

Education Annual Performance Report 2020/21

Cabinet
Tuesday 25 May 2021
Item No 5.4

01. Progress in delivery of strategic outcomes

Education Service Improvement Priorities 2020/21

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

Midlothian Single Plan Priority Reducing the gap in learning outcomes

Priority 1: Attainment and Achievement

1.1 Improve attainment within the broad general education stages:

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

CfE attainment data was not gathered or reported on at a local or national level due to the impact of the pandemic and the closure of schools. The education service has gathered in estimated data and although this cannot be used for accountability and reporting purposes we will use the data to track progress towards future achievement. ACEL data will be collected in August 2021, and Schools Group Managers are taking a snapshot of this April 2021 in order to quality assure it in advance of collection.

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

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

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

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

1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase Gap

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

The 2020 Insight senior phase data cannot be used to directly demonstrate subject, school or authority improvement compared with previous years. The Insight data can be used to describe changes in performance in session 2019/20, and allows us to ask questions about what lead to those changes. It will not provide reliable information about the validity of course changes or interventions. Given the impact of the pandemic on the 2020/21 examination programme it is likely that this will also affect how we report on 2020/21 performance.

% of school leavers attaining SCQF levels 3-6 Literacy and Numeracy in 2019/20 and % point change on previous year:

Literacy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	97.25%	97.43%	95.12% Much greater than VC	96.18%

Numeracy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	98.05%	97.30%	95.12% Much greater than VC	96.07% Above national
SCQF level 4 or better	93.23%	92.79%	89.97% greater than VC	91.56% Above national
SCQF level 5 or better	68.23%	70.27%	66.31% Greater than VC	71.03% Below national
SCQF level 6 or better	20.41%	20.46%	23.51% Lower than VC	28.01% below national

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

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

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

Midlothian Single Plan Priority Reducing the gap in health outcomes

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

2.1 Develop a Nurturing Authority

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

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

The Early Years GIRFEMC subgroup received funding for an innovative tier 1 intervention pilot across the Mayfield area through the NHS Board. Eight practitioners from different agencies received training in HENRY including Hawthorn FLC, Midlothian Sure Start, Mayfield Nursery School, Homelink and Health Visitors. This project is focusing on improving the knowledge, skills and confidence of workers who support families within the community settings around good nutrition, eating well and good conversations.

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

Almost all eligible 2,3,4 year old children now have an 1140 hours place, with three settings offering 1140 through blended places with our funded provider partners. EYs pedagogues and Equity and Excellence leads in 12% of settings have been focusing on targeted support. 88% of settings are good or above in Care inspectorate gradings. Almost all inspections have been virtual, with almost all evaluations made from evidence discussed through phone conversations and paperwork submitted. The new QI 5 was used focusing on self evaluation in COVID times.

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

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

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

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

Priority 3: Self-improving System

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

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

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

Midlothian Single Plan Priority Reducing the gap in economic circumstances

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

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

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

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

4.4 Preparing children and young people for the world of work

Priority 5: Finance & Resources

5.1 Deliver Best Value through:

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

Good progress has been made with the implementation of the Learning Estate Strategy, including securing funding from the 2nd phase of Scottish Government's Learning Estate Investment Programme for the Mayfield School Campus and Penicuik High School projects. The statutory consultation on Glencorse Primary School has concluded and the school will close at the end of June 2021.

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

An ambitious plan to transform the digital learning tools available to young people in Midlothian schools has been articulated, an updated digital strategy agreed and funding for its roll-out approved by council.

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

Insights from NESTA interviews recommended actions:

- Work in partnership with school staff, pupils and families to consolidate what they have learned from the pandemic and co-design an approach to taking this forward. **Action:** The Education Service has conducted a parental survey to gather information on what worked well, what should continue and what could be improved to support learners
- Work with professionals, children, families and carers to iteratively test ideas to help overcome the barriers to children and young people accessing learning support remotely **Action:** This will be taken forward through the Equipped Learners project
- Draw upon evidence and best practice at a local and national level and support teachers to build skills and capacity in remote teaching e.g. using resourced peer support **Action:** This will be taken forward through the Equipped Learners project
- Work with schools to establish access to consistent tools and platforms, alongside remote access to schools systems to enable education staff to work to full capacity **Action:** This will be taken forward through the Equipped Learners project
- Midlothian should consider following other local authorities and adopt BYOD or providing devices to all of its students so that teachers can consistently design lessons that all children can engage with using tech. **Action:** This will be taken forward through the Equipped Learners project

02. Challenges and Risks

Q4 20/21:

- Uncertainty about how SQA qualifications will be assessed academic session 2021/22 and beyond.
- Impact of the pandemic on post-school destinations
- Planned further reduction in Devolved School Management (DSM) for schools which was implemented from April 2019 which will further reduce teacher numbers. This will impact on the choices for curricular options in Senior phase at Secondary schools and on absence cover. The reduction in teacher numbers may also have a detrimental impact on our Teacher:Pupil ratio.
- Rate of demographic growth on the learning estate
- Increase in the number of children and young people with additional support requiring more specialist provision.
- Early Years expansion - the population projections used by Scottish Government differ from the population projections used by the Council. Consequently, the Council will receive less funding from Scottish Government and the delivery model has been amended to reflect this limiting ability to flex the choice for parents.

Education



Successes and Challenges

Corporate Performance Indicators (latest)

7 5 1 6

Service Plan Actions (latest)

0 10 0

Service Plan PIs (latest)

0 0 10 6

Service Risks (latest)

7

Corporate PIs Off Target

PIs 7

- % of invoices paid within 30 days of invoice receipt (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
- Average time in working days for a full response for escalated complaints
- Percentage of complaints at stage 1 complete within 5 working days
- Percentage of complaints at stage 2 complete within 20 working days
- Percentage of complaints escalated and complete within 20 working days

Service Plan Actions Off Target

Actions 0

There are no Actions Off Target

Service Plan PIs Off Target

PIs 0

No data available yet for most Education PIs

High Risks

Risks 1

School Capacities/Catchment Areas/Demand for Pupil Places

Key PIs

- Off Target
- On Target
- Data Only
- Data Not Yet Available

Key Actions

- Off Target
- On Target/Complete
- Data Not Yet Available

Key PIs

- Off Target
- On Target
- Data Only
- Data Not Yet Available

Key Risks

- High Risk/Medium Risk
- Data Not Yet Available

