

Q3 Education Performance Report 24/25

Cabinet
Tuesday 4 March 2025
Item No 5.3

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 –

We will raise attainment and achievement to ensure that all children and young people in Midlothian achieve outcomes which lead to positive and sustained destinations. Our Service Improvement Plan has four main workstreams:

- Learning, teaching, assessment & curriculum
- Attendance& engagement
- Relationships, wellbeing & care and
- Inclusion, equity & targeted support

We have the following outcome measures and targets:

	Last Published Data	June 2024 Results	June 2025	June 2026	June 2027
ACEL P1, P4, P7 Combined Literacy	71.80%	71.80%	73.00%	75.00%	77.50%
ACEL P1, P4, P7 Combined Numeracy	76.82%	76.82%	79.00%	81.00%	82.00%

S3 Literacy 3 rd level or better	85.45%	83.45%	88.00%	90.00%	91.00%
S3 Numeracy 3 rd level or better	91.59%	91.59%	93.00%	94.00%	95.00%
% Initial Destination in Higher Education	31.90%	38.00%	40.00%	42.00%	45.00%
Attendance Rate Primary	92.47%	93.24%	93.50%	94.00%	95.50%
Attendance Rate Secondary	87.05%	87.10%	89.00%	90.50%	92.00%
Participation Measure 3 years post initial destination rate %	94.0%	94.0%	94.5%	95%	95%
Exclusion Rate per 1,000 Primary	4.24	3.00	2.00	1.50	1.00
Exclusion Rate per 1,000 Secondary	28.98	25.00	22.50	17.50	15.00
% of schools & ELCs with validated Good or better QI 1.1	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 1.3	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 2.3	63%	67%	77%	84%	90%
% of schools & ELCs with validated Good or better QI 3.1	67%	65%	79%	85%	90%
% of schools & ELCs with validated Good or better QI 3.2	49%	51%	69%	79%	90%

ACEL Literacy and Numeracy

The following information has been provided by the Achievement of Curriculum for Excellence Levels (ACEL) dataset that was published in December 2024. A full Attainment report including Senior phase insight data and “Reducing the Gap” information will be published in Q4

- There has been improvement in the P1, P4 and P7 literacy whilst attainment in numeracy has remained at a similar level, all be it with a minute decrease. Both sit below the national and comparator averages.
- There has been positive improvement in S3 numeracy from 2023 to 2024 and Midlothian continues to be above the national and comparator figures.
- There has been a decrease in S3 Literacy which is mirrored by the comparator figures

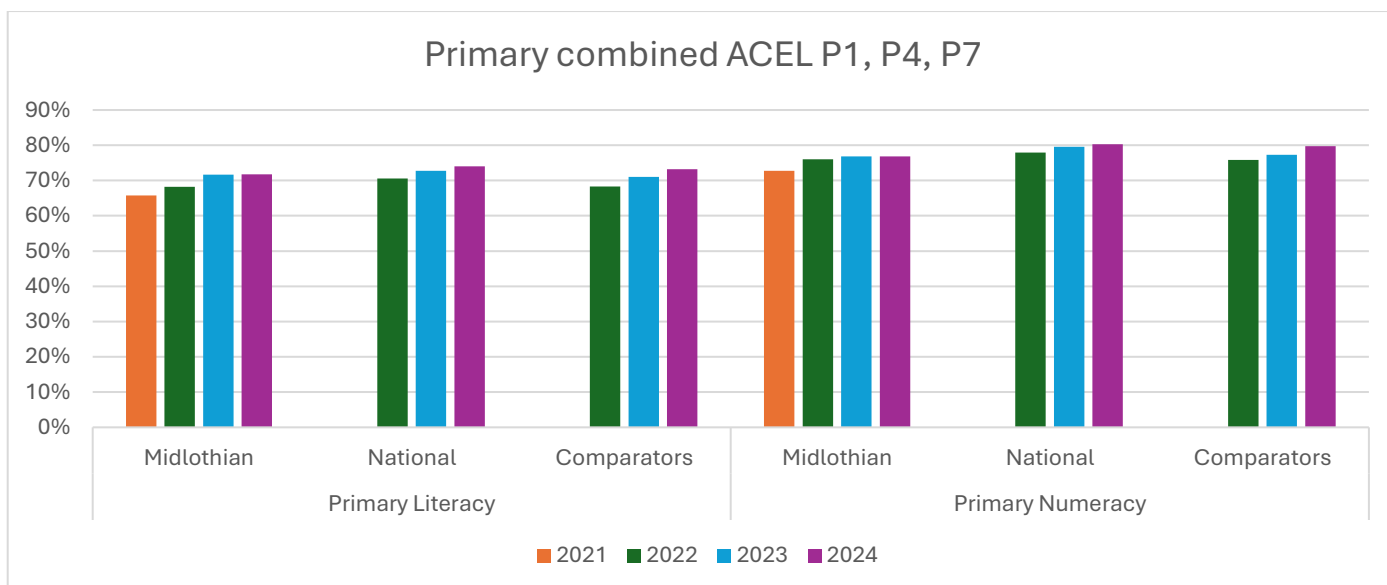


Chart 1. Combined literacy and numeracy for primary, showing Midlothian versus the National and Comparator figures.

