

Education

Performance Report Quarter One 2019/20



Progress in delivery of strategic outcomes

Q1 19/20: Ensuring Excellence and Equity for All Learners

The 2019/20 Education Service plan sets out to combine the indicators and actions of the NIF (National Improvement Framework). The NIF plan has been developed in line with the Single Midlothian Plan; the GIRFEC (Children's services plan 2017-2020) and the Education Service Plan (2019-20) and the South East Regional Collaborative (SEIC) Plan.

In August 2017, the following key requirements as outlined in the Education (Scotland) Act 2016 came into force: pupils experiencing inequalities of outcome; National Improvement Framework; Planning and Reporting. This National Improvement Plan for the Education Service provides a detailed narrative on the actions which were previously outlined in the Education service plan which was published in March 2018.

These duties related to the NIF in particular on education authority duties which are designed to enhance equity and support improvement within schools and across education authorities as provided for in the following statutory provisions. Therefore our priorities for 2019-20 to achieve our commitment to build achieving a World-Class Education Service, our self-evaluation processes have identified clear priorities for continued improvement. We have now transformed these priorities into clear plans of action, and agreed three main priorities areas for the 2019/20 are in line with the NIF. The four priorities going forward are:

- Improvement in attainment, particularly literacy and numeracy
- Closing the attainment gap between most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leave destinations for all young people

Summary of successes:

Priority 1 Improvement in attainment, particularly literacy and numeracy

Whilst the achievement of CfE level data for schools is still being dealt with as experimental by the Scottish Government, we have improved our performance across the majority (10 out of 16) of the literacy and numeracy measures from 2017/18 to 2018/19 at stages P1, P4, P7 and S3. We are above the national average in 12 out of 16 measures

Curriculum for Excellence Achievement of a Level Data

ALL	P1			P4			P7			S3		
	17/18	18/19	N	17/18	18/19	N	17/18	18/19	N	17/18	18/19	Nat
L&T	93%	90%	87%	85%	89%	85%	84%	84%	84%	85%	91%	91%
Numeracy	87%	83%	85%	79%	79%	76%	75%	78%	75%	88%	89%	89%
Reading	87%	82%	81%	79%	74%	77%	79%	70%	79%	85%	88%	90%
Writing	84%	84%	78%	76%	77%	72%	76%	72%	73%	82%	90%	89%

The table above shows the % of pupils achieving the appropriate level for each literacy and numeracy measure in 2017/18, 2018/19 then against the national average from last session. The cells shaded green represent matched or an increase in the percentage reaching the appropriate level for their stage P1, P4, P7 or S3. In most measures there has been an improvement. The red shaded cells represent a drop from the previous year's figure and indicate areas for further analysis. However, these are based on teacher judgments and we will be able to compare to the standardised results (SNSA) when these are finalised and published.

The national averages for each measure at P1, P4, P7 and S3 for 2018 are not yet available but the national average for each measure in 2017/18 is added in the far right hand column for comparison. To summarise:

- At P1 stage (Early Years level CfE) only Writing maintained the same level of attainment from 2017/18 to 2018/19. Attainment is above the national average in all measures. This is due to an increased focus in this area by schools at early level.
- At P4 stage attainment has risen in all measures except Reading which has decreased by 3%. Attainment is above the national average in all measures except Reading where it is 3% below.

- At P7 stage attainment has risen in Numeracy, stayed the same in Listening and Talking and has decreased in Reading and Writing. Attainment is above the national average in Numeracy and Listening and Talking, but below in Reading and Writing.
- At S3 results were higher for all measures at SIMD bands 1-2 and 3-8 but at SIMD band 9-10 results were static with no statistically significant increase over the two year period. Attainment is above the national average in all measures except Reading where it is 2% below. S3 is a lead into SQA and therefore the work at this stage tends to move towards National level work which may account for this.

Priority 2 Closing the attainment gap between most and least disadvantaged children

A range of stakeholders were consulted about the use of PEF in schools. Use of this funding in Midlothian has supported schools to enhance teaching, support and specialist staffing and apply a range of interventions to support learners to attain and achieve, with most schools using it specifically to raise attainment and increase participation, leading to wider achievement. Schools have also developed shared use of PEF, for example Newbattle schools have top sliced their resources to fund staff to support schools and children across the whole area.

