Education Performance Report 2022/23
- ## Quarter 3
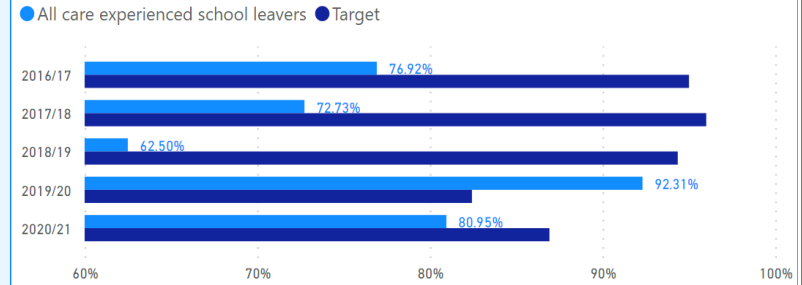
Midlothian

01. Progress in delivery of strategic outcomes
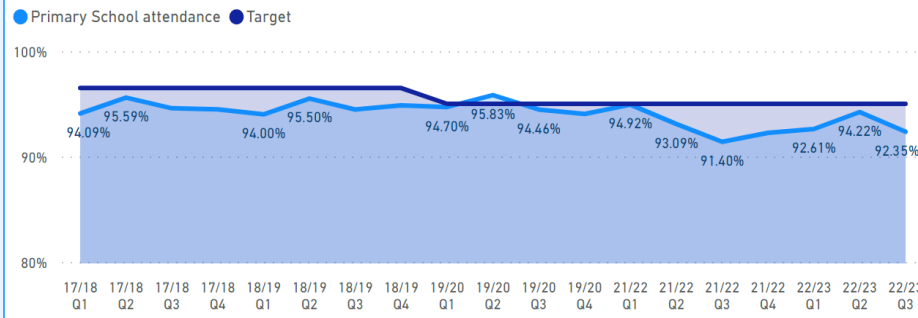
Midlothian
Education - Service Performance

BS.IOM.E.3.1 % of school leavers entering positive destination

● All leavers ● Target

Year	Value
2016/17	94.66%
2017/18	94.35%
2018/19	93.81%
2019/20	94.47%
2020/21	95.44%
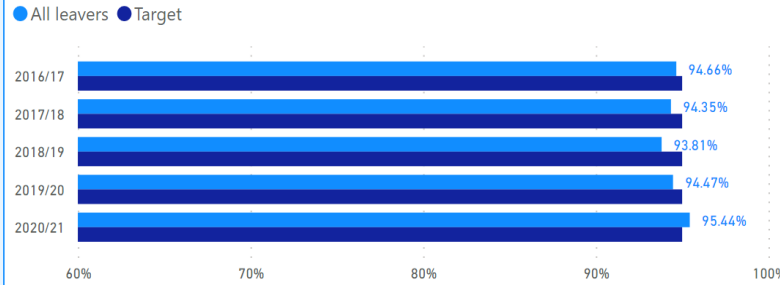
BS.IOM.E.4.1 % of care experienced school leavers entering positive destination

● All care experienced school leavers ● Target

Year	Value
2016/17	76.92%
2017/18	72.73%
2018/19	62.50%
2019/20	92.31%
2020/21	80.95%

BS.E.P.1.1d Primary school attendance vs. target

● Primary School attendance ● Target

94.09%, 95.59%, 94.00%, 95.50%, 94.70%, 95.83%, 94.46%, 94.92%, 93.09%, 91.40%, 92.61%, 94.22%, 92.35%

BS.E.P.1.1e Secondary school attendance vs. target

● Secondary School Attendance ● Target

87.92%, 91.41%, 89.60%, 88.52%, 91.10%, 89.92%, 89.20%, 90.78%, 88.95%, 91.11%, 84.99%, 86.53%, 89.15%, 87.14%

BS.E.P.1.1f Exclusions in Primary School (Rate per 1,000)