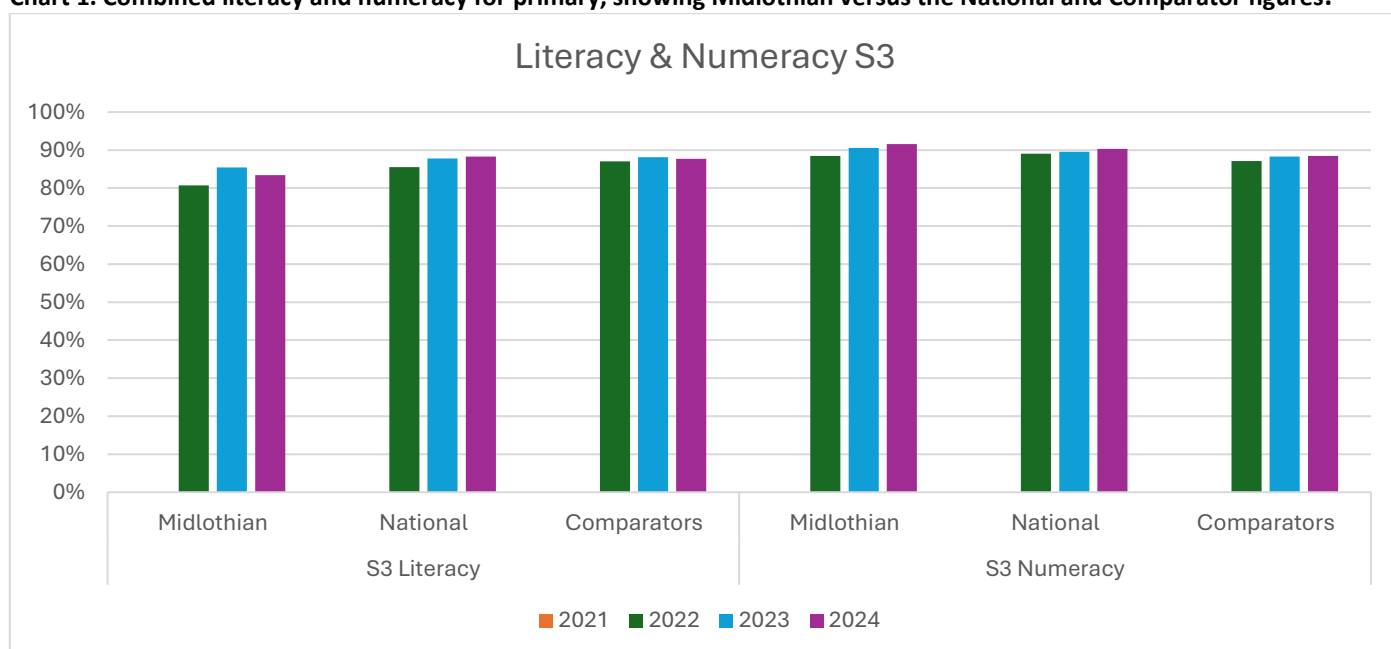


Chart 2. Combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Literacy & Numeracy			Pre-pandemic Ave. ^a	2021	2022	2023	2024
Literacy ^b	Primary Literacy	Midlothian	69.90%	65.75%	68.20%	71.64%	71.80%
		National	70.98%	-	70.54%	72.74%	73.99%
		Comparators ^d	69.38%	-	68.27%	71.05%	73.20%
	S3 Literacy	Midlothian	81.26%	-	80.70%	85.40%	83.45%
		National	87.46%	-	85.54%	87.76%	88.31%
		Comparators	90.03%	-	87.01%	88.11%	87.68%
Numeracy	Primary Numeracy	Midlothian	76.18%	72.80%	76.05%	76.84%	76.82%
		National	77.95%	-	77.95%	79.60%	80.29%

		Comparators	75.74%	-	75.81%	77.28%	79.78%
	S3 Numeracy ^c	Midlothian	88.68%	-	88.50%	90.53%	91.59%
		National	89.15%	-	89.07%	89.56%	90.32%
		Comparators	89.56%	-	87.13%	88.28%	88.43%

Table 1. Literacy and numeracy figures for Primary and S3, showing Midlothian versus the National and Comparator figures.

^a Average figures for Midlothian, National and Comparators are calculated pre-Covid (2017-19). This is to enable comparison in primary and secondary and to highlight improvement that is needed in recovery from the pandemic.

^b Literacy is a combined measure of all literacy components. Pupils must have attained their expected levels in Reading, Writing and Listening & Talking.

^c Data in S3 was not collated in 2021.

^d The comparators used for analysis are taken from our LGBF family group of councils, which are based upon the type of population and the type of area. For this report it includes Highland, Scottish Borders and Stirling. Further detail on this can be found [here](#).

ACEL Literacy by Stage

- Data from the National release shows increased Literacy levels in P4 and P7, whilst decreasing in P1 and S3.
- Literacy is a combined score of Reading, Writing and Listening & Talking.
- Midlothian continues to be below the National and Comparator literacy levels at all stages, however the averages at all stages are increasing.