Curriculum for Excellence Data for Learners in Receipt of Free School Meals

FSM	P1		P4		P7		S3	
	18/19	3yr trend	18/19	3yr trend	18/19	3yr trend	18/19	3yr trend
L&T	76%	1.74	78%	13.90	66%	7.59	76%	4.26
Numeracy	66%	4.25	60%	2.22	53%	8.45	74%	-0.72
Reading	62%	3.44	61%	2.86	57%	4.53	74%	3.47
Writing	60%	7.06	55%	8.55	45%	7.30	70%	4.71

- The above table reflects the progress across three years in the attainment of learners in receipt of free school meals.
- The three year trend data for FSM learners shows an increase in CfE attainment except S3 Numeracy which has a decrease of -0.72%. This means that we continue to close the poverty related attainment gap.

Early Learning and Childcare and Family Learning

More than 2,000 three and four year old children in Midlothian received high quality early learning and childcare (ELC) provided by our growing team of committed early years staff.

Our vision sets out a quality universal provision and a family learning approach of high quality, multi-agency, child-centred provisions, tailored and responsive to the needs of the communities in which they sit. The vision brings together the expertise of early learning and childcare professionals, detailed knowledge of our communities and the priorities of our Community Planning Partnership (CPP) of prevention, early intervention and community capacity building. We have revisited our ELC values with our new team in light of expansion in early learning and childcare to 1140 hours by 2020.

Good Time to Be 2

An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC continues to ensure we have families who take up this offer. NAMS (Nursery Administration Management System) shows that 62% of eligible children have benefited from AGTTB2 funding this session.

Expansion

By 2020 all Midlothian Early Learning and Childcare settings will be providing 1140 hours flexibly to meet families' needs, to a high quality, fully accessible and affordable.

The council has now completed the fourth phase of piloting expanded hours places and by the end of the quarter, 561 children have taken up an 1140 place (19% of the total number of places taken up in Midlothian). The Council is on track to achieve 40% of 1140 hour places being delivered in August 2019 which is in line with Scottish Government expectations. To meet the increase in the number of staff required to deliver the entitlement in 2020. In session 19-20 almost all settings will offer pilot expanded places.

Planning for the early learning and childcare (ELC) expansion to 1140 hours per year is embedded within the Learning Estate Strategy to ensure a joined-up approach and enable maximum efficiency, as well as aligning short term plans with long term strategy. To support ELC providers in the private and voluntary sectors to expand their capacities in readiness for the 2020 entitlement, £1.5 million has been made available through our funded provider's capital grant scheme. Preparations are ongoing for the first two council outdoor ELC settings with the first to be opened in Vogrie Country Park later in 2019.

Priority 3 Improvement in children and young people's health and wellbeing

Exclusions

By the end of June Primary Exclusions 2019 stood at 117 exclusion incidents. Secondary Exclusions stood at 248 exclusion incidents. At this point this is an overall 10% reduction across Primary and Secondary compared to the same time last year. Secondary schools reduction at over 12 % with compared to last year. The table below outlines the 3 years trend for both exclusions and attendance

School Type	% Attendance 18/19 so far	Exclusions per 1,000 18/19	Attendance as at last year 17/18	Exclusions per 1,000 17/18	Attendance as at 2 yrs ago 16/17	Exclusions per 1,000 16/17
Primary	94.46	6.4	94.32	6.57	94.74	9.72
Secondary	89.92	25.4	89.84	37.75	90.10	38.01

There is a continued trend of reducing school exclusions in Midlothian. An evaluation and review of the Inclusion and Wellbeing Service to support all schools was conducted with subsequent recommendations put into place where possible in the interim in this academic year. This in conjunction with new government legislation has aided schools in reducing exclusions along with Midlothian Council focussed training, support and new documents rolled out across the authority and CIRCLE document to support inclusion. Secondary Schools have made great strides in reducing exclusions this academic year. LAC exclusions continue to be a focus for scrutiny with a reduction overall in this area.

In session 19/20 each Secondary School will receive further support and challenge around reducing these numbers further. This along with the full implementation of the recommendations of the inclusion and wellbeing service review will ensure continued progress.

Attendance

Attendance rates in 2018/19 for Primary were similar to last session but slightly down on the previous three years 2013-2015. Secondary school attendance has been lower for the last two sessions, dropping 3% since 2012. Attendance continues to be a focus for improvement with work focussing on developing with schools and Children Services an attendance strategy that is reactive to our analysis of the key factors affecting pupil attendance in the wide ranging contexts within Midlothian.

