Education Performance Report 2022/23

Midlothian

01. Progress in delivery of strategic outcomes

Midlothian

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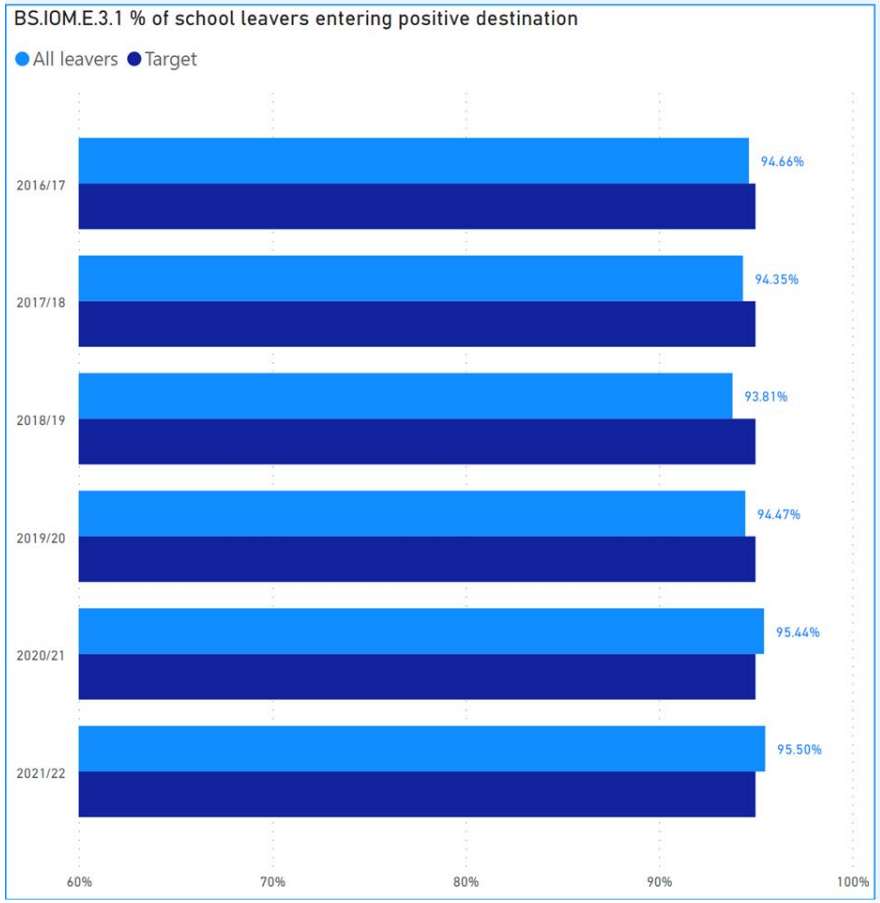

