

Progress in delivery of strategic outcomes

21/22: Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

1.1 Improve attainment within the Broad General Education (BGE) stages:

Trend Data & Target

	2017	2018	2019	2021	Ave.	Target
Pr Literacy	62.25%	74.68%	72.76%	65.75%	68.86%	Tbc
Pr Numeracy	71.14%	79.63%	77.77%	72.80%	75.34%	Tbc
S3 Literacy	62.25%	74.68%	72.76%		69.90%	Tbc
S3 Numeracy	88.81%	87.68%	89.56%		88.68%	Tbc

Progress and Achievement in Q1

- Attainment visits carried out in all primary and secondary schools to review progress of learners across phases.
- The Build Back Better Team continue to support those schools with a significant attainment gap (poverty or covid). The data indicates an improvement across all measures but further improvement is still required. The continuation of Recovery funding will allow for a continued focus on improving outcomes in these schools.
- Achievement of Curriculum for Excellence Levels (ACEL) data was gathered at the end of Q1. A detailed analysis will be provided in Q2.

Plans for improvement next Quarter and year ahead

- Raising Attainment Strategy being developed with Executive Education Group (EEG), literacy working group and numeracy recovery team.
- Further targeted support from recovery team in literacy and numeracy with focus on P1, P4, P7 in schools with lowest attainment.
- Review of how we utilise Quality Assurance & Moderation Support Officers (QAMSOs) as part of QI framework and thematic reviews looking at planning learning teaching and assessment.
- Train school leaders in data analysis for improvement of attainment (e.g. how to use targeted data to improve teaching and learning).
- Targets will be added in line with review of school level targets and setting of stretch aims in line with new national expectations.

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

Trend Data & Targets for School Leavers

	2018	2019	2020	2021	Ave.	Target
Lit & Num SCQF Level 4	88.93%	89.45%	90.48%	89.85%	89.93%	TBC
Lit & Num SCQF Level 5	66.33%	63.76%	65.12%	66.36%	65.08%	TBC
1+ @ Level 4	97.23%	96.67%	97.17%	95.44%	96.84%	TBC
1+ @ Level 5	85.49%	86.01%	84.43%	84.72%	85.56%	TBC
1+ @ Level 6	60.58%	56.08%	60.62%	59.98%	59.19%	TBC
5@ Lv 5	64.37%	64.34%	67.54%	70.45%	65.78%	TBC
3@ Lv 6	50.29%	50.91%	54.68%	56.56%	52.27%	TBC
5@ Lv 6	35.53%	35.96%	40.17%	42.07%	37.65%	TBC

Progress and Achievement in Q1

- Attainment meetings carried out in each secondary school to review predictions, look at progress against school improvement targets and discuss interventions to boost attainment. Easter school provision for targeted groups of students in preparation for exam diet. Senior phase students sat formal examinations/assessments in May/June. A breakdown of all results will be provided in Q2.
- Partnership with Newbattle Abbey College to provide additional qualification for key groups of senior phase students. A breakdown of results will be provided in Q2.
- The Equipped for Learning initiative has resulted in all children and young people having their own digital device. The Professional learning Academy will support the skill development of staff to ensure maximise impact on learners

Plans for improvement next Quarter and year ahead

- Full analysis of August examination/assessment results in partnership with Head Teachers (HTs) and senior

leadership teams.

- Secondment of experienced HT to support full review of secondary curriculum and impact on positive learner destinations.
- Quality Assurance calendar agreed in partnership with HTs, to include full review of School Improvement Plans against exam/qualification results.
- Raising Attainment Strategy being developed with EEG, literacy working group and numeracy recovery team.
- Targets will be added in line with review of school level targets and setting of stretch aims in line with new national expectations.

