

Education Quarter Three Performance Report 2021/22

01. Progress in delivery of strategic outcomes

Q3 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:

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

Digital devices to support learning have been provided to every secondary school pupil as part of the Equipped for Learning programme. 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.

Curriculum for Excellence (CfE) report published in December with national picture and in line with the national picture attainment across Literacy and Numeracy.

A Midlothian CfE report has been written to give detailed analysis and plans for next steps in relation to raising attainment. An attainment session has been held with Education Scotland SRA and planned for with CPWG. Work is ongoing with the Education Scotland Attainment Advisor and our Education Service to further focus on intervention strategies to address the widening poverty related attainment gap.

The Building Back Better team matched expertise to need, and in term 1 targeted schools with the largest gaps taking into account a number of factors; attainment in 2021 v 2019, attainment predicted in 2022, impact of the poverty related attainment gap, gender differences and ASN need. The Education Support Officer (ESO) met with schools for data dialogue sessions and to coordinate support to enhance staff professionalism in becoming data literate and recording and using data accurately. The team also identified support needed for P2 and P5 in order to support learners who had narrowly missed their expected level in June 2021.

In Oct – Dec the team worked with over 500 children from 77 classes who received a Numeracy or Literacy support. Three schools updated CfE levels by Jan 2022 as result of recovery work and 80% of schools involved said that impact of recovery work can already be seen. Data visits by ESO were also welcomed by HTs and will continue in Term 3. Plans for Jan – March will target schools with children “at risk” of not achieving expected level by June in P1, P4 and P7.

The Education Strategic Group will be refreshed and in term 4 will work with newly appointed QIOs to 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.

STEM

EYs Digital Developers group, funded by a STEM grant from SG, have an action plan in place and are taking forward developments working closely with the newly appointed SEIC Digital ESO. A pan authority practitioner questionnaire was conducted and 100% of respondents have asked for CLPL in digital technology teaching. A Creative Seesaw trial in conjunction with the Digital Team commenced across 10 ELC settings.

A Quick Reference Guide to STEM, with key concepts, has been written and printed ready to be given to all ELC settings and P1 classes in Midlothian. Seven Bite Sized modules were created and shared with ELC staff.

Other STEM projects are progressing but all projects involving staff time during the school day have been affected by the staffing challenges associated with the pandemic.

Pedagogy, play and progression across Early Level

An ELC/P1 Play Pedagogy strategy group was set up and two network meetings were held in autumn term involving 27 practitioners. At early level, 150 practitioners have accessed training on Observation and Planning modules through GLOW to support identified need through SQIP visits.

An early years literacy intervention project is being piloted in 6 settings, working with 77 children, and 133 staff in 8 Phase 2 schools have been trained. Phase 3 includes offer to all Good Time to be Two settings and training will be complete by end of January 2022. Assessment information will be reported through the GIRFEC EYs group.

QIO involved with SEIC work linked to the development of early communication skills from birth to end of early level. A document has been produced and shared with practitioners.

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

Attainment deep dive meetings held in Autumn term with each Secondary School senior leadership team. Schools have analysed Insight data against current progress data and have identified key priorities within the following areas:

- Surprises or unexpected trends which have come through the 2021 Insight data and analysis
- ASN groups and any related issues
- Curriculum & progress pathways, including any immediate changes required
- Key department highlights and improvement priorities
- Gaps in attainment relation to inequities, and link to PEF planning and/or Care Experienced learners

Key priorities highlighted with each senior team, to be revisited in March attainment and progress meetings and

Senior phase curriculum review taking place to inform next steps for 2022/2023 session

Updated guidance and training has been provided for school staff to input ASN data more accurately into SEEMIS. Training and support has also been provided on the new 4 stages of interventions which will provide more accurate data on needs within our schools, supporting our planning to close the learning gap in the senior phase. This will also help inform our learning estate needs. As part of the business support restructure within education a principal officer has been recruited, to assist with data analysis and staff training.

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

Updated Insight information in February will provide clearer information about the needs of our most and least deprived children, thus informing the supports required.

Midlothian Single Plan Priority Reducing the gap in health outcomes

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

2.1 Improve Equity and Inclusion

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 takes place regularly with stakeholder representatives to inform our approach. The Nurture Strategy Group meets every two months, involving

representatives from High Schools, Primary Schools and Early Years settings, Children and Families Family Placement team and Residential team, the Inclusion and Well-Being Service, Community Life-Long Learning and a representative from the third sector providing counselling.

Nurture features in all School Standard and Quality and Improvement Plans in Midlothian. All schools were provided with a Nurture Reflection Tool in 2021 to support thinking about whole school/setting nurture development. Nurture is also embedded in Service Level Agreements made between Educational Psychologists linked to Schools, so that priorities for support could be discussed and planned for.

