

Education

Performance Report Quarter Two 2020/21



01. Progress in delivery of strategic outcomes

Education Service Improvement Priorities 2020/21

To note that the timeframe for the delivery of the identified priorities has been amended to take account of other priorities related to the impact of the pandemic. The Education Service continues to fulfil its statutory duty to provide a high-quality education provision, provide support to both staff and learners to improve their wellbeing and support schools to assess and address gaps in learning experienced by learners as a result of the pandemic.

Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

1.1 Improve attainment within the broad general education stages:

- Improvements in planning, tracking and assessment and curriculum design and progression
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression across Early Level

CfE attainment data was not gathered or reported on at a local or national level due to the impact of the pandemic and the closure of schools. The education service has gathered in estimated data and although this cannot be used for accountability and reporting purposes we will use the data to track progress towards future achievement.

Supported by professional learning opportunities through the South East Improvement Collaborative, we will support and challenge schools to develop robust tracking and monitoring systems including links to longitudinal progress over time for year groups. A minimum data set will support this work. A larger and more representative group of QAMSOs will support planning, moderation and holistic assessment in localities, based on use of the Literacy and Numeracy Benchmarks.

The creation of curriculum frameworks will ensure a consistent focus on progression across the BGE.

A number of pilot projects on the pedagogy of play across early level are being developed in some of our schools. Due to the pandemic early years team pedagogues have been placed in settings to develop work across the early level and the continuum of experiences from ELC to P1.

Teaching staff have demonstrated an increased use of digital technology in their classroom practice since re-opening of schools, based on their experiences of delivering learning remotely. The Digital Learning Team are working with a number of target schools to provide targeted support for practitioners and are offering a catalogue of professional learning opportunities, available to all Midlothian staff.

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

ASN Strategic group established to take forward strategies to improve the attainment of children and young people with additional support needs. The group will analyse data from early level to senior phase to identify where intervention is required to close the gap prior to the senior phase. Discussions held with secondary headteachers regarding the curriculum offer and aligning the school day to enhance opportunities within the senior phase, including through digital solutions.

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children. Insight data for school leavers

GIRFEMC Board has now established a multi-agency group to provide robust performance management and quality improvement, bringing together partners to share resources, planning and operational delivery of additional support for children and young people enrolled at Midlothian schools. Key targets will include:

- Reducing exclusions
- Increasing attendance
- Ensuring joined up support for pupils with physical / learning disabilities, autism spectrum needs, behavioural needs or other additional support requirements
- Improving/ speeding up referral processes for additional support services delivered by all partners for pupils
- Ensuring joint forward planning of such services working arrangements takes account of all partners systems and structures

Midlothian Single Plan Priority Reducing the gap in health outcomes

Priority 2: Included, Involved and Engaged: Wellbeing & Equity

2.1 Develop a Nurturing Authority

A 3 year plan has been developed. During 2020-2021 the Nurturing Authority Strategic Group will establish the vision, decide 'entry level training and universal nurturing schools training, establish a readiness and evaluation framework, share with Children and Family Services an effective implementation toolkit for nurturing schools and support schools to engage with the toolkit and training.

2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.

A job specification for an ESO is being created to take the lead on this priority area.

To continue our support to families with nutrition and healthy lifestyles, the Early Years GIRFEMC subgroup have successfully bid for funding to pilot an innovative tier 1 intervention across the Mayfield area through the NHS Board. This will allow the development of a consistent messaging and approach around early intervention for healthy lifestyles within early years settings. This project is focusing on improving the knowledge, skills and confidence of workers who support families within the community settings around good nutrition, eating well and good conversations. Practitioners from different agencies will receive training in HENRY including Hawthorn FLC, Midlothian Sure Start, Mayfield Nursery School, Homelink and Health Visitors.

2.3 Support schools and ELC settings to provide high quality EY services, which focus on early intervention and prevention

Almost all eligible 2,3,4 year old children will have an 1140 hours place by the end of October. The aim of the expansion programme is to support the development of children and contribute towards reducing the gap in learning outcomes and to enable parents and carers to take up education, training and work opportunities.

Targeted support is planned for settings achieving less than good.

2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.

Our Educational Psychology Service has provided ongoing support to schools to implement the education health and wellbeing recovery programme. A weekly bulletin is sent to all schools providing guidance and advice to staff to support their own wellbeing and that of their pupils.

The Midlothian Schools Counselling Service, delivered by MYPAS is now being rolled out across our schools. This is a new service that will be available for 10-18 year olds living in Midlothian. The new school-based service is in addition to the community based support for young people that MYPAS has delivered for over twenty years. This school-based counselling pilot, running until September 2021, will embed high quality counselling support into schools. It recognises that supporting healthy emotional wellbeing in young people is a collective effort and that schools can benefit from having mental health professionals regularly available to their community to support school well-being and resilience, beyond 1:1 intervention. The service will be dynamic, with a partnership between school staff and named counsellors providing services in each setting.

Supported self-referrals by young people to the service will be managed by guidance teams in secondary schools. For P6 & P7 pupils, referrals will go through their head teachers.

Priority 3: Self-improving System

3.1 Develop a quality improvement framework to support schools to achieve Good or better in inspection QIs through:

- Empowerment of leaders at all levels, leading to an empowered system
- Improve quality of leadership at all levels
- Deliver a minimum data set and supporting data literacy professional development sessions to improve self-evaluation.

