

## *Improving Outcomes for Learners through an Empowered System*

Education Services encompasses Early Learning and Childcare (ELC), Primary Schooling, Secondary Schooling, Special Schooling, Additional Support Needs, Digital Learning, Educational Psychology and Community, Lifelong Learning and Employability (CLLE).

### Vision and context

**All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.**

The Education Service Plan is informed by and links to the outcomes determined by the Getting it Right for Every Midlothian Child Board.

The Standards in Scotland's Schools etc. Act 2000, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the Midlothian Single Plan but also aligns closely with the key priorities in Education – Achieving Excellence & Equity: National Improvement Framework and Improvement Plan 2023:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

# Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

## Aligned to the Service Plan, priorities for 2023/24, key work streams:

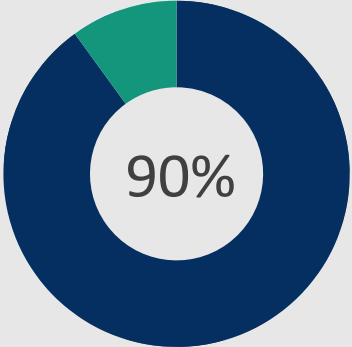
- *Learning, Teaching & Assessment Framework*
- *Monitoring impact of Raising Attainment Strategy*
- *Literacy & numeracy progressions*
- *Moderation & progression*
- *ASG development of BGE curricular frameworks*

## Key achievements this quarter:

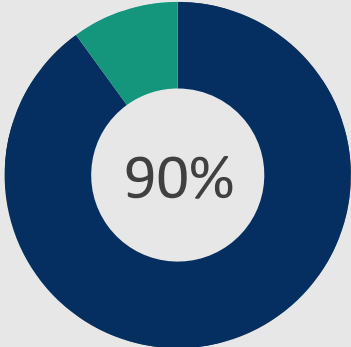
- Learning, Teaching and Assessment Framework in place and ready for August Launch. Schools are trialling these in final term of 2023/24, with feedback due to be gathered to improve for application in 24/15 to support improvements in consistency across our schools.
- From the QI visits this quarter, 67% of schools are judged to be good or above in QI 2.3, learning, teaching and assessment. This has improved from 60% in Q3, which shows improvement in our schools self-assessment processes.
- All school staff trained and all primary schools using literacy and numeracy progressions, with impacts noted during QI visit 2.
- New Quality Assurance and Support Officer's (QAMSOs) trained and LA moderation sessions held in writing, with the impact being teacher judgements more robust.
- Working groups developed and frameworks in other curricular areas which will be used fully next session. This will improve consistency in delivery of the curriculum across all our schools, with work ongoing into third and 4th level.
- All secondary schools planning for Midlothian Curriculum Offer (MACO) and rest of curriculum development to be aligned with raising attainment strategy.
- Working group that have developed framework to align with LTA Framework and this will be implemented next session to improve consistency and quality assurance processes.
- Equity and Excellence Board in place and using KPI's to monitor impact, which will focus upon the progress towards our raising attainment measures for both excellence and equity. Education Support Officer (ESO) for Care Experienced Children and Young People (CECYP) is also present at the board compiling progress report impact on attainment and achievement for care experienced young people.
- School leaders using data to inform next steps in learning, teaching, assessment, targeted support and attendance. The final stages are being put on the DPIA which will allow pupil details to be added to enable drilling down of data and support individual tracking and support where needed.
- QI visit 2, school leaders using intersectional data to inform planning and addressing barriers to learning. Evidence being gathered on impact and identification of equality issues.
- Data uplift analysis and QA visit 2 analysis informs understanding of progress to SAs allowing interventions pre final data uplift. Secondary Data Performance group set up and progress started to develop aligned tracking and monitoring from 3-18 to enable consistency and support of improvement in attainment.
- Schools evaluating PEF planning, and impacts shared in SQ report to be used to plan for next session. PEF workbook being amended after feedback of use this session.

# Education Improvement Priority 1 – Progress towards the outcome

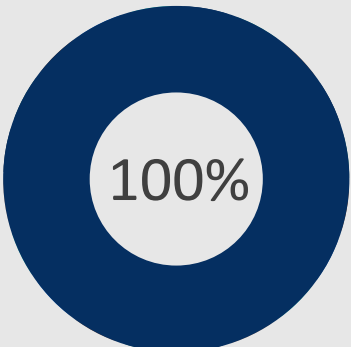
## Priority 1.1 - Learning, teaching and assessment



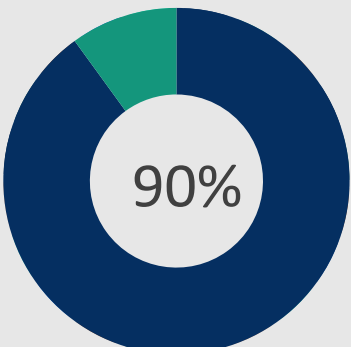
Learning, Teaching & Assessment Framework