There are currently 73 Nurture Leads in Midlothian schools, Early Years centres, Community and Life-long Learning, and Children and Families teams. These Nurture Leads have been placed in established 8 Collaborative Peer Support Network Groups. There have been two Collaborative Peer Support Network twilight meetings in the last term of 2021 and more have been planned for 2022. These take a Flipped Learning Approach (reading provided prior to meeting, with peer support conversations using focused reflective questions to guide the group through their own learning and help identify their own next steps). Groups are encouraged to develop outwith these 'formal' meetings as is preferred – each group has identified their facilitator to help the group process. A fortnightly 'Nurture Lead Check-in' has been offered to all staff since Oct 2021 whereby they can book a 'slot' to discuss any Nurture-related issues pertinent to their school with nurture strategy group reps.

Links have been made with third sector organisations so that a consortium group has been formed from each of the following - Midlothian Play Base, Play Midlothian, Midlothian Sure Start & MYPAS. Two meetings were held with this group (Aug & Oct 2021) to discuss how their staff can be involved in supporting nurture in schools with a further meeting arranged for 2022. One outcome of these meetings is that there is now a 3rd sector representative within each of the Collaborative Peer Support Groups to support collaboration, reflection and to build links around Nurture. There is also a 3rd Sector Rep from Play Therapy Base attending the Nurture Lead Network meetings.

A digital platform has now been set up on which an extensive amount of curated resources (e.g. attachment aware, trauma sensitive, relational focused, nurture applied, evaluation of impact, implementation) are being uploaded, as well as communication for Nurture Leads. The twitter #nurturemidlothian is also ongoing. Reading and resources have been shared with Nurture Leads to support reflective practice. Nurture Email Updates (approx. monthly) are shared with Nurture Leads with copies of all emails put on the Nurture Midlothian digital platform for ease of access and reference. A summary document (Nurture in Midlothian) has been written to support a shared understanding of evidence base/underpinning psychology and this was shared with Nurture Leads.

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

Authority-wide training on Nurture: Attachment Aware and Applying the Six Nurture Principles in Practice was delivered in October as in-service-training to school-based staff including representatives from Secondary, Primary, Early Years, Education Officers and visiting specialist teams (approx. 100 staff). This was then delivered again in the 2022 January in-service training day, and was attended by 178 staff Authority-wide (for example: janitors, office staff and catering staff).

An initial meeting has been held with colleagues from education and Childrens' services to begin to consider a single access system for CYP to access supports in a more efficient and effective way.

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

Developing HT groups to be involved in empowerment agenda. A revised Quality Assurance Framework will set out arrangements to support and challenge schools to improve outcomes for all learners.

In early 2022 'CfE Data Analysis Tool' introduced to be used for internal self-evaluation and reflection purposes. The tool assists senior management teams within each school to analyse their Achievement of CfE Level data using a range of pupil characteristics: Gender, SIMD, Free School Meals, Additional Support Needs status, Looked After, Ethnicity and English as an Additional Language, as well as % attendance rate bandings.

The EYs Principal teachers have carried out 124 visits across 64 settings since August as part of the quality improvement support. They have also worked with improvements settings for targeted support alongside the Care Inspector Improvement service. The number of improvement settings has reduced by 43% since August 2021.

SGMs have carried out school visits to all primary schools in the autumn term with a focus on the SQIPs and raising attainment priorities. They will be followed up this term with the focus on QI 3.2 Raising Attainment and Achievement and using the new data reports.

Attainment visits were held in all secondary schools in the autumn term and will be followed up this term when new Insight data received prior to the exam diet starting.

Our PLLO is working with focus groups of parents and Scottish Government colleagues to create a parental engagement survey which will inform our new parental engagement strategy.

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.

Partnership working with CLL team ongoing to proactively support young people who are at risk of not sustaining a positive destination.

The ASN team are working with CLLE colleagues to improve the 16+ forum process as young people begin to access adult services.

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 are being prepared to establish Easthouses catchment area and proposal to close St Margaret's RC PS is going to Council in February 2022.

The re-structure of the business support team has been concluded and all remaining 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 the 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.

DSM review is underway. This is an iterative process, with initial focus on bringing the DSM up to current standards

and removing the majority of the ad hoc provisions. Initial discussions with the Head Teacher panel have been well received. Updates will go back to Head Teachers for further review, with consultation with unions planned for early February. Once the DSM has been updated, further reviews will be required to incorporate the ASN Review and the outcome of the administration review that has been proposed by HTs.

5.2 Equipped for learning:

Key delivery milestones for the Equipped for Learning programme remain on track and within budget. In Q3, these have included the delivery of a device to every secondary school pupil, the introduction of a new safeguarding and internet filtering tool and the introduction of a new email and productivity and learning platforms for Education staff and pupils.

02. Challenges and Risks

Q3 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

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.

