

# Education Annual Performance Report 2021/22



## 01. Progress in delivery of strategic outcomes

### Midlothian Single Plan Priority Reducing the gap in learning outcomes

#### Priority 1: Attainment and Achievement

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

The Scottish Government (SG) published the National Improvement Framework (NIF) Report 2021 and Improvement Plan 2022 December 2021. The SG NIF report highlighted the impact of the pandemic on attainment within the BGE with the attainment gap widening between the most and least disadvantaged children.

At P1, performance in listening & talking, reading, writing and numeracy were all above the national figures. Performance in listening and talking at P4 and P7 is in line with the national picture.

At P7, fewer children attained the expected CfE level in numeracy and this has been a key focus for schools in terms of closing the learning gap caused by the pandemic. Overall, the Midlothian CfE data mirrors the national picture and a Building Back Better Recovery Programme was initiated within identified schools and/or stages.

The Building Back Better team matched expertise to need, and 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 team also identified support needed for P2 and P5 in order to support learners who had narrowly missed their expected level in June 2021. Throughout Jan – March 2022 the team targeted schools with children “at risk” of not achieving expected level by June in P1, P4 and P7.

The Programme has had a significant impact on raising children’s attainment with on average a 5.4% increase in attainment within the target schools and stages. Predicted data suggests we will report an increase in the percentage of children achieving both literacy and numeracy at P1, P4 and P7 June 2022.

As CfE data was not collected for S3 in June 2021, further analysis of S3 data June 2022 will be carried out and reported Q2 2022/23.

##### **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**

#### National Benchmarking Measures

Number of Leavers June 2021: 877. This was 100 higher than in 2020.

% Leavers Achieving Level 4 or better Literacy and Numeracy 21: 89.85%. This was in line with our virtual comparator.

% Leavers Achieving Level 5 or better Literacy and Numeracy 21: 66.36%. This was a 1.24% increase on 2020 and 2.15% above our virtual comparator at this level.

#### Initial leaver destinations

95.44% of leavers entered a positive initial destination. This is in line with our virtual comparator and was, percentage point-wise, above the VC and SEIC. Despite the challenges of the pandemic, more young people entered a positive destination in 2021 than in 2020.

#### Improving Attainment for All

Performance in our lowest 20% and middle 60% is in line with our virtual comparator, with performance of the highest 20% greater than our virtual comparator.

#### Attainment versus Deprivation

Across all deciles, all leavers performance was in line with that of their peers within the virtual comparator. However, against the national, SIMD decile 8 was much lower. Decile 2,4 and 5 was lower.

## Breadth and Depth: Leavers

5 or more at level 4: 82.78%, virtual comparator: 83.66%  
5 or more at level 5: 63.17%, virtual comparator: 64.71%  
1 or more at level 6: 59.98%, virtual comparator: 63.04%  
3 or more at level 6: 47.66%, virtual comparator: 49.75%  
5 or more at level 6: 33.98%, virtual comparator: 36.33%  
1 or more at level 7: 25.09%, virtual comparator: 23.53%

## Leavers: Pupils with Additional Support Needs

### Attainment in Literacy & Numeracy:

% Leavers Achieving Level 4 or better Literacy and Numeracy 21: 81.9%. Our virtual comparator was 78.44%  
% Leavers Achieving Level 5 or better Literacy and Numeracy 21: 45.40%. Our virtual comparator was 43.83%

The percentage of school leavers with additional support needs entering a positive initial destination was 92.94%. This to our virtual comparator of 92.45% and the SEIC was 92.09% and national 92.81%.

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

As mentioned above the gap between the most and least deprived children has widened during the pandemic period at a national level and this picture is also evident within Midlothian.

The gap between the most and least deprived in literacy at P1,P4 and P7 was 32 percentage points and 23 percentage points in numeracy June 2021. The Building Back Better intervention programme has targeted schools where data highlighted the need for further intervention.

## **Midlothian Single Plan Priority Reducing the gap in health outcomes**

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

#### ***2.1 Improve Equity and Inclusion***

School attendance rate was 92.3% for 2020-21. Attendance data was not gathered in 2019-20. Attendance is being monitored and tracked to identify children and young people at risk of disengaging from education. This has been more evident within the secondary sector than primary.

Initial aims of the nurture strategy have focused on building capacity in schools through awareness and skills in nurturing approaches. The strategy group will now review attendance, behaviour and wellbeing data to inform outcomes for the 3rd year of the nurture strategy and evaluate impact at universal level and across specific groups of children and young people.

#### *Key achievements to date:*

- *Built a commitment to nurture, strategic plan and network of partnerships:* The Nurture Strategy group meets every 2 months to review direction and activities. There are currently 73 Nurture Leads in Midlothian schools, Early Years centres, Community and Life-long Learning, and Children and Families teams forming 8 Collaborative Peer Support Network Groups. Links have been made with third sector organisations so that a consortium group has been formed.
- *Training and resources:* A digital platform has been set up to support school and practice development with nurture-related resources including a Nurture reflection tool and summary documents. Authority-wide training on Nurture: Attachment Aware and Applying the Six Nurture Principles in Practice has been delivered across schools and authority wide staff. More bespoke training and consultations are delivered by the Educational Psychology team.