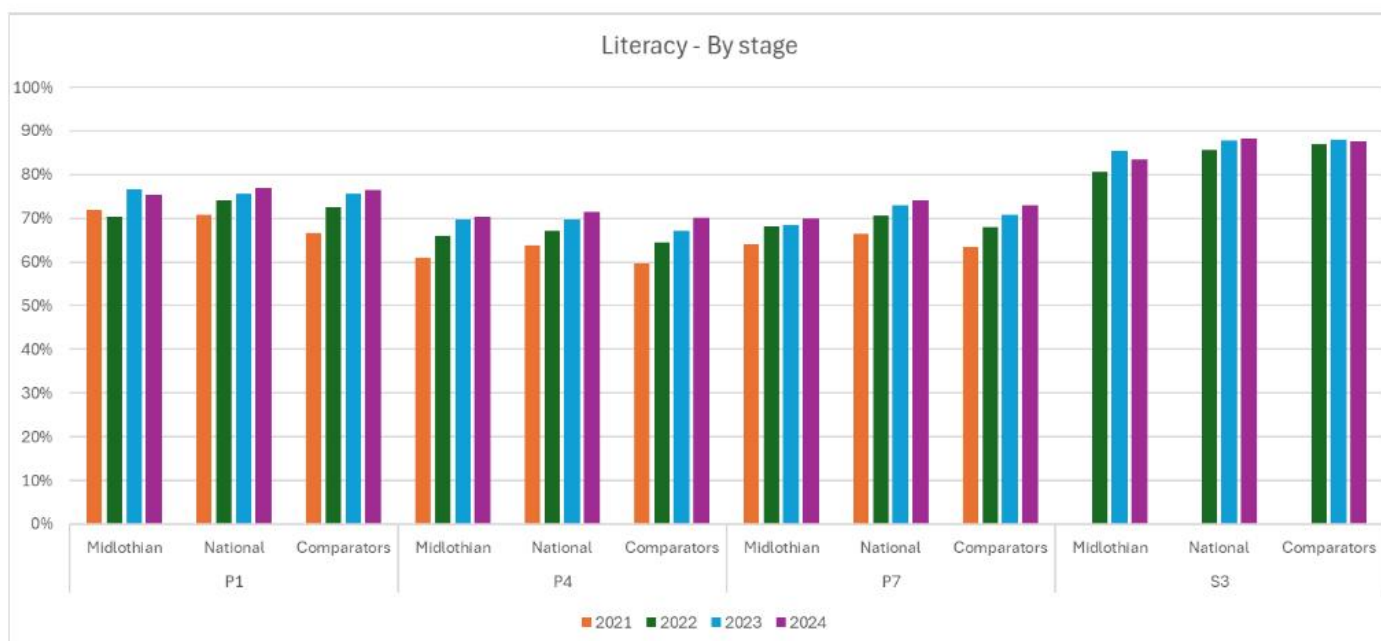


Chart 3. Chart of the combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Literacy by stage		Pre-pandemic Ave.	2021	2022	2023	2024
P1	Midlothian	75.45%	71.93%	70.35%	76.68%	75.40%

	National	74.25%	70.76%	74.02%	75.70%	76.87%
	Comparators	72.83%	66.63%	72.58%	75.54%	76.56%
P4	Midlothian	68.71%	61.07%	65.93%	69.69%	70.46%
	National	68.95%	63.78%	67.19%	69.74%	71.38%
	Comparators	67.45%	59.62%	64.59%	67.10%	70.24%
P7	Midlothian	64.80%	64.06%	68.27%	68.50%	69.90%
	National	68.94%	66.35%	70.55%	72.97%	73.98%
	Comparators	68.04%	63.50%	67.92%	70.85%	73.04%
S3	Midlothian	81.26%	-	80.72%	85.40%	83.45%
	National	87.10%	-	85.53%	87.76%	88.31%
	Comparators	90.03%	-	87.01%	88.11%	87.68%

Table 2. Literacy figures by stage, showing Midlothian versus the National and Comparator figures.

ACEL Numeracy by Stage

ACEL Numeracy by Stage

- Figures show increased Numeracy levels across P4, P7 and S3. S3 continues to track above the National and comparator levels.
- P1 and P4 figures are in line with National and comparator levels, P7 is slightly below the National level and S3 is slightly above.