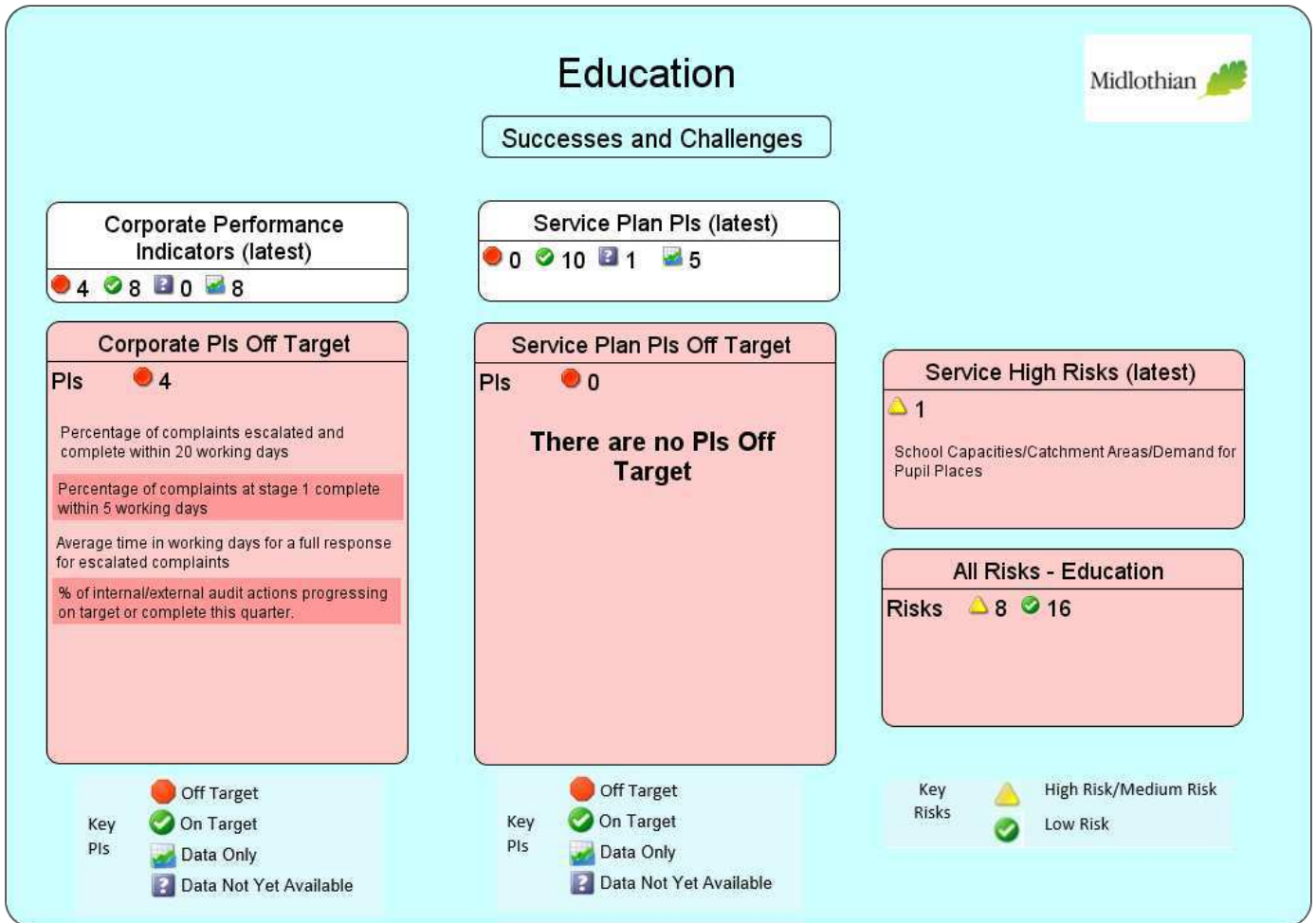
- A programme of Suitability Surveys will be conducted in 2022 to ensure our Core Facts data is reflective of the current situation.

- 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.

*EDU Dashboard Education Service Plan

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Education PI summary

01. Manage budget effectively

Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£98.009m	£102.109m	£113.400m	£112.016m	£113.071m		Q3 21/22: On Target Underspend of £1,986,000.				

02. Manage stress and absence

Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	4.88	3.46	2.02	2.87	5		Q3 21/22: On Target		7.5	Number of days lost	10,626.76
											Number of FTE in service	2,127.31

03. Process invoices efficiently



Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
03. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	92%	94%	92%	93%	94%		Q3 21/22: On Target		93%	Number of invoices received (cumulative)	10,521
											Number of invoices paid within 30 days (cumulative)	9,920

04. Improve PI performance



Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
04. Improve PI performance	% of Service PIs that are on target/ have reached their target. (does not include Corporate PIs)	68.75%	N/A	100%	93.75%	93.75%		Q3 21/22: On Target		90%	Number on tgt/complete or Data Only	15
											Total number of PI's	16