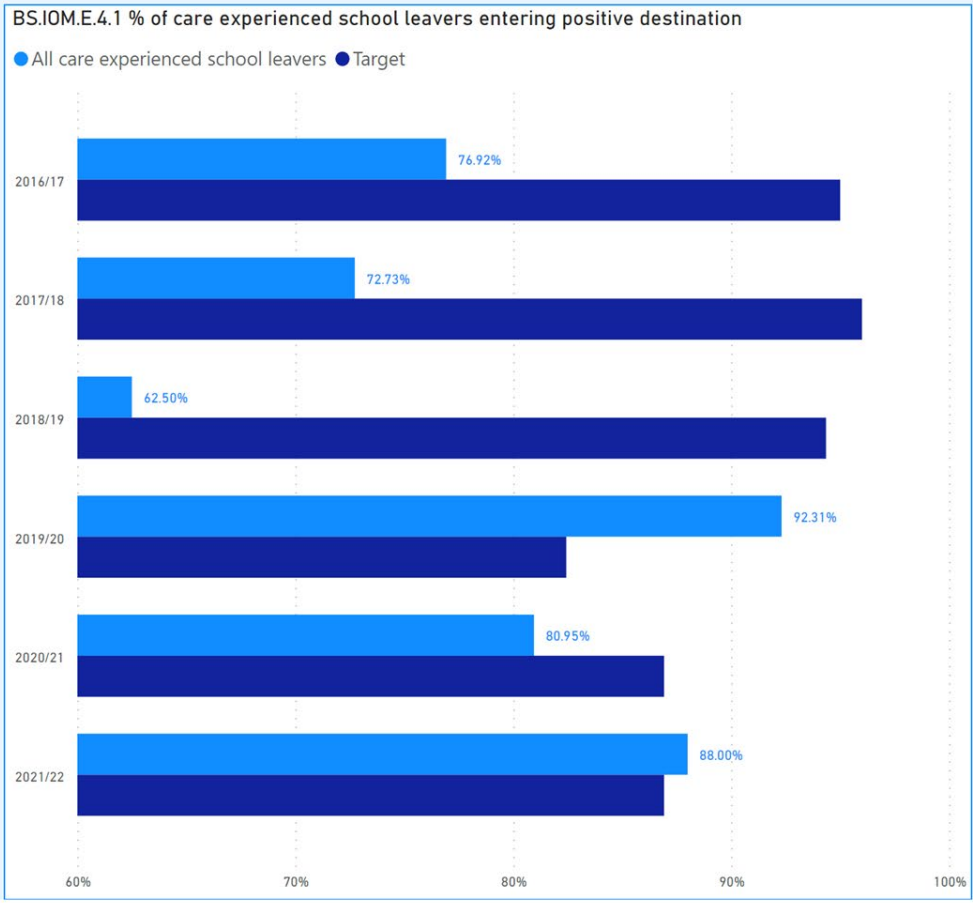

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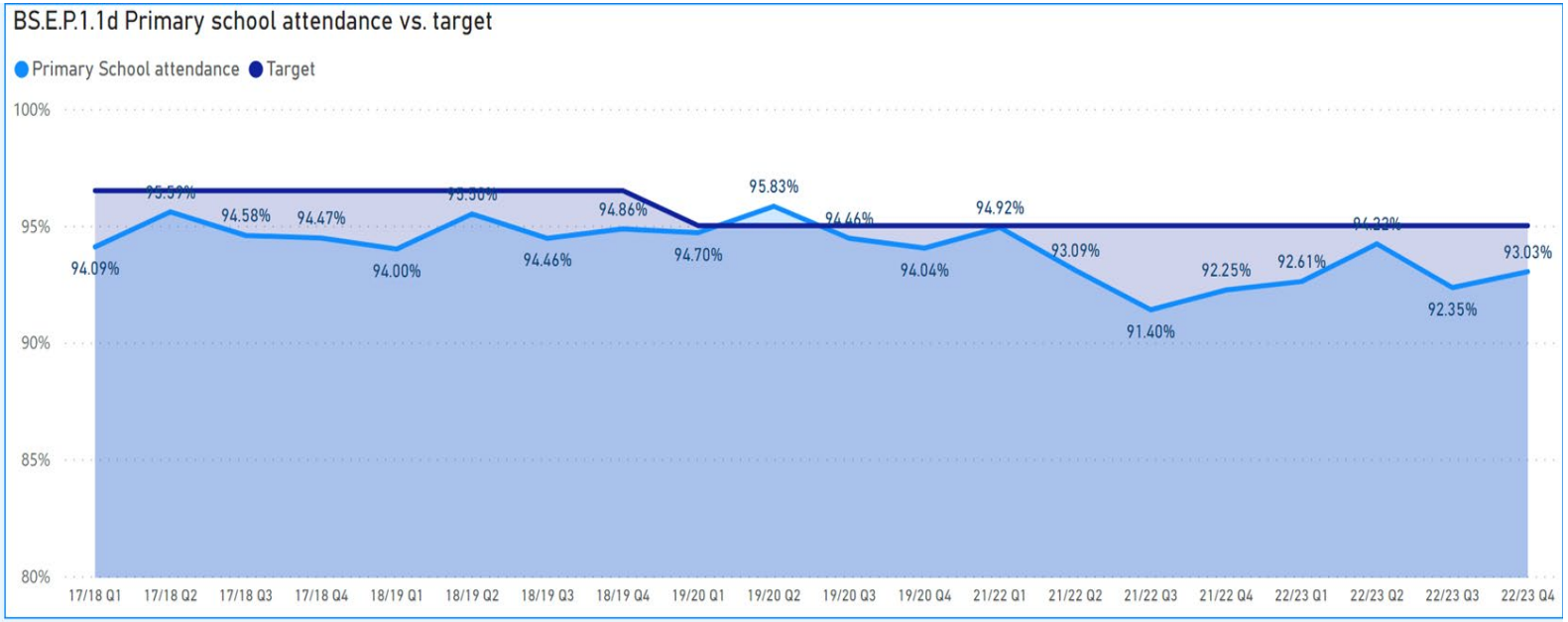

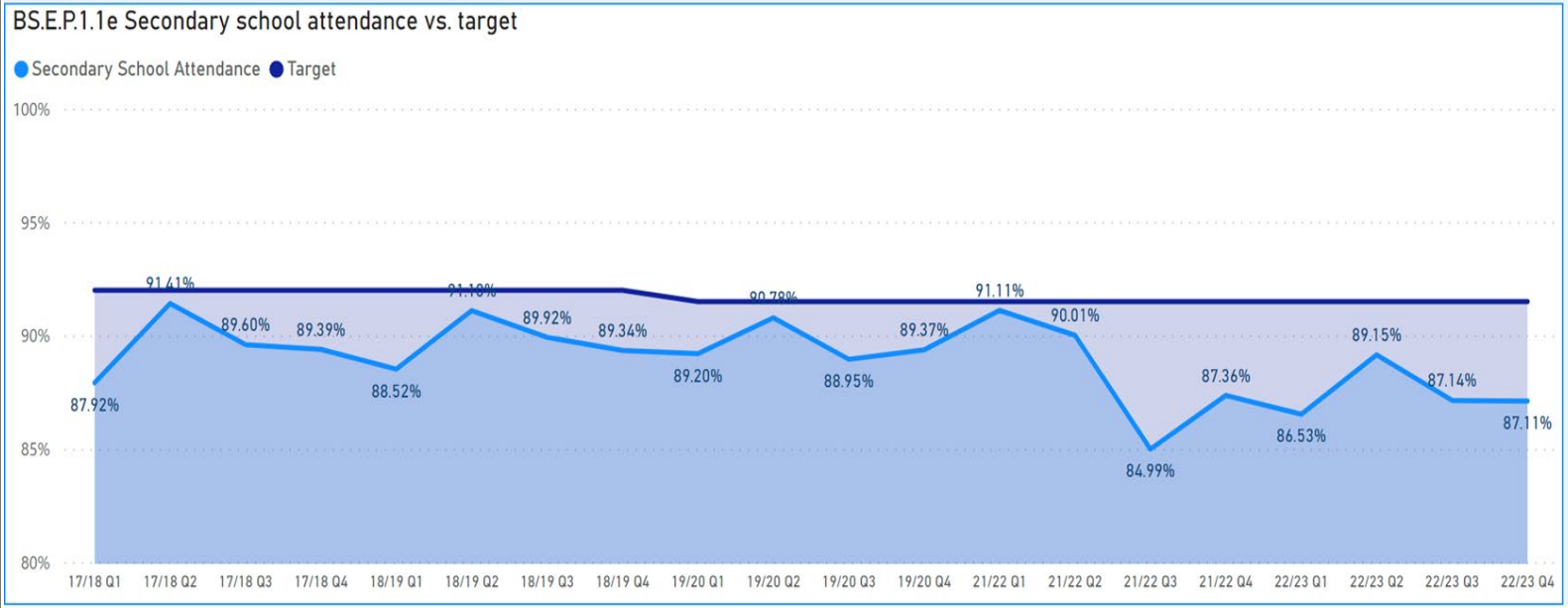

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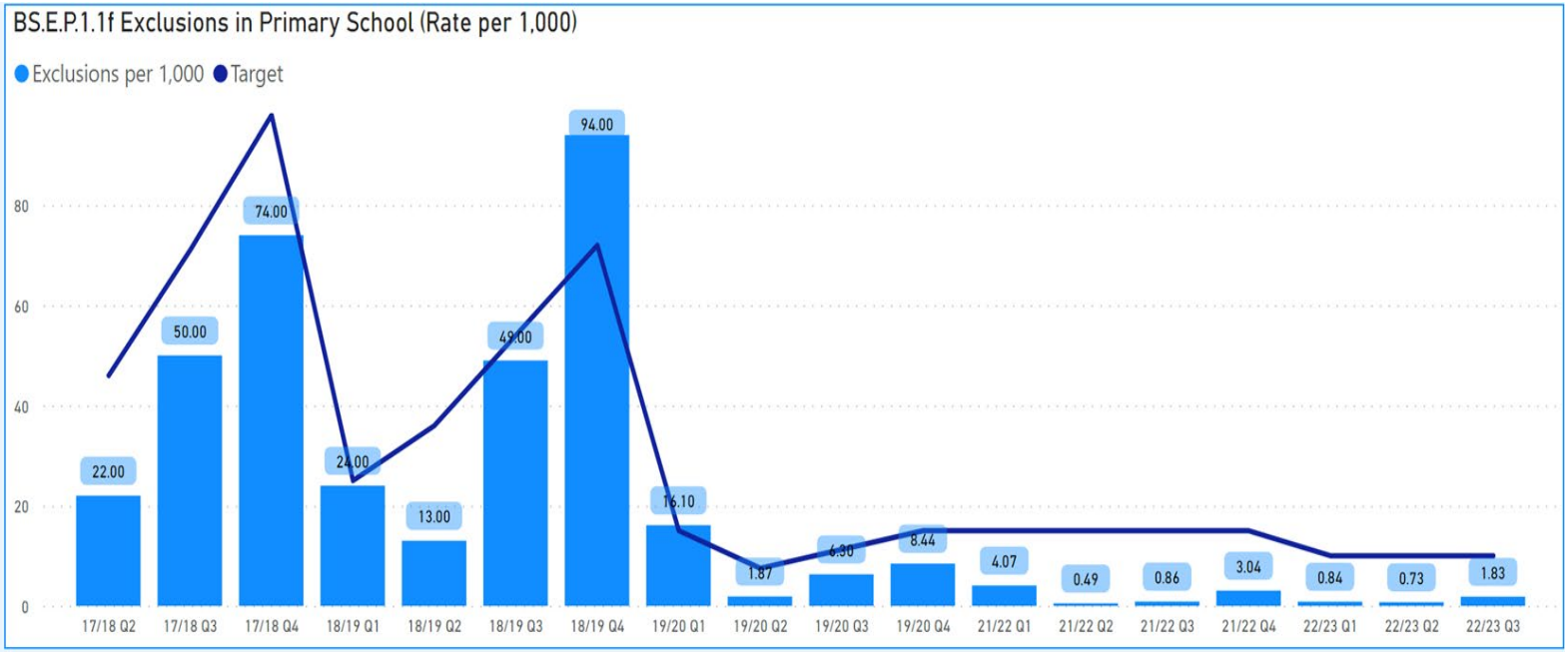

