

Education

Quarter Two Performance Report 2021/22



01. Progress in delivery of strategic outcomes

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, including STEAM
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression across Early Level

CfE data 2020/21 has been collected and a report will be produced albeit the data should not be used for comparative or trend analysis given the impact of the pandemic. Work is underway with the Education Scotland Attainment Advisor and our education service to agree intervention strategies to address learning loss experienced as a result of the pandemic. The additional funding provided by the SG has been allocated to support the delivery of the Building Back Better programme developed by Headteachers. An Education Support Officer and teacher team is now in place and are currently providing targeted support to over half of our primary schools. Every school also has additional learning assistant hours to support this work. An early years literacy intervention project is being piloted in 6 schools and phase 2 schools are currently involved in staff training.

The Education Strategic Group will take forward the development of the BGE curriculum frameworks and the new monitoring and tracking tool. Work on these priority actions has been delayed due to workload pressures associated with the pandemic.

Staff in our schools have demonstrated an increased use of digital technology in their classroom practice with an increasing use of innovative approaches, building from their learning during the pandemic.

All settings are using the early level progression pathways this session. A number of pilot projects are underway and Stobhill PS, working with an EYs Equity and Excellence lead has been awarded a SG STEM grant for £10k to link STEM with the development of play pedagogy.

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

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.

Secondary schools successfully delivered the alternative certification model for senior phase qualifications. Schools received positive feedback from SQA's quality assurance of processes and evidence underpinning the judgements. Senior phase performance data has recently been updated and a report will be provided on the performance at local authority and individual school level. Entry and attainment figures for the years up to and including 2019 are derived from different awarding approaches than 2020 and, separately, 2021. **Comparisons of entries, attainment volumes and attainment rates should only be made with full consideration and recognition of each of these different approaches.**

Beeslack Annexe

In session 21/22, 18 children were identified as requiring additional support with their learning, emotional regulation, and skills for life. The old Glencorse Primary School was identified as an appropriate setting and adaptations were made to support the wide range of needs. A specialist staff team was employed, and training delivered to support the pupils. All the children have successfully transitioned and are experiencing success in their new classes.

P1 Classes

In session 21/22, 17 children were identified as requiring additional support as they started in Primary 1. Several schools were identified within localities and adaptations were made to support the needs of the pupils. Staff teams were employed and training was delivered before August 21. All the children have successfully transitioned to P1 and are experiencing success in their new classes

ASN Strategic group leading on audit of policy, practice, specialist provision. The group will analyse data from early level to senior phase to inform ASN learning estate and specialist provision required now and in the future. Early engagement with Parent Councils to gather feedback on involvement of parents of children who require additional support in the life and work of the school.

GIRFEMC Board 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 Improve Equity and Inclusion

2.2 Develop and improve health and wellbeing of staff and all children and young people from early level through to senior phase

Nurture was a new key priority within the Education Service Plan 2020-2021 and the Equity and Inclusion Plan 2020-2021 and the strategy has been shared with and ratified by the GIRFEC Board. In November 2020, a Nurture Strategy Group was established. This is led by two Educational Psychologists and includes representatives from Education, Children and Families and Community Life Long Learning. Consultation with stakeholder representatives to inform our approach. To date, this has included Secondary Guidance and PTs, Primary, Early Years Team, Parent/Carer, Young People, Staff Well-Being Strategy Group and Children and Families and Community Life Long Learning. A Mission Statement, Aims and Three Year Plan were established and these were shared across the Directorate and with partners in Health, early years and 3rd sector.

Nurture was a focus in Midlothian Children and Young People's Directorate Conferences in February 2021 and May 2021.

A Nurture Lead was established in every school, nursery, Children and Families Service, and Community Life Long Learning Service to enhance a collective approach and develop a peer support network for nurture across Midlothian. There are currently 58 Leads in Midlothian. A series of Nurture Lead focus groups starting in June 2021 are helping establish supports required to develop this community. 8 sessions of Professional Conversations for Learning for Nurture Leads are under development and will be delivered by the Nurture Strategy Group 2021-2022.

Every School, Early Years Centre, Children and Families Team and Community Life Long Learning within the Directorate has had the opportunity to complete a Self-Evaluation Audit to establish strengths in practice and target areas for school and service development planning. Themes will be collated and fed back to the Directorate, EPs, schools and Nurture Leads in August 2021. This will provide information about staff awareness and skills in nurturing practice. It will also give a needs analysis of what is required to bring nurture into practice consistently across all schools and services within the Directorate in Midlothian.

1st and 2nd editions of a nurture newsletter 'A Word about Nurture' were circulated in March 2021 and June 2021. Schools and Services were invited to contribute to this. This shares good practice within Midlothian, information about Midlothian's Nurturing Authority and signposting to training and resources. This newsletter will continue to be circulated across the Directorate termly.

A Resource Hub in GLOW currently enables Education Professionals and School Nurture Leads to share resources and ideas for practice. It is the hope this will become an accessible platform for all schools and services as Midlothian's Digital Strategy evolves.