05. Control Risk

Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual	Feeder Data	Value
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		Value	21	22	22	Value	Status	Note	Short Trend	Target 2021/22		
			Value	Value	Value							
05. Control Risk	% of high risks that have been reviewed in the last quarter	100%	N/A	100%	100%	100%		Q3 21/22: All risks reviewed		100%	Number of high risks reviewed in the last quarter	3
												Number of high risks

06. Implement Improvement Plans

Priorities	Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
06. Implement Improvement Plans	% of internal/external audit actions progressing on target or complete this quarter.	100%	N/A	100%	100%	75%		Q3 21/22: Off Target		90%	Number of internal/external audit actions on target or complete	3
												Number of internal/external audit actions

Education Complaints Indicator Summary

Commitment to valuing Complaints 4. Outcomes and Customer Feedback

Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22
	Value	Value	Value	Value	Value	Status	Note	Short Trend	
Number of complaints received (quarterly)	42	15	19	8	17				
Number of complaints closed in the year	37	12	14	8	15				
Number of complaints upheld (quarterly)	1	0	3	0	2				
Number of complaints partially upheld (quarterly)	7	1	3	1	4				
Number of complaints not upheld (quarterly)	25	8	5	3	1				
Number of complaints Resolved (quarterly)			2	4	8				
Average time in working days to respond to complaints at stage 1	8.24	4.5	2.22	5.71	4.5		Q3 21/22: On Target		5
Average time in working days to respond to complaints at stage 2	19.4	18	13.33	17	20		Q3 21/22: On Target		20
Average time in working days for a full response for escalated complaints	28.33	9.5	20	0	22		Q3 21/22: Off Target 2 out of 4 escalated complaints were complete within 20 working days.		20
Percentage of complaints at stage 1 complete within 5 working days	68.97%	75%	100%	85.71%	90%		Q3 21/22: Off Target 9 out of 10 Stage 1 complaints were complete within 5 working days.		95%
Percentage of complaints at stage 2 complete within 20 working days	80%	100%	100%	100%	100%		Q3 21/22: On Target		95%
Percentage of complaints escalated and complete within 20 working days	0%	100%	100%	100%	50%		Q3 21/22: Off Target 2 out of 4 escalated complaints were complete within 20 working days.		95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (quarterly)	1	0	0	1	2				
Number of Compliments	3		1	0	1				



01. Attainment & Achievement



01. Attainment and Achievement

Priorities/Actions

- 1.1 Improve attainment within the broad general education stages, by focusing on:
- . 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 cross Early Level
- 1.2 Improve attainment with the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap
- 1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and carer-experienced children

01. Attainment & Achievement; 03. Service Priorities

PI Code	PI	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22			
		Value	Value	Value	Value	Value	Status	Short Trend	Note
EDU.P.1.1a	Increase the number of children in P1, P4 and P7 achieving the expected CfE levels in Literacy and Numeracy.	N/A	N/A	N/A	N/A	70			Q3 21/22: Data Only Information for School Year 2020/21 for Literacy and Numeracy Achievement of a level showed an overall decrease of 6.23% on the previous testing year 2018/19, the national average showed a decrease of 4.89% over the same period.

PI Code	PI	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				
		Value	Value	Value	Value	Value	Status	Short Trend	Note	
										<p>Literacy - 66% (-7.8% on 2019) of pupils achieved the benchmark in literacy across the 3 primary testing stage compared to 67% (-5.4% on 2019) nationally, Numeracy - 73% (-4.98% on 2019) of pupils achieved the benchmark in numeracy across the 3 primary testing stages compared to 75% (-4.38% on 2019) nationally. Analysis of this information looking at multiple characteristics (Deprivation, Gender and Additional support needs) is being used with Schools to identify targets for next year.</p>
EDU.P.1.2a	DYW KPI % of young people achieving vocational qualifications at SCQF Level 5 or better	N/A	N/A	84.43%	N/A	N/A			<p>Q3 21/22: N/A Information on School leaver qualifications available in Q4.</p>	

02. Included, Involved and Engaged: Wellbeing and Equity

Priorities/Actions

2.1 Improve Equity and Inclusion, through the following areas:

- . Nurture
- . Attendance and Engagement
- . Family Learning
- . ASN
- . Embedding the principles of UNCRC and The Promise

2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:
 . HWB curriculum development Local Authority, school and community supports

02. Included, Involved & Engaged; Wellbeing & Equity; 03. Service Priorities

PI Code	PI	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22			Annual Target 2021/22	
		Value	Value	Value	Value	Value	Status	Short Trend		Note
EDU.P.2.1a	Primary Pupil survey – SHANARRI indicators	N/A	N/A	N/A	50	75			Q3 21/22: On Target Timetable for Parent and Pupil surveys is being developed with Schools.	100
EDU.P.2.2a	Secondary Pupil survey – SHANARRI indicators	N/A	N/A	N/A	50	75			Q3 21/22: On Target Timetable for Parent and Pupil surveys is being developed with Schools.	100