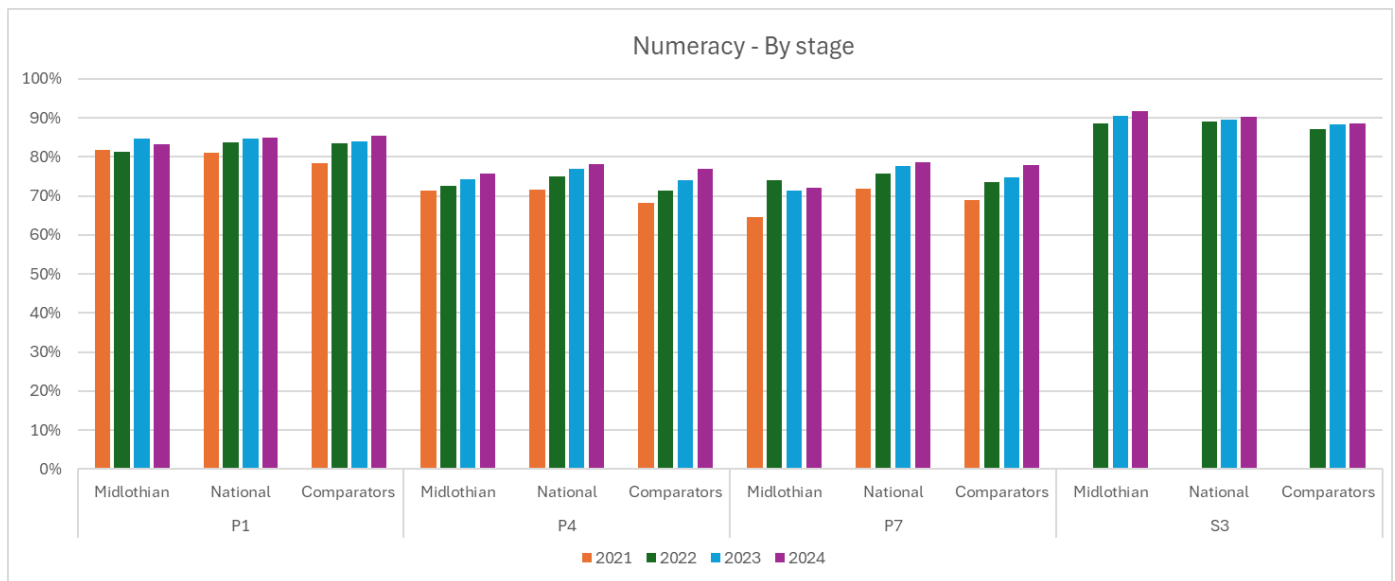


Chart 4. Chart of the combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Numeracy by stage		Pre-pandemic Ave.	2021	2022	2023	2024
P1	Midlothian	82.03%	81.74%	81.23%	84.62%	83.29%
	National	84.26%	81.07%	83.59%	84.71%	84.88%

	Comparators	81.48%	78.39%	83.34%	83.86%	85.39%
P4	Midlothian	75.94%	71.32%	72.62%	74.36%	75.60%
	National	75.82%	71.59%	74.93%	76.86%	78.05%
	Comparators	74.69%	68.11%	71.43%	73.96%	76.98%
P7	Midlothian	69.77%	64.53%	73.97%	71.39%	72.18%
	National	73.74%	71.90%	75.69%	77.69%	78.49%
	Comparators	71.45%	68.98%	73.45%	74.77%	77.81%
S3	Midlothian	88.69%	-	88.52%	90.53%	91.59%
	National	89.15%	-	89.07%	89.55%	90.32%
	Comparators	89.56%	-	87.13%	88.28%	88.43%

Table 3. Numeracy figures by stage, showing Midlothian versus the National and Comparator figures.

ACEL Reading by Stage

- Reading levels at P1, P7 and S3 have decreased on the previous year.
- Whilst P1, P4 and S3 are in line with the National and comparator levels, P7 continues to be slightly below those levels. Only S3 is above the pre-pandemic level.

