Group process is piloted. Two ERGs have been held. 21 CYP discussed at the first ERG and 11 CYP discussed at the second. Although it is in development, the reduction in numbers supports our aim to ensure our CYP get the right support at the right time. The feedback from establishments has been positive in supporting the schools to support their young people.	- Use the data to target support in schools that need this most in order to fully implement The Promise, UNCRC and GIRFEC. - Schools are trained in relationship/trauma based practice - Schools are embedding person centred planning and decision making - The PLA facilitates training on the right's of a child and the language of care - Schools are consulted on the draft amended exclusions policy - Schools continue to extend their understanding of The Promise through the Directorate Conference	- Use the data to target support in schools that need this most in order to fully implement The Promise, UNCRC and GIRFEC. - Schools are embedding in relationship/trauma based practice - QI school visits focus on ensuring that schools are improving outcomes for vulnerable CYP in line with The Promise - QI school visits focus on ensuring care experienced young people are receiving their entitlements - Schools will embed the new exclusion policy ensuring no formal or informal exclusions of care experienced young people occur	- Midlothian's parent and carer survey reports that parents/carers feel involved in the decision making process when planning the educational outcomes for a CYP - Midlothian's pupil survey reports an increase in the % of learners reporting that they receive the right support at the right time
1.4.2 Improve availability, accuracy and use of complex and intersectional data to identify the attainment gaps for young people with additional support needs and other barriers to learning.	- Work has started to build a tracking and monitoring system which can provide intersectional data to allow schools to produce an annual equalities report. This has been developed through engagement with the ASN central team.	- Work on developing the data dashboard will continue, through engagement with the service and schools. - Annual equalities report training for school leaders. - Adapt SQuIP to include equalities report.	School leaders use the intersectional data to produce an annual school equalities report within SQuIP and set out what action they will take in the year ahead to reduce equalities issues.	- All schools to use the tracking and monitoring system to understand and target interventions to young people
1.4.3 Pilot resource guidance: 'Identifying, Assessing and Providing for Additional Support Needs'.	- Working group to agree the draft policy on 'Identifying, Assessing and Providing for Additional Support Needs' - Training held and attended by over 50 members of staff across the establishments. This is to engage on the new guidance, policies and procedures around supporting CYP with ASN	- 'Identifying, Assessing and Providing for Additional Support Needs' draft policy shared with schools - Short life staff consultation group is formed to give initial feedback on the new guidance, policies and procedures - Short life parent/carer and pupil consultation group is formed to give initial feedback on the new guidance, policies and procedures	- All schools to pilot the draft policy on 'Identifying, Assessing and Providing for Additional Support Needs'	- Schools provide final feedback on guidance, policies and procedures to enable a final draft to be created session for 23/24

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.4.4 Establish an Education Resource Group to ensure a timely multi-agency response to assessing and providing for young people's additional support needs.	- Request for support in education panel has been identified. Multi-agency panel in place consisting of Education, Children and Families, Educational Psychology and Health. - Request for support paperwork shared with all Head Teachers for feedback - Education Resource Group panel meetings has begun	- Request for support panel meetings occur fortnightly with minutes saved onto SEEMiS - P7-S1 request for support transition panel - Schools are issued with request for support guidance and paperwork	- N-P1 request for support transition panel - QI visits to focus on the assessment of need and response to providing support	- Staff survey to measure the effectiveness of the new procedure and measure impact on the CYP
1.4.5 Review Support for Learning practice to ensure capacity of workforce, consistency and quality.	- Continue SfL network and extended to secondary colleagues. This will continue throughout the session. - SfL network identified key CLPL opportunities required. Responses from the SfL teachers vary, however Dyslexia training has been identified as a key training need to ensure consistency across Midlothian in identification.	- PLA facilitate CLPL opportunities - SfL network, including representation from LAs, to draft a SfL guidance paper supporting staff to understand 5 roles of SfL,	- QI visits to focus on the SfL practice and quality assure the data to measure the impact of interventions	- SfL guidance paper to be finalised and shared ready to embed in session 23/24