03. Self-improving Systems

Priorities/Actions

3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or Better in inspection Qis through:
 . Empowering leaders at all levels, leading to an empowered system
 . Improving quality of leadership at all levels, including leadership of learning
 . Delivering a minimum data set and supporting data literacy to improve self-evaluation Developing a Parental Engagement Strategy

03. Self-Improving Systems; 03. Service Priorities

PI Code	PI	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22			Annual Target 2021/22
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		Value	Value	Value	Value	Value	Status	Short Trend	Note	2
EDU.P.3.1a	Number of settings achieving Good or above for Q11.3 Leadership of change	N/A	1	N/A	63	67			Q3 21/22: On Target 67% of settings now achieving the goal	55
EDU.P.3.1b	Number of settings achieving Good or better for Q12.3 Learning, teaching and assessment	N/A		N/A	50	57			Q3 21/22: On Target Annual timetable includes school visit with focus on Q12.3 in Jan-March term and class visits with focus on learning, teaching and assessment will take place at that time.	50
EDU.P.3.1c	Parental survey Parents / carers have been fully involved in school self-evaluation and the school improvement process this session	N/A		N/A	50	75			Q3 21/22: On Target Almost all SQIPs report parents/carers fully involved in self evaluation process. The Parental Engagement Officer is in post and working with Parent Council Chairs to develop questions for Parental Survey. Parent Survey timetable being drawn by Parental Engagement Officer and will be shared with schools in December. currently supporting Ed Reform consultation with parents.	100
EDU.P.3.1d	Employee survey I am proud to work for Midlothian Council	N/A	N/A	N/A	N/A	N/A			Q3 21/22: N/A This is an annual Survey, information will be available in Q4.	

04. Finance and Resources

Priorities/Actions

4.1 Deliver Best Value through:

- . Reviewing and implementing the Learning Estate Strategy, taking cognisance of the ASN learning estate
- . Robust workforce planning
- . DSM review

4.2 Implement the first phase of the 'Equipped for Learning' programme to support transformational change in digital learning


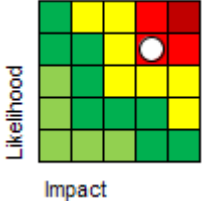
03. Service Priorities; 04. Finance & Resources


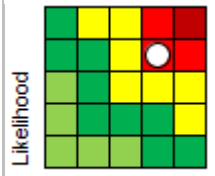
PI Code	PI	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22			Annual Target 2021/22	
		Value	Value	Value	Value	Value	Status	Short Trend		Note
EDU.P.4.1a	Improvement in Core facts condition, suitability and sufficiency statistics	85%		85%	85%	85%			Q3 21/22: On Target	
EDU.P.4.1b	Children and young people with ASN are educated within Midlothian	36%	N/A	N/A	99.7%	99.7%			Q3 21/22: On Target	99%
EDU.P.4.1c	Teacher: pupil ratio	14		14	14	14			Q3 21/22: On Target	
EDU.P.4.2a	% of pupils with access to allocated device to support learning	N/A	N/A	N/A	50%	50%			Q3 21/22: On Target	100%
EDU.P.4.2b	Active devices within a 7-day period	N/A	N/A	N/A	2,383	7,125			Q3 21/22: On Target	
EDU.P.4.2c	Active users within a 7-day period	N/A	N/A	N/A	9,402	10,766			Q3 21/22: On Target	100
EDU.P.4.2d	% of teaching staff accessing digital professional learning	N/A	N/A	N/A	100%	100%			Q3 21/22: On Target	
EDU.P.4.2e	Schools in receipt of Digital Schools Award	1		1	16	16			Q3 21/22: On Target	

Education Service Risks






Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
ED.R.ER Education Resource								Education
ED.RR Education		This is a Head of Service operational risk register which should set a risk appetite for risks/threats within the services run. Some are 'generic' and may be found in all HOS's risk registers e.g. Fraud, Waste and Error. It has been agreed that the risk register should only list operational risks that are above a risk appetite (residual risk). Once risks are reduced to low risk they can be sidetracked. Emerging risks of any consequence should be registered immediately. This risk register should correlate with the 'Successes/Challenges' part of the Quarterly Performance						Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
		Report. Each risk must have an original/inherent risk score, a current risk score, a target risk (appetite) score and a target date for low risk achievement. Each quarter a latest note should be placed against each risk, projecting the future. Internal Controls should also be reviewed as to their effectiveness. The Heat Map below gives an indication of the level of risk within the service.						
ED.RR.01-03 School Capacities/Catchment Areas/Demand for Pupil Places	<p>The main internal controls centre on service planning within the Education Service Plans e.g.</p> <p>(1) Midlothian Local Development Plan, (2) Review of school catchment areas and (3) Annual review of maximum pupil intake for primary and secondary schools. (4) School Estate Management Plan.</p> <p>In addition: Extensive planning, further consultation. An options appraisal is developed for each school and ways f/wd agreed. Ongoing review of nursery provision undertaken with proposals to address any</p>	<p>Risk cause: Increased population through local development, Midlothian fastest growing Council area in Scotland.</p> <p>Risk Event: Increase in pupil numbers in specific localities.</p> <p>Risk Effect: School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.</p>		Progress school catchment review programme	Q1 17/18: Completed. The backlog of school catchment reviews has been addressed and the programme is now focused on addressing the requirements for increased school capacity resulting from population growth.		16	Education