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

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Literacy – GAP FSM vs. No FSM	22.47%	29.35%		32.24%	28.17% ^a	TBC
Pr Numeracy – GAP FSM vs. No FSM	20.69%	22.69%		27.98%	23.82% ^a	TBC
S3 Literacy – GAP FSM vs. No FSM	22.57%	22.83%			22.94% ^b	TBC
S3 Numeracy – GAP FSM vs. No FSM	12.04%	21.27%			16.35% ^b	TBC
1+ @ Level 4 – GAP FSM vs. No FSM		4.9%	2.0%	3.2%	3.4%	TBC
1+ @ Level 5 – GAP FSM vs. No FSM		23.6%	25.2%	19.8%	22.9%	TBC
1+ @ Level 6 – GAP FSM vs. No FSM		30.7%	32.0%	35.0%	32.6%	TBC

^a Ave. is calculated from 2017-2021; ^b Ave. is calculated from 2017-2019

Progress and Achievement in Q1

- Schools remain committed to narrowing the poverty-related attainment gap. The increased use of data is leading to more outcome led Pupil Equity Fund (PEF) planning. The introduction of local stretch aims will help to maintain the focus on effective tracking and monitoring of outcomes for children.
- Practitioners' increasing understanding of poverty and its impact on health and learning outcomes (Scottish Attainment Challenge; Recovery and Progress Report 2021-2022 Education Scotland)
- Data development plans established with HTs to drive forward data-driven improvements in 2022/23 session.
- Pilot of literacy intervention for most disadvantaged 2-5 year olds took place in 5 settings. Initial analysis of impact shows an improvement in children's communication and language skills. Care Inspectorate gave positive feedback of impact of the pilot in 3 settings inspected.

Plans for improvement next Quarter and year ahead

- Challenge and support for senior leaders to ensure robust PEF planning in all schools with clear measurable outcomes.
- Health and wellbeing core stretch aims introduced and core plus stretch aims directly focused on school level interventions to narrow the poverty related attainment gap. Stretch aims incorporated in school planning for improvement.
- Professional learning for school teams in capturing of data, in order to inform high quality planning and interventions to improve outcomes.
- The Additional Support Needs (ASN) team will offer professional learning opportunities to the Professional Learning Academy to build capacity within our schools to address the gaps in attainment. This will include training on physical interventions
- Targets will be added in line with review of school level targets and setting of stretch aims in line with new national expectations.

1.4 Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Literacy - LAC/ASN Pupils	55.58%	53.26%		43.66%	47.61% ^a	TBC
Pr Numeracy - LAC/ASN Pupils	61.48%	58.64%		52.18%	55.42% ^a	TBC
S3 Literacy - LAC/ASN Pupils	68.66%	87.67%			78.17% ^b	TBC
S3 Numeracy - LAC/ASN Pupils	72.64%	68.32%			72.77% ^b	TBC
1+ @ Level 4 - LAC/ASN Pupils	91.79%	91.21%	92.95%	89.34%	91.32%	TBC
1+ @ Level 5 - LAC/ASN Pupils	63.43%	69.23%	69.80%	67.44%	67.47%	TBC
1+ @ Level 6 - LAC/ASN Pupils	32.09%	32.60%	43.96%	39.77%	37.10%	TBC

Progress and Achievement in Q1

- ASN Policies and pathways were reviewed resulting in an ASN Framework being created to help staff to identify, assess and support children with an additional need in Midlothian. The framework will be supported by an ASN training programme, for all staff, as well as those providing targeted support – through the Professional Learning Academy.
- The ASN team have trained schools in the use of a '4 levels of intervention' matrix to more accurately record needs of children and young people on our data systems.

Plans for improvement next Quarter and year ahead

- The new data officer will provide reports on attainment of children and young people with ASN, specifying specific characteristics
- The ASN team will support and challenge schools, using data to evaluate interventions
- The Care Experienced Fund will be deployed to target improved outcomes for children and young people
- The pilot of the 'Single Point of Access' will begin, supporting schools and adding to the audit of needs and interventions
- Consultation on the ASN supporting documents and processes will begin

Midlothian Single Plan Priority Reducing the gap in health outcomes

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

2.1 Improve Equity and Inclusion

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
Pr Attendance Rate	94.43%	94.70%	94.04%	95.06%	94.56%	95%
Sec Attendance Rate	89.18%	89.20%	89.37%	90.99%	89.69%	91.5%

Progress and Achievement in Q1

- A digital resource has been developed to support the consistent and confident delivery of nurturing approaches by staff across Midlothian. This is to be launched in Q2.
- The Scottish Government Parental Involvement Engagement (PIE) Survey was completed in Q1. A detailed analysis will be provided in Q2
- A Parent Council toolkit and a Parental Engagement Strategy have been developed and will go out for consultation in Q2. Learner Engagement Conferences will take place in Autumn 2022.
- The Midlothian wellbeing hub was established for Ukrainian families arriving into the local area. The hub enabled us to assess individual and family needs as well as assessing language acquisition prior to placing in schools.

