Education
Performance Report Quarter Four 2018/19

Progress in delivery of strategic outcomes

In session 2018/19 we have set 3 main strategic priorities under the following broad heading: Raising Attainment and Achievement; Learning Provision and Leadership.

Strategic priority 1:-

Raising the attainment and Achievement: (NIF: Performance Information and School Improvement)

- 2% increase CfE (Curriculum for Excellence) in Literacy and Numeracy by the end of P1, P4, P7 and S3 in order to ensure CfE levels are above the national average
- PEF (Pupil Equity Fund): Interrupting the cycle of poverty: Further 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3
- Increase % National Qualifications as per individual school targets
- Secure a three year pattern of 96% Sustained Positive Destinations

Strategic priority 2:- Learning Provision

Quality Inspection 2.2 and 2.7 Curriculum as a hook – the power of partnership (NIF: Assessment of Children's Progress)

BGE (Broad General Education): Taking a closer look at QI 2.7 - how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.

Senior Phase: Taking a closer look at QI 2.7: how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations?

2.3 Learning, Teaching and Assessment

- To share best practice in moderation, tracking and assessment of progress through the BGE
- To continue to implement Visible Learning including Impact Cycle Training
- To share best practice in learning and teaching

Quality Inspection 3.1 Ensuring wellbeing, equity and inclusion

- Monitor the ongoing implementation of the Inclusion Review
- Taking a closer look at Mental Health and Wellbeing
- Child Health and Wellbeing PEF Project (3 target communities)
- Further improve attendance and reduce exclusions

Strategic Priority 3:- Quality Inspection 1.3 Leadership of change and 1.1 Self-evaluation for self-improvement

(NIF: School Leadership and Teacher Professionalism)

- Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASG (Associated School Groups) into Learning Communities and building the professional networks
- As collaboration is a key focus within impact focus of Visible Learning programme we will run a two year programme and look to build in sustainability.

1.1 Self Evaluation for self-improvement

Continuing to build independence in self-evaluation for self-improvement through:

- Reviews – based on Key QI used in Inspection process with Head Teachers on reviews
- Inspections- Learning communities i.e. ASGs
- HMIe inspections
- School visit QA (Quality Assurance) programme with school evaluations
- Challenging conversations and support at Leadership levels
- Shared practice forums – self-evaluation – cluster or trio

Raising the attainment and Achievement: (NIF: Performance Information and School Improvement)

There continues to be a focus on Curriculum for Excellence (CfE) levels through tracking periods for all pupils but specifically for those 'unlikely' to achieve their expected level.

We have achieved our target of 2% in almost all areas. In some areas the improvement is as much as 18% in P7 English. The area where this has seen least progress is S3 in Listening and Talking and Numeracy.

This has been achieved by implementation of 3 curriculum for excellence tracking periods last session, robust monitoring and tracking and teacher training on achievement of a level and robust conversations with Managers and Headteachers. A full report on PEF has been submitted to Cabinet on 16 October 2018.

The CfE final levels have now been published and some are included in this document with a full report for Council in November.

Initial look at CfE figures from 17/18 against the National data.

		Stage			
Test type	**Test year**	**P1**	**P4**	**P7**	**S3**
Listening and Talking	**Midlothian**	**92.68%**	**85.12%**	**83.63%**	**84.97%**
	National	**87.00%**	**85.00%**	**84.00%**	**91.00%**
Numeracy	**Midlothian**	**86.68%**	**78.81%**	**74.75%**	**87.90%**
	National	**85.00%**	**76.00%**	**75.00%**	**89.00%**
Reading	**Midlothian**	**87.21%**	**79.47%**	**79.19%**	**84.90%**
	National	**81.00%**	**77.00%**	**79.00%**	**90.00%**
Writing	**Midlothian**	**83.69%**	**76.37%**	**75.94%**	**81.80%**
	National	**78.00%**	**72.00%**	**73.00%**	**89.00%**

The final levels have now been published nationally.

Above the National in P1 + P4, broadly in line with National for P7 and below in all areas at S3.

For PEF-

- We have achieved the 5% increase in mostly all areas in relation to CfE levels.
- We have closed the gap in SIMD 1-2 in all measures except P7 Listening and Talking were there has been a decrease.
- SIMD 3-8 showing improvements in all areas
- Decline in SIMD 9-10 in P4 and S3 reading and writing.

A full Attainment and achievement report was presented to Council in 13 November 2018 followed by a Secondary Head teacher seminar on December 4 2018. This gave a full account of the results for all schools for SQA.