● Exclusions per 1,000 ● Target

22.00, 50.00, 74.00, 24.00, 13.00, 49.00, 94.00, 16.10, 1.87, 6.30, 8.44, 4.07, 0.49, 0.86, 3.04, 0.84, 0.73, 1.83
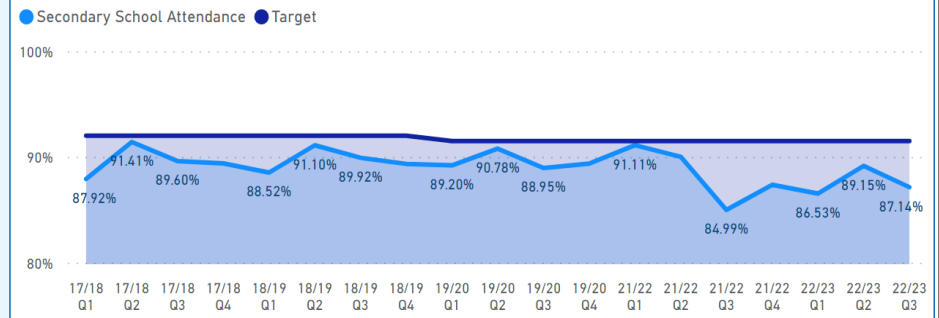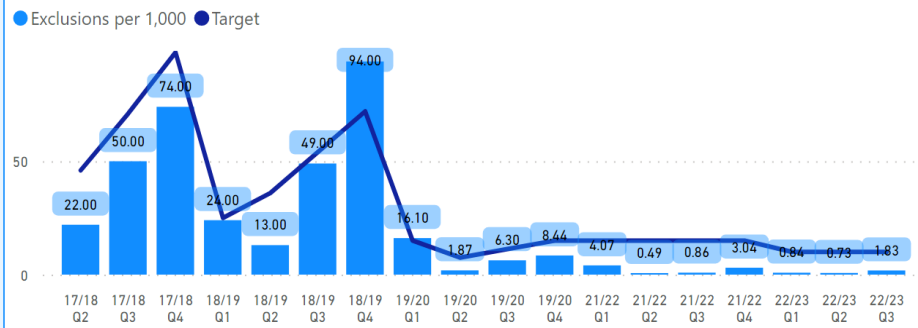
BS.E.P.1.1f Exclusions in Secondary School (Rate per 1,000)

● Exclusions per 1,000 ● Target

74.0, 54.0, 190.0, 299.0, 64.0, 23.0, 127.0, 210.0, 52.9, 2.8, 11.8, 14.8, 12.0, 2.3, 6.2, 20.2, 6.7, 3.5, 13.5

Midlothian

Education – Corporate Performance

ED. MPI.01 Performance against revenue budget

● Revenue budget spent ● Allocated budget

£120M
£100M
£80M

£86.855M · £84.462M · £92.930M · £89.188M · £98.997M · £93.249M · £104.030M · £98.009M · £113.400M · £113.071M · £104.269M · £119.244M

17/18 Q1 · 17/18 Q2 · 17/18 Q3 · 18/19 Q1 · 18/19 Q2 · 18/19 Q3 · 18/19 Q4 · 19/20 Q1 · 19/20 Q2 · 19/20 Q3 · 19/20 Q4 · 20/21 Q2 · 20/21 Q3 · 20/21 Q4 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2
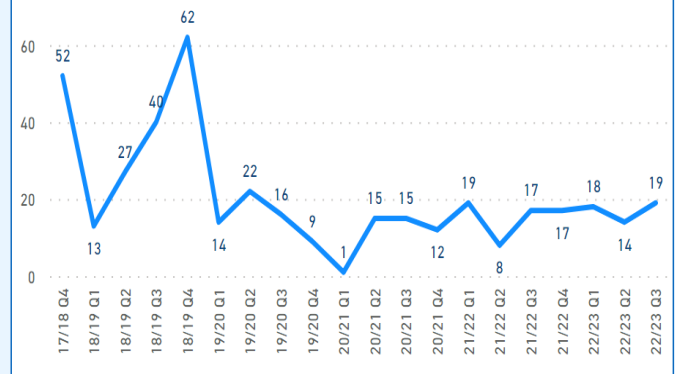
ED. MPI.02 Average working days lost due to sickness absence

● Ave. working days lost ● Target

10
5
0

1.90 · 2.22 · 4.00 · 5.90 · 1.53 · 1.89 · 3.97 · 5.83 · 1.79 · 2.60 · 4.77 · 6.95 · 0.71 · 1.54 · 3.46 · 4.88 · 2.02 · 2.87 · 5.00 · 6.54 · 2.04 · 3.10 · 5.50