Monitoring impact of Raising Attainment



Majority of schools judged as good or above for QI 2.3

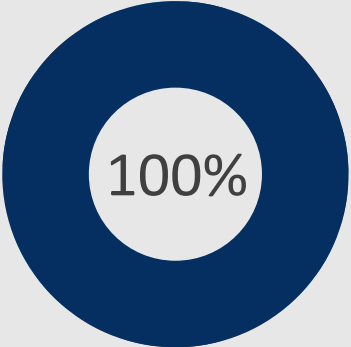


All schools can evidence improvement for QI 2.3

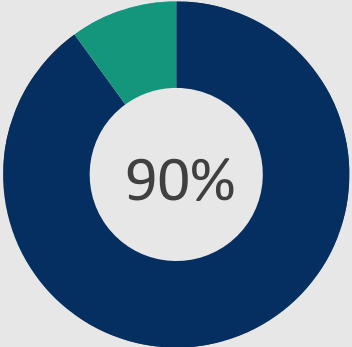
## Priority 1.2 - Curriculum



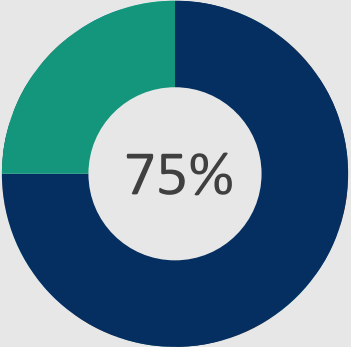
Literacy and Numeracy Progressions



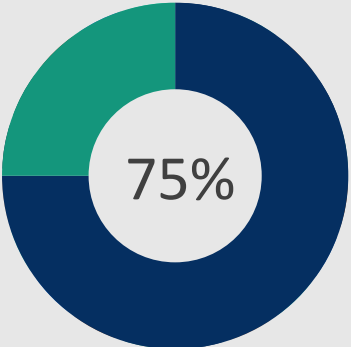
Moderation and Progression



Development of BGE curricular frameworks



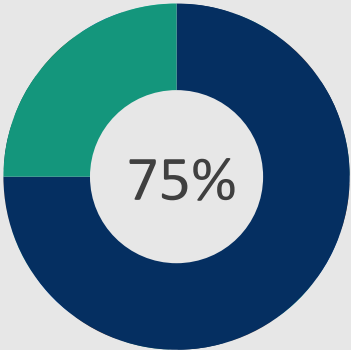
Curriculum Framework



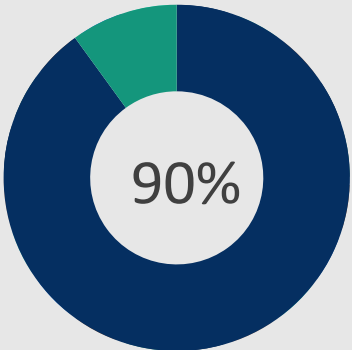
Midlothian Skills Framework

# Education Improvement Priority 1 – Progress towards the outcome

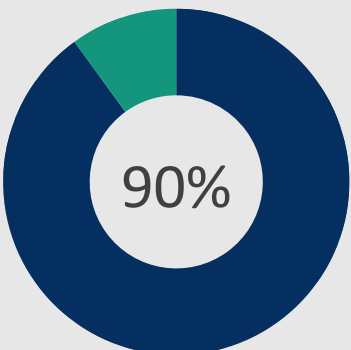
## Priority 1.3 - Equity



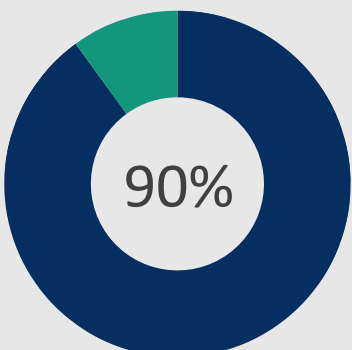
Excellence and Equity



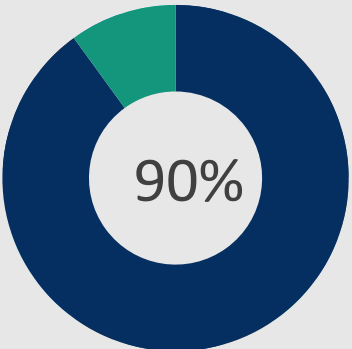
Effective use of data dashboards



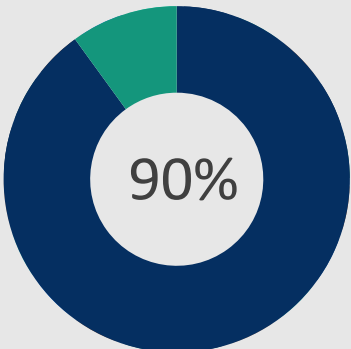
Intersectional data



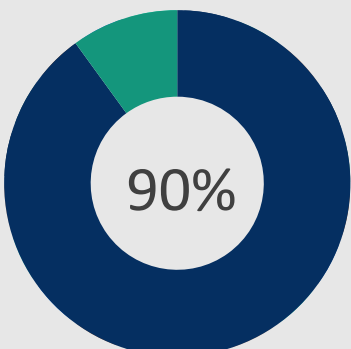
Tracking and Monitoring



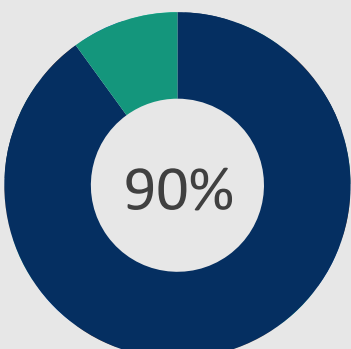
Pupil Equity Funding plans (PEF)



Midlothian Poverty Action

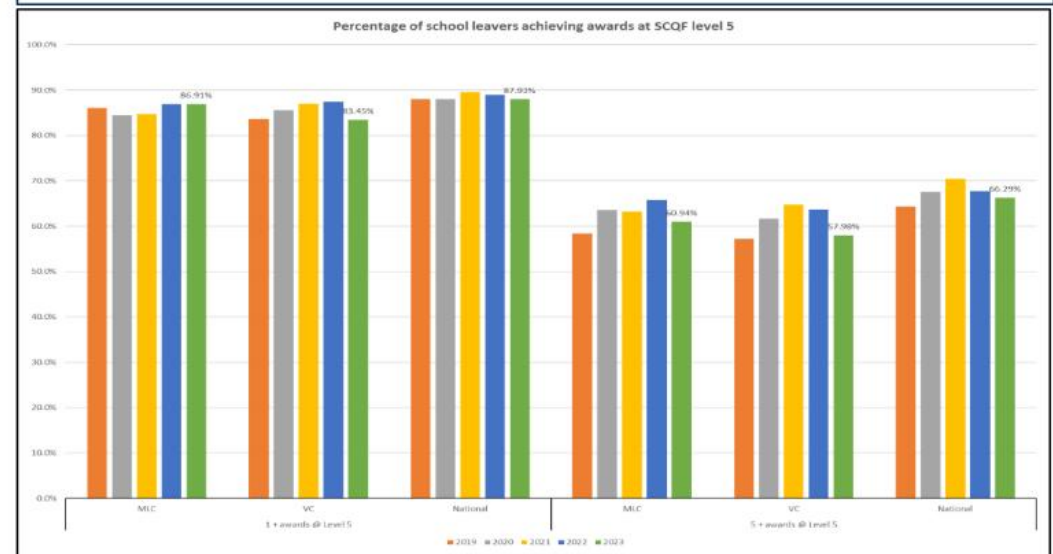
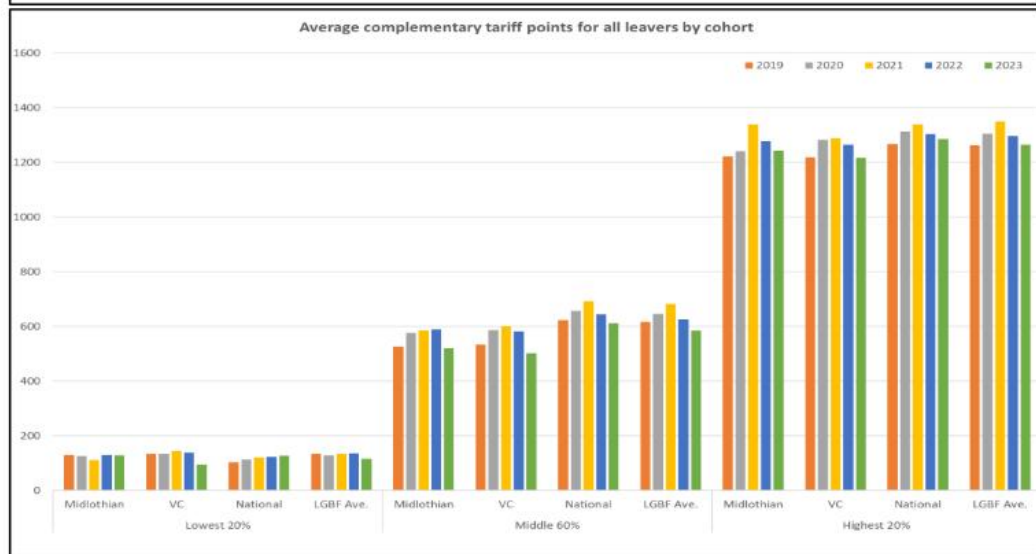
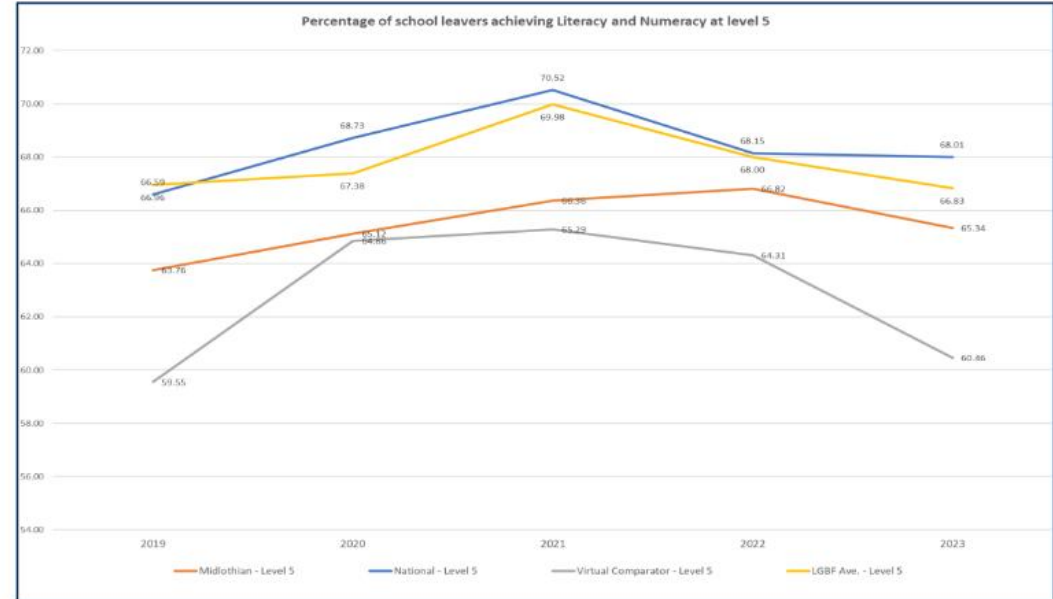
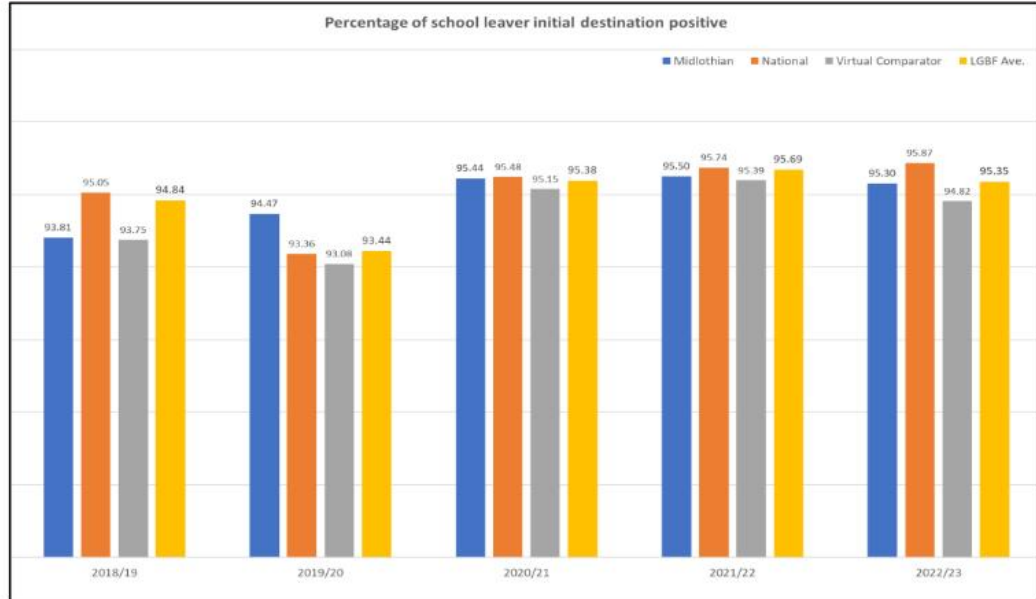