As reported to Council on 2 October 2018. Sustained positive destinations were published in June 2018 with 94.4% of pupils now achieving a sustained positive destination which is up 10 percentage points since 2010/11 and up 1.4 percentage points on the previous year. Midlothian is now above the National average. Positive Destinations have shown an ongoing improvement trend for the last 5 years. The new participation measure published actually includes 16 – 19 year olds and this is 94.3%. This is the highest recorded figures for Midlothian. We are now 1.5% higher in school leaver destinations and 2.5% higher than the National average. Gives us 8th place overall.

Most recent SSR2 report from Scottish Government details the following results

All 17/18 School Leavers S4/5/6

Leaver initial destinations

- Record number of leavers going onto Higher Education 34.11%, up 3% on last year and 5% on 5 years ago, closing the gap on Virtual 37.92% and National 41.16% comparator figures.
- 1 in 3 (33%) of our leavers now going straight into Employment, above the Virtual (24%) and National (23%)
- Positive destinations itself (94.35) above the Virtual and on par with National figures

Literacy and Numeracy

- Numeracy above the virtual comparator at L3,4+5 (all leavers)
- Literacy above the virtual at L3+4 just below at Level 5 (-0.5%)

Awards

- Midlothian 5@5 (61.24%) above the Virtual comp (59.27%)
- Midlothian 3@6 (46.62%) above the Virtual comp (46.12%)

S6 Leavers

Literacy and Numeracy

- Numeracy above the virtual comparator at L3,4+5
- Literacy above the virtual comparator at L3,4+5

Leaver initial destinations

- 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.

Learning Provision (QI 3.2 The Curriculum, QI 2.3 Learning. Teaching and Assessment) and QI 3.1 Ensuring wellbeing, equity and inclusion.

QI 3.2 The Curriculum: Schools offer a wide curriculum to pupils which show progression in pathways. There is an established Secondary DHT network that meet to discuss developments with a Senior manager.

Developing enhanced partnership working has been the focus of our work to open the new Digital Centre of Excellence at the new Newbattle which opened in June 2018 in partnership with the University of Edinburgh. We are already seeing increased attendance from 85.3% to 86.6% and reduced exclusion from 56 to 9 at the Digital Centre for Excellence and on various visits to the school increased pupil engagement in learning. The developments in the curriculum via effective partnership working means that they have developed learning journeys that will equip our students with the skills and expertise to thrive in a future work place and act as safe and responsible citizens within their communities.

Newbattle High School are working to deliver an NPA (National Progression Award) for digital science in August 2019, the first of its kind.

QI 2.3 Learning, teaching and assessment: We have continued to implement Visible learning and the Impact Cycle training throughout 2018/19 with results of the impact research feeding into our new Innovation Centre. Many schools are now working in partnership with Edinburgh University to support them in this process. The new centre will also assist Midlothian in sharing best practice within and out with the local authority

Visits in the last term will focus on learning and teaching and will ensure we have a true reflection of this in our schools.

QI 3.1 Ensuring wellbeing, equity and inclusion: A full session for HTs with Education Scotland has improved HT understanding of this, including statutory duties. A safeguarding officer follows up schools to ensure that this is being followed.

In Q4 Exclusions fell by 10% across Primary and Secondary compared to the same time last year. Secondary School exclusions have dropped 33% in the last year this is largely due to greater awareness of adverse childhood experiences (ACEs) and adopting different models of inclusion. Attendance levels for Q4 in Primary and Secondary are broadly the same as last year, this is a focus at Headteacher meetings.

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.

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

In December 2018 we were able to appoint a Virtual Headteacher for Care Experienced children and young people from Scottish Government funding. This will enable improved tracking of the performance and wellbeing of those children and young people in conjunction with Children's Services. A new plan has been developed across both services to ensure improvements in outcomes for care experienced young people.

Leadership: There is now a clear focus in Headteacher meetings / Depute Headteacher and Principal Teacher meetings on the Key Quality Indicators for improvement.

A rigorous set of school reviews are in place for schools with 5 Secondary schools completed and 4 complex needs provisions also having been reviewed. Our own Headteachers and Depute Headteachers are involved in these reviews as are Headteachers from the South East Improvement Collaborative.

