

Education

Performance Report Quarter Three 2019/20

Midlothian 

Progress in delivery of strategic outcomes

Ensuring Excellence and Equity for All Learners

The Education Service Plan sets out 4 key priorities aligned to the Council's strategic priorities to reduce inequalities in learning outcomes, health outcomes and economic circumstance.

This report draws together and summarises the key successes and positive progress made to deliver improved outcomes for children and young people across all 4 key priority areas.

Council Strategic Priority: Reducing inequalities in learning outcomes

Education Service Priority 1 - Improvement in attainment, particularly literacy and numeracy

E.P.1.1. Bring attainment in line with the national average in literacy and numeracy by the end of P1, P4 and P7 where they are not yet at that level and where CfE levels are in line with the national average aim to reach the national stretch aim of 90% of pupils achieving the relevant level in every measure

Nationally, the latest achievement of a CfE level data shows that between 70-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking.

In Midlothian Council, the latest achievement of a level data shows that most, over 80% of our P1 pupils, achieved the expected level in numeracy, reading, writing and listening and talking. At P4, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, reading, writing and listening and talking. At P7, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, writing and listening and talking with the majority (69.68%) achieving the expected level in reading.

The majority of Primaries have all 4 indicators greater than 70%, of these a minority are reaching their stretch aim of 90%

All Secondaries have all 4 indicators greater than 70%, of these a minority are meeting the stretch aim of 90%

E.P.1.2 All secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator

Information from insight shows Midlothian pupils in S4 achieving above their virtual comparator in Level 3 Literacy and Numeracy, Level 4 Literacy is the same as the virtual comparator and Numeracy is above.

The next release of data from insight (available in Q4) will highlight all leavers in the 2018/19 year.

E.P.1.3 100% of schools have a self-evaluation calendar that reflects moderation, tracking and assessment and shared classroom experiences that involve all practitioners and learners

All our schools have in place a self-evaluation calendar and work is now underway to evaluate the impact of the self-evaluation activity in raising attainment and closing the poverty related attainment gap.

E.P.1.4 That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools

It is envisaged that practitioner enquiry will become an integral aspect of the day-to-day practice of teachers and other education professionals (General Teaching Council for Scotland). It is argued that teachers who engage in research have a better understanding of their practice and ways to improve it. Practitioner enquiry can play a major part in making change more sustainable and have greater impact on improving outcomes for our learners.

Midlothian schools are making good progress in embedding practitioner enquiry as an integral part of professional learning and development and improvement methodology. An audit identified that all schools in Midlothian included practitioner enquiry within their School Improvement Plan. The SEIC In service Day provided an in depth look at the What, Why and the How of Practitioner Enquiry with Midlothian teachers making up 68% of the delegate list. Further support and knowledge will be drawn from our SEIC Research School, Woodburn Primary School, and links with Learning Schools, Pedagogy Pioneers and SEIC Associates will further strengthen our improvement agenda. The impact upon learners will be evaluated and reported on at Q4.

E.P.1.5 Maximising the tariff scores for all learners in the senior phase

All secondary schools continue to review the curricular offer within the senior phase to ensure young people can access a broader range of opportunities, courses and qualifications to meet their needs and aspirations. For example, the Foundation Apprenticeship programme is expanding across our schools offering young people the opportunity to undertake qualifications at SCQF level 6 (Higher level) that include a work based experience. The FA qualifications also help to maximise the tariff scores for learners in the senior phase. For example, for pupils who completed the Foundation apprenticeship in Information Technology: Software development, this course carries 393 insight tariff points and 59 SCQF Tariff points, the equivalent to 2 Highers at Grade A and B.

Council Strategic Priority: Reducing inequalities in learning outcomes and economic circumstance
Education Service Priority 2 Closing the attainment gap between most and least disadvantaged children:

E.P.2.1 CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving expected CfE level in literacy and numeracy at P1, P4, P7 and S3

SIMD 1+2 results against the National and Virtual Comparators.

