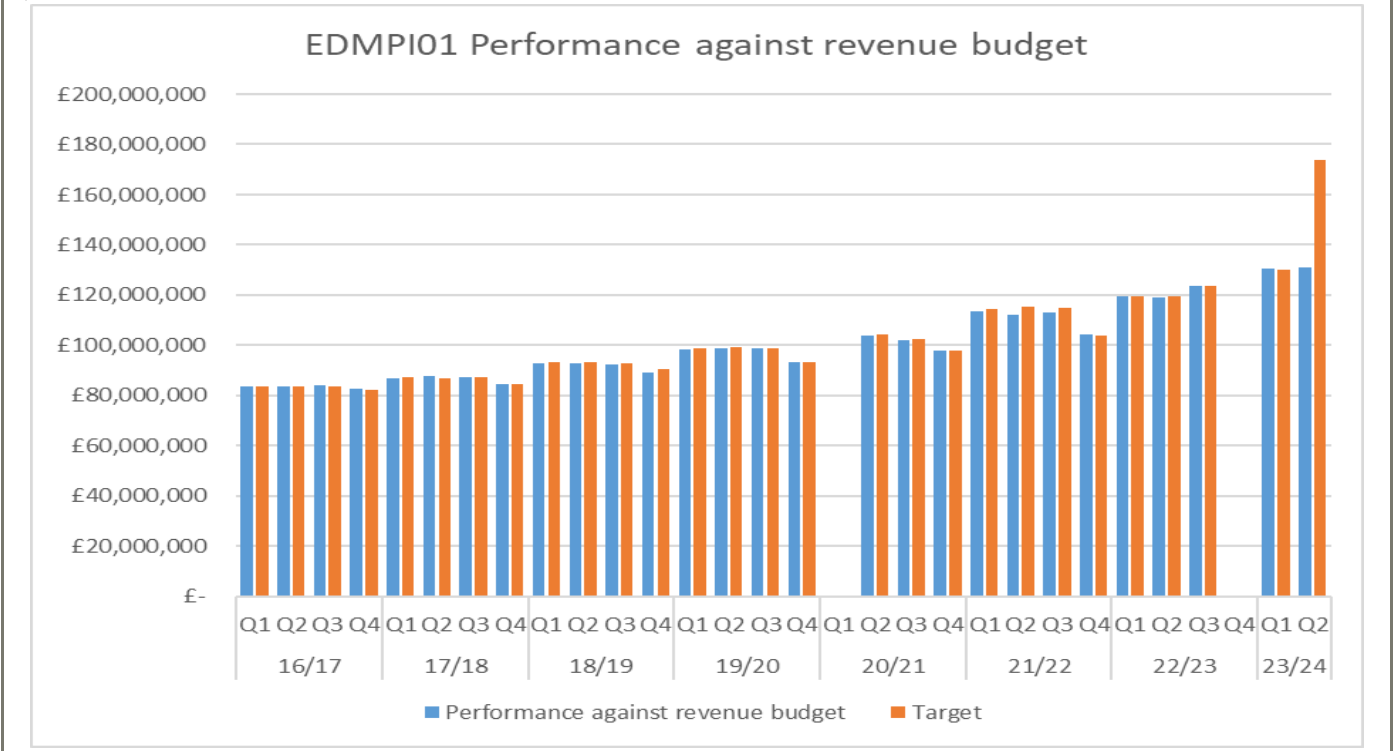


Education Performance Report 2023/24 Quarter 2

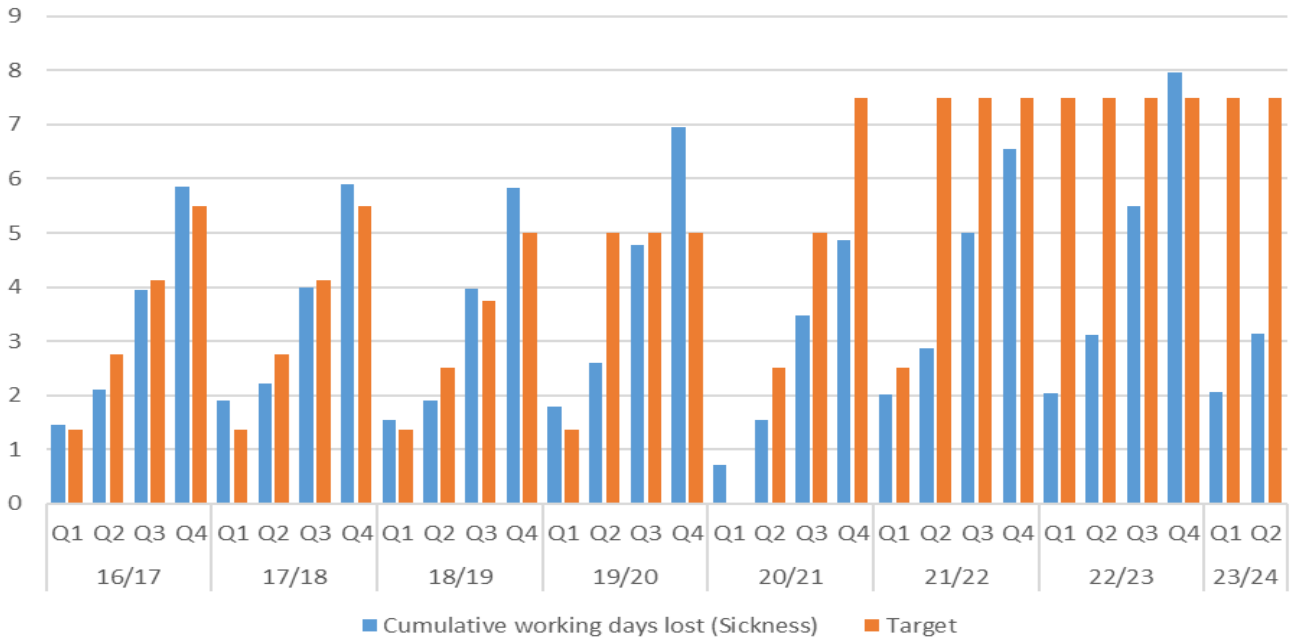