The review process is enabling schools to set clear action plans and allowing us to prioritise support from Senior Officers. We have also had several very successful thematic reviews carried out by Education Scotland including of readiness for 'empowerment', curriculum practice using Beeslack Community High school, Numeracy and maths at St Matthew's. And 2 day visit for pupil and parent participation at Dalkeith Community High school and one at Cornbank Primary school. Dalkeith have been asked to provide a case study on pupil participation as good practice and to be shared on the Education Scotland website.

Early Years: 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 providers capital grant scheme. Preparations are ongoing for the first two council outdoor ELC settings with the first to be opened in Vogrie Country Park.

The council is now in the fourth phase of piloting expanded hours places and by the end of the quarter, 561 children will be taking 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, 52 Modern Apprentices have begun their training this year and 32 practitioners are studying towards their HNC in childhood practice. Considerable progress has been made towards implementing the increase in hours, although much work remains to be done.

Challenges and Risks

The ongoing implementation of the South East Improvement Collaborative and the time of central staff to do this whilst new staff are not yet in place.

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.

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

Ensuring the reduction in LLE and Communities still meets the statutory requirements of delivering an adequate and efficient service.

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.

Implementation of the PEF (Pupil Equity Fund), funds have been directed to Schools directly and we need to continually ensure that they are being used to close the equity gap and all are in line with procurement. This is currently subject to an internal audit review and report will be published to ensure we follow recommendations.

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.

Lower 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.

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.

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

Education PI summary 2018/19

Making the Best Use of our Resources

Priorities	Indicator	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
01. Manage budget effectively	Performance against revenue budget	£84.462m	£92.829m	£92.930m	£92.508m	N/A		**18/19**: Data will be available when it has been verified and has been presented to the Council.	-	£93.288m		
02. Manage stress and absence	Average number of working days lost due to sickness absence (cumulative)	5.9	1.53	1.89	3.97	5.82		**18/19:** Off Target Staff absence continues to be a priority for the Service and work is ongoing within the Management team to address. Aspirational target, 18/19 figures show an improving 3 year trend. Education services continue to show strong results compared to other National comparators.	↑	5	Number of days lost (cumulative) Average number of FTE in service (year to date)	11,427.6 1,961.92

Corporate Health

Priorities	Indicator	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
03. Complete all service priorities	% of service priorities on target / completed, of the total number	80%	100%	80%	80%	100%	✓	**18/19:** On Target	↑	90%	Number of divisional & corporate priority actions Number of divisional & corporate priority actions on tgt/completed	5 5
04. Process invoices efficiently	% of invoices paid within 30 days of invoice receipt (cumulative)	96%	98%	97%	97%	96%	✓	**18/19**: On Target	↓	93%	Number received (cumulative) Number paid within 30 days (cumulative)	16,413 15,686
05. Improve PI performance	% of PIs that are on target/ have reached their target.	63.33%	50%	50%	66.67%	50%		**18/19:** Off Target Improvement plans are in place to address off target indicators.	↓	90%	Number on tgt/complete Total number of PI's	7 14
06. Control risk	% of high risks that have been reviewed in the last quarter	100%	100%	100%	100%	100%	✓	**18/19:** On Target New Risk register has been reviewed by Head of Service and Education Resource Manager.	-	100%	Number of high risks reviewed in the last quarter Number of high risks	1 1

Improving for the Future

Priorities	Indicator	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Feeder Data	Value
		Value	Value	Value	Value	Value	Status	Note	Short Trend			
07. Implement improvement plans	% of internal/external audit actions progressing on target.	18.18%	0%	100%	87.5%	0%		**18/19**: Off Target Work progressing to bring the outstanding action into place.		90%	Number of internal/external audit actions on target or complete	2
											Number of internal/external audit actions in progress	3

Education Complaints Indicator Summary

Commitment to valuing complaints

Indicator	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19			Annual Target 2018/19
	Value	Value	Value	Value	Value	Status	Note	
Number of complaints received (cumulative)	52	13	27	40	62		**18/19**: Data Only	
Number of complaints closed in the year		11	23	37	58		**18/19**: Data Only	
Number of complaints upheld (cumulative)		3	5	8	8		**18/19**: Data Only	
Number of complaints partially upheld (cumulative)		0	8	12	16		**18/19**: Data Only	
Number of complaints not upheld (cumulative)		3	9	15	29		**18/19**: Data Only	
Average time in working days to respond to complaints at stage 1	9.42	4.29	10.94	8.88	8.09		18/19: Off Target Stage 1 complaints responded to within timescale has slipped in Q4 although an improvement on Q2+3. Work is ongoing to analyse data and improve. Delays in responses due to Holiday period.	5
Average time in working days to respond to complaints at stage 2	34.5	11	26.5	28.67	23.86		**18/19**: Off Target Work is ongoing to bring complaints procedures up to targets	20
Average time in working days for a full response for escalated complaints		11.33	45.33	32	27.86			20
Percentage of complaints at stage 1 complete within 5 working days	52.78%	57.14%	66.67%	65.38%	65.91%			95%
Percentage of complaints at stage 2 complete within 20 working days	41.67%	100%	100%	33.33%	57.14%			95%
Percentage of complaints escalated and complete within 20 working days		100%	66.67%	80%	71.43%			95%
Number of complaints where an extension to the 5 or 20 day target has been authorised (cumulative)		0	0	1	2		**18/19**: All extensions are due to Holiday periods.	

