

## 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:

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 20-21 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 Page

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.

# Education



## Successes and Challenges

**Corporate Performance Indicators (latest)**

● 4   ● 8   ? 0   📄 8

**Service Plan PIs (latest)**

● 0   ● 10   ? 1   📄 5

**Corporate PIs Off Target**

PIs ● 4

Percentage of complaints escalated and complete within 20 working days

Percentage of complaints at stage 1 complete within 5 working days

Average time in working days for a full response for escalated complaints

% of internal/external audit actions progressing on target or complete this quarter.

**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