01. Progress in delivery of strategic outcomes

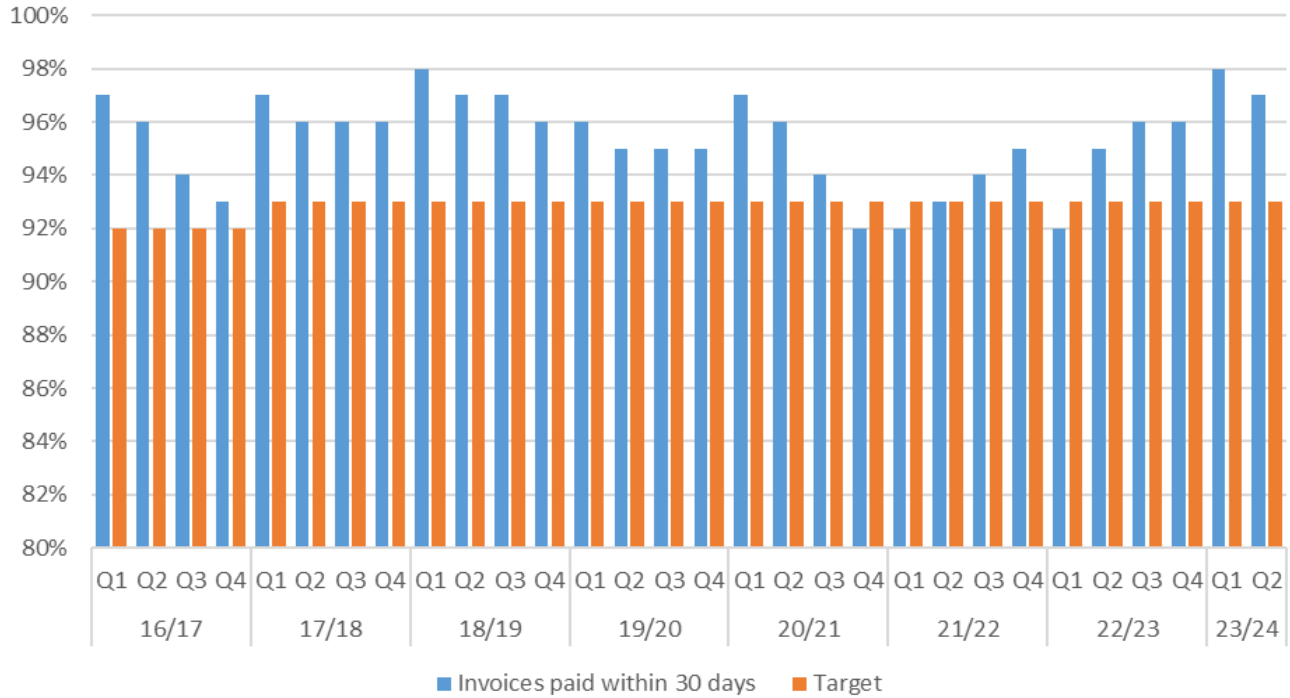
Q2 22/23:



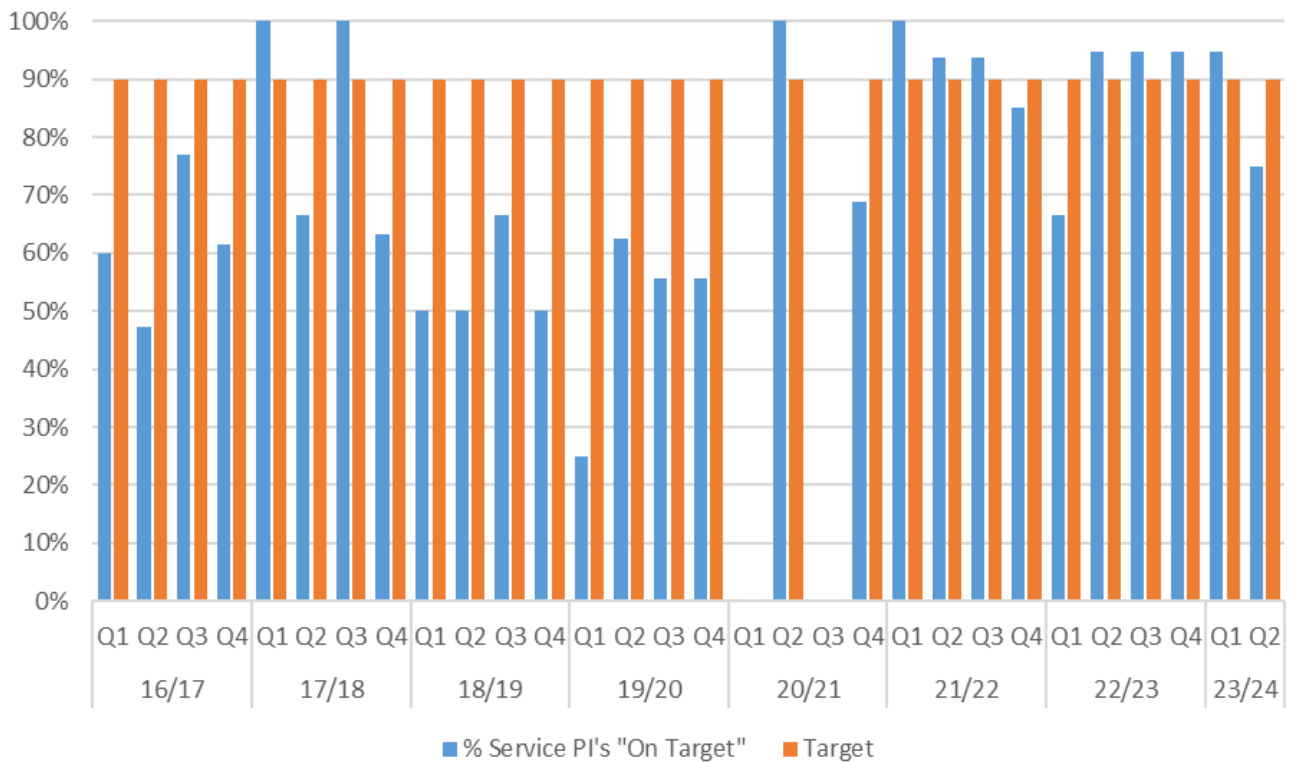
ED.MPI.02 Average number of working days lost due to sickness absence (cumulative)