A strategy for improving attendance has been launched by the Principal Educational Psychologist as the lead officer. Universal and targeted approaches to improving school attendance have been planned beginning with an audit of what attendance and mental health initiatives are already in place within schools in Midlothian. Training to secondary DHTs on SEEMIS has been delivered, regular data on trends is provided to schools where requested, and common themes within primary schools where there has been improved attendance over the past four years have been identified. A professional learning event is planned to bring together Education staff and partners to look at practical ways to improve attendance, share good practice and highlight success in this area. Joint work between the Educational Psychology Service and Children and Families is underway to explore case studies of children who are looked after at home and their school attendance. The result of this work is that the attendance policy is being more consistently followed.

An attendance strategy and scrutiny group has been established and lead by the Principal Educational Psychologist. A well-established Secondary DHT Pupil support network also work with senior staff to address attendance and exclusion issues. A focus on 0% attendance following every holiday to ensure there are no Children missing from Education.

Mental Health

Support schools to implement a range of universal mental health initiatives

There is strong evidence that well-being is central to learning and school improvement. Schools that focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, they directly support the promotion of effective learning. Children and young people also take part in interventions such as the *Growing Confidence* programme, play therapy and nurture groups. Casework evaluations for LAC and SIMD 1 and 2 identified the NIF 3 priority as being a key area of EP impact. Several initiatives have been developed this session with the following outcomes;

Midlothian 100 Day Challenge

The EPS took part in the 100 day Challenge to explore and innovate service delivery for mental health. The EPs took part in two teams; primary to secondary transition working in St. David's Primary School and Looked After Children and Young People. The results of the 100 day challenge indicated high impact on children and young people in the short term. Working alongside the speech and language therapist, clinical psychologist, school nurse, inclusion and diversity Officer, Cyrenians and Children First, and together with St David's primary staff and pupils, an action research project aimed to improve well-being in a P6 class. Impact was measured by comparison of pre and post qualitative and quantitative data gathering.

Mental Health Days/Conferences

EPs have developed a suite of workshops including;

- Thinking Traps
- Solution focused thinking
- Mindfulness
- Confident Communication
- Building Resilience
- Self regulation

These have been delivered to support pupil Mental Health days in 3 High Schools this session. Evaluations have been positive and there are plans to deliver these again to the new cohort of senior pupils next session.

Anxiety Training for Staff

Authority wide training was co-delivered with a CBT therapist. This was a very popular training course and attracted a large number of participants. A further course was delivered as demand was so high. The short and long term feedback on this training was very positive.

Digital Well Being/Anxiety Management for Pupils

The EPS has provided additional service to Newbattle High School in the area of Digital Wellbeing and Anxiety Management. These initiatives have been rated as highly by the pupils taking part. A Digital Well Being workshop was jointly delivered by 2 EPs in a P7 class following a headstrong course. This very positively evaluated. Work with LLE and the University of Edinburgh in this area has begun.

Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people

Leaver initial destinations form the recent SSR report from the SG.

- Record number of S6 leavers going onto Higher Education 56.89%, up 6% on last year, closing the gap on Virtual 62.32% and National 60.77% figures.
- Positive destinations itself (97.7) above the Virtual (97.4) and National (97.1) comparators.

Summary of Other Achievement Awards Courses provided year on year by Midlothian Secondary Schools

Year	Courses offered	Number of Resulted Entries	Number of Passes
2014	46	98	79
2015	59	132	69
2016	95	212	159
2017	64	196	133
2018	80	208	128

The table above indicates that the number of Other Achievement awards offered in schools, has nearly doubled over the last five years, although a slight dip in numbers is noted in 2017. This represents the changing patterns of curriculum pathways in schools that are now more diverse and flexible, assisting schools to offer courses that add to skills and lead to better positive destination outcomes. Much of the improvement in positive destination is down to this hard work in our Secondary Schools working with SDS and partners. Examples of other award areas are Employability Award and Award in Volunteering Skills.