Midlothian Single Plan Priority Reducing the gap in health outcomes

Priority 2: Included, Involved and Engaged: Wellbeing & Equity
2.1 Improve Equity and Inclusion

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Attendance Rate	94.43%	94.70%	94.04%	95.06%	94.56%	**95%**
Sec Attendance Rate	89.18%	89.20%	89.37%	90.99%	89.69%	**91.5%**

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
2.1.1 Extend professional learning offer to promote nurturing, trauma-informed practice across schools and settings.	- Nurture Strategy has had first meeting to work on agreeing priorities/actions. ASG meetings have helped to clarify next steps based on priorities - Professional development planning underway.	- Nurture lead meetings re-commence with plan mapped out for the year. - Launch of webinars and training options supported by practice guides and digital resources.	- Follow up opportunities (reflection circles) to enable focused case discussions and problem solving. - Exploratory research project into the supervision and support needs of those staff working with children presenting with significant emotional distress.	- Facilitate shadowing opportunities for staff involved in enhanced nurturing roles (eg. guidance teachers, nurture staff, residential staff) followed by collaborative enquiry opportunities to reflect on learning. - Review of learning and identifying needs to inform planning for 2023-24.
2.1.2 Revise Attendance Strategy in partnership with Children's Services	- Attendance Strategy has had first meeting to agree priorities/actions. - Attendance procedures are under review. - Engagement strategy is being developed with children and families	- Attendance consultation group to analyse attendance data to support the identification of barriers to attendance, identify what's working and gaps in services and support. - Engage with young people about barriers to attendance and factors that promote school attendance. - Pilot approaches based on relational, practical and psycho-educational support to promote attendance.	- Attendance strategy updated and shared with all relevant stakeholders - Co-produce attendance practice guidance that provides consistent, evidence-based pathways to promote attendance.	- All schools to ensure the attendance strategy is fully embedded within their establishment
2.1.3 Develop a comprehensive Family Learning Strategy	- Draft Family Learning Strategy through multi-agency co-production. Strategy group extended to widen range of members and include CLLE, Education staff and young people, CSs and third sector. - Strategy document recirculated to group with focused questions for consideration. - Workshop session planned.	- Family Learning workshop session to be held with multi-agency group. Education Scotland Family learning material to be used. - Action plan created after co-production session. - Link with Parental and Learner Engagement Strategy work - FL Strategy agreed and disseminated. - Support implementation.	- Development of a central source of information about Family Learning offer in Midlothian.	- Undertake consultation with stakeholders about availability and gap across Midlothian. Revisions made to improve awareness of family learning and engagement in opportunities.
2.1.4 Develop ASD Strategy	- Work on this has been paused due to priority taken on the development of exclusion policy.	- Working group formed to create a Draft ASD strategy in partnership with Health and Social Care to be written and shared with all relevant stakeholders - CLPL opportunities identified, PLA to facilitate identified training needs - Review and clarify role and responsibilities within the neuro-developmental pathway	- Pilot ASD strategy across the directorate - PLA to facilitate identified training needs	- Finalise and embed ASD strategy across the directorate - Apply to be an ASD friendly local authority
2.1.5 Mental Health strategy established	- Mapping activity has begun to gain clear picture of the support in place for wellbeing and mental health at universal, universal+, targeted and specialist levels. - Mapping activity had also begun to gain clear picture of level of need amongst children and young people and gaps in provision and services.	- Survey schools to gain an overview of the therapeutic services that schools procure. - Analysis of need and services available.	- Seek children and young people's views about what's working and not working in the support for wellbeing and mental health. - Identify children and young people reference group to support strategy development.	- Development of strategy