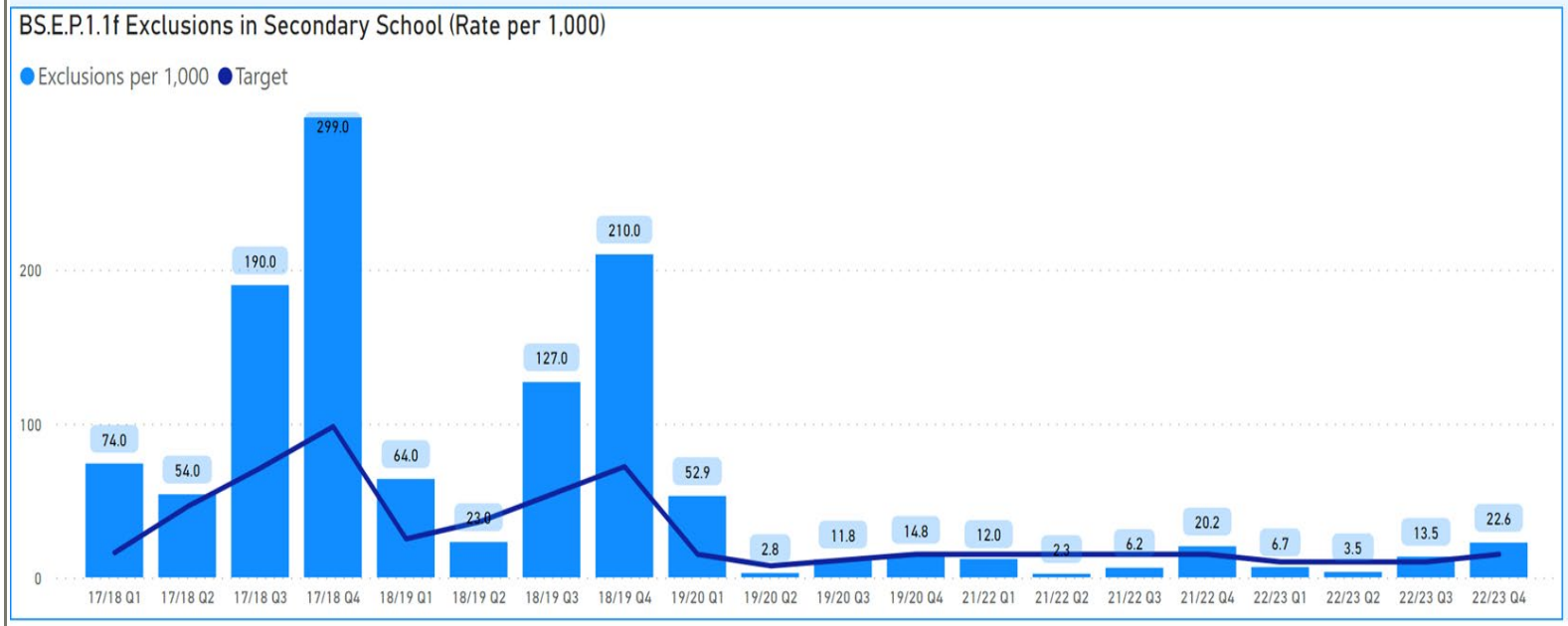

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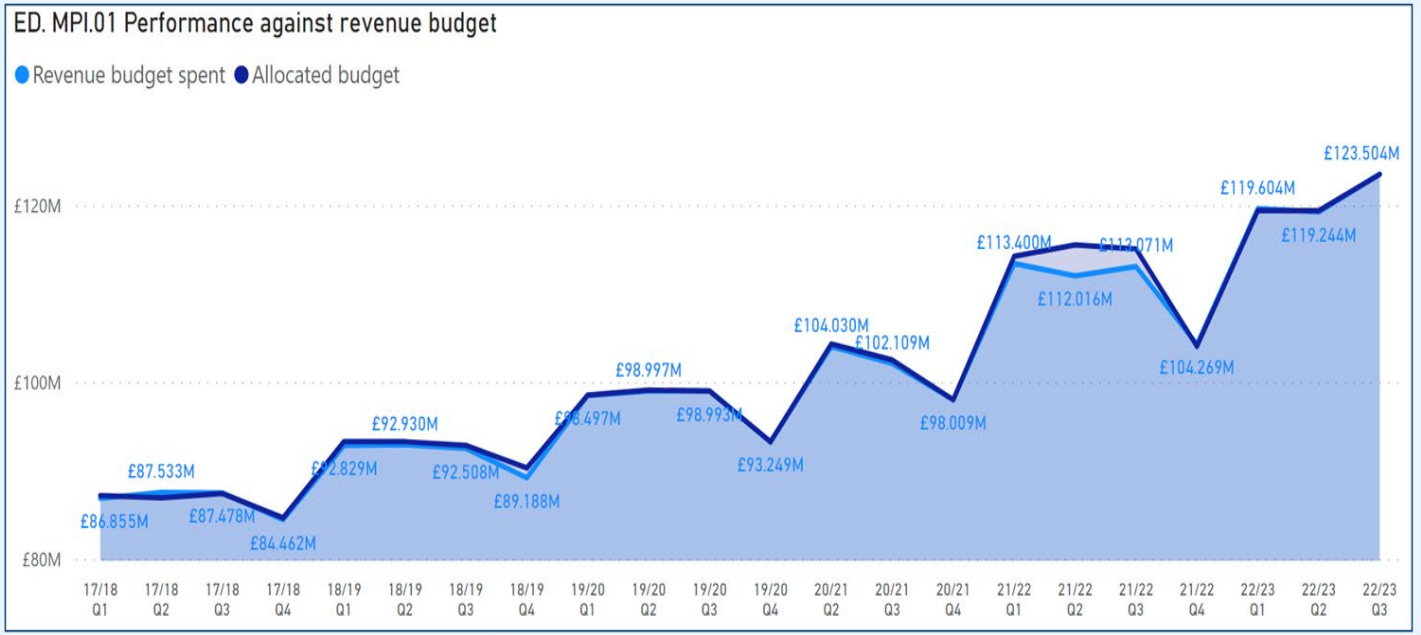