Education Action report 2018/19

Midlothian

01. Inequalities in learning outcomes have reduced

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.1.1	To build excellence by raising attainment overall	31-Mar-2019		100%	**18/19**: Complete 2017/18 results show an average 8.1% increase in CfE (Curriculum for Excellence) since 2016/17. Attainment visits with all Schools have been undertaken in Q2/3 and this involved robust conversations in relation to tracking and monitoring to improve outcomes for al learners. There is also an emphasis on improving moderation activities to ensure validity and reliability of CfE data and ensuring planned learning and assessment is leading to improved challenge and progression.
E.P.1.2	To close the gap between the least and the most disadvantaged	31-Mar-2019		100%	**18/19**: Complete Information from Secondary analysis and CfE (Curriculum for Excellence) show the gap between the least and the most disadvantaged from 16/17 to 17/18 has reduced. SIMD information is available to support analysis of school data and is informing the ongoing attainment visits across Primary and Secondary schools. The Authorities School planning guidance is based on our three year strategic plan that focuses on the National Improvement framework priorities including closing the gap between the least and most disadvantaged and therefore there is alignment between national and local targets to close this gap. Schools report on these outcomes through their Standard and Quality reports and the Scottish Government collects this information to inform their annual National Improvement Framework (NIF) report 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 most of the literacy and numeracy measures from 2016/2017 to 2017/18 at stages P1, P4, P7 and S3. • At P1 stage (Early Years level CfE) all measures have improved from 2016/17 to 2017/18 across all SIMD bands. The greatest improvement was in Writing where the number of children achieving Early Level increased by 14%, followed by Numeracy which increased by 9% and Reading which increased by 7%. These increases are all statistically significant. • At P4 stage at SIMD 9-10 the % of children achieving listening and talking at First Level of CfE was at parity with the year before. All other measures; Reading, Writing and Numeracy fell by 4%, 2% and 2% respectively for pupils achieving first level. It should be noted that due to

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					the experimental nature of this data and the cohorts size that and a drop between 1-2% is not significant and the results are fairly much at parity with the year before. We have kept them highlighted as red in the table in the full report as they still represent a static pattern that we will analyse in terms of overall performance at P4. • At P7 for SIMD 1-2 band there was a 16% fall in pupils achieving listening and talking at Early Level. All other measures were higher at each SIMD band except P7 reading SIMD 9-10 where there was no change. • 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.

02. Engaged and supported workforce

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.2.1	Learning Teaching and Assessment	31-Mar-2019		100%	**18/19**: Complete A comprehensive Leadership Programme continues to be delivered this session, focusing on the key inspection QIs; 1.1 (Self-Evaluation for Self-Improvement), 1.3 (Leadership of Change), 2.3 (Learning Teaching and Assessment) and 3.2 (Raising Attainment and Achievement), plus the NIF drivers Teacher Professionalism and School Leadership. This programme will be delivered to Head Teachers, Depute Head Teachers and Principal Teachers. This will support and develop their leadership capacity. All schools will continue to participate in moderation activities in literacy and numeracy, and teaching staff in all primary schools have been trained in the use of Holistic Assessment. They will now be required to plan these into blocks of teaching, and moderate their use at school, ASG and authority level. Schools' tracking systems will continue to be discussed and developed through an increased number of QI Reviews, and set tracking periods will continue to support Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. The Visible Learning Collaborative Impact programme which has run since 2016-17 continues to focus on developing collaborative practitioner enquiry and in our second phase and we are continuing to explore ways to sustain this work into 2019-20 based on the trained cohort and using internal resourcing in the face of budget cuts. The new VL Strategic Management Board which has been set up will look to developing this teaching nd learning strand to improve QI 2.3 within schools and ensure positive impacts on learner attainment. The Centre for Research and Innovation in Learning will be discussing further opportunities to work with Edinburgh University and other possible partners in early 2019 to support research and support the work of all practitioners to the benefit of all learners.