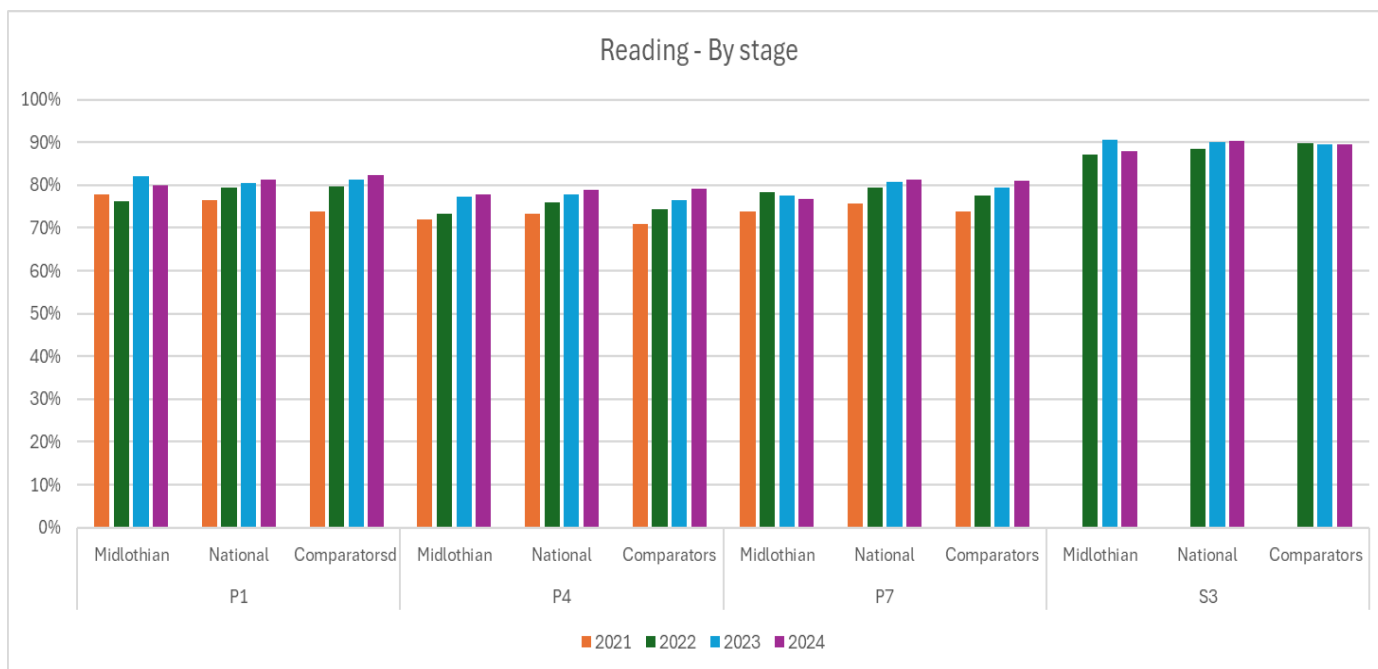


Chart 5. Chart of the combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Reading by Stage		Pre-pandemic Ave.	2021	2022	2023	2024
P1	Midlothian	81.79%	77.90%	76.25%	82.01%	80.04%

	National	81.01%	76.61%	79.37%	80.60%	81.18%
	Comparators	79.97%	73.73%	79.73%	81.34%	82.27%
P4	Midlothian	77.75%	72.01%	73.33%	77.42%	77.93%
	National	77.46%	73.32%	76.04%	77.90%	78.95%
	Comparators	76.64%	70.81%	74.49%	76.56%	79.05%
P7	Midlothian	76.85%	73.96%	78.35%	77.52%	76.73%
	National	78.21%	75.74%	79.33%	80.82%	81.34%
	Comparators	77.80%	73.74%	77.51%	79.44%	81.09%
S3	Midlothian	85.32%	-	87.28%	90.62%	87.88%
	National	90.17%	-	88.39%	90.13%	90.23%
	Comparators	92.49%	-	89.69%	89.56%	89.42%

Table 3. Reading figures by stage, showing Midlothian versus the National and Comparator figures.

ACEL Writing by Stage

- Writing levels at all stages have decreased on the previous year.
- Levels at P1, P4 and P7 continue to show positive trends over time. Compared to the pre-pandemic average P4, P7 and S3 are all showing improvement.

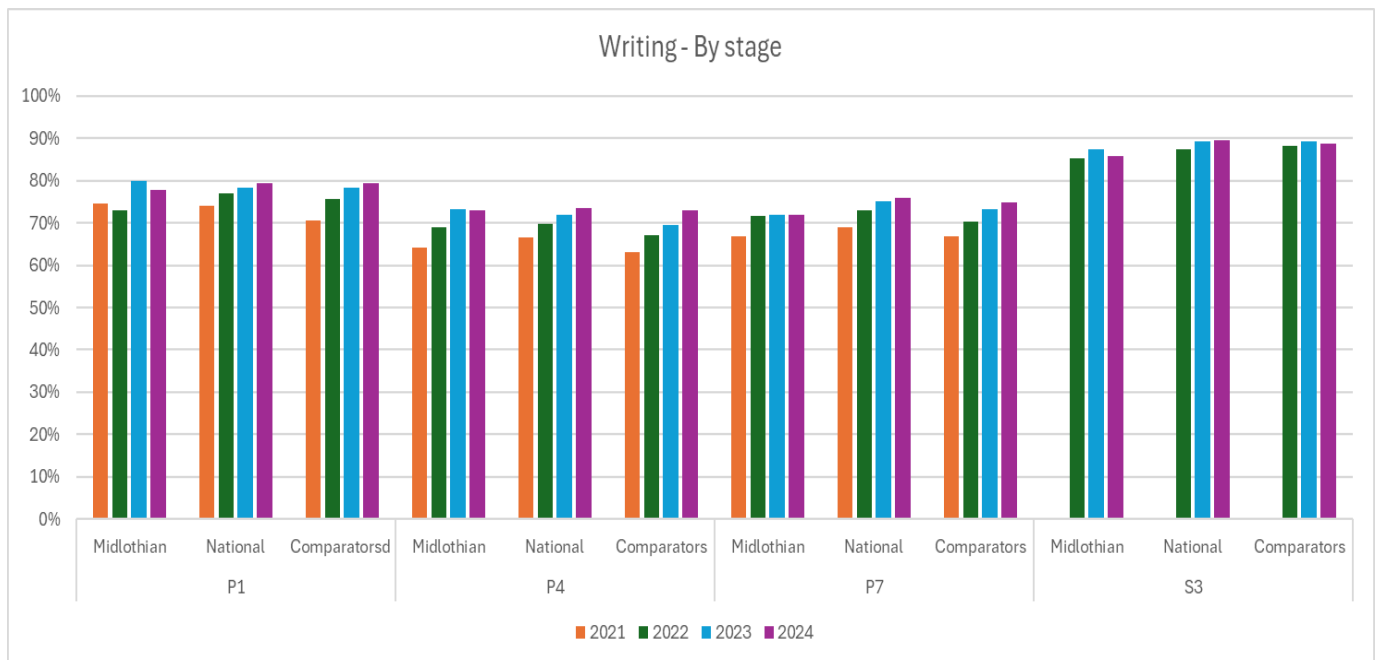


Chart 6. Chart of the combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Writing by Stage		Pre-pandemic Ave.	2021	2022	2023	2024
P1	Midlothian	78.66%	74.49%	73.01%	79.97%	77.81%