Plans for improvement next Quarter and year ahead

- Half day of inset training designed for each Associated School Group (ASG) to provide bespoke professional learning in line with local progress against Nurture strategy.
- Further practice guides on relational approaches developed to support schools and settings with next phase of Nurture Strategy.
- In relation to improving attendance across all our schools, there is currently a review ongoing of the attendance policy and pathways to support. This will continue in consultation with schools and performance will be monitored closely.

2.2 Develop and improve health and wellbeing of staff and all children and young people from early level

Trend Data & Targets - Health and wellbeing survey for baseline – (New Measures)

Progress and Achievement in Q1

- Professional learning sessions delivered for teams across education and children's services, to further develop understanding of and duties in relation to UNCRC.
- Bespoke support launched in schools and ASGs to support school improvement planning through the lens of UNCRC.
- Collaborative enquiry with a focus on UNCRC launched with practitioners and leaders from schools and settings across Midlothian.

Plans for improvement next Quarter and year ahead

- Across Q2 and Q3, design a Children's Rights Review with CYP and staff across Midlothian, set against the [7 principles of a rights-based approach](#)
- Develop and implement the Midlothian Children's Rights strategy, in partnership with Children's Services & CLLE.

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.

Trend Data & Targets - Number of settings achieving Good or above for QI1.3 Leadership of change – 67% since 2017

Progress and Achievement in Q1

- EEG established, with representation from primary and secondary HTs across Associated School Groups. The EEG is focusing on driving forward strategic priorities in Midlothian.
- The Phase 1 Professional Learning Academy (digital and physical offer) has been created for August-December. Practitioners will help to design, build and facilitate the phase 2 offer.
- The Quality Improvement Framework and Quality Assurance Calendar were finalised in Q1 and will support the leadership and delivery of improvement in session 22-23

Plans for improvement next Quarter and year ahead

- Leadership professional learning framework being developed to support the professional learning of leaders at all levels. Will be piloted in Q2 with a cross section of leaders from across Midlothian.
- Launch DHT network against 4 key leadership development themes: learning, teaching & assessment; school culture; organisational leadership; leadership of people.
- Data plan with tracking, monitoring and data analysis tools being developed to empower leaders at all levels.

3.2 Children and families participate in, influence and inform how we deliver our services

Trend Data & Targets - Parental survey for baseline – (New Measures)

Progress and Achievement in Q1

- Parental Involvement and Engagement survey carried out across all schools, outcome to be reported Q2
- Parental Learner Liaison Officer worked with Parental Council Chair focus group to plan engagement for next session

Plans for improvement next Quarter and year ahead

- Focus groups with parents and learners to review outcome of parental engagement survey and inform and influence future service delivery and policy
- Plan and deliver Parent and Learner Conferences in partnership with parents/carers and learners

3.3 Quality Assurance activities lead to improvements in the quality of education provision across settings and schools

Trend Data & Targets - HMIE/NIF QI assessment reports baseline to be established

Progress and Achievement in Q1

- Quality Improvement Framework developed in partnership with HTs. The Framework will be launched in Q2.
- Data reports created for all attainment visits used as focus of robust discussions.
- Early Years leadership training provided for senior practitioners to improve outcomes for children.

Plans for improvement next Quarter and year ahead

- QI framework launch, with initial attainment visits beginning in September to look at attainment and School Improvement Plans.
- Quality assurance of in school data to ensure that planning for improvement of outcomes is informed by accurate and robust measures.