17/18 Q1 · 17/18 Q2 · 17/18 Q3 · 17/18 Q4 · 18/19 Q1 · 18/19 Q2 · 18/19 Q3 · 18/19 Q4 · 19/20 Q1 · 19/20 Q2 · 19/20 Q3 · 19/20 Q4 · 20/21 Q1 · 20/21 Q2 · 20/21 Q3 · 20/21 Q4 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3
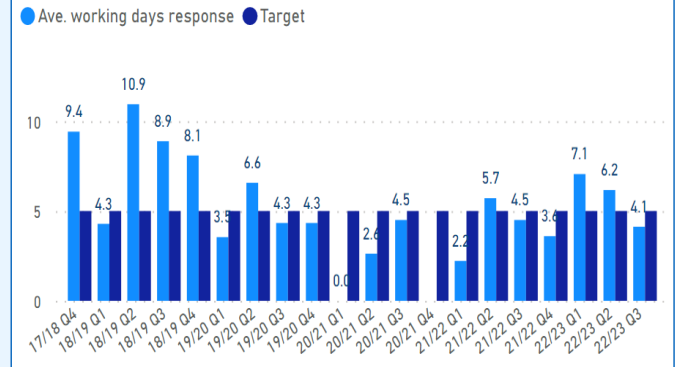
ED. MPI.04 % of Invoices paid within 30 days

● % of invoices paid ● Target

100%
50%
0%

20/21 Q1 · 20/21 Q2 · 20/21 Q3 · 20/21 Q4 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3

ED. MPI.05 % of PIs on target

● % PIs ● Target

100%
50%
0%

20/21 Q2 · 20/21 Q4 · 2016/17 Q1 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3
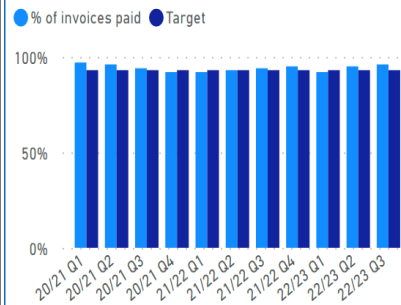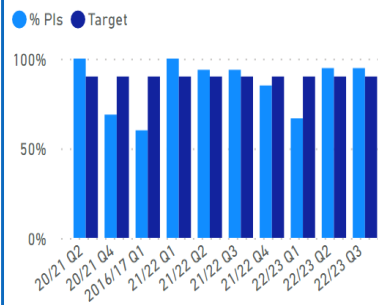
ED.MPI.07 % of Audit actions progressing on target or completed

● % of Audit actions ● Target

100%
50%
0%

20/21 Q2 · 20/21 Q4 · 2016/17 Q1 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3

ED. SPSO.01 Number of Complaints Received

60
40
20
0

52 · 13 · 27 · 40 · 62 · 14 · 22 · 16 · 9 · 1 · 15 · 15 · 12 · 19 · 8 · 17 · 17 · 18 · 14 · 19

17/18 Q4 · 18/19 Q1 · 18/19 Q2 · 18/19 Q3 · 18/19 Q4 · 19/20 Q1 · 19/20 Q2 · 19/20 Q3 · 19/20 Q4 · 20/21 Q1 · 20/21 Q2 · 20/21 Q3 · 20/21 Q4 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3

ED. SPSO 4.1 Stage 1 Complaints response times

● Ave. working days response ● Target

10
5
0

9.4 · 4.3 · 10.9 · 8.9 · 8.1 · 3.5 · 6.6 · 4.3 · 4.3 · 0.0 · 2.6 · 4.5 · 2.2 · 5.7 · 4.5 · 3.6 · 7.1 · 6.2 · 4.1

17/18 Q4 · 18/19 Q1 · 18/19 Q2 · 18/19 Q3 · 18/19 Q4 · 19/20 Q1 · 19/20 Q2 · 19/20 Q3 · 19/20 Q4 · 20/21 Q1 · 20/21 Q2 · 20/21 Q3 · 21/22 Q4 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3