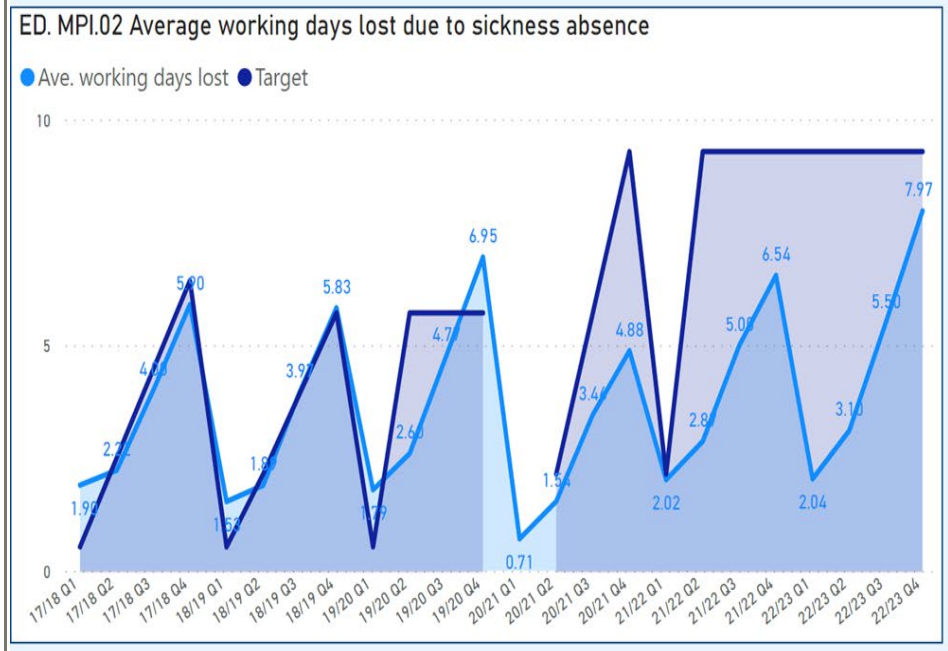

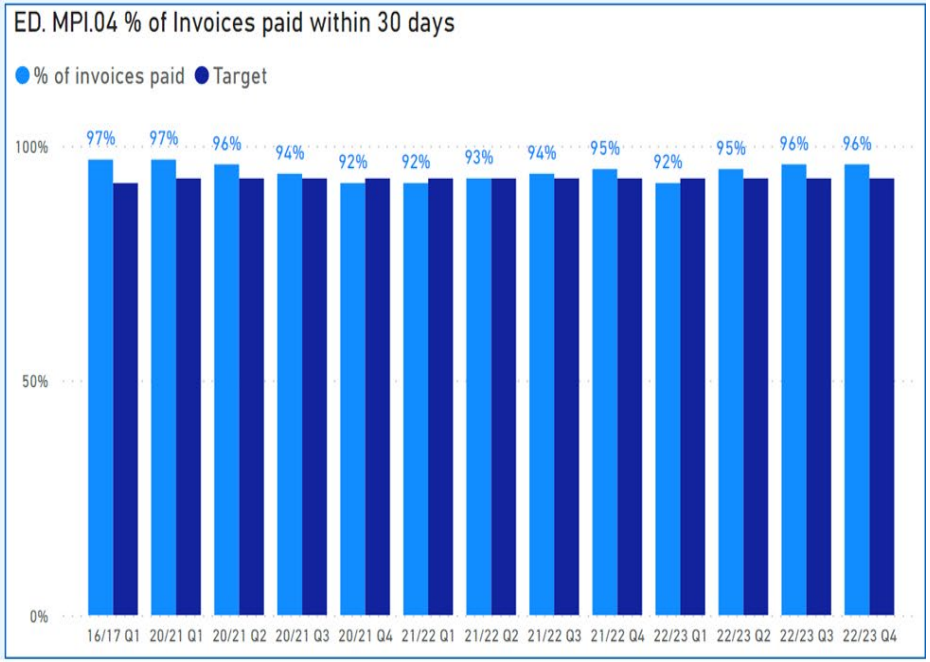

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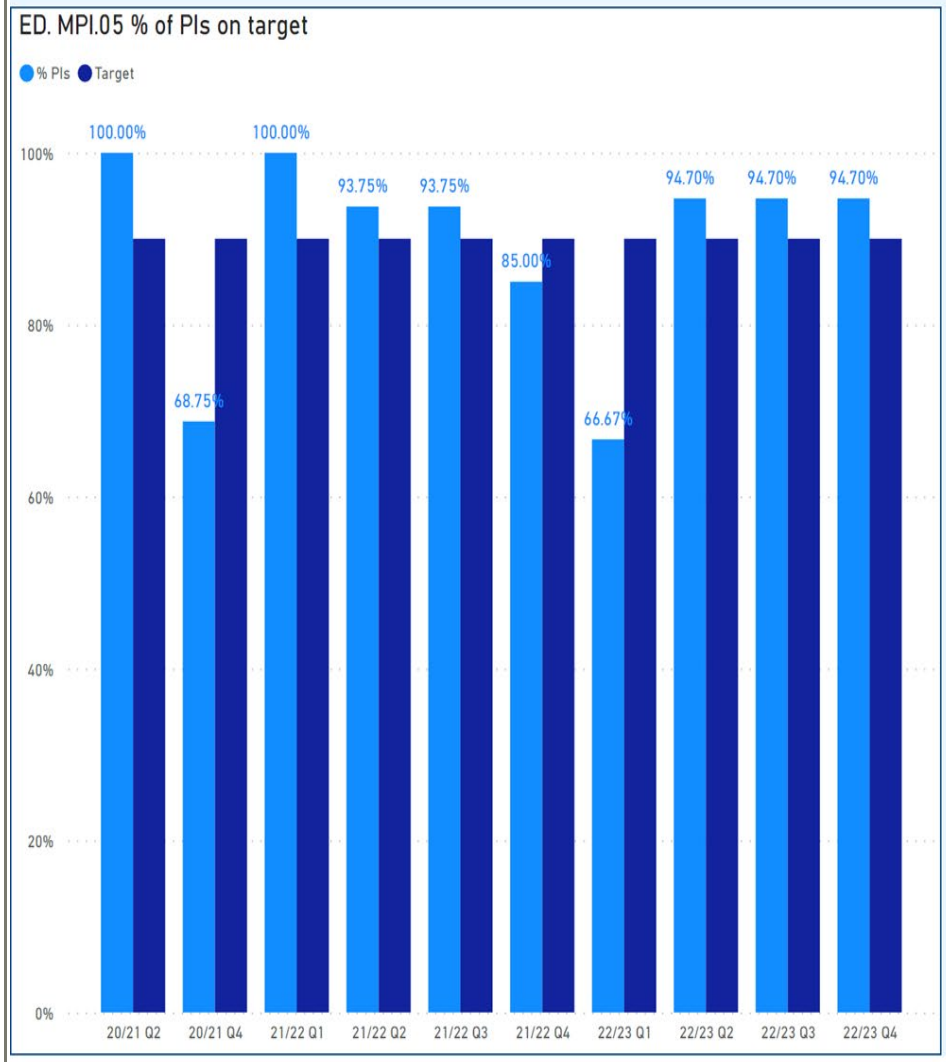