2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
2.2.1 Carry out a Children's Rights Review with CYP and staff across Midlothian, set against the 7 principles of a rights-based approach	- Created the Mental Health & Wellbeing Survey (p1-3; p4-7; S1-S3; S4-S6; early years & Saltersgate focus group questions) with questions featured connected to the 7 principles of a rights-based approach.	- Launch the Mental Health & Wellbeing Survey.Create a criteria & evaluation for the Children's Rights Review based on long-term aims of Midlothian Children's Rights Strategy & 7 principles of a rights-based approach. - Liaise with QIOs organising QI Visit 2 (Learning and Teaching) to embed questions around children's rights into every school visit. - Identify Rights-Respecting School leads. - Identify schools in each ASG to review in terms of highlighting good practice and assets to build on within Midlothian. - Identify and coordinate Children's Rights Review teams. - Conduct Children's Rights Review visits within identified schools. - Identify and facilitate focus groups of children & young people, families, and stakeholders. - Hold Learner & Parent Conferences and gain views around the long-term aims/vision of taking a rights-based approach in Midlothian, to feed into Children's Rights Review.	- Collate, analyse & evaluate data from reviews. - Create feedback summary from reviews per ASG (including next steps/recommended actions)	- Attend ASG meetings to share feedback summaries with HTs.
2.1.2 Develop and implement the Midlothian Children's Rights strategy across the Directorate, in partnership with Children's Services & CLLE.	- Identified Steering group consultation teams to consult with to consider long-term aims/vision of strategy (made up of key stakeholders: Central team; Education Scotland; School staff; Parents; Young People). - Initial meetings with Steering Group consultation teams held and planned with all teams.	- Meet with Steering Group consultation teams to revisit the long term aims and vision as thinking progresses. - Start to hone into where Midlothian would like to be in 5 years time.	- Create Happy, Safe & Thriving (HST) ASG working groups. - Create terms of reference for HST ASG working groups. - HST ASG working groups to analyse feedback summary and create action plan/next steps for their ASG in terms of professional learning.	- Follow-up focus groups about Mental Health & Wellbeing Survey with S4-S6 about exam stress, and S1 transitions, to feed into ASG working groups connected with implementing the Midlothian Children's Rights Strategy. - HST working groups to implement actions created.

Priority 3: Self-improving Systems

3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
3.1.1 Comprehensive professional learning opportunities to improve quality of leadership at all levels, including leadership of learning.	- Developed a leadership continuum for Midlothian's schools and ELC funded provider partner managers. - Introduction of SEIC leadership offer. Co-created the programme with headteachers. - EYs leadership training for SEYPs, EYOs carried out - HT peer induction set up: 5 new HTs are matched to experienced HTs/ QIO. Support pack with suggested operating model sent out and support offered if required. - The four DHT Network meetings No.1 took place in September 2022. Meeting 2 dates in diary for November 2022. Co-constructed with DHTs. 75 DHTs/ PTs signed up with 85% attendance at meeting 1 in Sep 2022. Feedback was very positive with suggestions for future foci.	- Phased introduction of PLA offers. - Delivery partnerships established within the PLA. - Delivery of SEIC leadership offer.	- Phased introduction of Professional learning Academy offers. - Delivery and evaluation of SEIC leadership offer.	
3.1.2 Deliver a minimum data set and support data literacy to improve self-evaluation through leadership professional learning and data champions.	- Principal data officer & QIOs created a strategic plan for data improvement for the directorate, with specific projects identified to take forward improvement in this area. This is led on three main pillars of data infrastructure & systems, data management and data culture. - Data QIO team and principal officer have met to ensure consistent approaches and messaging to schools during QA visits. - Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.	- Establish a data champions network and co-design job description, job tasks, training and evaluation arrangements - Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.	- Data champions network meetings continue training and data tasks. - Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.	- End of year evaluation and co-create 2023-24 activities. - Develop programme of training with professional learning academy for 2023-24.