ED. SPSO 4.2 Stage 2 Complaints response times

● Ave. working days response ● Target

40
20
0

11 · 27 · 29 · 24 · 32 · 17 · 16 · 33 · 0 · 20 · 18 · 20 · 13 · 17 · 20 · 36 · 0 · 0 · 21

18/19 Q1 · 18/19 Q2 · 18/19 Q3 · 18/19 Q4 · 19/20 Q1 · 19/20 Q2 · 19/20 Q3 · 19/20 Q4 · 20/21 Q1 · 20/21 Q2 · 20/21 Q3 · 20/21 Q4 · 2016/17 Q1 · 21/22 Q1 · 21/22 Q2 · 21/22 Q3 · 21/22 Q4 · 22/23 Q1 · 22/23 Q2 · 22/23 Q3
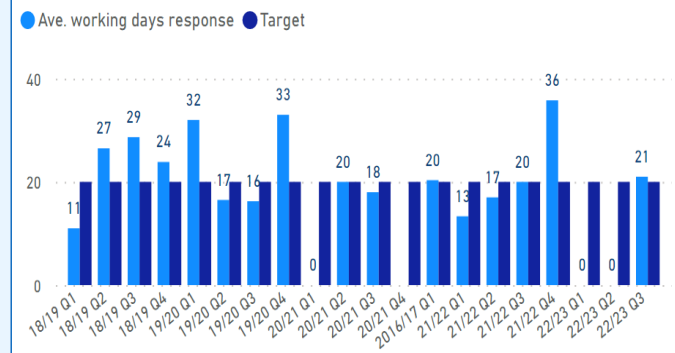
21/22: Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

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

Trend Data & Target

	2017	2018	2019	2021	2022	Ave. (17-19)	Target
Pr Literacy	62.25%	74.68%	72.76%	65.75%	68.20%	68.86%	**71.5%**
Pr Numeracy	71.14%	79.63%	77.77%	72.80%	76.05%	75.34%	**72.0%**
S3 Literacy	76.73%	80.25%	86.80%		80.70%	69.90%	**88.0%**
S3 Numeracy	88.81%	87.68%	89.56%		88.50%	88.68%	**90.5%**

Key Actions	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.1.1 Develop and implement a raising attainment strategy	- Draft strategy still being developed and to be 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.	- Professional Learning Offer in place to support engagement with literacy and numeracy frameworks - January in service days training carried out on Literacy Frameworks with 50% of primary schools. - 150 teachers attended training on the digital numeracy frameworks on Jan in service day. - Updated draft frameworks shared with EEG - The EEG has agreed a set of primary curriculum frameworks (with the permission of South Ayrshire Council) to pilot 2022-23. Agreed draft Curricular Frameworks (with exception of Literacy and Numeracy) in use in identified schools/ASGs for pilot and evaluation -The revised Midlothian Numeracy framework has been launched with headteachers. Working group creating assessments and pilot schools trialling these. - The revised Midlothian Literacy framework is currently being developed and is being piloted by some schools. Final draft of writing Early- 4th level complete and in use Jan 2023 - Endorsed by Education Scotland Literacy Officer Dec 22. - HWB framework has been drafted, with the Languages framework still to be drafted. Liaising with DO for 1+2 MLs.	- 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 - Literacy, Numeracy and QAMSO Networks involved in supporting school/ASG moderation. - Updated wider curriculum frameworks to be shared with EEG. - Develop and introduce curriculum guidance for schools	- All schools using Literacy and Numeracy Frameworks to support planning, teaching and assessment. Visit 2 will give information on use of frameworks - 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.