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
					All six Secondary schools are being reviewed across 2018-19 and as part of these QI 2.3 Learning, teaching and assessment will be assessed through observations and focus group evidence. At this three of the Secondary schools have been reviewed and 100% of these were rated good for QI 2.3.

03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.3.1	To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31-Mar-2019		100%	**18/19**: Complete Capacity has increased to 521 extended hour places being offered in local authority and partnership settings by 31st March 2019. The restructured ELC team focuses on ensuring quality provision and we have created a database to identify priorities and target support appropriately and measure impact. Number of 1140 places being offered next session will increase and this will be included as a performance indicator for 2019/20.

04. Children and young people are supported to be healthy, happy and reach their potential

Code	Action	Due Date	Icon	Progress	Comment & Planned Improvement Action
E.P.4.1	Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	31-Mar-2019		100%	**18/19**: Complete The February 2019 release of insight data showed Midlothian initial positive destinations at 94.35%. This included a record percentage of leavers going onto Higher Education - 34.11%, up 3% on last year and 5% on 5 years ago, closing the gap on our Virtual comparator - 37.92% and National - 41.16% comparator figures. 1 in 3 (33%) of our leavers now going straight into Employment, above the Virtual (24%) and National (23%) Positive destinations itself (94.35) above the Virtual and on par with National figures.

Education PI Report 2018/19

Midlothian

01. Inequalities in learning outcomes have reduced

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
BS.E.P.1.1g	Reduce exclusions in Primary schools	74	24	13	49	94			**18/19**: Off Target There have been 94 exclusion incidents in Primary Schools in Q1-4.	72	
BS.E.P.1.1h	Reduce exclusions in Secondary schools	299	64	23	127	210			**18/19**: Off Target There have been 210 Secondary exclusions in Q1-4, a reduction of 89 on last year.	190	
BS.E.P.1.1e	Improve Primary School attendance	94.5%	94%	95.5%	94.46%	94.86%			**18/19**: Off Target Primary attendance for the first two terms of 2018/19 School year was up to 94.86%.	96.5%	
BS.E.P.1.1f	Improve Secondary School Attendance	89.4%	88.52%	91.1%	89.92%	89.34%			**18/19**: Off Target Term 1+2 data shows secondary attendance at 89.34%	92%	

02. Engaged and supported workforce

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.2.1a	Taking a closer look at how enhanced partnerships help us to deliver a tailor made Curriculum.	100%	25%	50%	75%	100%			**18/19**: On Target Schools are exploring and developing stronger partnerships models to aid delivery of curriculum these include	100%	

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
									Businesses, Colleges and collaborative working with Universities. An example of this is Edinburgh College delivering Design and Manufacture in School. This provides a greater range of choice for young people particularly in the Senior phase.		
E.P.2.1b	To continue to implement Visible Learning including inclusing Impact Cycle Training. To share best practice in moderation, tracking and assessment through the BGE, To share best practice in learning and teaching.	100%	25%	50%	75%	100%			**18/19**: On Target All schools have participated in moderation activities in literacy and numeracy, and teaching staff in all primary schools are being trained in the use of Holistic Assessment. Schools' tracking systems been discussed and developed through an increased number of QI Reviews, and set tracking periods are supporting Head Teachers to have regular, challenging discussions with practitioners about raising attainment and making robust judgements about achievement of a level. Lasswade HS has been successful in applying to be part of the PLACE (*Professional Learning as Critical Enquiry - for Whole-School Improvement)* programme. The University of Edinburgh, in partnership with local authorities and supported by funding from Scottish Government, has developed a new career-long professional learning (CLPL) initiative aimed at leading whole school improvement and transformative professional learning by examining practice through critical enquiry. The initiative focuses on the school as a learning organisation with staff	100%	

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
									learning together and developing collective expertise to ensure they are best able to meet the needs of all young people, promoting excellence and equity for all. Participating schools will receive strategic support and a multi-faceted approach to CLPL through targeted and tailored CLPL opportunities for staff. The approach focuses on developing pedagogical expertise to progress learning and improving skills in data literacy to support teacher professional judgment. Lasswade High School linked with the VL Collaborative Impact programme have begun a teacher led practitioner enquiry approach that is also linked with the Centres aspiration. This approach will help us build a sustainable and innovative model across the rest of our schools as we look at ways to deliver with other partners and use other funding streams. The Centre and Newbattle High School are also exploring a school based project to look at computational thinking and Executive function in partnership with Professor Judy Robertson of Edinburgh University. A three year professional learning programme through Osiris Education is planned across 2017-2020.		