	National	78.14%	74.05%	76.86%	78.39%	79.44%
	Comparators	76.78%	70.59%	75.71%	78.25%	79.48%
P4	Midlothian	71.86%	64.08%	68.98%	73.17%	72.86%
	National	71.88%	66.67%	69.68%	72.01%	73.50%
	Comparators	71.53%	63.06%	67.07%	69.61%	73.00%
P7	Midlothian	67.98%	66.80%	71.60%	71.86%	72.01%
	National	71.72%	69.01%	72.92%	75.21%	75.85%
	Comparators	71.45%	66.80%	70.30%	73.13%	74.80%
S3	Midlothian	82.63%	-	85.13%	87.49%	85.80%
	National	89.16%	-	87.35%	89.24%	89.59%
	Comparators	91.52%	-	88.14%	89.14%	88.62%

Table 4. Writing figures by stage, showing Midlothian versus the National and Comparator figures.

ACEL Listening and Talking by Stage

ACEL Listening and Talking by Stage

- Listening and Talking levels at P1 and P4 continue to track above both National and comparator levels.
- Levels at P7 and S3 are in line with the National and comparator rates. All stages are showing positive 3 and 5 yearly rates.

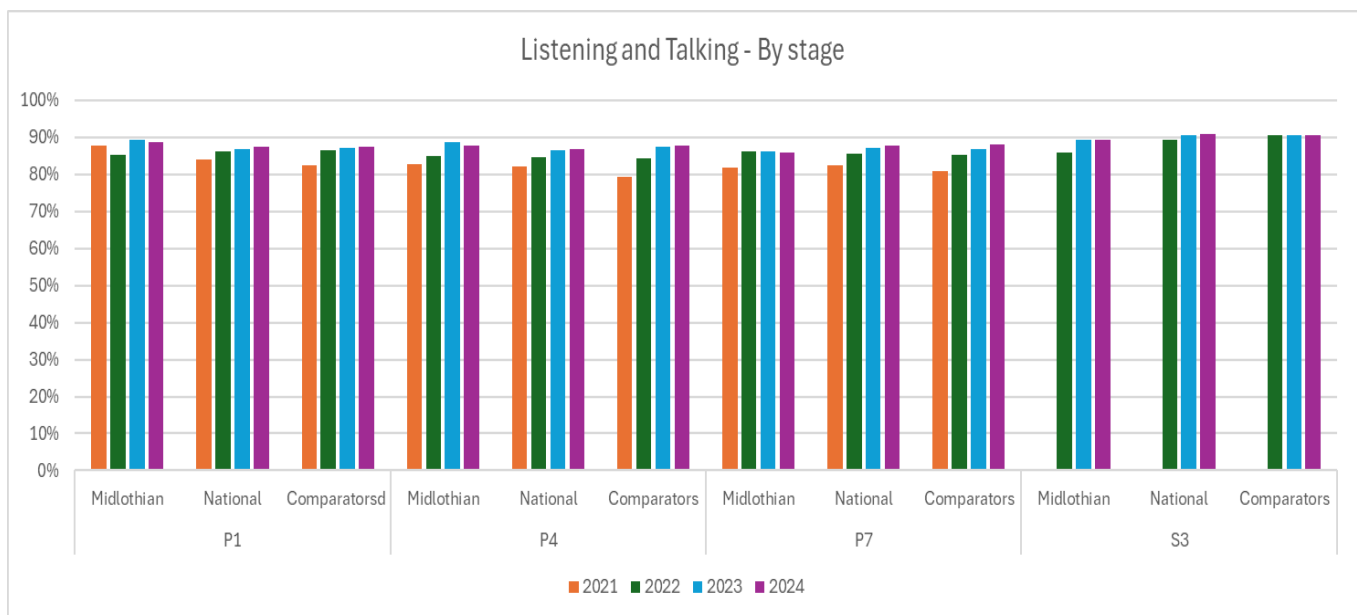


Chart . Chart of the combined literacy and numeracy for S3, showing Midlothian versus the National and Comparator figures.

Listening and Talking by Stage		Pre-pandemic Ave.	2021	2022	2023	2024
P1	Midlothian	88.61%	87.71%	85.38%	89.17%	88.58%

	National	86.38%	83.96%	86.14%	86.90%	87.31%
	Comparators ^d	85.18%	82.38%	86.38%	87.08%	87.56%
P4	Midlothian	83.84%	82.86%	84.79%	88.79%	87.88%
	National	84.32%	82.04%	84.54%	86.56%	86.95%
	Comparators	84.27%	79.21%	84.16%	87.31%	87.61%
P7	Midlothian	80.29%	81.89%	86.06%	86.12%	86.00%
	National	83.65%	82.32%	85.70%	87.00%	87.74%
	Comparators	83.85%	80.74%	85.31%	86.93%	88.14%
S3	Midlothian	86.58%	-	85.78%	89.29%	89.24%
	National	91.16%	-	89.29%	90.54%	90.78%
	Comparators	93.54%	-	90.61%	90.58%	90.62%

Table 5. Listening and Talking figures by stage, showing Midlothian versus the National and Comparator figures.