3.2 Children and families participate in, influence and inform how we deliver our services

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
3.2.1 Refresh the Midlothian Parental Involvement and Engagement Strategy. Co-create this with Midlothian parents using the National Community Engagement guide.	- The results of the PIE Survey 2022 have been analysed to find out where improvement in PIE is required across Midlothian. - Discovery has been undertaken to find and share examples of good practice in parental engagement. This has been used to inform the Midlothian approach. - Share the PICL (Parents' Involved in their Children's Learning) approach. Network meetings held termly to share practice. MLC presented research at Midlothian event and at an international conference in August.	- Form a PIE steering group with parent and staff representatives from all 6 ASGs. - Co-create PIE steering group action plan. - Audit Parent Councils' equity of representation amongst office bearers and for attendance at PC meetings.	- Implementation of PIE steering group action plan. - Use PC Equalities Audit to adjust PC guidance, recruitment & promotional materials.	
3.2.2 Learner Engagement Strategy	- Identified priorities through baseline engagement strategy co- created with children and young people			

3.3 Quality Assurance activities lead to improvements in the quality of education provision across settings and schools

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
3.3.1 Quality Improvement framework in place	- Schools and ELC settings implement the QA Framework. - Initial self evaluation/ support and challenge documents available for reflection against in google drive.	- Schools and ELC settings implement the QA Framework and begin to align school and ELC settings processes. - Feedback via EEG on format/organisation of visit 1 activity as vehicle for gathering required data.	- Schools and ELC settings implement the QA Framework. - Feedback via EEG on visit 2 activity.	- Evaluate the QA Framework with head teachers and centre managers at the end of year.
3.3.2 Programme of quality assurance activities	- Visit 1 documentation prepared in consultation with school leaders/EEG - QA visit 1 using the new framework to all schools and ELC settings, which is continuing into the next quarter.	- QA visit 2 with a focus on Q.2.3 leads to clear LA self-evaluation of progress in schools relating to Learning, Teaching and Assessment. - Key messages from visit 2 activities inform LA LTA Framework	- QA visit 3 provides schools, ELC settings and LA with a clear picture of progress in raising attainment as well as improvement over time.	- Final QA programme agreed and in place for future sessions, able to support with provision of clear information regarding capacity for improvement for our schools and ELC settings related to key QIs.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

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

4.1 Children and young people are well prepared for the world of work

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
4.1.1 Analyse opportunity data to inform which careers offer the best opportunities for Midlothian's CYP over the next 10 years.	- Analysed and shared opportunity data to inform - review of Midlothian curriculum frameworks and ASG curriculum pathway.	- Align curriculum pathways with career range indicated by opportunity data. - Work with FHE partners to improve career pathways school to FHE (eg lack of Fin Tach, Food Tech & HSD courses) - Engage with Skills Investment Plans for City Deal region to ensure we have Midlothian career pathways aligned. - Undertake ADES led review into Midlothian Positive Destination trends, with a focus on establishing actions to increase numbers moving into Higher Education.	- Align curriculum pathways with career range indicated by opportunity data. - Medium Term Strategy and associated Action Plan agreed with all stakeholders to reflect outcomes from ADES Review.	- School 23/24 SIPs reflect this approach
4.1.2 Embed My World of Work (MWoW) into the curriculum of every school	- No progress as yet due to identification of resource allocation on this action	- Audit how many schools have embedded MWoW into their curriculum. - Support remaining schools to embed MWoW into their curriculum. - Meet with SDS to target support where it is needed.	- Support remaining schools to embed MWoW into their curriculum. - Meet with SDS to target support where it is needed.	
4.1.3 Further develop bespoke Skills Development Scotland tutor and mentoring support for senior phase secondary students	- Audit underway of how many schools are providing tutor and mentoring support and to how many young people.	- Support remaining schools to provide tutor and mentor support. - Meet with SDS to target support where it is needed.	- Support remaining schools to provide tutor and mentor support. - Meet with SDS to target support where it is needed.	