During the emergency response period an Education Strategic Group was established to co-ordinate critical childcare and support for our more vulnerable children. The Education Strategic Group is now well placed to take forward our ambition to develop an empowered system with decision-making and improvement being driven by those working closest to our children and young people. The Scottish Government Insight Professional Adviser is assisting the local authority in the delivery of data literacy professional development sessions to improve self-evaluation.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

Priority 4: Life-Long Learning and Career-Ready Employability This priority area and associated PIs is reported within the CLL Q2 report and SMP.

4.1 Improve the number of young people entering further and higher education

4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people

4.3 STEM: Continue to support STEM activities to increase uptake in related qualifications and progression into STEM

4.4 Preparing children and young people for the world of work

Priority 5: Finance & Resources

5.1 Deliver Best Value through:

- Reviewing and implementing the learning estate strategy taking cognisance of the ASN learning estate
- Robust workforce planning

Good progress has been made with the implementation of the Learning Estate Strategy, including the submission of our bid to the Scottish Government for Phase 2 Learning Estate Programme funding. The Glencorse PS statutory consultation is ongoing and public consultation process draws to a close 13 November at which point the education service will prepare a report for council.

5.2 Implement the Education Digital Asset Strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching

An ambitious plan to transform the digital learning tools available to young people in Midlothian schools has been articulated in report format and delivered as a presentation to the Education Cross Party Group and to stakeholders within Education. Next stages to progress this area include ensuring full consultation with Digital Services colleagues and identifying a funding route to support the delivery of this outcome.

NESTA report: The following recommendations are included in Service Priority 1 Innovative pedagogical approaches and enhanced use of digital technology to support learning and Service Priority 5 Implement the Education Digital Asset Strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching. The Education Service has surpassed the actions set out in the Routemap through and out of the Crisis given the change in national guidance published by the Scottish Government July 2020.

Insights from NESTA interviews recommended actions:

- Work in partnership with school staff, pupils and families to consolidate what they have learned from the pandemic and co-design an approach to taking this forward.
- Work with professionals, children, families and carers to iteratively test ideas to help overcome the barriers to children and young people accessing learning support remotely.
- Draw upon evidence and best practice at a local and national level and support teachers to build skills and capacity in remote teaching e.g. using resourced peer support
- Work with schools to establish access to consistent tools and platforms, alongside remote access to schools systems to enable education staff to work to full capacity
- Midlothian should consider following other local authorities and adopt BYOD or providing devices to all of its students so that teachers can consistently design lessons that all children can engage with using tech.

02. Challenges and Risks

- Impact of the school closures on children and young people's progress and attainment within the BGE.
- Impact of the school closures on attendance and absence, particularly our more vulnerable children and young people.
- Impact of the school closures on young people's attainment in the senior phase and the ongoing uncertainty regarding the delivery of qualifications in 2020/21.
- Impact of the school closures on post-school destinations given the more limited post-school pathways available to young people.
- 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.
- Impact of school closures on progress with service improvement priorities and transformation projects
- Planned 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. The reduction in teacher numbers may also have a detrimental impact on our Teacher: Pupil ratio.
- Impact of school closures on delivery of instrumental music service added to the ongoing low uptake of music instruction which could mean further financial issues going forward for the education budget as we continue to have a significant shortfall in income.
- Impact of instrumental music service efficiency target as an unachievable target for the service to achieve.
- Vacancy control within the central team to protect frontline services leading to less direct support to ensure that schools are improving outcomes for learners and possible weaker inspection outcomes.
- 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 fewer staff.

- Increase in the number of children and young people with additional support requiring more specialist provision.
- Ongoing work to re-start and prepare for the implementation of 1140 hours by 2020. 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 limiting ability to flex the choice for parents.
- The potential impact from Brexit could affect employability funding which supports elements of Education especially the third sector.
- The potential impact of Brexit on aspects of such as free school milk, European Social Fund for employability. The potential impact of the proposed UK Internal Market Bill on the professional standards expected for teaching in Scotland.

Education

Successes and Challenges

Corporate Performance Indicators (latest)

● 3 ✓ 10 ? 0 📄 6

Service Plan Actions (latest)

▲ 0 ✓ 10 ? 0

Service Plan PIs (latest)

● 0 ✓ 0 ? 15 📄 0

Service Risks (latest)

▲ 7

Corporate PIs Off Target

PIs ● 3

Average time in working days for a full response for escalated complaints

Percentage of complaints at stage 2 complete within 20 working days

Percentage of complaints escalated and complete within 20 working days

Service Plan Actions Off Target

Actions ▲ 0

There are no Actions Off Target

Service Plan PIs Off Target

PIs ● 0

There are no PIs Off Target

High Risks

Risks ▲ 1

School Capacities/Catchment Areas/Demand for Pupil Places

Key
PIs
● Off Target
✓ On Target
📄 Data Only
? Data Not Yet Available

Key
Actions
▲ Off Target
✓ On Target/Complete
? Data Not Yet Available

Key
PIs
● Off Target
✓ On Target
📄 Data Only
? Data Not Yet Available

Key
Risks
▲ High Risk/Medium Risk
? Data Not Yet Available