Midlothian Single Plan Priority Reducing the gap in economic circumstances

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

4.1 Children and young people are well prepared for the world of work

Trend Data & Targets - Number of FA starts - Baseline 44 - CLL target - 80 new starts, 33 continuing pupils

Progress and Achievement in Q1

- Positive Destination figures published in May 2022 highlight a growth of 1.96% from 2019/20, and a 0.16% increase from the five year average from 2015/16-2019/20. The gap in positive destinations between leavers in most deprived vs. least deprived for 2020/21 is now only 4.2%, with 90.7% of leavers from the most deprived neighbourhoods in a positive destination. The figure and the gap are the best compared to any of our comparator authorities
- Curriculum frameworks working group established and draft curriculum frameworks are being developed to support increased breadth and depth in learning.

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

Learning Estate

Progress and Achievement in Q1

- There was council approval to proceed with the new Easthouses PS and Beeslack HS replacement. Work is underway to prepare bids for Phase 3 of the Scottish Government Learning Estate Investment Plan.

Plans for improvement next Quarter and year ahead

- Continual review of school roll projections to ensure we have sufficient statutory capacity. Learning estate update by cluster will be produced.

DSM Review

Progress and Achievement in Q1

- Reviewed as part of Internal Audit Recommendations - review of completed action. Noted DSM has been updated but it still needs to incorporate ASN and ELC reviews. Re-opened action and agreed new target date 31 October 2022.

Plans for improvement next Quarter and year ahead

- There will be a continual review process for the scheme to ensure best value and to reflect any national changes.

5.2 Equipped for learning:

Progress and Achievement in Q1

- Identified delivery milestones for the first phase of the Equipped for Learning programme have been delivered on time and within budget during 2021-22. These devices are being used daily in classrooms and at home. Specific pedagogical approaches, linked to the use of digital technology in the classroom are being trialled within the Newbattle Digital Centre of Excellence, as part of a practitioner-enquiry approach.

Plans for improvement next Quarter and year ahead

- The project is now on track for Phase 2 delivery, focusing on transformation of learning and teaching pedagogy and further infrastructure improvement





























Challenges and Risks

22/23:

- Outcome of the Education Reform Consultation and National Care Service Consultation
- Uncertainty about how SQA qualifications will be assessed going forward in the future.
- The continuing impact of the pandemic on attendance and 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
- 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.
- A programme of Suitability Surveys will be conducted in 2022 to ensure our Core Facts data is reflective of the current situation.
- The Place Directorate are conducting Condition Surveys in all schools assets.
- 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
- There are a number of Scottish Government consultations, on issues such as school uniform and physical restraint, that are ongoing which may result in change in education policies for this coming session and beyond.

Education Complaints Indicator Summary

Commitment to valuing Complaints 4. Outcomes and Customer Feedback

Indicator	2021/22	Q1 2021/22	Q1 2022/23			Annual Target 2022/23
	Value	Value	Value	Status	Short Trend	
Number of complaints received (quarterly)	61	19	18			
Number of complaints closed in the year	59	14	18			
Number of complaints upheld (quarterly)	7	3	3			
Number of complaints partially upheld (quarterly)	10	3	0			
Number of complaints not upheld (quarterly)	16	5	2			
Number of complaints Resolved (quarterly)	24	2	13			
Average time in working days to respond to complaints at stage 1	5.54	2.22	7.06			5
Average time in working days to respond to complaints at stage 2	29.21	13.33	0			20
Average time in working days for a full response for escalated complaints	21.33	20	0			20
Percentage of complaints at stage 1 complete within 5 working days	89.74%	100%	83.33%			95%
Percentage of complaints at stage 2 complete within 20 working days	57.14%	100%	100%			95%
Percentage of complaints escalated and complete within 20 working days	66.67%	100%	100%			95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	6	0	0			
Number of Compliments	2	1	0			

Education



Successes and Challenges

Corporate Performance Indicators (latest)

● 4 ● 8 ? 0 ? 8

Service Plan PIs (latest)

● 2 ● 2 ? 2 ? 0

Corporate PIs Off Target

PIs ● 4

Performance against revenue budget

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

Percentage of complaints at stage 1 complete within 5 working days

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

Service Plan PIs Off Target

PIs ● 2

Improve Primary School attendance

Improve Secondary School Attendance

Service High Risks (latest)

▲ 2

School Capacities/Catchment Areas/Demand for Pupil Places

Failure to deliver savings

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