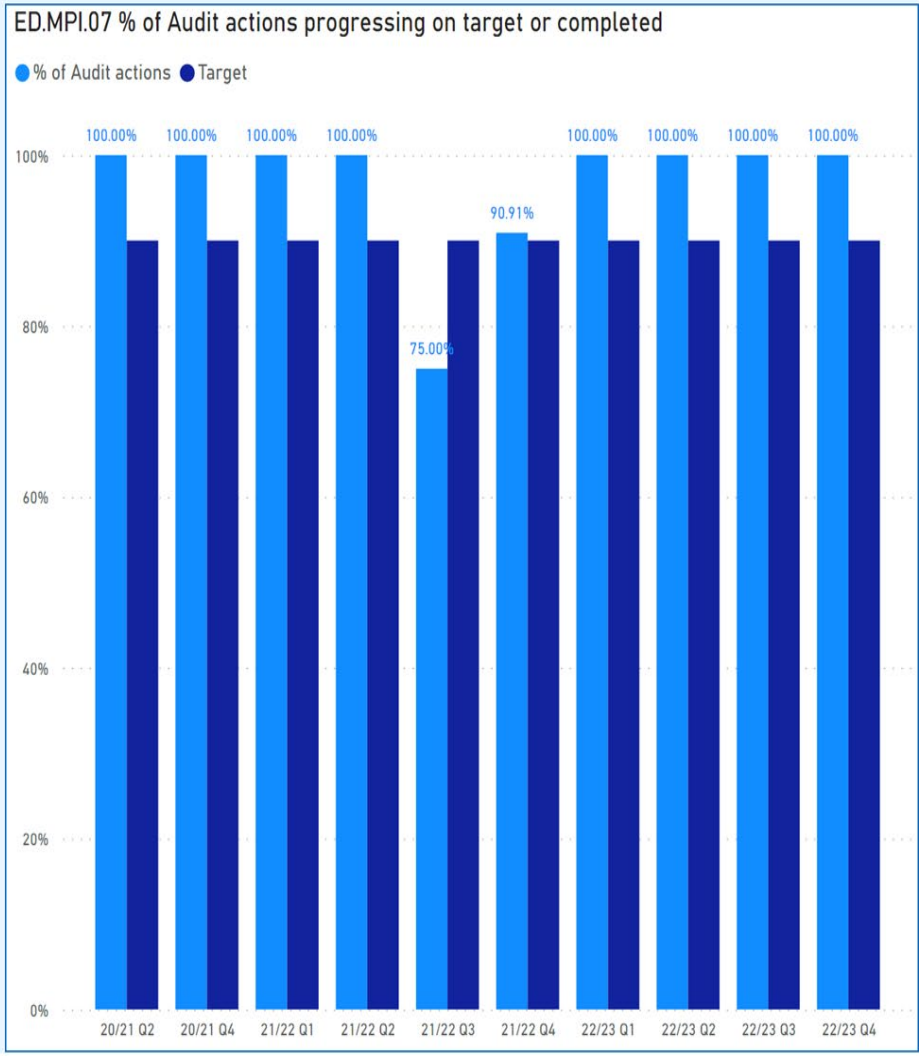

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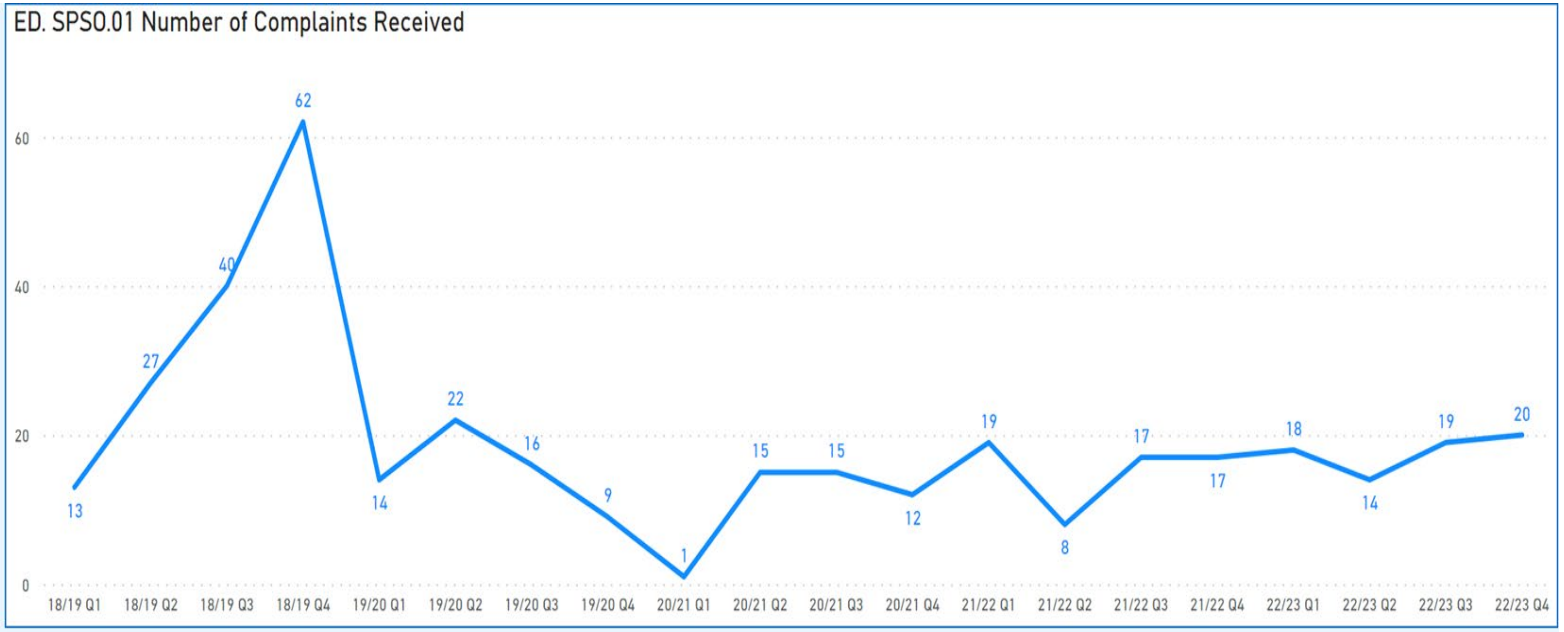
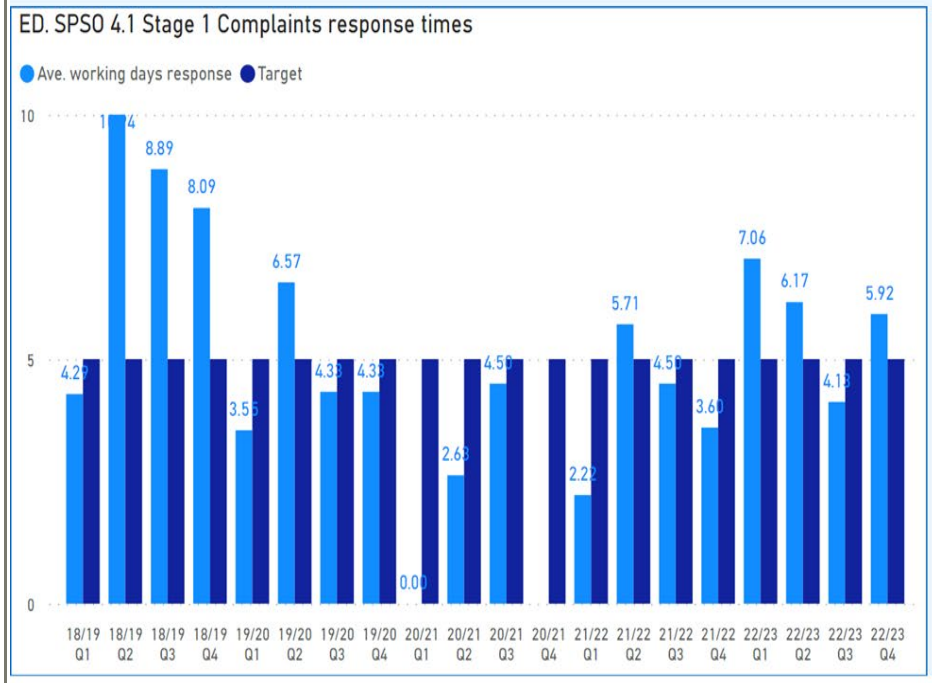
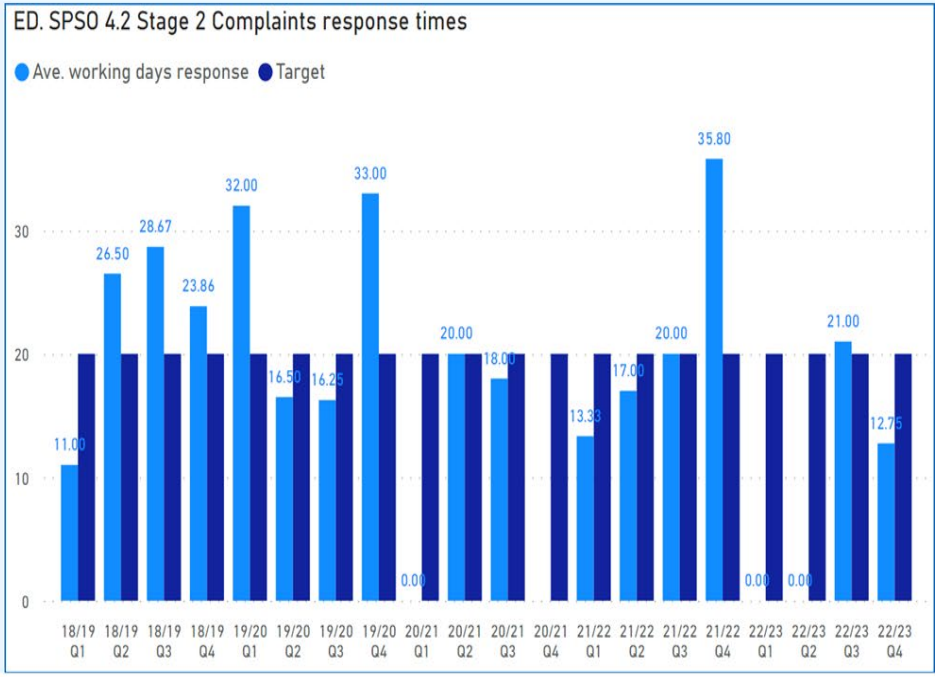