Procedures and Policy



Partnerships and pathways

# Secondary Attainment – Insight Leavers update 2022/23



## **Insight Leavers Update 2022/23**

In summary, the attainment outcomes for leavers in 2022/23 are positive in comparison to last year and pre-pandemic levels. Almost all leavers are in a positive destination (95.3%), and there is strong performance in attainment in comparison to our virtual comparators. There was also positive achievements in SCQF levels 3 and 4 versus the national and Local Government Benchmark Framework (LGBF) comparator authorities. There are however challenges where improvement will be focused, which includes the core middle 60% attainment cohort and learners at SCQF level 6.

In order to address these improvements, the schools will continue to support learners and utilise the value from the insight dataset alongside their improvement plans in specific areas. It is also worth considering the significant impact of the pandemic that this has had on our young people. Assessments and examinations from this year (2022/23) was the first time in full since the pandemic:

# Education Improvement Priority 2: All children & young people feel valued & included, and have the same opportunities to succeed

## Aligned to the Service Plan, priorities for 2023/24, key work streams:

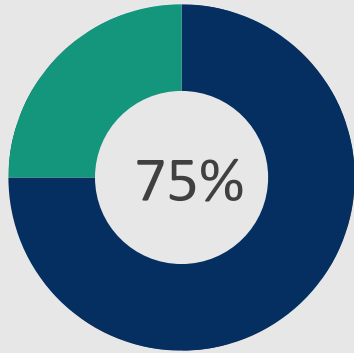
- *Relationships*
- *Wellbeing and Care*
- *Inclusion and Targeted Support*

## Key achievements this quarter:

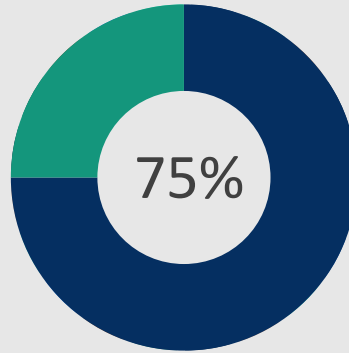
- Relational practice becoming embedded in the language and practice in schools led by Nurture Leads and EPs. Plan to develop relational policy through engagement with children and young people is well underway.
- EPs and Nurture Leads are developing professional learning offer for relational approaches and Keeping Trauma in Mind to launch in August 2024.
- Mapping of system around staff wellbeing is underway through a series of appreciative enquiry engagement sessions with school staff and analysis of support structures in schools. Proposals to be drafted upon completion of analysis in May
- Professional learning to strengthen understanding of anxiety, mental health and neurodiversity.
- The Glasgow Wellbeing Profile has not yet been rolled out across schools due to a delay in resolving issues relating to data security. Consideration is being given to the use of SHINE as an effective universal approach. Guidance for schools on use to targeted data is in process.
- A professional learning framework for wellbeing and mental health has been drafted for consultation with schools and partners with the aim of further building capacity within settings.
- A mapping of how resource is allocated across the system has been undertaken to inform the development of the Single Point of Access (SPA).
- Analysis of need has identified key priorities for allocation of Community Mental Health funds with centralised streamlined access pathways.
- All Support for Learning Staff have been trained in Inclusive Classrooms, had equipped for learning digital update and new Midlothian Learning Plans. Support for Learning role training took place in Q3.
- Dyslexia Working group has been set up and includes practitioners, parents and young people to review current dyslexia toolkits.