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.2.1c	To continue to implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; HGIOS 4, year 2 "We Collaborate"	100%	25%	50%	75%	100%			**18/19**: On Target A comprehensive Leadership Programme continues to be delivered this session, focusing on 'Uplifting Leadership, Andy Hargreaves, as well as a key focus on the NIF drivers Teacher Professionalism and School Leadership and HGIOS4 Quality Indicators 2.3 (Learning Teaching and Assessment) and 3.2 Raising Attainment and Achievement. This has supported and developed capacity in Head Teachers, Depute Head Teachers and Principal Teachers in Nursery, Primary and Secondary Schools. A taster session was also delivered to the Leadership Forum. Early Leadership continues to be developed through a practitioner enquiry approach.	100%	
E.P.2.1d	To Grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4, National Improvement Framework (NIF) and the Pupil Equity Fund (PEF) "We collaborate"..	100%	25%	50%	75%	100%			**18/19**: On Target During the 17/18 session Schools Group Managers carried out a system wide quality assurance programme across QI looking at raising attainment and achievement and learning, teaching and assessment. All of this information will be collated and used to drive targeted support to schools to improve the quality of provision both individually and as part of ASG learning communities, and to inform collaborative working through improvement partnerships.	100%	

03. Children in their early years and their families are being supported to be healthy, to learn and to be resilient

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.3.1a	Number of eligible 2 year olds in receipt of Early Learning and Child Care	161	171	179	192	184			**18/19:** Off Target Up 21 on the same quarter last year.	200	

04. Children and young people are supported to be healthy, happy and reach their potential

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
E.P.4.1a	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	91.6%	N/A	N/A	N/A	92.03%			**18/19**: On Target Midlothian - 92.03%, Virtual Comparator- 89.16%	89.16%	3 Yearly average 77.10% Midlothian; 77.6% Virtual comparator; 78.6% National average (Insight national benchmarking data)
E.P.4.1b	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	66.01%	N/A	N/A	N/A	69.77%			**18/19**: On Target Midlothian - 69.77%, Virtual Comparator - 64.55%		3 Yearly average: 48.6% Midlothian; 51.1% Virtual comparator; 53.5% National average (Insight national benchmarking data)
E.P.4.1L	Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual	95%	N/A	N/A	N/A	94.35%			**18/19**: Off Target 94.35% of School leavers in 17/18 secured an initial positive destination.	95%	3 Yearly average: 92.28% Midlothian 91.86% Virtual 92.42% National

PI Code	PI	2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19	2018/19				Annual Target 2018/19	Benchmark
		Value	Value	Value	Value	Value	Status	Short Trend	Note		
	and the national average										average (Insight national benchmarking data)
E.P.4.1m	Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations	76.92%	N/A	N/A	N/A	69.23%			**18/19**: Off Target 9 of 13 Care experienced young people progressed to positive destination upon leaving School in 2017/18. Aspirational target is to match the overall School leaver cohort figure.	94.35%	Scot Gov stats for 12/13 (different criteria) 27 looked after leavers, 74% initial, 63% follow-up
E.P.4.1q	% of SIMD deciles in which Leavers (S4,5 6) pupils' average tariff score is at or above the virtual comparator.	50%	50%	50%	N/A	50%			**18/19**: Off Target Information from insight shows Midlothian School Leavers are above the virtual comparator in 5 of 10 SIMD Deciles.	100%	80% 2009/10 20% 2010/11 40% 2011/12 20% 2012/13 50% 2013/14 (Insight national benchmarking data)

Education Service Risks

Midlothian

Risk Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note
School Capacities/Catchment Areas/Demand for Pupil Places	**Risk cause:** Increased population through local development, Midlothian fastest growing Council area in Scotland. **Risk Event:** Increase in pupil numbers in specific localities. **Risk Effect:** School capacities are insufficient to accommodate pupils in their catchment area without incurring additional investment in additional space.	The main internal controls centre on service planning within the Education Service Plans e.g. (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. 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 shortfall in provision. Additional Partner providers brought on to supplement provision made by Midlothian Council.		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.
Data Protection and Information Management	Heads of Service invited to review their controls in relation to IM and DP	Compliance with demands of the Corporate and Divisional Information Management Groups. Comprehensive staff training and awareness.		Information Management Governance	**18/19:** On Target GDPR training and Information management training has been rolled out across the Service, Information Asset register in place for all Schools and central teams. Data breaches are reported through Information Management Group (IMG)
ASP - CSP Challenge & Exclusion	This risk relates to the exclusion of young people from school	01 - Publication of Exclusion guidelines 02 - National Policy to follow 03 - GIRFEC intervention		Inclusion	**18/19**: New inclusion policy will be in place from August 19