Highlights in terms of wider achievement and educational opportunities in schools includes:

- The number of young people achieving accreditation through LLE organised Youth Achievement Awards, Saltire and Dynamic Youth Awards continues to rise with 137 gaining awards in 2017/18. Duke of Edinburgh Awards have increased by 29% with 156 Awards gained. Young people who are not traditionally involved

with Duke of Edinburgh have accessed our Open programmes leading to increased confidence and skills for those taking part. Volunteer Duke of Edinburgh leaders in Midlothian contributed over 36,873 hours equating to £368,730 of time donated

- 156 Duke of Edinburgh Awards were gained an increase of 42%, where young people's volunteering contribution equated to 5,580 worth £22,599.
- 939 young people from all Midlothian high schools were supported in school work experience placements by LLE
- LLE have dedicated a developmental role for Science, Technology, Engineering and Maths into one of our Delivery Worker's roles. This has resulted in increased awareness of STEM and engagement with schools and Edinburgh University to utilise their facilities for staff training and CPD. Science Insights programmes are open to S5 pupils and S6 MYJET STEM programme offer pupils the opportunity to source STEM placements and we have successfully run STEM talks in primary schools based on Human Library approach which challenges traditional stereotypes. STEM Ambassadors promote STEM in a variety of settings
- Funding for over 60 Modern Apprenticeships was secured by LLE, including 20 places to support the workforce expansion required in early years settings. This will increase further in 2018/19
- LLE workshop staff delivered Skills for Work qualifications to over 130 high school pupils each week
- 3 Foundation apprenticeships are being ran by us and will coordinate delivery next year with Schools and Edinburgh College
- Partnership working the Regional DYW Group for example our excellent Live Job Fairs 400 live vacancies from 27 employers and over 300 young people attended.
- Strengthening school-business partnerships
- Expanding use of the online market place and guarantee for those in Midlothian. 200 Midlothian young people have signed for job alerts.

Challenges and Risks

Change to the Higher qualifications: There is a risk that Higher results will be affected next year as a result of new SQA Examination arrangements for Highers at S5 and S6. This will need to be mitigated through close monitoring of pupil progress in schools and work with Curriculum PT and SQA coordinators to gain intelligence of any issues around changes to coursework and the effect of increased exam content.

Ensuring good financial management and real-time information to ensure spending is accurately forecast and monitored within the year at both school and central points.

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.

Ongoing low uptake of Music instruction which could mean further financial issues going forward for the education budget if as predicted we continue to have a shortfall in income.

Reduction in central staff to ensure that schools are improving outcomes for learners and possible Inspection being graded poorer.

Ensuring the reduction in Communities and LLE (now merged and called Communities and Lifelong Learning) still meets the statutory requirements of delivering an adequate and efficient service.

Rate of demographic growth particularly in the early years and primary school rolls. Keep on track with the learning estate strategy across the council which is challenging due to less staff.

Ongoing work to prepare for the implementation of 1140 hours by 2020: One of the major challenges of the expansion will be the recruitment and training of sufficient staff, by the Council and also across our partner providers, particularly as all other local authorities will be doing the same at the same time.

Full implementation of the new Education (Scotland) act 2015 including preparing primary schools for the full implementation of 25hrs and Gaelic provision; and the requirements of the NIF as new reporting measures come into force.

The potential impact from Brexit could affect employability funding which supports elements of Education especially the third sector.

Suggested changes to priorities in Service Plan

Q1 19/20: No changes required.

Education

Midlothian



Successes and Challenges

Corporate Performance Indicators (latest)

● 5 ● 8 ? 0 ? 6

Service Plan Actions (latest)

▲ 0 ● 15

Service Plan PIs (latest)

● 6 ● 2 ? 0 ? 1

Service Risks (latest)

▲ 7

Corporate PIs Off Target as at 31st July 2019

PIs ● 5

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

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

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

Percentage of complaints at stage 1 complete within 5 working days

Percentage of complaints at stage 2 complete within 20 working days

Service Plan Actions Off Target as at 31st July 2019

Actions ▲ 0

No Actions Off Target

Service Plan PIs Off Target as at 31st July 2019

PIs ● 6

Reduce exclusions in Primary schools

Reduce exclusions in Secondary schools

Improve Primary School attendance

Improve Secondary School Attendance

Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.

Percentage of Midlothian Care Experienced school leavers progressing to positive destinations

High Risks as at 31st July 2019

Risks ▲ 1

6 Risks at Medium and 1 at High

School Capacities/Catchment Areas/Demand for Pupil Places

Key
PIs
● Off Target
● On Target
? Data Only Indicator
? Data is not yet available

Key
Actions
▲ Off Target
● On Target/Complete
? Data is not yet available

Key
PIs
● Off Target
● On Target
? Data Only Indicator
? Data is not yet available

Key
Risks
▲ High Risk / Medium Risk
? Data is not yet available