# Education Improvement Priority 2 – Progress towards the outcome

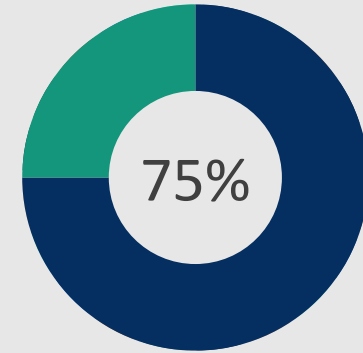
## Priority 2.1 - Relationships



Relationship policy and practice

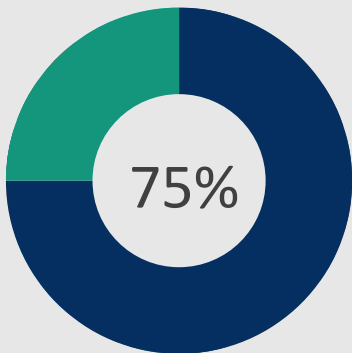


Professional learning needs of school staff

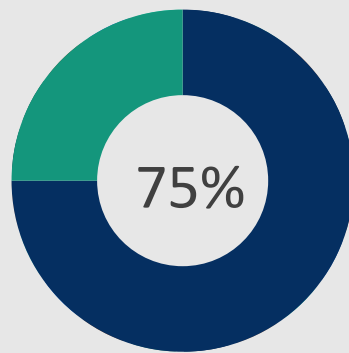


Professional support and supervision

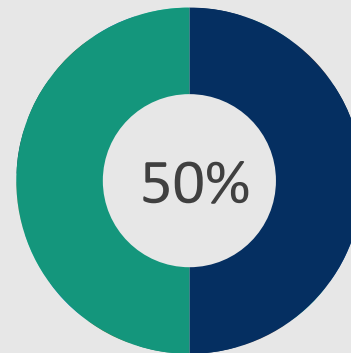
## Priority 2.2 - Wellbeing and Care



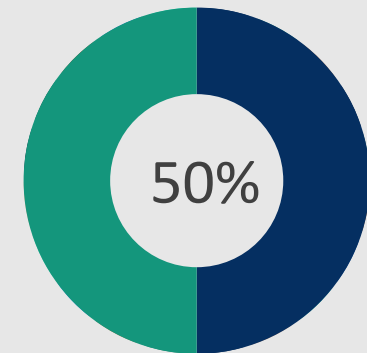
Curriculum pathways



Person centred assessment



Effective use of data

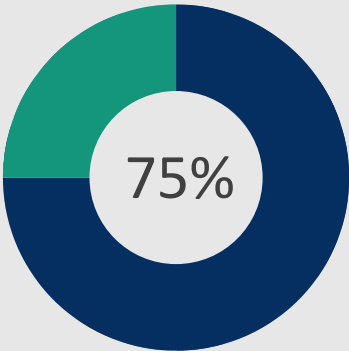


Pathways of support

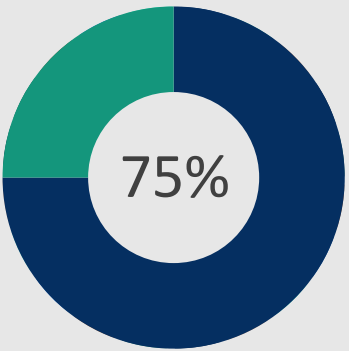


# Education Improvement Priority 2 – Progress towards the outcome

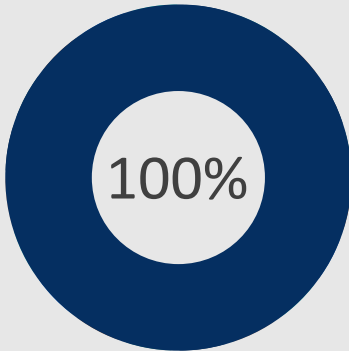
## Priority 2.3 - Inclusion and Targeted Support



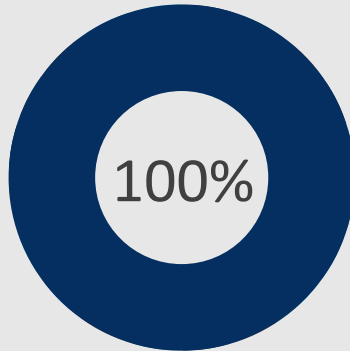
Additional Support Needs Review



Additional Support Needs policies



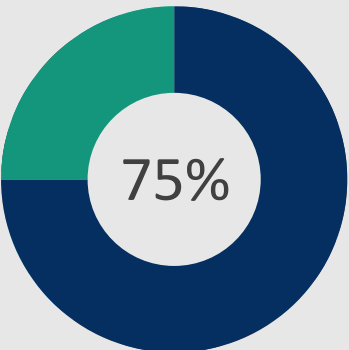
Support for learning network



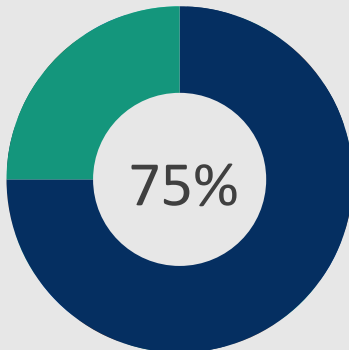
Additional Support Needs network



CEYP Tracking and Monitoring

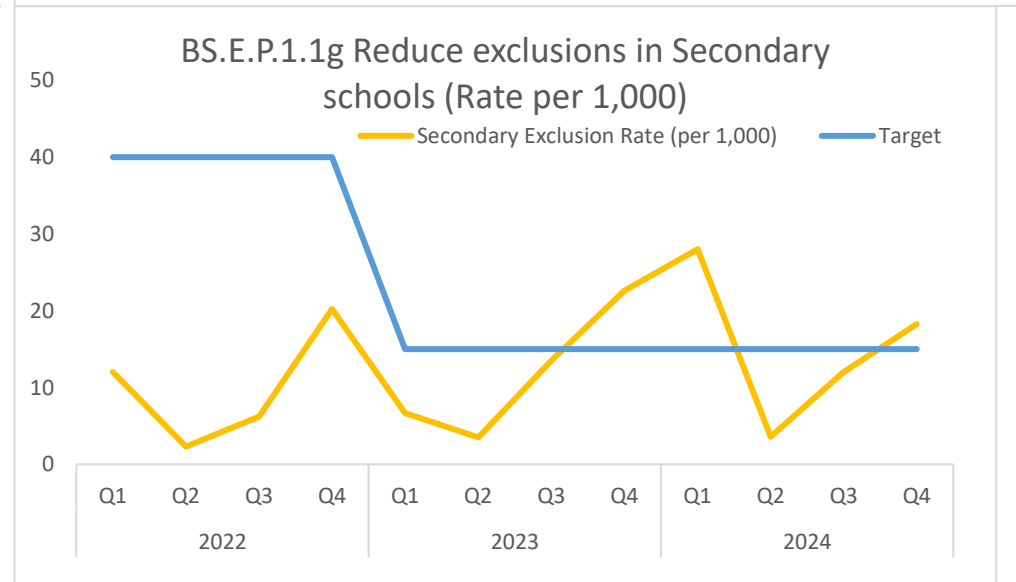
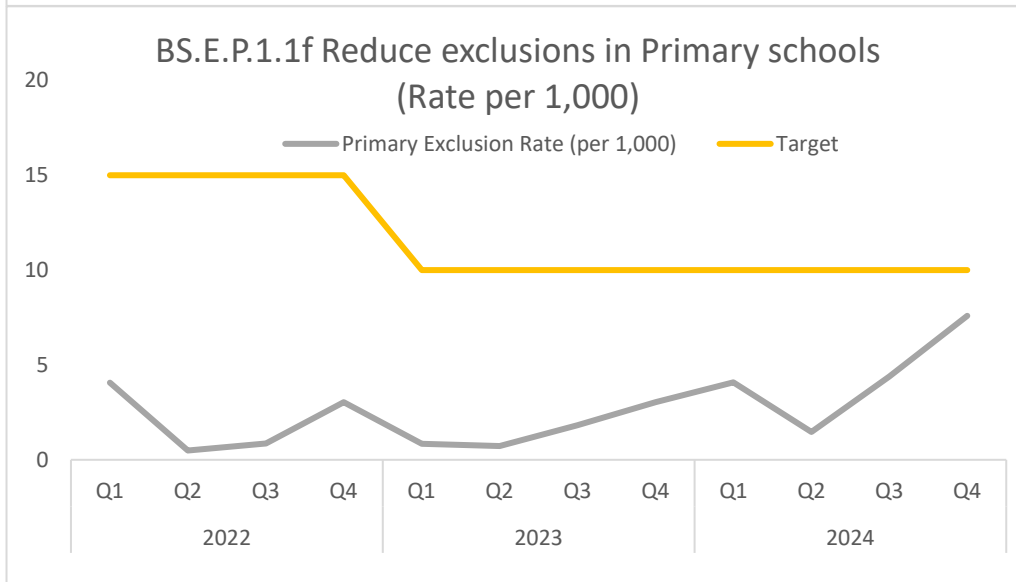
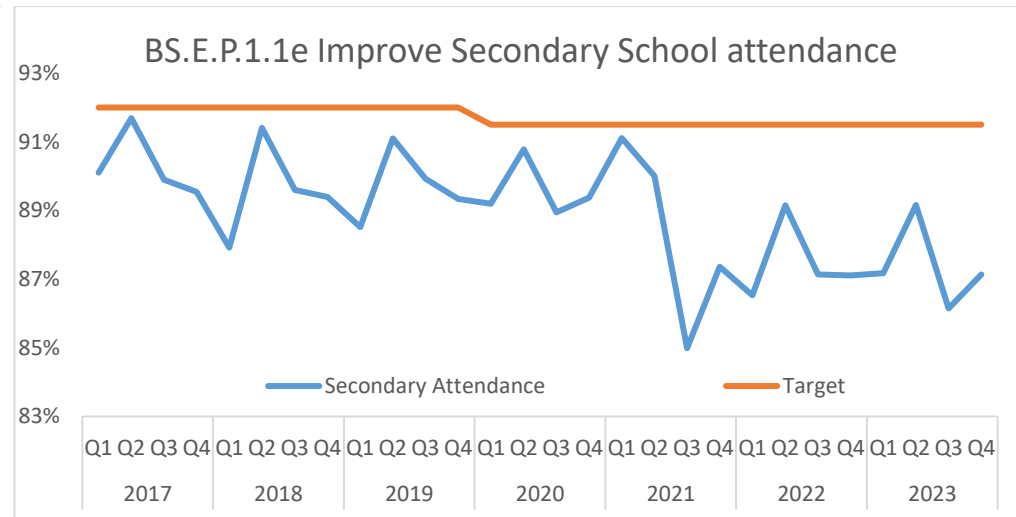
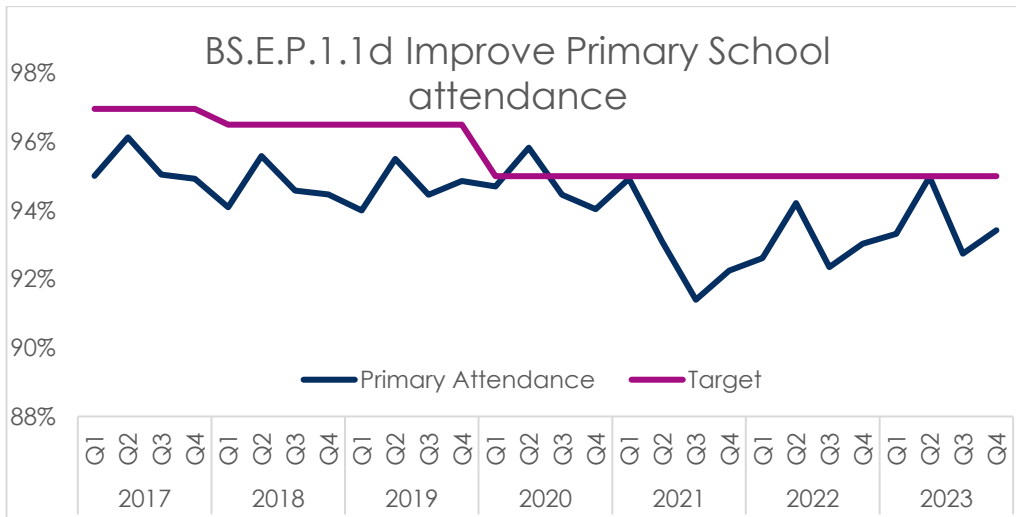