Workstream 1: Learning, teaching, assessment & curriculum

Aligned to the Service Plan, priorities for 2024/25, key actions are:

- Midlothian schools and ELC settings offer a relevant, progressive and motivating strengths-based 3-18 curriculum, that enables all learners, including those with ASN, to move on to highly skilled, sustained positive destinations.
- Quality improvement processes evidence improvement in QI 2.3 LTA.
- Robust data sets track and monitor educational outcomes for all children and young people.

Key achievements this quarter:

Midlothian schools and ELC settings offer a relevant, progressive and motivating strengths-based 3-18 curriculum, that enables all learners, including those with ASN, to move on to highly skilled, sustained positive destinations.

Learning, Teaching, Assessment and Curriculum

- Successful launch of Let's Talk About PL Offer to support implementation of LTA Framework with attendance from majority of schools across Midlothian.
- LTA overarching guidance developed to support LTA Framework
- LTA and Curriculum papers combined to form draft LTAC strategy paper
- Over 100 learners from primary schools and over 30 learners from secondary schools participated in the Learners Conferences in September, sharing insights into what helps them to learn and achieve. This information will further inform the LTAC Framework.
- QAMSO plan and supports for moderation in place and shared with head teachers
- ASG level action plans support ongoing planning for 2025/26 and beyond in relation to curriculum and pathways
- MACO offer extended for Session 25-26 in collaboration with HTs and DHTs
- QI 2.2 Curriculum is currently being evaluated as part of most QI visits to schools. Evaluation data will be included in performance reports once this is completed.

- A course offer for digital delivery has been identified, despite professional association challenge. Elements of online delivery have been identified in FA offer to provide further scope for a proof of concept offer in 25/26.

Quality improvement processes evidence improvement in QI 2.3 LTA.

- QI visit activity over term 1 focused on improvement and enhanced schools and detailed reports have been written for all schools to support improvement. Half of secondary school visits have taken place. Trio attainment meetings have been held with all secondary HTs/SLT and summary of next steps shared. Follow up attainment meetings later this term after Insight update.
- Risk and capacity register updated and analysis of targeted support being undertaken.

Robust data sets track and monitor educational outcomes for all children and young people.

- A comprehensive set of outcome measures is included in our Service Improvement Plan and these are monitored quarterly and annually.
- Six weekly Data and Performance group monitoring progress
- 3-18 Data dashboards and tracking periods are in place.
- QI score for use of data is improving and this reflects better use of data for improvement in schools.

Raising Attainment Team

- The raising attainment team continues to be prioritised to work in primary schools with the lowest attainment and/or are in the improvement QI category. The team works alongside teachers and school leaders to plan, teach and engage in Numeracy and Literacy CLPL. The focus is on attainment raising strategies through high quality professional learning to improve practice and learner experience. A “Core Numeracy” programme has been established which is a universal offer open to all teachers in Midlothian which is centred around Midlothian core Numeracy principles. This was oversubscribed by 50% and a second cohort will be running from March.

Professional learning offer

- Our professional learning offer focuses on key aspects of effective learning, teaching and assessment and runs throughout school year 2024-25.

Digital Inclusion and Learning Team

- Learning Technologists continue to work with class teachers to plan and co-deliver digital learning sessions for young people, based on a consistent core offer. 199 sessions have been completed since August 2024. 124 teachers have submitted feedback, with 98.4% agreeing their knowledge had increased/improved and 91.4% reporting the learning will help pupils. Work to establish an operating model for the Midlothian Digital Campus has drawn from connections with two LAs and one RIC. Meetings with curricular DHTs and secondary HTs to develop understanding of the offer has shaped the operating model further.

Workstream 2: Attendance and engagement

Aligned to the Service Plan, priorities areas of improvement for 2024/25:

- Tracking, monitoring and reporting processes are in place for attendance and engagement in education leading to more targeted interventions.
- Pupil voice informs all decisions pertaining to attendance and engagement at individual and strategic levels.
- Parents, schools and partners are clear on their roles and responsibilities and feel confident and skilled in promoting attendance

Key achievements this quarter:

Tracking, monitoring and reporting processes are in place for attendance and engagement in education leading to more targeted interventions.

- The attendance dashboard has been further developed, providing schools with data on monthly basis on a monthly basis including tracking of numbers at different attendance bands to inform intervention.
- The new codes from Scottish Government have been rolled out with new guidance and coding workshops designed to run in February for school leaders.
- Tracking and monitoring guidance is currently being drafted to ensure all schools are effectively tracking attendance as well as the impact of interventions over time.
- New tracking systems have ensured accurate tracking and monitoring of attendance for children supported by CLLE and Pathways.