Code & Title	Risk Control Measure	Risk Identification	Risk Evaluation	Related Action	Related action latest note	Current Risk Matrix	Risk Score	Service
	shortfall in provision. Additional Partner providers brought on to supplement provision made by Midlothian Council.							
MC40-03 Failure to deliver savings	<p>Ensure project plan in place and savings profile validated. Track project plan and agreed deliverables and include financial performance in highlight reports.</p> <p>Escalate anything that falls outside agreed management parameters, with proposed remedial actions.</p> <p>Ensure options have a robust financial assessment and there is clarity on how service delivery is achieved within a reduced budget.</p> <p>At the end of each stage, ensure that the objectives/financial savings are on target.</p> <p>At the end of the project, review the achievement of objectives and report to the Project Board. Track financial savings following completion of the project and conduct a review of benefits.</p>	Project fails to deliver its objectives and target financial savings.					16	Education


Education Internal AUDIT action

2020/21 - Devolved School Management (DSM) budgets - Limited Assurance

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
IA.DSMB.01	The new DSM scheme currently being developed should redress inequalities inherent in the application of the current DSM scheme and ensure that allocations consistently and reliably reflect school contexts and the growth across Midlothian.	31-Jan-2022		60%	Q3 21/22: In progress The DSM review is underway, Scottish Government deadline is now April 2022. This is an iterative process, with initial focus on bringing the DSM up to current standards and removing the majority of the ad hoc provisions. Initial discussions with the Head Teacher panel has been well received. Updates will go back to Head Teachers for further review with consultation with unions planned for early February. Once the DSM has been updated, further reviews will be required to incorporate the ASN Review and the outcome of the administration review that has been proposed by HTs.
IA.DSMB.02	Clear boundaries in the new DSM scheme should be set and reinforced through awareness training and monitoring of expenditure to ensure that the use of funds clearly supports schools' objectives. Head Teachers would benefit from raising awareness of DSM.	30-Apr-2022		60%	Q3 21/22: In progress Redesign has progressed since Q2. The working group which includes Head Teachers has met and there have been constructive discussions regarding the changes, training and modifications.
IA.DSMB.04	The provision of a DSM Resource Officer should be considered as part of the Education and Corporate Solutions service reviews.	31-Dec-2021		100%	Q3 21/22: In progress Children Young People and Partnership Business Support service review concluded and principal Officer Resources now in post. The Principal Officer for Information, Data Analysis, Data and Research who will start in Late March subject to employment checks. There is a preferred candidate for the Information Officer Post and interviews are scheduled for the last remaining vacancy, Business Support Officer. Service Structure Rationale Reports were agreed at CMT in June 2021. The shift to a Finance Business Partner model will replace the current four Senior Accountants (Education, Health and Social Care, Place and Treasury/Capital) with the following Senior Business Partners.

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					<p>Four Senior Business Partners are proposed to provide the capacity to support services including Financial Strategy, Service Transformation, Financial oversight and monitoring, Project Delivery and Capital programmes as follows:</p> <p>Place Directorate</p> <p>Health & Social Care</p> <p>Children, Young People and Partnerships – Schools</p> <p>Children, Young People and Partnerships – ELC & Other Services</p> <p>Supporting effective Financial Governance and reporting the following Business Partner posts are proposed:</p> <p>Financial Governance and Statutory Reporting;</p> <p>Treasury Management and Capital Accounting;</p> <p>Capital Strategy and Major Projects.</p> <p>This structure will also ensure that the Financial Services Manager has the capacity to focus on the development and delivery of the Council's Financial Strategy, Capital Programmes and can continue to provide professional oversight over a diverse range of financial services.</p>











2020/21 - Schools Expenditure - Substantial Assurance





Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
IA.SCH21.01	Education Services should liaise with the Procurement team and ensure appropriate NCAs and contracts are put in place for the non-contractual spend that Internal Audit have identified.	01-Jan-2022		100%	<p>Q3 21/22: In progress</p> <p>Newly appointed Executive Business Manager has agreed a new process with the Procurement Team to ensure proper governance around all contractual arrangements. Head Teachers have also had procurement training to increase awareness and ensure compliance.</p>