Dyslexia



Transitions 14+ and 16+

# Education Improvement Priority 2 – Performance measures



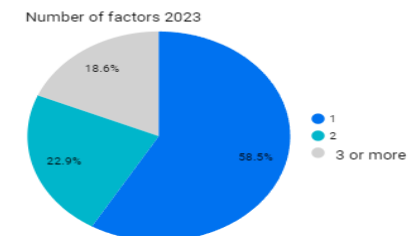
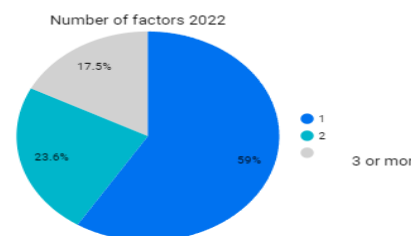
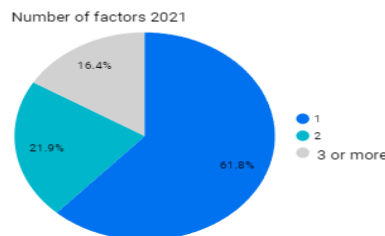
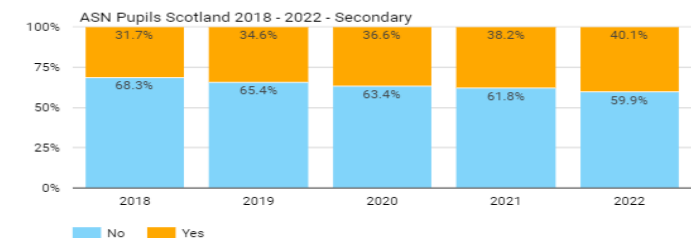
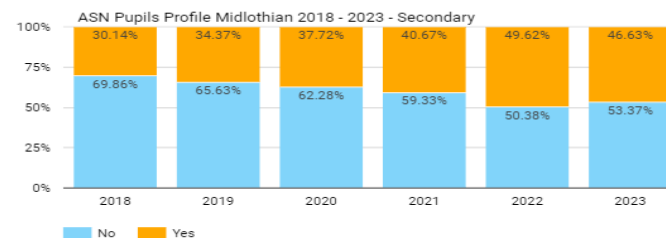
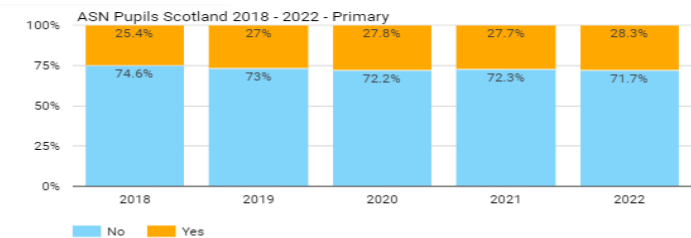
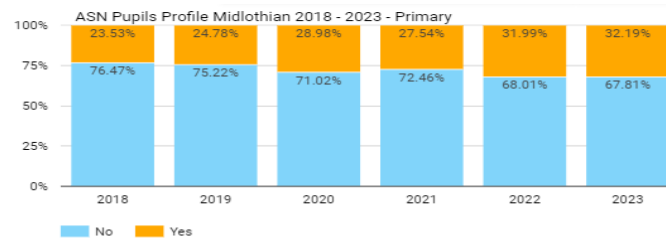
**2,254 P1+P2 pupils have access to Individual learning tablets**

**11,872 P3-S6 pupils have their own learning Chromebook**

## Additional Support Needs changes over time

**8.6% Increase in Primary pupils with Additional support needs**

**16.5% Increase in Secondary pupils with Additional support needs**



## Education challenges and risks

### **Attendance rates**

The continuing impact of the pandemic on attendance and on post-school destinations

The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend

### **Early Learning and Childcare Delivery**

Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget. There is now an expectation from Scottish Government about payment of real living wage which will also have an impact on local authority budgets.

### **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. There are a number of schools with imminent capacity breaches.
- The Place Directorate are conducting Condition Survey's in all school assets.

### **Children with ASN**

- 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.
- Increase in the number of children and young people with additional support needs requiring more resourcing within mainstream school.

### **Recruitment and retention of staff**

Increased difficulties of attracting and retaining subject specialists especially Maths, Science, Technologies is having an impact on service delivery in a number of secondary schools. Attracting and retaining teaching and non-teaching staff into ASN provisions is having an impact on service delivery. Attracting suitably qualified staff for ELC due to national demand is also proving a challenge and having an impact on service delivery.

### **Financial pressure**

There is a financial challenge to deliver statutory services given the current budget pressures. Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

# Community, Lifelong Learning and Employability (CLLE)

## Key achievements this quarter:

### Successes in Q4 Communities, Lifelong Learning and Employability (CLD) (Including Beeslack High School Community Activities)

CLD builds skills for learning, life and work.