Priority 5: Finance & Resources

5.1 Deliver Best Value through:

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
5.1.1 Learning Estate	- Learning Estate Strategy being formulated to deliver best value.	- Dependent on the approval of the Learning Estate Strategy, programmes of work to be developed.	- As Q3	- Provide update on LES progress.
5.1.2 DSM Review	- DSM has been updated to reflect current landscape. - ELC DSM under consultation.	- Complete the ELC DSM consultation. - Finalise the ASN DSM	- Complete the ASN DSM consultation.	- Continue comms and roll-out of DSM

5.2 Equipped for learning:

Key Actions	Q2 - Progress achieved	Q3 – Planned activity	Q4 – Planned activity	Q1 23/24 – Planned activity
Transformation **Devise and deliver Phase Two of the Equipped for Learning project to ensure positive, sustained impact for children and young people**	- Scope Phase Two priorities within and beyond project team - Create Phase Two plan with associated detailed action plans for each identified workstream - Present Phase Two plan to EfL Board for approval - Review forecast expenditure in line with Phase Two priorities	- Delivery of workstream actions as detailed in EfL Phase Two project plan	-Delivery of workstream actions as detailed in EfL Phase Two project plan	- Delivery of workstream actions as detailed in EfL Phase Two project plan - Review of Phase Two and scoping for Phase Three
Asset Management **Confirm asset management strategy including investigating provision of a device when a pupil leaves school and develop agreed deployment plans then Implement.**	- Laptop refresh schedule to be implemented - every 5 years - PC refresh schedule to be developed and implemented - Engage with teachers on the use of PCs in the classroom and the requirements for these devices - iPad / Chromebook refresh schedule to be established and documented - iPad / Chromebook refresh schedule to be implemented	- Develop reporting and governance on asset disposals, breakages, failure rates, replacements etc	-Monitor refresh schedule to be developed and implemented.	AV refresh schedule to be developed and implemented
Storage and Back Up **Review/update record management policy, confirm document management approach, tidy data in line with RMP, migrate data to central servers and then decommission old servers;**	- Commence full data cleanse of data held in schools, starting with non-essential photos and videos	- Define and agree upon reporting on data utilisation / cleansing progress - Formulate rules for deletion: age, impact on records management obligations, size	-Centralise storage on centrally managed servers. -Assess volume of storage required on the basis of the outputs of the data cleanse process -Assess options - servers held in high schools on behalf of primaries vs servers held centrally on behalf of all schools -Procure and implement new hardware	

explore back-up solutions for email and drive/workspace, confirm solution and implement.			-Migrate data from existing servers to new servers	
Security **Identify a solution/tools MDM, DLP and Other to prevent data from being copied into a personal app. Investigate & implement CASB, 2FA & Data Classification within Workspace** **Network and Wifi** **Develop Network Wi-Fi requirements, develop Network/Wi-Fi forecast model with scenario planning capability to proactively plan capacity. Wholesale update of Wi-Fi Network**		- Deploy Lightspeed network - Roll out Windows / Mac Lightspeed agent - Deploy Network Agent Lightspeed DNS Proxy in schools - Roll out Lightspeed BYOD network	-Identify Security work packages that need third party support / procurement -Identify MDM / DLP tools and solutions to prevent data being copied out of the workspace onto personal apps -Investigate alternative inbuilt controls to overcome MDM risks in non-Windows/Chrome user environments	
Audio Visual **Define how teachers could/should use Chromebooks and AV for each type of learning setting. Define requirement for AV service offering.** **Identity** **Build a case for change, develop options assessment and business case. Implement simpler corporate wide identity solution to education**	- Select provider for school AV equipment - Complete full mapping of existing AV equipment - Develop joint working protocols between Digital Services and Digital Inclusion ad Learning Team	- Carry out focused engagement with teachers to define use, requirements and board selections - Audit current estate - Formulate scope and spec for Connected Classroom as part of Innovation project work - Deliver Connected Classroom pilot in six sites - Conduct a survey of outstanding issues between AD and other environments - highlight current pain points - Consider policy and parameters relating to access for third parties (eg Edinburgh Chamber of Commerce, LEAPS, CLL, NHS) and internal staff who need access to the domain	-Conduct change management in all schools -Procure all hardware through Scotland ESL Framework -Agree installation plan with chosen supplier -Review support arrangements for software updates -Review interim arrangement for managing issues related to accounts and identities -Implement identity solution	- Carry out installation
Support **Review support processes, where best placed to sit. Update Service Now to allow Digital Learning access. Confirm Governance process on managing and tracking of assets.**	- Define interactions between Digital Services and Digital Learning, with each workstream taking responsibility for its own interactions - Investigate the use of Service Now to deliver Digital Learning support, providing schools with a single point of contact	- Review as-is resourcing model for support activities and forecast to-be resource requirements. - Set up regular comms, reviews and engagement processes between Digital Learning staff, help desk staff, and technologists	- Assess the viability of using Service Now to deliver Digital Learning support functions - Carry out trial run of Service Now for delivery of support functions - Carry out change management for migration to Service Now	Potentially migrate Digital Learning support functions to Service Now