Education External AUDIT Actions



Education Balanced Scorecard Indicators

PI Code	Performance Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22			Annual Target 2021/22	
		Value	Value	Value	Value	Value	Status	Short Trend		Note
BS.E.P.1.1d	Improve Primary School attendance	95.06%	N/A	94.92%	93.09%	91.4%			Q3 21/22: Off Target 91.40% - Due to the widespread infection rate in Under 16s of the Omicron variant pre Christmas and the testing in place to mitigate, Primary attendance dropped in December.	95%
BS.E.P.1.1e	Improve Secondary School Attendance	90.97%	N/A	91.11%	90.01%	84.99%			Q3 21/22: Off Target 84.99% - Due to the widespread infection rate in Under 16s of the Omicron variant pre Christmas and the testing in place to mitigate, Secondary attendance dropped in December.	91.5%
BS.E.P.1.1f	Reduce exclusions in Primary schools (Rate per 1,000)	6.16	N/A	4.07	0.49	0.86			Q3 21/22: On Target	15
BS.E.P.1.1g	Reduce exclusions in Secondary schools (Rate per 1,000)	13.7	N/A	12	2.3	6.2			Q3 21/22: On Target	40
BS.ED.05a	Average primary school attendance	95.06%	N/A	94.92%	93.09%	91.4%			Q3 21/22: Off Target 91.40% - Due to the widespread infection rate in Under 16s of the Omicron variant pre Christmas and the testing	95%

PI Code	Performance Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22	
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
										in place to mitigate, Primary attendance dropped in December.	
BS.ED.06a	Average secondary school attendance	90.97%	N/A	91.11%	90.01%	84.99%			Q3 21/22: Off Target 84.99% - Due to the widespread infection rate in Under 16s of the Omicron variant pre Christmas and the testing in place to mitigate, Secondary attendance dropped in December.		
BS.IOM.E.3.1a	% of those leaving school secure a positive destination	94.47%	N/A	94.47%	94.47%	94.47%			Q3 21/22: On Target Information for School Year 2020/21 will be available in Q4.	95%	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,868.69	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters					
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	N/A	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters					
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	N/A	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters					
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£7,777.78	Not measured for Quarter	Not measured for Quarter	Not measured for Quarter	Not measured for Quarters					

PI Code	Performance Indicator	2020/21	Q3 2020/21	Q1 2021/22	Q2 2021/22	Q3 2021/22				Annual Target 2021/22
		Value	Value	Value	Value	Value	Status	Short Trend	Note	
			s	s	s					
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£10,145.01	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters	Not measured for Quarters				
E.P.4.1b	Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	92.31%		92.31%	92.31%	92.31%			Q3 21/22: On Target Information for School Year 2020/21 will be available in Q4.	82.43%

Published Local Government Benchmarking Framework - Education



Children's Services

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/21 Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,842.73	£5,895.20	£5,746.51	£5,582.86	£5,480.95	£5,362.28	£5,517.94	£5,702.08	£5,963.39	£5,847.82	£5,868.69	20/21 Rank 16 (Second Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 15 (Second Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£7,696.12	£7,616.24	£7,544.32	£7,451.82	£7,421.35	£7,255.42	£7,580.36	£7,730.13	£7,590.04	£7,520.16	£7,777.78	20/21 Rank 23 (Third Quartile) 19/20 Rank 7 (Top Quartile) 18/19 Rank 11 (Second Quartile) 17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£4,199.00	£3,638.49	£3,703.10	£3,538.27	£3,371.43	£4,119.70	£4,963.07	£4,783.59	£5,211.83	£7,641.14	£10,145.01	20/21 Rank 23 (Third Quartile) 19/20 Rank 21 (Third Quartile) 18/19 Rank 16 (Second Quartile) 17/18 Rank 15 (Second Quartile). 16/17 Rank 18 (Third Quartile)
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)		48%	50%	50%	54%	58%	54%	57%	57%	58%	60%	20/21 Rank 29 (Bottom Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 27 (Bottom Quartile) 17/18 Rank 26 (Bottom Quartile) 16/17 Rank 29 (Bottom Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)		20%	21%	26%	24%	29%	26%	30%	28%	33%	33%	20/21 Rank 27 (Bottom Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 23 (Third Quartile).