### Midlothian CLD Partnership Progress Visit – Inspection by Education Scotland HMle

A positive progress visit took place in March 2024 and the formal report will be published on 30<sup>th</sup> April 2024. The inspection focused on:

- **How effective is the leadership of the local authority and their CLD partners in improving outcomes?**
- **How well does the performance of the local authority and their CLD partners demonstrate positive impact?**

Verbal feedback provided indicates that leadership of CLD at all levels is confident and effective. There is a shared vision and ambition for improving the lives of individuals and communities. There is a well embedded culture of strong partnership working. Robust evidence bases underpin the work taking place to remove barriers to participation. Overall participants across a range of CLD services are gaining new knowledge and skills to help them meet their aspirations and needs. As a result of gaining new skills and qualifications, learners are better able to secure employment. Across provision, the achievements of young people and adults are regularly recognised and celebrated well. There are two recommended areas of continuous improvement, and an action plan will be developed to address these areas of continuous improvement.

### CLD Partnership Plan

Overall, very good progress has been made in meeting the targets set in the CLD Three Year Partnership Plan which ensures Midlothian Council fulfils its statutory duty in relation to youth work, adult learning, and community capacity building with zero red actions, 10 amber and 23 green). A third year and final report is due at the end of September 2024. We have been advised that an interim one-year plan can be put in place, or the current plan extended for September 24 to September 25 whilst we are waiting on the results of the National Review of CLD and other Strategic Policy for example national youth work strategy.

**Main Highlight in Quarter 4:** The CLLE service and partners have worked together to produce a padlet which provides detailed information on the opportunities available to support young people, adults, families and communities to build skills for learning, life and work. Please see link [Midlothian Council - CLLE \(Communities, Lifelong Learning and Employability\) \(padlet.com\)](#)

### Employability Highlights

The Parental Employability Project has supported 298 parents over the last 12 months, 186 new parents and 114 existing parents.

80 entered employment or progressed within their employment to more hours or a higher paid job. 80 parents entered self-employment or progressed within their self-employment to increase their income levels.

36.78% of parents achieved a work-related accredited qualification totalling 275 qualifications. 9 parents started Further or Higher Education.

**Employability Impact Quote:** “I am very grateful of having the support of PESF and having my own Keyworker to help me get a Job, I needed a Job during school hours and my key worker told me that Midlothian Council were running a programme called (LTU) Long Term Unemployed programme which is six month paid work placements in various sectors. My key worker asked me if I would like to apply for this great opportunity, I agreed”. I have now secured a permanent position due to the support I have received with my English, CV and interview preparation.”

#### **Parental Employability Support Project funded through NOLB Scottish Government has operated a successful LGV Driver Programme in March 24.**

**Employability Impact Quote:** “I was in a low paid job, struggling to make ends meet for my growing family, Thanks for giving me the opportunity of doing the LGV driving training course as without this I feel that the future was a struggle but now it is looking very positive.”

#### ***Employability for All Ages (who are not parents including young people)***

*255 young people and adults are being supported overall, with 80 of these starting in quarter 4. 32 new into employment, 11 into college and 75 gained qualifications. Intensive support has been provided for 7 young people with disabilities who have started with the programme in the last quarter.*

“My youth key worker takes me out of the school environment. I feel believed in, encouraged and helps with advice and guidance. I applied for lots of jobs and pleased that I got a job. I am also pleased that I am doing my education subjects again. I do not think I would be this far on if it wasn't for meeting my youth key worker every week.”

#### ***Youth Work***

- 3422 engagements have taken place over the last 12 months by young people accessing youth work provision across a range of provisions for example Croft Street Hub, Feel Good Friday, Dungeon and Dragons, Youth Platform, Soup Group, Lady Wood Youth Club, Young Carer's Projects, Duke of Edinburgh, and Youth Participation Focus Groups

#### ***Adult and Family Learning***

- 1525 engagements have taken place over the last 12 months in our community based and adult learning programme.
- CLLE's contribution to Education Scotland's 'Gaelic Language Plan 2022-2027 has included an increase in Gaelic courses on offer as part of our Adult and Family Learning Programmes. During January to March 2024 we have offered a Beginners Gaelic Class, Post Beginners Gaelic Class and a Family Gaelic class. This ensures there is a learning pathway for individuals and families to explore and learn together. Through this offer we are encouraging the increased use of Gaelic, promoting the acquisition and learning of Gaelic and also promoting a positive image of Gaelic.

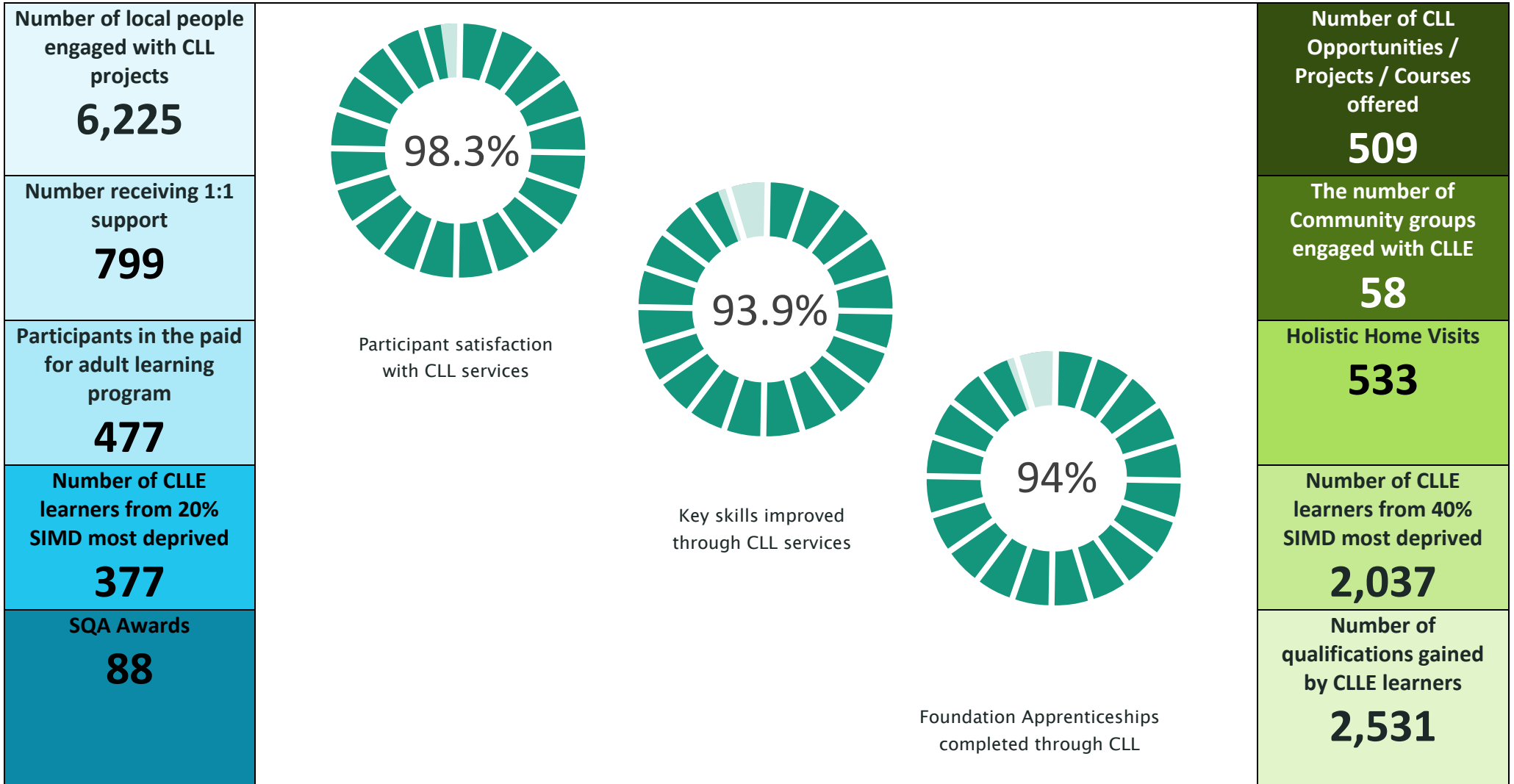
#### ***Community Capacity Building and Reducing Poverty***

- 58 groups in the last 12 months have received direct community capacity building support.
- The Cost-of-Living Task Force agreed £66,000 carry forward funding to support the trusted partners model till June 2024, with a further report being prepared jointly by CLLE and Place Directorate with regard to future Cost of Living Supports.
- The excellent work of the Federation of Community Councils through the MTRaP group on Roads, Paths and Footways supported by CLLE was recognised in the recent CLD Partnership Plan Progress Visit.