- . P1 - Literacy is above the National and Virtual scores, Numeracy is the same as the National and above the virtual.
- . P4 - Literacy is above the National but below our virtual comparator, Numeracy is the same level as National and virtual.
- . P7 - Literacy and Numeracy are below the National and Virtual comparators.
- . S3 - Literacy is above both the National and Virtual comparator, Numeracy is the same level as both.

Our schools are making effective use of Pupil Equity Funding to enhance learning and teaching, recruit additional support and specialist staff and apply a range of interventions to support and raise the attainment and achievement of our more vulnerable and disadvantaged learners.

As a result of the range of interventions and strategies deployed by schools, children in receipt of FSM have shown an overall improving trend in achievement of CfE levels over the last 3 years resulting in the following percentage increases:

- . P1 - Listening and Talking +3%, Numeracy +9%, Reading +7% and Writing +16%.
- . P4 - Listening and Talking +28%, Numeracy +5%, Reading +6% and Writing +18%
- . P7 - Listening and Talking +15%, Numeracy +17%, Reading +9% and Writing +14%.
- . S3 - Listening and Talking +8%, Numeracy +1%, Reading +7% and Writing +10%.

E.P.2.2 Increase % of young people achieving national qualifications at SCQF level 3 and 4 based on comparison with the VC especially for care experienced young people

School leavers who are looked after typically have lower attainment compared to those who are not looked after. The Education Service continues to work closely with schools and partner services/agencies to raise the attainment and achievement of our care experienced young people. Overall, due to the small numbers in the looked after cohort trends in data tend to fluctuate widely. The Leavers data for 2018/19 will be available and reported in Q4.

As part of our support for our care experienced children and young people a number of interventions have been put in place to improve attainment and engagement in learning, these include:

- . Employment of 3 x Children's Services Practitioners to support young people with attendance below 50%
- . Educational Psychologist for LAC who is supporting the Attendance/Attainment of 17 children and young people with direct working from the IWBS Youth Worker. In addition, a research paper has been produced titled 'Improving the Educational Outcomes of our Care Experienced Children in Midlothian'. The findings of which are being presented to ASG's, HT's, residential and CLL, CELCiS and the Scottish Government.
- . 11 Social Workers have applied for funding for our Care Experienced CYP focused on improving their wellbeing, attainment and achievement, including the creation of a study space and attending community clubs and activities such as equine therapy and swimming lessons.

E.P. 2.3 Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility and E.P. 2.4 Deliver the requirement of the child poverty act through the local action plan developed with community planning partners

Communities and Lifelong Learning Youth Work programme is now fully operational for 2019/2020, and there is a youth work offer from age 8 to 18 in all school clusters. All youth clubs are offered at low or no cost, with programming and reviewing planned with the young people. Attendance in all of the youth clubs are at a very high level.

A very successful Midlothian Young People Awards Ceremony took place in September with over 50 young people being nominated, celebrating the contribution and achievements of young people. Schools have made good progress in taking into account the recommendations made by the Child Poverty Action Group, particularly in relation to the cost of the school day. Work is ongoing to embed consideration of the cost of the school day in the life and work of

our schools and evidence of progress made will be reported within individual school PEF and Standards and Quality reports June 2020.

Council Strategic Priority Reducing inequalities in health outcomes

Education Service Priority 3 Improvement in children and young people's health and wellbeing

E.P.3.1 Increase the availability of Early Learning and Childcare for 2 year olds

Good Time to Be 2

An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC continues to ensure that we have families who take up this offer. The ELC service has introduced discretionary funding criteria, following a consultation with representative populations of parents, which means that discretionary funding will be targeted at children "in need" (CYP Act 2014). This criteria was introduced in September 2019 meaning that families that are above the income threshold could now be approved for the funding if they meet one or more of the identified discretionary criteria. By the end of Q3, a total of 121 eligible 2 year olds have accessed a funded place this year. This figure is slightly above the take up from last year (2018/19 Q3 was 115 children) but we expect it to continue to rise over the next quarter with the introduction of the discretionary criteria and our communication strategy.