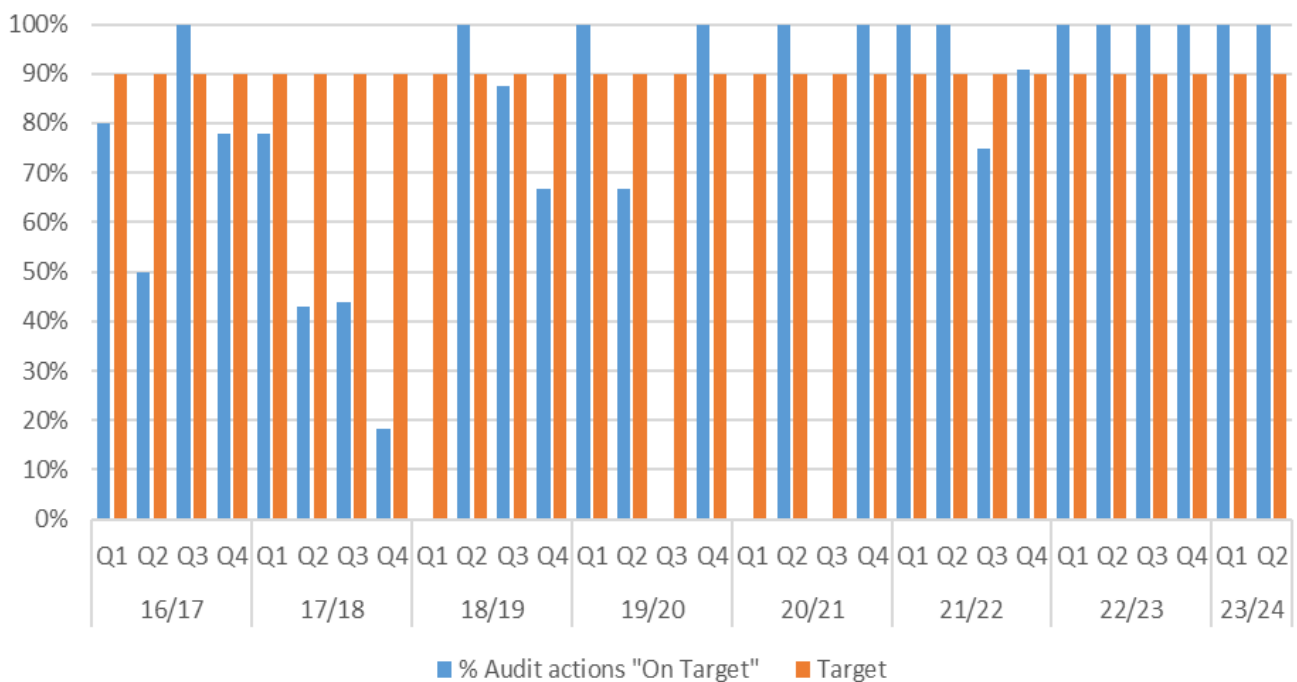
ED.MPI.04 % of invoices paid within 30 days of invoice receipt (cumulative)