**Challenges:** *External funding for a number of programmes including Foundation Apprenticeships and NOLB Employability offers have not been confirmed in writing which makes it incredibly difficult for the service and partners to maintain provision. These issues have been raised at a national level.*

# CLLE Progress toward outcomes

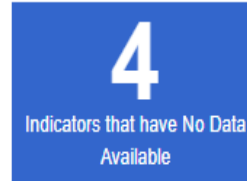
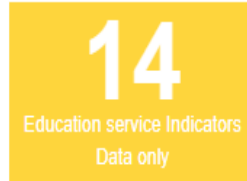
*Note: SIMD20%/40% engagements are lower than our target therefore we will analyse this further and take appropriate targeted action.*



# Pentana Performance Dashboard

A full review of quarterly performance data is available via Pentana (Browser login link - <https://midlothian.pentanarpm.uk/login>)

## Quarter 4 - Education-



Education INDICATORS Off Target							
Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History	
ED.SPSO.05.3 Percentage of complaints escalated and complete within 20 working ...		57.14%	95%	01 Apr 2024	Q4 2023/24		
ED.MPI.02 Average number of working days lost due to sickness absence (cumulative)		8.556	7.5	01 Jul 2024	Q4 2023/24		
BS.E.P.1.1e Improve Secondary School Attendance		87.14%	91.5%	01 Apr 2024	Q4 2023/24		
ED.SPSO.04.3 Average time in working days for a full response for escalated compl...		20.714	20	01 Jul 2024	Q4 2023/24		
BS.E.P.1.1d Improve Primary School attendance		93.42%	95%	01 Apr 2024	Q4 2023/24		

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## ***Improving Outcomes for Learners through an Empowered System***

Education Services encompasses Early Learning and Childcare (ELC), Primary Schooling, Secondary Schooling, Special Schooling, Additional Support Needs, Digital Learning, Education Psychology and Community, Lifelong Learning and Employability (CLLE).

### **Vision and context**

**All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.**

The Education Service Plan is informed by and links to the outcomes determined by the Getting it Right for Every Midlothian Child Board.

The Standards in Scotland's Schools etc. Act 2000, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the Midlothian Single Plan but also aligns closely with the key priorities in Education – Achieving Excellence & Equity: National Improvement Framework and Improvement Plan 2023:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

### **Challenges and risks**

#### **Attendance rates**

The continuing impact of the pandemic on attendance and on post-school destinations

The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend

#### **Early Learning and Childcare Delivery**

Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget. There is now an expectation from Scottish Government about payment of real living wage which will also have an impact on local authority budgets.

**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. There are a number of schools with imminent capacity breaches.
- The Place Directorate are conducting Condition Survey's in all school assets.

**Children with ASN**

- 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.
- Increase in the number of children and young people with additional support needs requiring more resourcing within mainstream school.

**Recruitment and retention of staff**

Increased difficulties of attracting and retaining subject specialists especially Maths, Science, Technologies is having an impact on service delivery in a number of secondary schools. Attracting and retaining teaching and non-teaching staff into ASN provisions is having an impact on service delivery. Attracting suitably qualified staff for ELC due to national demand is also proving a challenge and having an impact on service delivery.

**Financial pressure**

There is a financial challenge to deliver statutory services given the current budget pressures. Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

## **Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations**

**Aligned to the Service Plan, priorities for 2023/24, key work streams:**

- *Learning, Teaching & Assessment Framework*
- *Monitoring impact of Raising Attainment Strategy*
- *Literacy & numeracy progressions*
- *Moderation & progression*
- *ASG development of BGE curricular frameworks*
- *Curriculum framework*
- *Equity and Excellence*

### **Key achievements this quarter:**

#### **Monitoring the impact of Raising Attainment Strategy**

Excellence and Equity Board established to review progress of KPIs informing Quality Improvement activity and input from Raising Attainment team. Risk and Capacity register being developed to capture school data and inform future improvement activity.

#### **Learning, Teaching and Assessment Framework**

Draft Learning, Teaching and Assessment (LTA) Framework shared with senior leaders. Principles and overarching LTA Framework policy paper in draft and support materials being created ready for August launch.

#### **Literacy & numeracy progressions**

All school staff have received training related to use of progressions. A session for school leadership teams focussed on strategic leadership of Literacy. Literacy and numeracy champions termly meetings have informed development of progressions at a local level. Information gathered at visit 2 evidences use of progressions across all schools.

#### **Moderation & progression**

New cohort of teachers have undergone QAMSO training. All existing QAMSOs led moderation within their school and ASG. P4 and P7 Writing Moderation cross authority sessions held and Consistent approaches to writing moderation now in place across Midlothian leading to reduced variation in teacher professional judgement.

#### **ASG development of BGE curricular frameworks**

Working groups in each ASG have developed one curricular area and created consistent Midlothian progression planners covering all experiences and outcomes. Work is ongoing to develop progressions at third and fourth level. ASG sharing session at HT meeting and all progressions will be used fully next session to ensure consistent approaches in curriculum delivery and pedagogical strategies.

#### **Curriculum Framework**

The aligned timetable structure which underpins the delivery of the Midlothian Aligned Curriculum Offer was agreed by secondary Headteachers prior to coursing. A full common school day consultation, involving all stakeholders and Council services has been concluded, with strong support for the proposed curriculum changes. The proposed changes were signed off by the cross-party Business Transformation of Services Group (BTSG). The Senior Phase Curriculum offers a wide range of traditional academic pathways and a diverse set of industry supported work-based options. A bespoke Midlothian school-based offer has been added to the existing School to College partnership. The curriculum now provides equitable access to Senior Phase Qualifications in all six secondary schools. A Digital Campus paper has been developed to further enhance this offer.

In terms of 'next steps', the newly formed 2-18 Learning, Teaching, Assessment and Curriculum Group (LTAC) will now focus upon a refresh of the opportunities and projects presented in the Broad General Phase of Education, with a particular focus upon improving pedagogical approaches, data-informed practice and leadership development.

### **Equity and Excellence**

Excellence and Equity Board established and reviews progress of KPIs informing recommendations in relation to Excellence and Equity measures. Equity ESO in place and CECYP plan progress shared.

School analysis of data using data dashboards which informs school/ASG/service improvement plans for session 24/25. Schools can evidence effective use of data dashboards to inform planning to reduce poverty related gaps

New PEF workbook created this session contains stretch aims for equity and excellence. These have been reviewed at termly tracking periods and inform quality improvement dialogue with officers and targeted support from raising attainment team. Finance assistants tracking PEF spend this session and monitoring done by QIMs. Termly PEF drop in support sessions held and attended by a few headteachers. All schools have evaluated their PEF planning, impacts will be shared in SQ report and used to inform plans for next session. PEF workbook amended after feedback from use this session.

### **Promoting and protecting school attendance**

The attendance procedures were launched in January 2024. A school self-evaluation tool and tracking and monitoring systems have been reviewed and streamlined to align to the new procedures and ensure practice is consistent and equitable. An authority-wide tracking and monitoring system is being developed to be rolled out to all schools from August onwards. Communications have been developed across the ASGs involving posters, letters and monthly attendance texts. All ASGs will launch a consistent approach from August 2024.