01. Progress in delivery of strategic outcomes

21/22: Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

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

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	Q4 – Completed activity	Q1 23/24 – Planned activity
1.1.1 Develop and implement a raising attainment strategy	- Draft strategy co-created with working group of school leaders and performance officer All HT's aware of Midlothian's focus on raising attainment and schools monitoring progress towards achievement of stretch aims. Data shows increase in attainment for targeted schools. - All primary schools (and IWBS) are engaging with new numeracy frameworks and 95% of primaries (and all Secondary English PTs in 6 secondaries) engaging with writing frameworks including increased moderation activity at ASG level and 70% of primary schools represented in Authority literacy QAMSO action group. - Recovery team CLPL the most subscribed to in the Professional Learning Academy (outwith NQT specific events) with 100% positive feedback forms which include identified actions or future intended learning. - All schools now have access to the data dashboard which will enable analysis of trends in attendance and attainment across Midlothian and inform priorities and planning.	- 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 progressions. All primary schools have had initial roll-out visit, with over 450 staff trained in refreshed progressions. All schools highly engaged in training sessions and overall feedback has been extremely positive (gathered through feedback forms and site feedback) Ongoing positive collaboration with Education Scotland with enquiries from Local Authorities across Scotland regarding accessing resource. - Refreshed assessment framework launched in January to all schools to support assessment and moderation through the phases and improve quality of teacher judgement - Pilot trial of digital consolidation sheets to support retrieval practices in Numeracy which supports learning and attainment - All settings have plans in place for full implementation of Midlothian progression pathways. -	- 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.
1.1.3 Revise Midlothian's Learning, Teaching and Assessment policy.	- 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 development of the LTA 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.	- Final phase of evaluation of the new system in primary schools underway, with review and consultation with working group and schools involved. - Revisions being made to the process and tools to support school improvement. The minor changes to the approach are being reviewed with the schools and technical issues are being worked through. before full implementation in all primary schools next quarter. - Training programme on the system being 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 coaches 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	- 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	Q4 – Completed activity	Q1 23/24 – Planned activity
1.2.1 Develop and implement a raising attainment strategy	- Attainment Visits and Secondary HT meetings support school engagement with strategy. All HT's aware of Midlothian's focus on raising attainment and schools monitoring progress towards achievement of stretch aims. All Secondary English PTs in 6 secondaries) engaging with writing frameworks including increased moderation activity at ASG level	- 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.	- Collaborative Enquiry curriculum plan in place and shared with school leaders to inform developments for 23-27 - Outline proposal shared with Secondary HTs. Agreement sought at meetings in June to agree alignment. This alignment will allow us the framework to build improved partnership working with the FE/HE sectors and develop a FA Schools based model. All for 24/25 implementation - DEC bid with East Lothian agreed, this will support an improved engineering pathway	- School 23/24 SIPs reflect this approach - Development of Digital Senior Phase offer; new School College Partnership model agreed; development of schools based Level 6 FA model
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	- 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. - No progress based on above, await further necessary detail from Scottish Government	- School 23/24 SIPs reflect this approach - Actions dependent on detail from Scottish Government
1.2.4 Revise Midlothian's Learning, Teaching and Assessment policy	- 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.	- Final phase of evaluation of the new system in primaries, with work ongain to enage with secondary schools. Review and consultation with working group and schools involved with pilot planned for secondary's in next quarter. - Any significant or minor changes to the approach have been 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	- 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%	0.9%	3.4%	**2.5%**
1+ @ Level 5 – GAP FSM vs. No FSM		23.6%	25.2%	19.8%	23.1%	22.9%	**19%**
1+ @ Level 6 – GAP FSM vs. No FSM		30.7%	32.0%	35.0%	41.4%	32.6%	**30%**