Expansion

The council has now completed the fifth phase of piloting expanded hours places and by the end of this quarter, 1,205 expanded hour places were available in Midlothian. This works out to be 43% of the places available which is slightly above Scottish Government expectations (40% in August). Overall the expansion plan will deliver 17% more places than the projected population of entitled children in 2020/21. This overprovision allows flexibility and choice for parents, for more children coming forward than expected (including children from other local authority areas), children taking up places in a different learning community to the one they live in.

Projects of note which have just opened or are opening shortly include Vogrie Outdoor Early Learning and Childcare Setting, Scots Corner Early Learning and Childcare Setting and a new ELC setting at St David's PS. Vogrie Outdoor ELC is the Council's first fully outdoor nursery and has received considerable national and international interest. The ELC provision at Scots corner is developing in partnership with the MoD and this unique setting will work closely with families to develop our family learning approach and areas of practice in supporting Armed Forces families throughout their early learning journey and beyond. The setting will open in February 2020. The development of the ELC and the partnerships that have enabled it to progress are excellent examples of the Armed Forces Covenant in action in Midlothian. The ELC provision at St David's is in a refurbished area of the school with access to a newly created outdoor area. This will provide an additional number of places in the Dalkeith area and this setting will also open in February.

E.P. 3.2 The majority of young people with ASN/LAC are offered appropriate assessment which is timely and appropriate.

The LAC EP post is improving the level of engagement with and support for our young people (LAC). A further report on the impact of this post in improving outcomes for our young people (LAC) will be reported June 2020.

E.P. 3.3 Achieve attendance targets Primary to 95% overall and secondary to 91.5% with a reduction in unauthorised and unexplained absences

The overall attendance rates for Primary and Secondary schools academic session 2018/19 were similar to the previous session. There is an ongoing trend of improvement for some primary schools both in terms of reaching the Midlothian target of 95% and improving attendance figures even if the target is not yet reached. Common themes within primary schools where there has been improved attendance over the past four years have been identified and good practice share widely to allow others to put strategies in place. A range of interventions have been put in place by Secondary Schools to target key areas for improvement with some evidence of success.

The education service has introduced a more rigorous approach to monitoring and tracking attendance at individual school level. Workshops have been held to give advice and practical help to schools to target attendance. Joint work between the Educational Psychology Service, the virtual HT for LAC and Children and Families is underway to support the school attendance of children who are looked after through developing a new service comprising three additional members of staff for Looked After Children with attendance below 50%.

To increase pupil and parental awareness and involvement a design competition for a leaflet for parents on the topic of non-attendance at school and the impact of this has been won by a P7 pupil. 20,000 copies of the leaflet will be reproduced and distributed across Midlothian schools and health centres. Impact of this should be seen through pupil and parent surveys.

E.P.3.4 Reduce exclusions primary to below 15 per 1000, secondary to below 40 per 1000 and care experienced exclusions only in exceptional circumstances and following discussion with ASG Manager

The secondary school exclusion rate per 1000 has significantly reduced with the current picture looking very positive in relation to below 40 per 1000. The rate for primaries has also reduced in line with the target.

The overall figure (secondary and primary) for session 2019/2020 to date is 7.75 per 1000 which is well on track to meet the target.

E.P.3.5 Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding

The Headstrong programme is currently being rolled out across one locality in Midlothian with a view to extending this progressively across the remaining areas. Headstrong is a mental health awareness programme that is delivered to P7 children and sees collaborative working between school nurses, education, educational psychologists and children's services staff. Following the positive introduction of the programme, 10 primary schools have now signed up to the Headstrong programme which comprises approximately 350 children.