A research team of children and young people has been established to research the factors influencing attendance and how to improve attendance for those attending between 70 and 90%. This project will extend to different groups of young people from August.

The Attendance Partnership Network (APN) has been established to promote collaboration and problem solving across schools and key partners including EPs, Home School Practitioners, Family Wellbeing Service and the 3<sup>rd</sup> sector.

## Priority 2: All children & young people feel valued & included, and have the same opportunities to succeed

Aligned to the Service Plan, priorities for 2023/24, key work streams:

- *Relationships*
- *Wellbeing and Care*
- *Inclusion and Targeted Support*

### Key achievements this quarter:

#### Relationships

Engagement and co-production activities with children, young people, parents/carers and school staff are taking place this term to develop the relationship policy and anti-bullying policies.

The Nurture Leads Community of Practice provides peer support, challenge and opportunities for sharing and problem solving. Relational practice is developed and monitored through the Nurture Leads Community of Practice, professional learning needs identified and new professional learning developed.

The Directorate Conference highlighted the importance of safety and belonging and key role of relationships.

Appreciative enquiry sessions have taken place across a range of settings and staff groups exploring the strengths, issues and opportunities to promote and protect staff wellbeing. Proposals will be drafted in June in relation to staff wellbeing and structures of support.

#### Wellbeing and Care

Person centred approaches and tools for assessment relating to wellbeing and mental health and neurodivergence are being identified through the nurture strategy subgroup. Guidance is being drafted based on best practice in schools to be shared in August 2024.

Some schools have carried out the Glasgow Wellbeing Survey as a universal measure of wellbeing across the school population and developed systems to analyse universal and targeted approaches. All schools are prepared and ready to implement a universal wellbeing survey from September 2024 with renewed tracking and monitoring systems to review intersectional data.

Following funding approval, a project manager will be in post from 22<sup>nd</sup> May to progress the development of systems for a Central Point of Access. Preparatory tasks have been completed including mapping current resource and access pathways and Request for Assistance processes.

#### Inclusion and targeted support

The Neurodevelopmental Pathway Group has strengthened relationships and partnership working across agencies, with greater understanding of roles and shared purpose. The strategy has ensured children and young people's voices are sought and listened to and influence the development the pathway at each stage.

## Community, Lifelong Learning and Employability (CLLE)

### Key achievements this quarter:

#### Successes in Q4 Communities, Lifelong Learning and Employability (CLD) (Including Beeslack High School Community Activities)

**CLD builds skills for learning, life and work.**

#### Midlothian CLD Partnership Progress Visit – Inspection by Education Scotland HMle

A positive progress visit took place in March 2024 and the formal report will be published on 30<sup>th</sup> April 2024. The inspection focused on:

- **How effective is the leadership of the local authority and their CLD partners in improving outcomes?**
- **How well does the performance of the local authority and their CLD partners demonstrate positive impact?**

Verbal feedback provided indicates that leadership of CLD at all levels is confident and effective. There is a shared vision and ambition for improving the lives of individuals and communities. There is a well embedded culture of strong partnership working. Robust evidence bases underpin the work taking place to remove barriers to participation. Overall participants across a range of CLD services are gaining new knowledge and skills to help them meet their aspirations and needs. As a result of gaining new skills and qualifications, learners are better able to secure employment. Across provision, the achievements of young people and adults are regularly recognised and celebrated well. There are two recommended areas of continuous improvement, and an action plan will be developed to address these areas of continuous improvement.

#### CLD Partnership Plan

Overall very good progress has been made in meeting the targets set in the CLD Three Year Partnership Plan which ensures Midlothian Council fulfils its statutory duty in relation to youth work, adult learning, and community capacity building with zero red actions, 10 amber and 23 green). A third year and final report is due at the end of September 2024. We have been advised that an interim one-year plan can be put in place, or the current plan extended for September 24 to September 25 whilst we are waiting on the results of the National Review of CLD and other Strategic Policy for example national youth work strategy.

**Main Highlight in Quarter 4:** The CLLE service and partners have worked together to produce a padlet which provides detailed information on the opportunities available to support young people, adults, families and communities to build skills for learning, life and work. Please see link [Midlothian Council - CLLE \(Communities, Lifelong Learning and Employability\) \(padlet.com\)](https://padlet.com)

#### Employability Highlights

The Parental Employability Project has supported 298 parents over the last 12 months, 186 new parents and 114 existing parents.

80 entered employment or progressed within their employment to more hours or a higher paid job. 80 parents entered self-employment or progressed within their self-employment to increase their income levels.

36.78% of parents achieved a work-related accredited qualification totalling 275 qualifications. 9 parents started Further or Higher Education.

**Employability Impact Quote:** “I am very grateful of having the support of PESF and having my own Keyworker to help me get a Job, I needed a Job during school hours and my key worker told me that Midlothian Council were running a programme called (LTU) Long Term Unemployed programme which is six month paid work placements in various sectors. My key worker asked me if I would like to apply for this great opportunity, I agreed”. I have now secured a permanent position due to the support I have received with my English, CV and interview preparation.”

**Parental Employability Support Project funded through NOLB Scottish Government has operated a successful LGV Driver Programme in March 24.**

**Employability Impact Quote:** "I was in a low paid job, struggling to make ends meet for my growing family, Thanks for giving me the opportunity of doing the LGV driving training course as without this I feel that the future was a struggle but now it is looking very positive."

**Employability for All Ages (who are not parents including young people)**

*255 young people and adults are being supported overall, with 80 of these starting in quarter 4. 32 new into employment, 11 into college and 75 gained qualifications.*

*Intensive support has been provided for 7 young people with disabilities who have started with the programme in the last quarter.*

"My youth key worker takes me out of the school environment. I feel believed in, encouraged and helps with advice and guidance. I applied for lots of jobs and pleased that I got a job. I am also pleased that I am doing my education subjects again. I do not think I would be this far on if it wasn't for meeting my youth key worker every week."

**Youth Work**

- 3422 engagements have taken place over the last 12 months by young people accessing youth work provision across a range of provisions for example Croft Street Hub, Feel Good Friday, Dungeon and Dragons, Youth Platform, Soup Group, Lady Wood Youth Club, Young Carer's Projects, Duke of Edinburgh, and Youth Participation Focus Groups

**Adult and Family Learning**

- 1525 engagements have taken place over the last 12 months in our community based and adult learning programme.
- CLLE's contribution to Education Scotland's 'Gaelic Language Plan 2022-2027 has included an increase in Gaelic courses on offer as part of our Adult and Family Learning Programmes. During January to March 2024 we have offered a Beginners Gaelic Class, Post Beginners Gaelic Class and a Family Gaelic class. This ensures there is a learning pathway for individuals and families to explore and learn together. Through this offer we are encouraging the increased use of Gaelic, promoting the acquisition and learning of Gaelic and also promoting a positive image of Gaelic.

**Community Capacity Building and Reducing Poverty**

- 58 groups in the last 12 months have received direct community capacity building support.
- The Cost-of-Living Task Force agreed £66,000 carry forward funding to support the trusted partners model till June 2024, with a further report being prepared jointly by CLLE and Place Directorate regarding future Cost of Living Supports.
- The excellent work of the Federation of Community Councils through the MTRaP group on Roads, Paths and Footways supported by CLLE was recognised in the recent CLD Partnership Plan Progress Visit.

**Challenges:** *External funding for a number of programmes including Foundation Apprenticeships and NOLB Employability offers have not been confirmed in writing which makes it incredibly difficult for the service and partners to maintain provision. These issues have been raised at a national level.*

**Note:** *SIMD20%/40% engagements are lower than our target therefore we will analyse this further and take appropriate targeted action.*