Key Actions	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.1.3 Revise Midlothian's Learning, Teaching and Assessment policy.	- Progress update on key messages within LTA Policy for school leaders and in collaboration with EEG. - Development of Raising Attainment strategy and Literacy and Numeracy Frameworks prioritised over this work initially. Planned visit 2 QA activity and ongoing engagement with Networks will provide evidence to inform LTA Policy development in future.	- 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.
1.1.4 Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims.	- 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, as part of the raising attainment strategy 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	- 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	- 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 - Build engagement with EquatiO through Secondary Maths subject lead network	- 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	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.2.1 Develop and implement a raising attainment strategy	- Strategic Group established in Nov 22, plans shared and ongoing engagement with HT Group, EEG - Literacy and Numeracy guidance in place reflecting key pedagogical approaches outlined in Draft Raising Attainment Strategy and shared directly with HTs, English and Maths Departments/DHT Networks. - Evaluation on visit 1 and QI visit 2 planning has begun and these visits will take place January to March 2022	- 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.	- 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. - Now drafting Curricular Framework, which should be ready to share by February break. Pathways work progressing, by engaging with Aberdeenshire and East Lothian this month.	- 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 - Agree consultation and redraft timeline, likely to be complete by June 2023	- 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	- 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. - Continued to access national information, some agreement in models with secondary schools from August 2023.	- Confirm for each secondary school an action plan that supports the transition to the agreed approach from August 2024. - Continue with school level data analysis from primary and secondary. Also to look at the Welsh consultation and establish a paper to consult on within Midlothian - 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
1.2.4 Revise Midlothian's Learning, Teaching and Assessment policy.	- 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

Key Actions	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.2.5 Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims.	-Pilot phase of work on implementation of tracking and monitoring system with one ASG, and initial sharing with HT group. -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	-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	2022	Ave.	Target
Pr Literacy – GAP FSM vs. No FSM	22.47%	29.35%	NC	32.24%	26.83%	28.17% [a]	**22%**
Pr Numeracy – GAP FSM vs. No FSM	20.69%	22.69%	NC	27.98%	24.29%	23.82% [a]	**20%**
S3 Literacy – GAP FSM vs. No FSM	22.57%	22.83%	NC	NC	28.88%	22.94% [b]	**17%**
S3 Numeracy – GAP FSM vs. No FSM	12.04%	21.27%	NC	NC	22.19%	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	Q3 – Completed 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.	- 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. - Engagement with schools through QA process ongoing	- QI school visits focus on evaluating impact of work to reduce the attainment gap. - PLA offer training, guidance and support to school teams on improvement methodology measuring impact - Identification of children and young people living in SIMD 1 and tracking of their attainment in discussion with school leaders and Attainment Advisor.	- 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.	- Schools continue to monitor the impact of their PEF plans and interventions planned. - HT session with Attainment advisor - Attainment Advisor and SGM visited targeted schools (60%) to discuss implementation. Analysis discussion on gap using new data set and use of stretch aims. - Analysis of all plans to highlight interventions and use of therapeutic services. - Survey issued to all schools to gain detailed information on use of therapeutic services	- 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 - Survey completed to detail school use of therapeutic services. Procurement framework being developed in relation to therapeutic services offer	- 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.	- 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. - Use of Progress & Achievement module for all primary schools to ensure robust tracking of predictions, will continue to be trialled. Schools inputting information for discussion with QIMs in January. -	- 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	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
1.4.1 Embed The Promise across the education service	- 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	- 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 on developing the data dashboard will continue, through engagement with the service and schools. - Attainment, ASN and Attendance analytical dashboards developed to support this priority. Work will continue with the leads of these areas to trial and refine the tools before being rolled out to schools. - Annual equalities report training for school leaders. - Adapt SQIP 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'.	- '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
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 panel meetings occur fortnightly with minutes saved onto SEEMiS - P7-S1 request for support transition panel	- 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.	- 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

	2018/19	2019/20	2020/21	2021/22	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	Q3 – Completed 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 Leads meetings re-commenced for school-based leads. - Mapped out and initiated process of engagement to build Framework for Relational Practice. - Professional learning undertaken with 200+ Learning Assistant with digital platform of resources created to support ongoing professional learning and enquiry.	- 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 workstream established to analyse attendance data to inform priorities and direction of the strategy (awaiting dashboard access) - Reviewed and revised attendance procedures to ensure in line with national guidance and compassionate to the needs of families. Process of reviewing and piloting approaches underway based on relational, practical and psycho-educational support to promote attendance.	- Revised attendance procedures to be shared with all relevant stakeholders for feedback. - 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	- Support implementation of the Family Learning strategy. The multi-agency group met and Family Learning workshop held with the vision revisited. - Analysis of consultation responses gave clear actions which are being developed into an action plan -	- Strategy agreed and final version will be disseminated. - Development of a central source of information about Family Learning offer in Midlothian.	- Undertake consultation with stakeholders about availability and gaps across Midlothian. Revisions made to improve awareness of family learning and engagement in opportunities.
2.1.4 Develop ASD Strategy	- 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 - Process underway to 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	- Survey drafted for schools to gain an overview of the therapeutic services that schools procure. - Planning underway for analysis of need and services available to	- 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	- Development of strategy

	children and young people.	strategy development.	