Risk Title	Risk Identification	Risk Control Measure	Risk Evaluation	Related Action	Related action latest note
		04 - Midlothian Exclusion Policy 05 - Exclusion guidelines reviewed			
State of School Buildings	Risk arising from having some school accommodation that is modern and other accommodation which is not. Avoidance of 'two-tiered' education.	The main internal controls centre on condition surveys, property service maintenance budgets and inspections, limited DSM budgets, Schools Plus Programme, PPP1 and 2 help desks, maintenance and life-cycle costing, SFT project for the replacement of Lasswade HS, SEMP and Schools Plus Programme.		Learning Estate Strategy	**18/19**: On Target Learning Estate strategy will identify buildings that require refurbishment but the affordability gap will be the main issue.
Teacher recruitment/retention	The risk includes shortages of teachers in certain subject areas and management posts at PT, DHT, and HT levels	The main internal controls centre on monitoring of available supply cover teaching staff, monitoring of level of application for vacant posts at both class teacher and management levels, support programmes to ensure that student teachers and Newly Qualified Teachers have positive experiences in Midlothian schools and targetted recruitment campaigns for areas where there is a shortage of qualified and available staff			
Positive Destinations	Failure to achieve better than our previous best in positive destinations.			Service review	**18/19:** Lifelong learning and Communities staff reduction may impact in this area. We will need to prioritise workload to ensure we meet the Community Learning Development and Community empowerment regulations.
Teacher Numbers	Failure to meet commitment made to Scottish Government to maintain teacher numbers and pupil:teacher ratios in our schools.			Pupil Teacher Ratio	**18/19:** Due to budget cuts and the impact on teaching staff we are at high risk of not meeting the Pupil Teacher Ratio in the future.

Published Local Government Benchmarking Framework - Education

Midlothian

Children's Services

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
CHN1	Corporate Indicator - Primary Education - Cost per pupil (LGBF)	£5,237.21	£5,294.45	£5,161.11	£5,036.56	£4,938.13	£4,822.58	£4,963.55	£5,120.37	17/18 Rank 19 (Third Quartile). 16/17 Rank 15 (Second Quartile). 15/16 Rank 14 (Second Quartile). 14/15 Rank 19 (Third Quartile).
CHN2	Corporate Indicator - Secondary Education - Cost per pupil (LGBF)	£6,898.49	£6,840.11	£6,775.77	£6,722.65	£6,686.45	£6,525.17	£6,818.93	£6,941.53	17/18 Rank 18 (Third Quartile). 16/17 Rank 14 (Second Quartile). 15/16 Rank 4 (TOP Quartile). 14/15 Rank 9 (Second Quartile).
CHN3	Corporate Indicator - Pre- Primary Education - Cost per pupil (LGBF)	£3,763.58	£3,267.90	£3,325.82	£3,191.97	£3,037.55	£3,705.18	£4,464.51	£4,295.59	17/18 Rank 15 (Second Quartile). 16/17 Rank 18 (Third Quartile). 15/16 Rank 10 (Second Quartile). 14/15 Rank 9 (Second Quartile).
CHN4	% achieving 5 or more awards at SCQF Level 5 (LGBF)	New for 2011/12	48%	50%	50%	54%	58%	54%	58%	17/18 Rank 25 (Bottom Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 19 (Third Quartile). 14/15 Rank 22 (Third Quartile)
CHN5	% achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	20%	21%	26%	24%	29%	26%	30%	17/18 Rank 23 (Third Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 25 (Bottom Quartile). 14/15 Rank 30 (Bottom Quartile)
CHN6	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 5 (LGBF)	New for 2011/12	26%	35%	34%	39%	37%	43%	47%	17/18 Rank 6 (Top Quartile). 16/17 Rank 10 (Second Quartile). 15/16 Rank 17 (Third Quartile). 14/15 Rank 11 (Second Quartile)
CHN7	% SIMD Quintile 1 achieving 5 or more awards at SCQF level 6 (LGBF)	New for 2011/12	5%	9%	14%	10%	12%	9%	17%	17/18 Rank 12 (Second Quartile). 16/17 Rank 27 (Bottom Quartile). 15/16 Rank 21 (Third Quartile). 14/15 Rank 21 (Third Quartile)