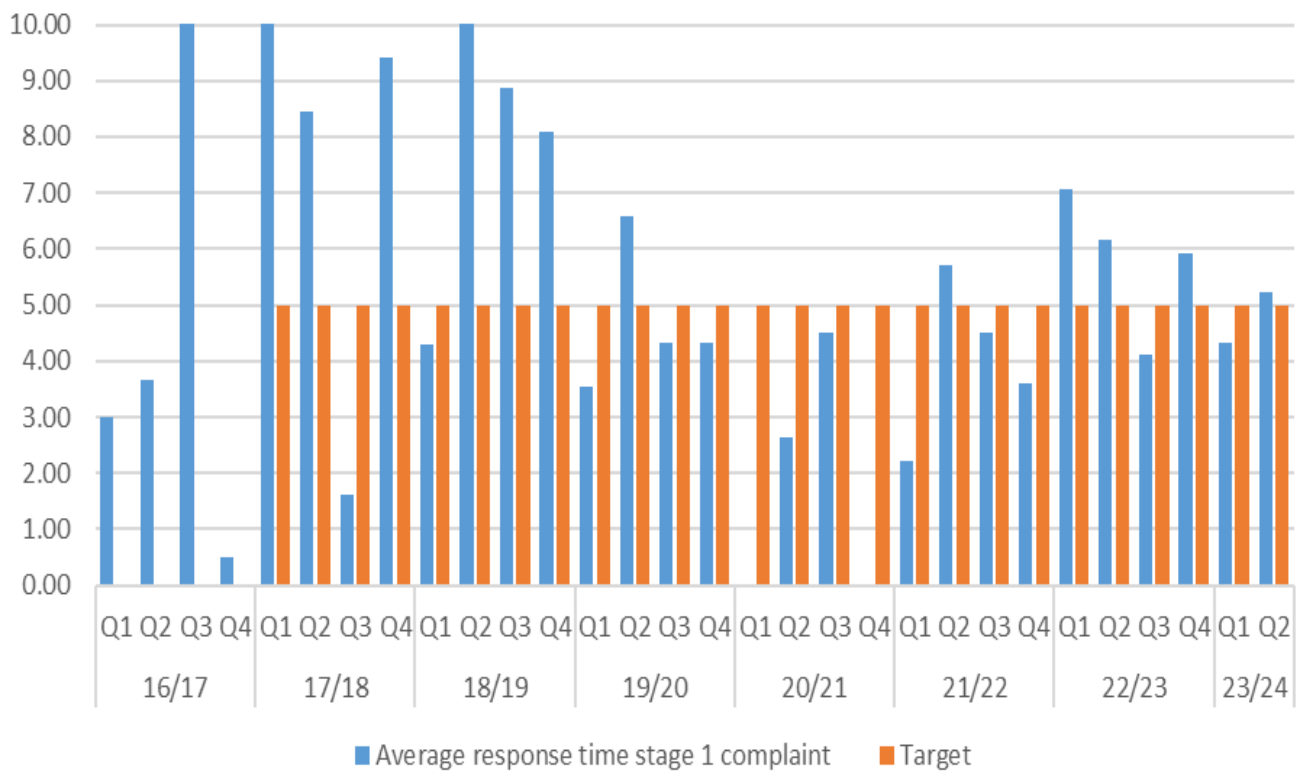
ED.MPI.05 % of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)



