

Education Performance Report 2019/20



01. 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

Due to the impact of the pandemic and closure of schools, all schools provided an estimated CfE level based on progress made August 2019 – March 2020. CfE data was not collected by Scottish Government academic session 2019/20 and any analysis of performance 2019/20 at local and school level will not be considered suitable for accountability purposes.

Last reported data 2018/19

Nationally, 70-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking. Within Midlothian Council schools:

- between 70-80% of children across P1, P4 and P7 achieved expected level in numeracy, reading, writing, reading and listening and talking
- over 80% of P1 pupils achieved the expected level in numeracy, reading, writing and listening and talking
- between 70-80% of P4 children achieved the expected level in numeracy, reading, writing and listening and talking.
- Between 70-80% of P7 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 secondary schools have all 4 indicators greater than 70%

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 Leavers performance in Numeracy at SCQF Level 3, 4 and 5 is greater than the Virtual Comparator. Literacy results for School Leavers showed Performance above their virtual comparator in Level 3 and Level 4 Literacy. Level 5 Literacy has increased and continues to track above the Virtual comparator.

Level 6 Literacy and Level 6 Numeracy performance are both below the Virtual comparator and have decreased on figures from last year.

The next release of data from insight (available in Q2) will highlight all results from 2019/20 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. The Attainment Adviser, Education Scotland has been working closely with all schools to review progress made towards closing the poverty

related attainment gap and provided advice to schools on how to target resources more effectively to address inequalities in attainment and wellbeing.

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 as part of our ongoing collaboration with colleagues from across the SEIC.

E.P.1.5 Information from Insight showed that Midlothian leavers in 2018/19 continued to perform above the Virtual comparator levels at Lowest 20%, Middle 60% and Highest 20% groups.

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.

The closure of schools may impact on maximising the tariff scores for all learners given not all courses could be certificated. For example, the Foundation Apprenticeship qualification includes a work based assessment which could not be carried out during the lockdown period.

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

Due to the impact of the pandemic and closure of schools, all schools provided an estimated CfE level based on progress made August 2019 – March 2020. CfE data was not collected by Scottish Government academic session 2019/20 and any analysis of performance 2019/20 at local and school level will not be considered suitable for accountability purposes. Moving forward we will assess the impact on the attainment of children and young people receiving free school meals beyond the universal P1-P3 entitlement.

2018/19 data

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 for Care Experienced Young People showed an increase in Pupils receiving 1 or more award at Level 4, 5, 6 and 7. The numbers of pupils receiving 3 or more awards at Levels 3, 4, 5 and 6 also increased across the board. The largest increase on 2017/18 Care experienced Leavers is for 5 or more awards at Level 4 and 5 which has seen an increase of 28% at Level 4 and 25% at Level 6.

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%
- Support from the LAC EP for families (17 young people) has continued during school closure with regular contact made with families and attendance at virtual review meetings.
- 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.

Access to the fund in 2020/21 is being reviewed to allow children and young people to have ownership over the process and how they spend their allocated monies. A CECYP Fund Team has been set up to ensure that the spend is audited and reviewed on a regular basis. This includes involving the Champions Board to seek the views of our Care Experienced children about how to support their educational attainment.

In addition, we have employed 3 Children's Services Practitioners to focus on the attendance and wellbeing of our Looked After Children who are below 50% attendance. This also covers those children and young people on the 'edge of care'. An extremely positive impact has been made with this initiative.

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 ensured that we have an increasing 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.

There is an increased number of eligible 2s receiving pilot 1140 hour places. There is an 18% increase in the number of children accessing 2 year old funding this year compared to last. 26 children received a discretionary placements introduced this year to ensure that we reached vulnerable families that were not necessarily economically disadvantaged.

In addition to numbers increasing, children also received more funded hours. From January 2020, children were able to access 1140 hour placements. Multi agency working was key to success in increasing take up. We were also

involved with a Pan Lothian working group with health and neighbouring authorities to share ideas that have helped increase take up overall.

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). Almost all settings are providing 1140 hours provision across the council. 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 opened this session include Vogrie Outdoor Early Learning and Childcare Setting, Scots Corner Early Learning and Childcare Setting and a new ELC setting at St Davids 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 works 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 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 Davids is in a refurbished area of the school with access to a newly created outdoor area and provides an additional number of places in the Dalkeith area.

Due to Covid all settings closed in mid March and the Scottish Government decided to put the legislative duty for implementation of 1140 hours on hold. Staff continued to make contact with families throughout this time and lunches were provided for families who were entitled or challenged by the circumstances. Vulnerable families with children aged 2-5 years were allocated support through a Gatekeeping process at Midlothian Sure Start or Hawthorn Children and Family Centre.

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, Q1 2020/21.

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

Attendance and absence rates for session 2019/20 will not be comparable to previous years due to the closure of schools. An initial review of attendance and absence will be carried out on the reopening of schools and data will be tracked and reported Q2 2020/21 onwards.

2018/19 data

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 shared 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

Exclusion rates for session 2019/20 will not be meaningful given the closure of schools and it will not be appropriate to compare the data to previous years.

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

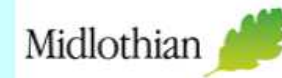
The latest positive destinations information showed 35% of Midlothian school leavers going into Employment this is 10% higher than the National rate. Although the gap is closing the number of leavers going into Higher and Further Education is below all comparators.

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.

02. Challenges and Risks

- Impact of the school closures on children and young people's progress and attainment.
- Impact of the school closures on young people's attainment in the senior phase and post-school destinations given the impact of the pandemic on the availability of post-school pathways.
- 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 project
- 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.
- 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 less staff.
- 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 effect employability funding which supports elements of Education especially the third sector.

Education



Successes and Challenges

Corporate Performance Indicators (latest)

● 5 ● 8 ? 0 6

Corporate PIs Off Target as at 31st March 2020

PIs ● 5

Average number of working days lost due to sickness absence (cumulative)

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

Average time in working days to respond to complaints at stage 2

Percentage of complaints at stage 1 complete within 5 working days

Percentage of complaints at stage 2 complete within 20 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 March 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 March 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 March 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