Council Strategic Priority Reducing inequalities in economic circumstances

Education Service Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people

E.P. 4.1 Improvement in employability skills and sustained positive school leaver destinations for all young people

The latest positive destinations information showed 1 in 3 Midlothian school leavers going into Employment this is 10% higher than the National rate. Although the gap is closing the number of leavers going into Higher and Further Education is below all comparators. Information on the 2018/19 leaver destinations will be available in Q4.

There are currently 98 modern apprentices on our apprenticeship programme, including 55 on Midlothian Child Care as part of the early year's expansion. In year one of the Foundation apprentice offer, there are 44 young people engaging in this programme. In the Employability Fund, there are 8 participants in the sector based academy which is a full time 6 week programme for learners who were previously unemployed. This programme provides them with learning, work experience and a guaranteed job interview. We have secured funding for 20 places for Sector Based Academies this year.

Challenges and Risks

Embed the changes to Higher qualifications: There is a risk that Higher results will be affected next year as a result of new SQA Examination arrangements for Highers at S5 and S6. This will need to be mitigated through close monitoring of pupil progress in schools and work with Curriculum PT and SQA coordinators to gain intelligence of any issues around changes to coursework and the effect of increased exam content.

Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year at both school and central points.

Further reduction in Devolved School Management (DSM) for schools which was implemented from April 2019 which will further reduce teacher numbers. This will impact on the choices for curricular options in Senior phase at Secondary schools and on absence cover.

Ongoing low uptake of Music instruction which could mean further financial issues going forward for the education budget if as predicted we continue to have a shortfall in income.

Reduction in central staff to ensure that schools are improving outcomes for learners and possible Inspection being graded poorer.

Ensuring the reduction in Communities and LLE (now merged and called Communities and Lifelong Learning) still meets the statutory requirements of delivering an adequate and efficient service.

Rate of demographic growth particularly in the early years and primary school rolls. Keep on track with the learning estate strategy across the council which is challenging due to less staff.


Ongoing work to prepare for the implementation of 1140 hours by 2020: One of the major challenges of the expansion will be the recruitment and training of sufficient staff, by the Council and also across our partner providers, particularly as all other local authorities will be doing the same at the same time.

The population projections used by Scottish Government differ from the populations projections used by the Council when submitting our financial forecast in 2017. Consequently, the Council will receive less funding from Scottish Government than was expected. Challenge will be to align delivery model with funding received.

Full implementation of the new Education (Scotland) act 2015 including preparing primary schools for the full implementation of 25hrs and Gaelic provision; and the requirements of the NIF as new reporting measures come into force.

The potential impact from Brexit could affect employability funding which supports elements of Education especially the third sector.

Education

Midlothian 

Successes and Challenges

Corporate Performance Indicators (latest)

● 2 ● 11 ? 0 📊 6

Corporate PIs Off Target as at 31st January 2020

PIs ● 2

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

Percentage of complaints at stage 1 complete within 5 working days

Key PIs
● Off Target
● On Target
📊 Data Only Indicator
? Data is not yet available

Service Plan Actions (latest)

▲ 0 ● 15

Service Plan Actions Off Target as at 31st January 2020

Actions ▲ 0

No Actions Off Target

Key Actions
▲ Off Target
● On Target/Complete
? Data is not yet available

Service Plan PIs (latest)

● 4 ● 4 ? 0 📊 1

Service Plan PIs Off Target as at 31st January 2020

PIs ● 4

Improve Primary School attendance

Improve Secondary School Attendance

Percentage of Midlothian Care Experienced school leavers progressing to positive destinations

Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.

Key PIs
● Off Target
● On Target
📊 Data Only Indicator
? Data is not yet available

Service Risks (latest)

▲ 7

High Risks as at 31st January 2020

Risks ▲ 1

6 Risks at Medium and 1 at High

School Capacities/Catchment Areas/Demand for Pupil Places

Key Risks
▲ High Risk / Medium Risk
? Data is not yet available