A Twitter hashtag #nurturemidlothian has been established to promote learning and practice across Midlothian, to signpost to training and professional development opportunities and to enable sharing with families and young people.

A professional learning map has been established which includes central training for those new to nurture re Attachment Aware and Trauma Informed Practice, a series of Professional Learning Conversations with Nurture Leads and the development of Resource Hub/Nurture Library/Research Spotlights to support continued professional development for staff. Schools have been enabled x2 hours minimum protected time to support development of whole school nurture in 2021-22.

Penicuik Mental Health Early Action Project (Jigsaw)

The P7 Headstrong Programme (4 sessions) was delivered in person to both P7 classes at Strathesk PS and to the P7 class at Cornbank PS. This has been positively evaluated by teacher and pupil surveys. In May/June EPS delivered the P7 Headstrong Programme at Cuiken so every P7 pupil in the Penicuik ASG will have participated in these mental health and wellbeing/transition sessions before moving on to high school.

In partnership with Community Lifelong Learning, the EPS delivered a Digital Wellbeing workshop to the P7 classes at Cornbank PS and Cuiken PS. The class teacher at Cornbank highlighted in her evaluation the value of pupils having this opportunity to think *'in more detail about how they are using digital technology and the positive and negative impacts on their lives'*.

Project partners have developed a new relationship with a school that has not previously engaged with the third sector. As a result, 10 Families have been supported: 5 receiving art therapy and/or systemic family support; 4 referred for 1:1 adult therapy/counselling, 3 of which have received support; 1 is undergoing assessment.

School Counselling Service – MYPAS awarded the contract to deliver this service from September. MYPAS were already working with Midlothian Council delivering a pilot school counselling service and were awarded this wider project after a competitive procurement process.

Priority 3: Self-improving Systems

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**
- **Improving quality of leadership at all levels**
- **Deliver a minimum data set and supporting data literacy professional development sessions to improve self-evaluation**
- **Developing a Parental Engagement Strategy**

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.

Termly Parent Council Chairs meetings held to listen to parents views on quality of education and provision within Midlothian schools. Parent Council members now sit on strategic working groups to ensure parental voice informs and influences policy development and service improvement. A Parent and Learner Engagement Officer is now in post to support our partnership working with parents and learners.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

Priority 4: Life-Long Learning and Career-Ready Employability

4.1 Improve senior phase progression pathways to improve positive destinations, including for young people with ASN and who are care experienced.

Meetings with the Senior Leadership Teams in each secondary school took place early September to review young people's performance 2020/21 and how the curriculum is supporting young people to enter sustained positive destinations. Support provided by our CLLE teams to intervene where young people are at risk of a negative destination due to this destination no longer being available and also providing a range of courses and qualifications to encourage young people to remain at school.

Initial positive destination figures are above the national average and the key focus is to ensure these are sustained destinations.

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
- DSM review

Strategic review of the ASN learning estate is underway. School consultation reports being prepared to establish Easthouses catchment area and proposal to close St Margaret's RC PS is a live consultation.

The re-structure of the business support team has concluded and all vacancies will be advertised externally. The revised structure now reflects the business needs of the service. Workforce strategy is being revisited to ensure our recruitment and retention of existing staff reflects the growth across our service areas.

DSM review group established to modify scheme taking into account revised SG guidance. Currently reviewing other Local Authority schemes for best practice, and attending National User Group

Workforce planning model being developed taking into account SG proposal to reduce teacher:pupil contact time and increase in staffing required as a result of growth.

5.2 Implement the Equipped for Learning Strategy to support transformational change in digital learning and teaching

An ambitious plan to transform the digital learning tools available to children young people in Midlothian schools has been agreed, an updated digital strategy is in place and funding for its roll-out approved by council. A Project Manager has been appointed to ensure the programme meets key milestones and targets. A Quality Improvement Manager has also been appointed to lead and manage the appointment of staff to the Digital Inclusion and Learning Team. This project reports into the BTB and has a well developed delivery programme in place to ensure key delivery milestones are met.

02. Challenges and Risks

Q2 21/22:

- Outcome of the Education Reform Consultation and National Care Service Consultation

Uncertainty about how SQA qualifications will be assessed academic session 2021/22 and beyond.

- Impact of the pandemic 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

- 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.

Education

Successes and Challenges

Corporate Performance Indicators (latest)

● 2 ✓ 11 ? 0 📊 8

Corporate PIs Off Target

PIs ● 2

Average time in working days to respond to complaints at stage 1

Percentage of complaints at stage 1 complete within 5 working days

Service Plan PIs (latest)

● 0 ✓ 10 ? 1 📊 5

Service Plan PIs Off Target

PIs ● 0

There are no PIs Off Target

Service High Risks (latest)

▲ 1

School Capacities/Catchment Areas/Demand for Pupil Places

All Risks - Education

Risks ▲ 8 ✓ 16

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

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

Key Risks
▲ High Risk/Medium Risk
✓ Low Risk