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
CHN10	Corporate Indicator - Percentage of Adults satisfied with local schools (LGBF)	85.8%	N/A	82%	81.93%	79.33%	78%	78.33%	78.67%	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%	85.8%	89.2%	94.2%	93.4%	95.1%	94.7%	94.4%	17/18 Rank 16 (Second Quartile) 16/17 Rank 9 (Second Quartile) 15/16 Rank 4 (TOP Quartile) 14/15 Rank 15 (Second Quartile)
CHN12a	Overall Average Total Tariff (LGBF)	New for 2011/12	715.87	752.09	753.86	787.49	888.82	801	832	17/18 Rank 25 (Bottom Quartile). 16/17 Rank 29 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 27 (Bottom Quartile)
CHN12b	Average Total Tariff SIMD Quintile 1 (LGBF)	New for 2011/12	422	544	501	493	581	576	653	17/18 Rank 11 (Second Quartile). 16/17 Rank 20 (Third Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 23 (Third Quartile)
CHN12c	Average Total Tariff SIMD Quintile 2 (LGBF)	New for 2011/12	541	541	537	572	697	719	699	17/18 Rank 22 (Third Quartile). 16/17 Rank 19 (Third Quartile). 15/16 Rank 23 (Third Quartile). 14/15 Rank 28 (Bottom Quartile)
CHN12d	Average Total Tariff SIMD Quintile 3 (LGBF)	New for 2011/12	727	669	783	842	850	789	847	17/18 Rank 23 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 22 (Third Quartile). 14/15 Rank 19 (Third Quartile)
CHN12e	Average Total Tariff SIMD Quintile 4 (LGBF)	New for 2011/12	848	922	895	854	1,042	921	965	17/18 Rank 23 (Third Quartile). 16/17 Rank 25 (Bottom Quartile). 15/16 Rank 12 (Second Quartile). 14/15 Rank 29 (Bottom Quartile)
CHN12f	Average Total Tariff SIMD Quintile 5 (LGBF)	New for 2011/12	1,038	1,067	1,029	1,098	1,227	1,038	1,149	17/18 Rank 20 (Third Quartile). 16/17 Rank 28 (Bottom Quartile). 15/16 Rank 8 (Top Quartile). 14/15 Rank 23 (Third Quartile)
CHN17	Percentage of children meeting developmental milestones	New for 2013/14			81.18%	85.76%	85.82%	79.62%	83.43%	17/18 Rank 2 (Top Quartile) 16/17 Rank 4 (Top Quartile). 15/16 Rank 2 (Top Quartile). 14/15 Rank 2 (Top Quartile).
CHN18	Percentage of funded early years provision which is graded good/better	New for 2011/12	97.3%	92.1%	90.9%	90%	90%	90.7%	91.38%	17/18 Rank 19 (Third Quartile). 16/17 Rank 21 (Third Quartile).

Code	Title	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	External Comparison
		Value	Value	Value	Value	Value	Value	Value	Value	
										15/16 Rank 24 (Third Quartile). 14/15 Rank 25 (Bottom Quartile).
CHN19a	School attendance rates (per 100 pupils)	93	N/A	93.2	N/A	93	N/A	92.6	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 27 (Bottom Quartile).
CHN19b	School attendance rates (per 100 'looked after children')	New for 2012/13		86.55	N/A	88.35	N/A	89.12	N/A	16/17 Rank 27 (Bottom Quartile). 14/15 Rank 29 (Bottom Quartile).
CHN20a	School exclusion rates (per 1,000 pupils)	52.06	N/A	37	N/A	40.2	N/A	44.35	N/A	16/17 Rank 31 (Bottom Quartile) 14/15 Rank 27 (Bottom Quartile).
CHN20b	School exclusion rates (per 1,000 'looked after children')	New for 2012/13		212.12	N/A	188.24	N/A	135.14	N/A	16/17 Rank 26 (Bottom Quartile). 14/15 Rank 28 (Bottom Quartile).
CHN21	Participation rate for 16-19 year olds (per 100)	New for 2015/16					88.7	93.6	94.3	17/18 Rank 8 (Top Quartile). 16/17 Rank 7 (Top Quartile). 15/16 Rank 27 (Bottom Quartile).