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

Key Actions	Q3 – Completed 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	- Launch of the Mental Health & Wellbeing Survey. - Created 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. - Meeting held held with QIOs organising QI Visit 2 (Learning and Teaching) to embed questions around children's rights into every school visit. - Identified Rights-Respecting School leads. - Identified and coordinated Children's Rights Focus group facilitators. - Conduct Children's Rights Review visits within identified schools. - Hold Learner 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.	- Identify and facilitate focus groups of children & young people, families, and stakeholders. - Identify schools in each ASG to review in terms of highlighting good practice and assets to build on within Midlothian. - Hold 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.	- Identify 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.	- 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	Q3 – Completed 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.	- Phased introduction of Professional Learning Academy (PLA) offers. New HTs offered induction peer mentors. Four DHT Network meetings took place in November 2022. Very positive evaluation data. - Delivery partnerships established within the PLA. - Education Scotland delivered Curriculum refresh to Primary HTs meeting in November - PLA standardised evaluation form is being used by participants to evaluate our input/impact. Monthly reports are sent to Midlothian SLT using this data. - PLA website leadership section updated. - Planning has begun for delivery in February to June 2022 of a series of leadership tools CLPL (Action Planning). - Preparing for HMIe inspection CLPL ran in December 2022 with further session planned for January 2023	- 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.	- Work is ongoing to improve the data culture within the service and preparations continue to be made for full-roll out of the data improvement plan - Work is on-going to develop a detailed plan for 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.	- Final refinement of data champions network to be established in-line with the full implementation of plan for next session - 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	Q3 – Completed 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.	- 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			

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

Key Actions	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
3.3.1 Quality Improvement framework in place	- Schools and ELC settings continue to implement the QA Framework and begin to align school and ELC settings processes. - Feedback gathered from 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	- Risk register has been developed following QI visit 1. - Planning has begun for QA visit 2 with a focus on Q.2.3 which will lead to clear LA self-evaluation of progress in schools relating to Learning, Teaching and Assessment. QA visit 2 will take place January to March 2023. - Key messages from visit 2 activities inform LA LTA Framework- this will now take place in Jan-March 2023.	- 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	Q3 – Completed 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.	- Collaborative enquiry complete and the report has been written, with work ongoing to finalise the action Plan. - Work to progress on School College Partnership, Foundation Apprenticeships, links through City Deal (University link) and collaboration via digital across schools.	- 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. Actions to run parallel to consultation on Framework.	- School 23/24 SIPs reflect this approach
4.1.2 Embed My World of Work (MWoW) into the curriculum of every school	- This action was addressed through the Collaborative Improvement in November. It will be delivered through the associated Action Plan.	- Support remaining schools to embed MWoW into their curriculum. - Meet with SDS to target support where it is needed through the associated action plan	
4.1.3 Further develop bespoke Skills Development Scotland tutor and mentoring support for senior phase secondary students	- Support provided to remaining schools to provide tutor and mentor support. - Met 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	Q3 – Completed activity	Q4 – Planned activity	Q1 23/24 – Planned activity
5.1.1 Learning Estate	- Learning Estate Strategy was approved at full council in December 2022. Work is ongoing to progress prioritised projects.	- As Q3	- Provide update on LES progress.
5.1.2 DSM Review	- 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	Q3 – Completed 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**	- 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.**	- Developed 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; explore back-up solutions for email and drive/workspace, confirm solution and implement.**	- 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 - 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**		- 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	
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		
Audio Visual **Define how teachers could/should use Chromebooks and AV for each type of learning setting. Define requirement for AV service offering.**	- 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 change management in all schools -Procure all hardware through Scotland ESL Framework -Agree installation plan with chosen supplier -Review support arrangements for software updates	- Carry out installation
Identity **Build a case for change, develop options assessment and business case. Implement simpler corporate wide identity solution to education**	- 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	-Review interim arrangement for managing issues related to accounts and identities -Implement identity solution	
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.**	- 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 3 - Education ▾