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/21 Value	
													16/17 Rank 29 (Bottom Quartile).
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)		26%	35%	34%	39%	37%	43%	47%	44%	39%	41%	20/21 Rank 23 (Third Quartile) 19/20 Rank 21 (Third Quartile) 18/19 Rank 15 (Second Quartile) 17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (Second Quartile).
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)		5%	9%	14%	10%	12%	9%	17%	11%	16%	17%	20/21 Rank 21 (Third Quartile) 19/20 Rank 18 (Third Quartile) 18/19 Rank 24 (Third Quartile) 17/18 Rank 12 (Second Quartile) 16/17 Rank 27 (Bottom Quartile)
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%		82%	81.93%	79.33%	78%	78.33%	78.67%	74.63%	69.3%	N/A	19/20 Rank 25 (Bottom Quartile) 18/19 Rank 18 (Third Quartile) 17/18 Rank 10 (Second Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 23 (Third Quartile).
CHN11	Proportion of Pupils Entering Positive Destinations (LGBF)	85.2%	85.92%	89.53%	94.17%	93.56%	95.16%	94.78%	94.91%	93.81%	94.47%	N/A	19/20 Rank 9 (Second Quartile) 18/19 Rank 29 (Bottom Quartile) 17/18 Rank 16 (Second Quartile) Rank 16/17 Rank 11 (Second Quartile) 15/16 Rank 6 (TOP Quartile) 14/15 Rank 17 (Third Quartile)
CHN12a	Overall Average Total Tariff (LGBF)		716	752	754	783	889	799	836	806	828	908	20/21 Rank 20 (Third Quartile) 19/20 Rank 24 (Third Quartile) 18/19 Rank 25 (Bottom Quartile) 17/18 Rank 24 (Third Quartile). 16/17 Rank 29 (Bottom Quartile).
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)		422	544	501	493	581	577	652	559	557	588	20/21 Rank 23 (Third Quartile) 19/20 Rank 19 (Third Quartile) 18/19 Rank 20 (Third Quartile) 17/18 Rank 12 (Second Quartile). 16/17 Rank 20 (Third Quartile).

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	External Comparison
		/11 Value	/12 Value	/13 Value	/14 Value	/15 Value	/16 Value	/17 Value	/18 Value	/19 Value	/20 Value	/21 Value	
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)		541	541	537	577	698	719	701	667	687	694	20/21 Rank 26 (Bottom Quartile) 19/20 Rank 24 (Third Quartile) 18/19 Rank 23 (Third Quartile) 17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile).
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)		727	669	783	842	849	792	845	784	858	1,044	20/21 Rank 7 (Top Quartile) 19/20 Rank 22 (Third Quartile) 18/19 Rank 28 (Bottom Quartile) 17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)		848	922	895	854	1,041	919	976	1,070	959	1,029	20/21 Rank 22 (Third Quartile) 19/20 Rank 23 (Third Quartile) 18/19 Rank 10 (Second Quartile). 17/18 Rank 21 (Third Quartile). 16/17 Rank 25 (Bottom Quartile).
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)		1,038	1,067	1,029	1,098	1,228	1,026	1,165	1,111	1,157	1,360	20/21 Rank 12 (Second Quartile) 19/20 Rank 20 (Third Quartile) 18/19 Rank 24 (Third Quartile). 17/18 Rank 19 (Third Quartile). 16/17 Rank 28 (Bottom Quartile).
CHN13a	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Literacy (LGBF)									72.76 %		66%	20/21 Rank 15 (Second Quartile) 18/19 Rank 13 (Second Quartile)
CHN13b	Percentage of P1, P4 and P7 pupils combined achieving expected CFE Level in Numeracy (LGBF)									77.77 %		73%	20/21 Rank 17 (Third Quartile) 18/19 Rank 18 (Third Quartile)
CHN14a	Literacy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)									26.86 %		32.02 %	20/21 Rank 26 (Bottom Quartile) 18/19 Rank 26 (Bottom Quartile)
CHN14b	Numeracy Attainment Gap (P1,4,7 Combined) - percentage point gap between the least deprived and most deprived pupils (LGBF)									23.01 %		27.22 %	20/21 Rank 22 (Third Quartile) 18/19 Rank 25 (Bottom Quartile)
CHN18	Percentage of funded early years provision which is graded good/better (LGBF)		97.3%	92.1%	90.9%	90%	90%	90.7%	91.4%	87.9%	84.7%	88.5%	20/21 Rank 24 (Third Quartile) 19/20 Rank 27 (Bottom Quartile) 18/19 Rank 25 (Bottom Quartile)

Code	Title	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	External Comparison
		/11	/12	/13	/14	/15	/16	/17	/18	/19	/20	/21	
		Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
													17/18 Rank 19 (Third Quartile) 16/17 Rank 22 (Third Quartile).
CHN19a	School attendance rates (per 100 pupils) (LGBF)	93		93.2		93		92.6		92.6		92.3	20/21 Rank 16 (Second Quartile) 18/19 Rank 24 (Third Quartile) 16/17 Rank 26 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children') (LGBF)			86.59		83.74		85.02		83.74		N/A	18/19 Rank 29 (Bottom Quartile). 16/17 Rank 28 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06		37		40.2		44.35	N/A	30.65	N/A	N/A	16/17 Rank 31 (Bottom Quartile) 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')			212.12		188.24		135.14	N/A	N/A	N/A	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)						88.7	93.6	94.3	92.9	93.4	93.7	20/21 Rank 8 (Top Quartile) 19/20 Rank 13 (Second Quartile) 18/19 Rank 10 (Second Quartile) 17/18 Rank 8 (Top Quartile) 16/17 Rank 7 (Top Quartile).