●

02. Challenges and Risks
22/23: - Outcome of the Education Reform Consultation and National Care Service Consultation - Uncertainty about how SQA qualifications will be assessed going forward in the future. - The continuing impact of the pandemic on attendance and 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. There are a number of schools with imminent capacity breaches. - 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 - There are a number of Scottish Government consultations, on issues such as school uniform and physical restraint, that are ongoing which may result in change in education policies for this coming session and beyond. - There is a financial challenge to deliver statutory services given the current budget gap. - Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

Quarter 2 - Education

11	2	6	0	19	1
Indicators that are On Target	Quarterly Education Service Indicators Off Target1	Education service Indicators Data only	Indicators that have No Data Available	Quarterly Education Service All Risks	Quarterly Education Service High Risks

Education INDICATORS Off Target

...	Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History
●	**ED.SPSO.05.1** Percentage of complaints at stage 1 complete within 5 working days		66.67%	95%	01 Jan 2023	Q2 2022/23	
●	**ED.SPSO.04.1** Average time in working days to respond to complaints at stage 1		6.167	5	01 Jan 2023	Q2 2022/23	

1 of 1

Quarterly Education Service High Risks

...	Code & Title	Current Assessment	Date Assessed	Score	Impact/Target	Likelihood/Target
▲	**ED.RR.01-03** School Capacities/Catchment Areas/Demand for Pupil Places	▲ **High** High	10 May 2022	16		

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Education PI summary

Manage budget effectively

Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£104.269m	£119.604m	£119.604m	£119.244m		**Q2 22/23:** (£134,000) underspend		£119.401m		

Manage stress and absence

Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	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)	6.54	2.04	2.04	3.1		**Q2 22/23:** On Target		7.5	Number of days lost	6,652.16
										Number of FTE in service	2,143.34

Process invoices efficiently

Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	95%	97%	97%	95%		**Q2 22/23:** On Target		93%	Number of invoices received (cumulative)	6,812
										Number of invoices paid within 30 days (cumulative)	6,486

Improve PI performance

Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	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)	85%	66.67 %	66.67 %	94.7%		**Q2 22/23:** On Target 36 of 38 performance indicators on target in Q2		90%	Number on tgt/complete or Data Only	36
										Total number of PI's	38

Control Risk

Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	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%		**Q2 22/23:** On Target		100%	Number of high risks reviewed in the last quarter	2
										Number of high risks	2

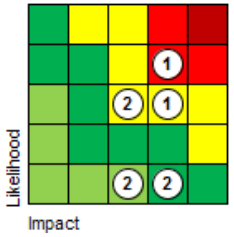
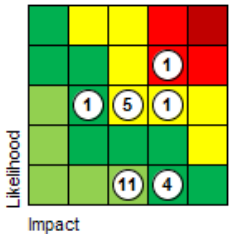
Implement Improvement Plans

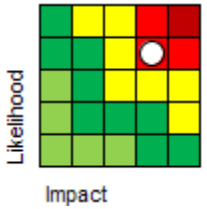
Priorities	Indicator	2021/22	Q1 2022/23	Q1 2022/23	Q2 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Status	Note	Short Trend			
06. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	90.91 %	100%	100%	100%		**Q2 22/23:** New timescales have been agreed with Internal audit for ongoing actions.		100%	Number of internal/external audit actions on target or complete	9
										Number of internal/external audit actions	9