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

Various surveys have been carried out to assess the health and wellbeing needs of staff and children and young people. Staff focus groups will be held June 2022 to seek views on what further support the authority can provide to improve staff health and wellbeing. A Health & Wellbeing consultation session was held with an external specialist consultant to support our head teachers through the challenges faced as a result of the pandemic. A cultural audit was also carried out with staff from the specialist sector and staff from occupational health are now supporting the

authority to address the identified next steps. Health and Wellbeing surveys at school level have identified the needs of individual and groups of children and young people. In addition, Education and Children's Services are working closely with NHS Lothian staff to introduce a new service to improve access to mental health support at an earlier stage.

### ***Midlothian School Counselling Service***

As at January 2022 the counselling service had been delivering support to Midlothian school pupils aged 10-18 for a little over a year, including an initial one year pilot period in which the service specification was developed. The next round of monitoring data is due at the end of this month, but between November 2020 and December 2021 184 young people had accessed the service for individual counselling sessions with still more accessing information and support via the 135 drop-in sessions hosted across 5 of the High Schools. The primary reasons for referral into counselling were anxiety, low mood and difficulties managing relationships. The engagement rate has been very high at 91.3% over the lifetime of the service so very few young people are dropping out with most attending at least 7 sessions. 88% felt some reduction in their distress after completing their counselling, with 40% showing a clinically significant improvement. 98% showed improvements in engaging with family, friends, and in social activities despite the ever present and changing pandemic restrictions.

### ***Community Mental Health Framework – Supports and Services***

Since November 2020 the Council has allocated three tranches of funding received from the Scottish Government and aimed at improving mental health and wellbeing outcomes for children, young people aged 5-24, and their families and carers. Governance of the funds sits with the relatively newly established Midlothian Children and Young People's Mental Health Strategic Planning Group, and money was distributed following a competitive application process.

In all 10 local organisations have received funding to deliver a range of supports and services including:

- . a programme of personalised developmental placements completed by 43 of the hardest to reach young people
- . art therapy, play therapy, family counselling and carer support delivered to 134 children and 85 family members/carers
- . a Forest & Outdoor Learning Award programme and a green learning voluntary programme completed by 42 young people
- . individual, group and workshop based anxiety management interventions attended by c72 children, 326 parents and carers, and 67 school staff members
- . packages of personalised practical and emotional support delivered to 40 families.

Delivery, using existing funding, will continue to March 2023 enabling more local young people and their families/carers to benefit from this range of interventions. Feedback from beneficiaries to date has been overwhelmingly positive and all who have received support have reported improved outcomes.

### ***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.***

A draft Parental Engagement Strategy is out to consultation with staff, pupils and parents has been created and is being shared with EEG, ASGs and Parent Councils for Consultation.

In the final term of this academic session, the local authority is carrying out the Scottish Government Parental Engagement and Involvement Survey to provide a baseline of our strengths and aspects for improvement.

Our Head Teachers and staff have been involved in the creation of our authority-wide Quality Improvement Framework which will be implemented from August 2022, setting out clear expectations and standards across all of our schools.

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.

### ***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.**

See above re positive destination figures for all leavers and pupils with additional support needs.

**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

School roll projections have been updated and a revised learning estate strategy is being finalised. Designs for Easthouses Primary School and Mayfield Campus are being finalised taking account of feedback from key stakeholders including the community. The Beeslack High School replacement site is due to be announced before the end of this academic session.

The new Burnbrae Early and ASN Provision has received positive feedback from Education Scotland and HMI on the quality of the learning environment.

Following consultation, the council approved the closure of St Margarets RC Primary School, which is now being utilised as provision for young people with additional support needs.

DSM Review

THE DSM scheme was reviewed in line with national guidance and in consultation with head teachers. A further review is to take place 2022-23 with a focus on ASN and Early Years.

**5.2 Equipped for learning:**

Identified delivery milestones for the first phase of the Equipped for Learning programme have been delivered on time and within budget during 2021-22. The project is now on track for Phase 2 delivery, focusing on transformation of learning and teaching pedagogy and further infrastructure improvement.

In Q4, this has included the provision of a digital device for learning for all primary-aged pupils, following the successful rollout of devices to secondary school pupils in Q3.

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.

**02. Challenges and Risks**

**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

# Education



## Successes and Challenges

**Corporate Performance Indicators (latest)**

● 7 
 ✔ 4 
 ? 1 
 📄 8

**Service Plan PIs (latest)**

● 0 
 ✔ 10 
 ? 0 
 📄 6

**Corporate PIs Off Target**

PIs ● 7

% 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 1

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 PIs Off Target**

PIs ● 0

**There are no PIs Off Target**

**Service High Risks (latest)**

▲ 1

School Capacities/Catchment Areas/Demand for Pupil Places

**All Risks - Education**

Risks ▲ 8 ✔ 16

Key PIs

- Off Target
- ✔ On Target
- 📄 Data Only
- ? Data Not Yet Available

Key PIs

- Off Target
- ✔ On Target
- 📄 Data Only
- ? Data Not Yet Available

Key Risks

- ▲ High Risk/Medium Risk
- ✔ Low Risk