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

Key Actions	Q4 – Completed 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.	- Schools continue to monitor the impact of interventions and universal offer on reducing the attainment gap. Visit 1 and 2, support for schools identified through Capacity/Risk Register ongoing. - Tri-annual report with data analysis focus complete - All schools now have access to the data dashboard which will enable and analysis of trends and gaps to inform priorities and planning.	- 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 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 - Revised PEF plan being developed and draft shared with school leaders. - Analysis of PEF spend and AA discussions with targeted schools.	- 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.	- 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	Q4 – Completed activity	Q1 23/24 – Planned activity
1.4.1 Embed The Promise across the education service	- Care experienced data dashboard now created to track and monitor attainment and attendance. - Schools are embedding relationship/trauma based practice - Draft managing exclusion policy created 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 - New exclusion policy to be implemented August 2023.
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.	- 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'.	- Inclusion Framework, inclusion policy and updated paperwork and guidance has been drafted.	- Consultation process for the policies and framework. - Pilot phase with the paperwork to gain feedback, ensuring new processes are ready for launch in August 2023.
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.	- N-P1 request for support transition panel and all children placed within local areas where possible and appropriate. - ERG process has highlighted high levels of unmet needs relating to social, emotional and behavioural needs. Scoping activity underway to learn from national best practice. - QI visits have focused 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.	- QI visits have focused on the SfL practice and meeting learners needs.	- Scoping exercise to identify support for learning training to upskill workforce.

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	Q4 – Completed 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 and practitioners from across the directorate have worked on development of framework for Relational Practice to define Midlothian approach, tools and resources. . - Initial scoping activities underway into the supervision and support needs of those staff working with children presenting with significant emotional distress.	- Launch the Framework for Relational Practice and professional learning resources and reflection tool for teams. - Participation event to be set up with children and young people to explore what is important to them in relation to relationships and wellbeing. - Shadowing opportunities to follow on from the Reflective Practice Framework completion. Review of learning and identifying needs to inform planning for 2023-24.
2.1.2 Revise Attendance Strategy in partnership with Children's Services	- Revised attendance procedures being shared with relevant stakeholders for feedback. - All schools now have access to a data dashboard that enables analysis of attendance trends and gaps to inform priorities and target support more effectively. - Engagement activity with Head teachers and partners to inform practice, pathways and partnerships to promote attendance and re-engagement.	- Procedures to be finalised along with guidance for Children Missing Education, Flexi-schooling and Build up Timetables. - Participation event to be set up with children and young people to explore what is important to them in relation to attendance and what kinds of support are effective. - Pathways to be drafted for children and young people across the spectrum of non-attendance in partnership with stakeholders.
2.1.3 Develop a comprehensive Family Learning Strategy	- 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	- Set up ASN network to identify issues and priorities and build on inclusive pedagogy and practice. - Inclusive classroom training completed with most PTs and Class teachers of all provisions and enhanced classes.	- Data set to be developed to inform needs across the spectrum of neurodiversity. - Neurodiversity strategy group to be set up with a focus on developing understanding of need across Midlothian to inform improvement planning including authority wide ASD strategy.
2.1.5 Mental Health strategy established	- In process of developing data set to inform priorities in relation to mental health. - Mapping of services and capacity has been undertaken as well as procurement of therapy by schools. - Allocation of CMHF monies for new year and oversight of counselling service.	- Ongoing development of MH strategy with GIRFEC subgroup. - 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.

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

Key Actions	Q4 – Completed 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	- 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.	- 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	Q4 – Completed 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 offers. - Delivery and evaluation of SEIC leadership offer.	- Proportionate support for schools to complete their self-evaluation and preparation of the 2023-24 school standard and quality report. - Planning for 2023-24 leadership (HT, DHTs and emergent leader programmes) - Arranging induction and mentoring for new HTs - Surveying school leaders and their teams to identify their professional learning needs for 2023-24 school year. Preparing these professional learning programmes. - (Re) establishing self-sustaining professional networks with support from the Professional Learning Academy. - Filming professional learning resources for the "Anytime Learning" section of the Professional Learning Academy Google site. - Planning in-service day professional learning for teachers, support staff and early years staff groups
3.1.2 Deliver a minimum data set and support data literacy to improve self-evaluation through leadership professional learning and data champions.	- 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	Q4 – Completed 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.	- Parent focus groups on National discussion, 10 in total both face to face and virtual. - Guidance created to ensure consistent support for PC chairs to carry out their business and meetings/format and consistent approach to parental engagement in recruitment. - Involvement in EYs and Education reform consultation through focus groups. - Parent Conference planned for June. - Parental Engagement Strategy co-created with PC reps group and consultation being carried out with wider stakeholder group. - Parental Involvement and Engagement report co-created with PC reps group and consultation being carried out with wider stakeholder group.	- Parental Engagement Strategy and Parental Involvement report shared across locality groups - Creation of PIE steering group and co-creation of action plan. - Use PC Equalities Audit to adjust PC guidance, recruitment & promotional materials.
3.2.2 Learner Engagement Strategy	- Learners views and opinions were included in various consultations throughout this session linked to service improvement priorities and National Conversation on Education for Scottish Government. - Learners involved in the recruitment of senior staff leading their school community. - Learners were involved in creating letter of intent in relation to the Period Act and can access free products. - Learner conference planned for June	- Learner Engagement Strategy co-created with learner group

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

Key Actions	Q4 – Completed activity	Q1 23/24 – Planned activity
3.3.1 Quality Improvement framework in place	- 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	- 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	Q4 – Completed 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. - 16+ Data Hub practice paper developed and training for schools being rolled out.	- School 23/24 SIPs reflect this approach
4.1.2 Embed My World of Work (MWoW) into the curriculum of every school	- Collaborative Improvement plan in place with associated Action Plan. - Shared with all senior leaders at HT meeting	- Reflected in the Curriculum Framework document and rolled out in relation to agreed timeline
4.1.3 Further develop bespoke Skills Development Scotland tutor and mentoring support for senior phase secondary students	- 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	Q4 – Completed activity	Q1 23/24 – Planned activity
5.1.1 Learning Estate	- Elected members seminar covering the LEIP (Learning Estate investment Plan) projects of Beeslack HS and Penicuik HS. Paper to go to June 2023 Council - Statutory consultation underway for the new Easthouses PS. - Public open help to present the vision for the new Mayfield Campus. - Council agreed to procure modular units for Kings Park, Rosewell, Roslin, Woodburn primary schools' and Lasswade ASN.	- Continue to plan and deliver the agreed Learning Estate priorities. - Provide milestone updates to relevant governance groups.
5.1.2 DSM Review	- Complete the DSM consultation.	- Continue comms and roll-out of DSM

5.2 Equipped for learning:

Key Actions	Q4 – Completed 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 - 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.**	-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.**	-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**		
Audio Visual **Define how teachers could/should use Chromebooks and AV for each type of learning setting. Define requirement for AV service offering.**	-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**	-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.**	- 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
- 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. An elected members seminar was held to present an update of the Beeslack CHS and Penicuik HS projects. - 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 2023 to ensure our Core Facts data is reflective of the current situation. - The Place Directorate are planning on 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.