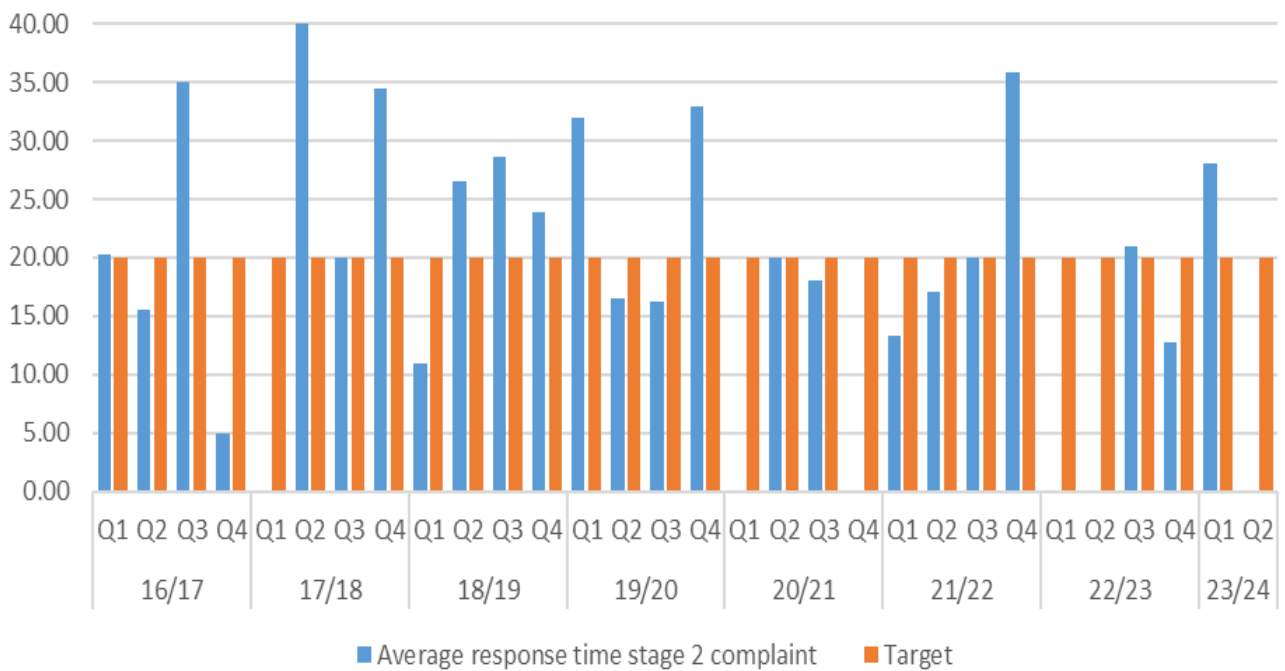
ED.MPI.07 % of internal/external audit actions progressing on target or complete this quarter



ED.SPSO.04.1 Average time in working days to respond to complaints at stage 1



ED.SPSO.04.2 Average time in working days to respond to complaints at stage 2



02. Successes and Achievements

Q2 23/24: Raising attainment

Attainment targets Stretch Aims Primary and Secondary

	2017	2018	2019	2021	2022	2023	Ave. (17-19)	Target
Pr Literacy	62.25%	74.68%	72.76%	65.75%	68.20%	71.56%	68.86%	71.5%
Pr Numeracy	71.14%	79.63%	77.77%	72.80%	76.05%	76.83%	75.34%	72.0%
S3 Literacy	76.73%	80.25%	86.80%		80.70%	85.12%	69.90%	88.0%
S3 Numeracy	88.81%	87.68%	89.56%		88.50%	91.02%	88.68%	90.5%

The 2022/23 academic year was the first year of the Scottish Attainment Challenge under its refreshed model with a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/23 academic year.

Against our targets set for 2023/23 there was above average performance in primary literacy and numeracy and S3 numeracy.

Our performance against our stretch aim targets and national performance will be reported in due course on publication of the national figures.

Improvement in literacy and numeracy attainment has been achieved through the introduction of Midlothian Literacy and Numeracy frameworks to support effective learning, teaching and assessment and a shared understanding of standards and expectations. Our Education Recovery Team also provide direct support using improved data to identify groups of learners who require additional support to address gaps in learning. Where schools benefitted from targeted recovery intervention at P4, schools exceeded their stretch aims by 9% in Writing and by 1% in Numeracy.

Data dashboards have been developed and in place to support Headteachers and staff to monitor children's progress and put in place intervention strategies to support children to be on track with their learning

The Annual Participation Measure reports on the economic and employment activity of 16 to 19-year-olds in Scotland and is the information source for one of the Scottish Government's National Performance indicators. The most recent data published in 2023, showed that in Midlothian 95.4% young people were participating in education, training or employment. This is the highest figure ever recorded and is above the national rate of 94.3%.