10	7	8	2	19	2
Indicators that are On Target	Quarterly Education Service Indicators Off Target	Education service Indicators Data only	Indicators that have No Data Available	Quarterly Education Service All Risks	Quarterly Education Service High Risks
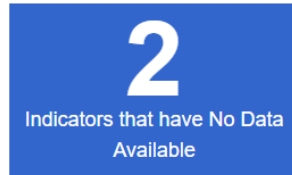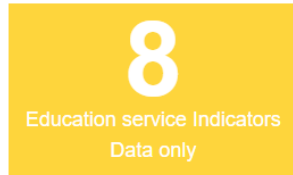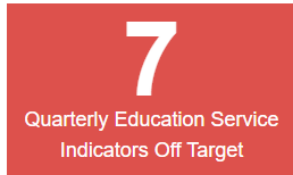
Education INDICATORS Off Target

...	Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History
🔴	**ED.SPSO.05.3** Percentage of complaints escalated and complete within 20 working …		0%	95%	01 Apr 2023	Q3 2022/23	
🔴	**ED.SPSO.05.2** Percentage of complaints at stage 2 complete within 20 working days		40%	95%	01 Apr 2023	Q3 2022/23	
🔴	**ED.SPSO.05.1** Percentage of complaints at stage 1 complete within 5 working days		62.5%	95%	01 Apr 2023	Q3 2022/23	
🔴	**ED.SPSO.04.2** Average time in working days to respond to complaints at stage 2		21	20	01 Apr 2023	Q3 2022/23	
🔴	**BS.E.P.1.1e** Improve Secondary School Attendance		87.14%	91.5%	01 Apr 2023	Q3 2022/23	
🔴	**BS.E.P.1.1d** Improve Primary School attendance		92.35%	95%	01 Apr 2023	Q3 2022/23	
🔴	**ED.MPI.01** Performance against revenue budget		£123.504m	£123.495m	01 Apr 2023	Q3 2022/23	

← 1 of 1 →

Education PI summary

01. Manage budget effectively

Priorities	Indicator	2021/22 Value	Q3 2021/22 Value	Q1 2022/23 Value	Q2 2022/23 Value	Q3 2022/23 Value	Q3 2022/23 Status	Q3 2022/23 Note	Short Trend	Annual Target 2022/23	Feeder Data	Value
01. Manage budget effectively	Performance against revenue budget	£104.269m	£113.071m	£119.604m	£119.244m	£123.504m	🛑	**Q3 22/23:** Off target	⬇	£119.401m		

02. Manage stress and absence

Priorities	Indicator	2021/22 Value	Q3 2021/22 Value	Q1 2022/23 Value	Q2 2022/23 Value	Q3 2022/23 Value	Q3 2022/23 Status	Q3 2022/23 Note	Short Trend	Annual Target 2022/23	Feeder Data	Value
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	6.54	5	2.04	3.1	5.5	✅	**Q3 22/23:** On Target	⬇	7.5	Number of days lost	12,492.95
											Number of FTE in service	2,269.72

03. Process invoices efficiently

Priorities	Indicator	2021/22 Value	Q3 2021/22 Value	Q1 2022/23 Value	Q2 2022/23 Value	Q3 2022/23 Value	Q3 2022/23 Status	Q3 2022/23 Note	Short Trend	Annual Target 2022/23	Feeder Data	Value
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	95%	94%	97%	95%	96%	✅	**Q3 22/23:** On Target	⬆	93%	Number of invoices received (cumulative)	11,212
											Number of invoices paid within 30 days (cumulative)	10,798

04. Improve PI performance

Priorities	Indicator	2021/22 Value	Q3 2021/22 Value	Q1 2022/23 Value	Q2 2022/23 Value	Q3 2022/23 Value	Q3 2022/23 Status	Q3 2022/23 Note	Short Trend	Annual Target 2022/23	Feeder Data	Value
04. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	85%	93.75%	66.67%	94.7%	94.7%	✅	**Q3 22/23:** On Target	▬	90%	Number on tgt/complete or Data Only	36
											Total number of PI's	38