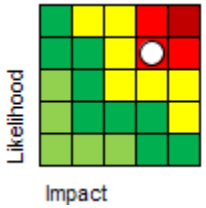
Education Complaints Indicator Summary

Commitment to valuing Complaints - Outcomes and Customer Feedback								
Indicator	2021/22	Q2 2021/22	Q1 2022/23	Q2 2022/23				Annual Target 2022/23
	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	61	8	18	14		**Q2 22/23:** Data only		
Number of complaints closed in the year	59	8	18	7		**Q2 22/23:** Data only		
Number of complaints upheld (quarterly)	7	0	3	0		**Q2 22/23:** Data only		
Number of complaints partially upheld (quarterly)	10	1	0	2		**Q2 22/23:** Data only		
Number of complaints not upheld (quarterly)	16	3	2	3		**Q2 22/23:** Data only		
Number of complaints Resolved (quarterly)	24	4	13	2		**Q2 22/23:** Data only		
Average time in working days to respond to complaints at stage 1	5.54	5.71	7.06	6.17		**Q2 22/23:** Off Target		5
Average time in working days to respond to complaints at stage 2	29.21	17	0	0		**Q2 22/23:** No complaints		20
Average time in working days for a full response for escalated complaints	21.33	0	0	10		**Q2 22/23:** On Target		20
Percentage of complaints at stage 1 complete within 5 working days	89.74%	85.71%	83.33%	66.67%		**Q2 22/23:** Off Target		95%
Percentage of complaints at stage 2 complete within 20 working days	57.14%	100%	100%	100%		**Q2 22/23:** On Target		95%
Percentage of complaints escalated and complete within 20 working days	66.67%	100%	100%	100%		**Q2 22/23:** On Target		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	6	0	0	0		**Q2 22/23:** Data only		
Number of Compliments	2	0	0	0		**Q2 22/23:** Data only		

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.R.ER Education Resource								Education
ED.RR Education		This is a Head of Service operational risk register which should set a risk appetite for risks/threats within the services run. Some are 'generic' and may be found in all HOS's risk registers e.g. Fraud, Waste and Error. It has been agreed that the risk register should only list operational risks that are above a risk appetite (residual risk). Once risks are reduced to low risk they can be sidetracked. Emerging risks of any consequence should be registered immediately. This risk register should correlate with the 'Successes/Challenges' part						Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
		of the Quarterly Performance Report. Each risk must have an original/inherent risk score, a current risk score, a target risk (appetite) score and a target date for low risk achievement. Each quarter a latest note should be placed against each risk, projecting the future. Internal Controls should also be reviewed as to their effectiveness. The Heat Map below gives an indication of the level of risk within the service.						
ED.RR.01-03 School Capacities/Catchment Areas/Demand for Pupil Places	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	**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.		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	Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
	proposals to address any shortfall in provision. Additional Partner providers brought on to supplement provision made by Midlothian Council.							
MC40-03 Failure to deliver savings	Ensure project plan in place and savings profile validated. Track project plan and agreed deliverables and include financial performance in highlight reports. Escalate anything that falls outside agreed management parameters, with proposed remedial actions. Ensure options have a robust financial assessment and there is clarity on how service delivery is achieved within a reduced budget. At the end of each stage, ensure that the objectives/financial savings are on target. At the end of the project, review the achievement of objectives and report to the Project Board. Track financial savings following completion of the project and conduct a review of benefits.	Project fails to deliver its objectives and target financial savings.					16	Education

Published Local Government Benchmarking Framework - Education

Midlothian

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).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
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).
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).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	792	845	784	858	1,044	20/21 Rank 7 (Top Quartile) 1 9/20 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).
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).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	External Comparison
		Value	Value	Value	Value	Value	
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).