Equipped for learning

The *Equipped for Learning Strategy* is in Phase 2. The focus of this phase is to ensure deployed devices are used to positively impact learning, teaching and assessment. The investment in staff development as well as accessibility tools for learners are beginning to transform classroom practice. Recent school inspection reports have highlighted the digital skills of learners and the effective use of accessibility tools to support learners. Nationally, Equipped for Learning is gaining interest and the project recently won the Learning Spaces Award for Transforming Teaching, Learning & Curriculum.

Included Engaged and Involved

Two Child Poverty Directorate Conferences have taken place, cost of the school day and children's rights good practice shared and feedback informing child poverty action plan.

Revised attendance policy and strategy in place to tackle non-attendance and reduce exclusions. The newly developed data dashboard has enabled analysis of attendance patterns across schools on a weekly basis with data broken down by school, stage and characteristics including ASN and SIMD. This has enabled more insight into those at risk of non-attendance and preventative plans to be developed in schools. The attendance procedures have been reviewed and refreshed in line with UNCRC and the Promise promoting attendance as a social and cultural right and promoting effective pathways and partnerships to re-engage children and young people in education.

The Care Experienced Children and Young People continues to focus on improving outcomes for those whose attendance is less than 75%. Three children & families practitioners are working with 32 children who are care experienced. Their work centres around reducing anxiety, establishing and maintaining routines and improving links between home and school. Recent evaluations highlighted that building trusting relationships was the key to success.

Scrutiny of all PEF plans has taken place to ensure funding is targeted at those who will benefit from additional support and close the poverty related attainment gap.

A whole staff teacher conference was held at the start of the academic session. Staff attended workshop sessions on children's rights, trauma informed practice and digital learning. All Support for Learning Staff have been trained in Inclusive Classrooms, had equipped for learning digital update and new Midlothian Learning Plans to support their work.

Nurture Leads from schools and services across Midlothian have worked together on developing a common framework for relational, trauma-informed practice. Professional learning sessions on relational, trauma-informed practice have taken place for over 300 Learning Assistants across schools as well as whole school staff groups, probationer teachers and residential care staff.

Midlothian's Children and Young People's Mental Health Strategy aims to enable children and young people to build their resilience, grow their capabilities to self-manage and improve understanding of where to go for mental health information, help and support. Funds allocated from the Community Support & Services Framework to promote wellbeing and mental health have been distributed through local third sector partners with 188 children and young people benefitting from services

03. Challenges and Risks

Q2 23/24:

Attendance rates

The continuing impact of the pandemic on attendance and on post-school destinations

The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend.

ELC Delivery

Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget.

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.

- The Place Directorate are conducting Condition Surveys in all schools assets.

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Children with ASN

- 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

- Increase in the number of children and young people with additional support needs requiring more resourcing within mainstream school.

Recruitment and retention of staff

Increased difficulties of attracting and retaining subject specialists especially Maths, Science, Technologies is having an impact on service delivery in a number of secondary schools

Attracting and retaining teaching and non-teaching staff into ASN provisions is having an impact on service delivery

Financial pressure

- There is a financial challenge to deliver statutory services given the current budget gap.
- Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

Quarter 2 - Education

12
Indicators that are On Target

5
Quarterly Education Service
Indicators Off Target

14
Education service Indicators
Data only

0
Indicators that have No Data
Available

19
Quarterly Education Service
All Risks

3
Quarterly Education Service
High Risks

Education INDICATORS Off Target

Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History
ED.MPI.07 % of internal/external audit actions progressing on target or complete this...		28.57%	90%	01 Jan 2024	Q2 2023/24	
ED.SPSO.05.1 Percentage of complaints at stage 1 complete within 5 working days		66.67%	95%	01 Jan 2024	Q2 2023/24	
BS.E.P.1.1e Improve Secondary School Attendance		89.15%	91.5%	01 Jan 2024	Q2 2023/24	
ED.SPSO.04.1 Average time in working days to respond to complaints at stage 1		5.222	5	01 Jan 2024	Q2 2023/24	
BS.E.P.1.1d Improve Primary School attendance		94.48%	95%	01 Jan 2024	Q2 2023/24	

← 1 of 1 →