05. Control Risk

Priorities	Indicator	2021/22	Q3 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23				Annual Target 2022/23	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%	✅	**Q3 22/23:** On Target	▬	100%	Number of high risks reviewed in the last quarter	2
											Number of high risks	2

06. Implement Improvement Plans

Priorities	Indicator	2021/22	Q3 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23				Annual Target 2022/23	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.	90.91%	75%	100%	100%	100%	✅	**Q3 22/23:** On Target	▬	100%	Number of internal/external audit actions on target or complete	12
											Number of internal/external audit actions	12

Education Complaints Indicator Summary

Commitment to valuing Complaints
4. Outcomes and Customer Feedback

Indicator	2021/22	Q3 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23				Annual Target 2022/23
	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	61	17	18	14	19	📊	**Q3 22/23:** Data only	⬆	
Number of complaints closed in the year	59	15	18	7	13	📊	**Q3 22/23:** Data only	⬆	
Number of complaints upheld (quarterly)	7	2	3	0	2	📊	**Q3 22/23:** Data only	⬆	
Number of complaints partially upheld (quarterly)	10	4	0	2	1	📊	**Q3 22/23:** Data only	⬇	
Number of complaints not upheld (quarterly)	16	1	2	3	2	📊	**Q3 22/23:** Data only	⬇	
Number of complaints Resolved (quarterly)	24	8	13	2	8	📊	**Q3 22/23:** Data only	⬆	
Average time in working days to respond to complaints at stage 1	5.54	4.5	7.06	6.17	4.13	✅	**Q3 22/23:** On Target	⬆	5
Average time in working days to respond to complaints at stage 2	29.21	20	0	0	21	🛑	Q3 22/23: Due to Holiday period 1 stage 2 complaint had a delayed response.	⬇	20
Average time in working days for a full response for escalated complaints	21.33	22	0	10	0	✅	**Q3 22/23:** No escalated complaints	⬆	20
Percentage of complaints at stage 1 complete within 5 working days	89.74%	90%	83.33%	66.67%	62.5%	🛑	**Q3 22/23:** Off target	⬇	95%
Percentage of complaints at stage 2 complete within 20 working days	57.14%	100%	100%	100%	40%	🛑	**Q3 22/23:** Off Target	⬇	95%
Percentage of complaints escalated and complete within 20 working days	66.67%	50%	100%	100%	0%	🛑	**Q3 22/23:** Off Target	⬇	95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	6	0	0	0	0	📊	**Q3 22/23:** Data only	▬	
Number of Compliments	2	1	0	0	2	📊	**Q3 22/23:** Data only	⬆	

Education PI Report Q3 22/23 – Annual Indicators

Midlothian
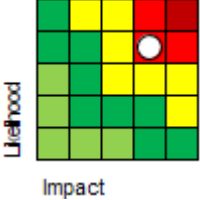
PI Code	PI	Q3 2022/23 Value	Benchmark
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)		20/21 Rank 17 (Third Quartile) 18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)		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)		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)	Annual Indicators	20/21 Rank 22 (Third Quartile) 18/19 Rank 25 (Bottom Quartile)
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)		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)		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).

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	The main internal controls centre on service planning within the Education Service Plans e.g. (1) Midlothian Local Development Plan, (2) Review of school catchment areas and (3) Annual review of maximum pupil intake for primary and secondary schools. (4) School Estate Management Plan. In addition: Extensive planning, further consultation. An options appraisal is developed for each school and ways f/wd agreed. Ongoing review of nursery provision undertaken with proposals to address any shortfall in provision. Additional Partner providers brought on to supplement	**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
	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 Value	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	External Comparison
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,446.16	£5,627.87	£5,885.83	£5,779.01	£6,002.64	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)	£7,481.65	£7,629.56	£7,491.30	£7,049.99	£7,204.35	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)	£4,898.68	£4,721.57	£5,144.00	£7,551.36	£10,243.85	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)

Code	Title	2016/17 Value	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	External Comparison
							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 18 (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%	64.63%	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)

Code	Title	2016/17 Value	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	External Comparison
							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).
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 Value	2017/18 Value	2018/19 Value	2019/20 Value	2020/21 Value	External Comparison
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)	85.02		83.74		89.86	20/21 Rank 29 (Bottom Quartile). 16/17 Rank 28 (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		264.31	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).