Education PI summary

01. Manage budget effectively

Priorities	Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£104.269m	£104.269m	£119.604m	£119.244m	£123.504m	£119.698m		**Q4 22/23:** £256,954 underspend		£119.955m		

02. Manage stress and absence

Priorities	Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	6.54	6.54	2.04	3.1	5.5	7.97		**Q4 22/23:** Off Target Further detailed work to be done on the data once received from HR to explore trends and patterns of absence.		7.5	Number of days lost	18,606.8
												Number of FTE in service	2,333.57

03. Process invoices efficiently

Priorities	Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	95%	95%	97%	95%	96%	96%		**Q4 22/23:** On Target		93%	Number of invoices received (cumulative)	15,727
												Number of invoices paid within 30 days (cumulative)	15,157

04. Improve PI performance

Priorities	Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		Value	Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	85%	85%	66.67%	94.7%	94.7%	100%		**Q4 22/23:** On Target		90%	Number on tgt/complete or Data Only	39
												Total number of PI's	39

05. Control Risk

Priorities	Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		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%	100%		**Q4 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	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23	Feeder Data	Value
		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 %	90.91 %	100%	100%	100%	100%		**Q4 22/23: On Target**		100%	Number of internal/external audit actions on target or complete	16
												Number of internal/external audit actions	16

Education Complaints Indicator Summary

Commitment to valuing Complaints
4. Outcomes and Customer Feedback

Indicator	2021/22	Q4 2021/22	Q1 2022/23	Q2 2022/23	Q3 2022/23	Q4 2022/23				Annual Target 2022/23
	Value	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	61	17	18	14	19	20		**Q4 22/23:** Data only		
Number of complaints closed in the year	59	15	18	7	13	17		**Q4 22/23:** Data only		
Number of complaints upheld (quarterly)	7	1	3	0	2	2		**Q4 22/23:** Data only		
Number of complaints partially upheld (quarterly)	10	2	0	2	1	2		**Q4 22/23: Data Only**		
Number of complaints not upheld (quarterly)	16	5	2	3	2	5		**Q4 22/23:** Data only		
Number of complaints Resolved (quarterly)	24	7	13	2	8	7		**Q4 22/23:** Data only		
Average time in working days to respond to complaints at stage 1	5.54	3.6	7.06	6.17	4.13	5.92		**Q4 22/23:** Off Target		5
Average time in working days to respond to complaints at stage 2	29.21	35.8	0	0	21	12.75		**Q4 22/23:** On Target		20
Average time in working days for a full response for escalated complaints	21.33	0	0	10	0	0		**Q4 22/23:** On Target		20
Percentage of complaints at stage 1 complete within 5 working days	89.74 %	90%	83.33 %	66.67 %	62.5%	76.92 %		**Q4 22/23:** Off Target 17 of the 20 Stage 1 complaints were complete within 5 working days timeframe. The figure for this quarter is an increase from the previous two.		95%
Percentage of complaints at stage 2 complete within 20 working days	57.14 %	40%	100%	100%	40%	100%		**Q4 22/23:** On Target		95%
Percentage of complaints escalated and complete within 20 working days	66.67 %	100%	100%	100%	100%	100%		**Q4 22/23:** On Target		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)		0	0	0	1	0		**Q4 22/23:** Data Only		
Number of Compliments	2	0	0	0	2	0		**Q4 22/23:** Data Only		

Education INDICATORS Off Target

...	Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History
●	**ED.SPSO.04.1** Average time in working days to respond to complaints at stage 1		5.92	5	01 Jul 2023	2022/23	
●	**ED.SPSO.05.1** Percentage of complaints at stage 1 complete within 5 working days		76.92%	95%	01 Jul 2023	Q4 2022/23	
●	**BS.E.P.1.1e** Improve Secondary School Attendance		87.11%	91.5%	01 Jul 2023	Q4 2022/23	
●	**ED.MPI.02** Average number of working days lost due to sickness absence (cumulative)		7.974	7.5	01 Jul 2023	Q4 2022/23	
●	**BS.E.P.1.1d** Improve Primary School attendance		93.03%	95%	01 Jul 2023	Q4 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	02 Feb 2023	16		
▲	**MC40-03** Failure to deliver savings	▲ **High** High	10 May 2022	16		

← 1 of 1 →

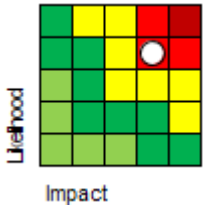
Education PI Report 22/23

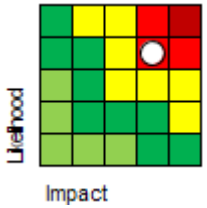
Midlothian

PI Code	PI	2021/22 Value	Benchmark
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)	68.2%	21/22 Rank 21 (Third Quartile) 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)	76.1%	22/22 Rank 20 (Third Quartile) 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)	25.5%	21/22 Rank 20 (Third Quartile) 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)	20.9%	21/22 Rank 22 (Third Quartile) 20/21 Rank 22 (Third Quartile) 18/19 Rank 25 (Bottom Quartile)
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	65%	21/22 Rank 25 (Third Quartile) 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)	38%	21/22 Rank 15 (Second Quartile) 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

Midlothian

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	2017/18	2018/19	2019/20	2020/21	2021/22	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,446.16	£5,627.87	£5,885.83	£5,779.01	£6,002.64	£6,299.70	21/22 Rank 16 (Second Quartile) 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	£7,703.62	21/22 Rank 12 (Second Quartile) 20/21 Rank 20 (Third Quartile) 19/20 Rank 7 (Top Quartile) 1 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	£9,891.00	21/22 Rank 12 (Second Quartile) 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%	65%	21/22 Rank 25 (Third Quartile) 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)

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	26%	30%	28%	33%	33%	38%	21/22 Rank 15 (Second Quartile) 20/21 Rank 27 (Bottom Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	43%	47%	44%	39%	41%	49%	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%	14%	21/22 Rank 27 (Bottom Quartile) 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%	95%	21/22 Rank 19 (Third Quartile) 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	947	21/22 Rank 19 (Third Quartile) 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).

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	577	652	559	557	588	555	21/22 Rank 26 (Third Quartile) 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	742	21/22 Rank 22 (Third Quartile) 20/21 Rank 26 (Bottom Quartile) 19/20 Rank 24 (Third Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile).
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	792	845	784	858	1,044	1,025	21/22 Rank 12 (Second Quartile) 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	1,177	21/22 Rank 10 (Second Quartile) 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	1,236	21/22 Rank 17 (Third Quartile) 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%	68.2%	21/22 Rank 21 (Third Quartile) 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%	76.1%	21/22 Rank 20 (Third Quartile) 20/21 Rank 18 (Third Quartile) 18/19 Rank 18 (Third Quartile)

Code	Title	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	External Comparison
		Value	Value	Value	Value	Value	Value	
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)			27%		32%	25.5%	21/22 Rank 20 (Third Quartile) 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%	20.9%	21/22 Rank 22 (Third Quartile) 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%	87.1%	21/22 Rank 22 (Third Quartile) 20/21 Rank 24 (Third Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 19 (Third Quartile) 16/17 Rank 22 (Third Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	92.6		92.6		92.3		20/21 Rank 16 (Second Quartile) 18/19 Rank 24 (Third Quartile) 16/17 Rank 26 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)	85.02		83.74		89.86		18/19 Rank 29 (Bottom Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils) (LGBF)	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') (LGBF)	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) (LGBF)	93.6	94.3	92.9	93.4	93.7	93.36	21/22 Rank 13 (Second Quartile) 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).