Pupil voice informs all decisions pertaining to attendance and engagement at individual and strategic levels.

- All ASGs have participating in the Attendance Partnership Network with partners from Educational Psychology, Family Wellbeing Service, Home School Practitioners and 3rd Sector focusing on sharing effective practice and strengthening locality planning for children and young people at different levels of attendance.
- 100% of the members of the Attendance Partnership Network have reported increased in confidence in meaningfully including children in making sense of issues and planning for improvements in attendance and engagement in education.
- Findings from the learner conference on safety and belonging in school, the young people co-researcher project findings, as well as stories from parents and young people have led to quality multi-agency discussions at the Attendance Partnership Network leading to improved collaboration around attendance concerns. Guidance is being drafted to support the young people's toolkit to promote Engagement in Education.

Parents, schools and partners are clear on their roles and responsibilities and feel confident and skilled in promoting attendance

- The self-evaluation tool has been positively received by school leaders and is being used to gather insight into current strengths and identify areas for improvement across the schools for young people at different levels of attendance. Findings will be collated to inform workstream priorities and actions.
- The initial review of policy implementation has identified need for further streamlining of processes to reduce administrative tasks.
- There is improved clarity of role and partnership with Family Wellbeing Service to support attendance.

Workstream 3: Relationship, wellbeing and care

Aligned to the Service Plan, priorities areas of improvement for 2024/25:

- Effective tracking and monitoring processes lead to more targeted support and improved outcomes for all children and a narrowing of the gap for those with ASN and protected characteristics.
- All staff demonstrate confidence in their use of relational approaches through effective professional learning, staff support and supervision
- All schools and settings are able to demonstrate effective practice and pathways to promoting wellbeing and reducing risk of harm.

Key achievements this quarter:

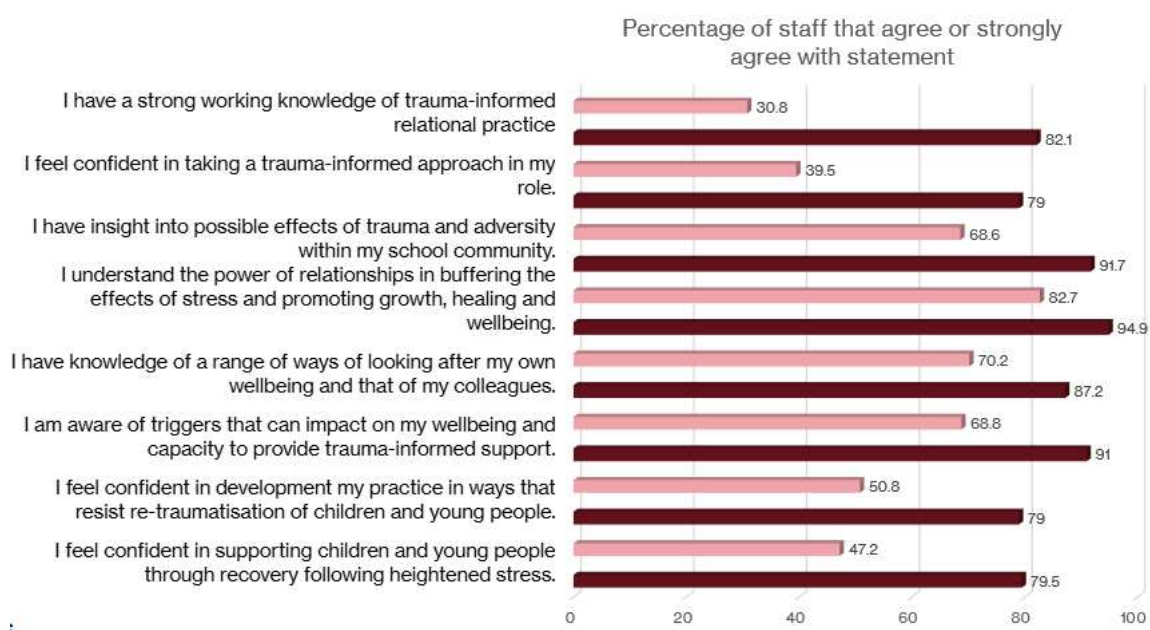
Effective tracking and monitoring processes lead to more targeted support and improved outcomes for all children and a narrowing of the gap for those with ASN and protected characteristics.

- The SHINE survey has been rolled out to all secondary schools with findings to be received in March. This will inform strategic planning in relation to wellbeing and mental health support as well as self-help tools for young people.
- The DPIA for rolling out the Glasgow Motivation and Wellbeing Profile has been agreed in principle and there is a work plan to meet the final conditions.
- Once data is available, analysis will take place to identify gaps in relation to poverty, ASN, CEYP and young carers.

All staff demonstrate confidence in their use of relational approaches through effective professional learning, staff support and supervision

Professional learning and implementation

- 1000+ teachers, LAs and Early Years Practitioners from across all 6 ASGs have participated in Safe, Connected and Ready to Learn professional learning programme (equivalent to trauma level 2). The evaluation data to date shows significant increases in knowledge, skills and confidence.



Staff wellbeing

- An action plan has been drafted following the Appreciative Enquiry into staff wellbeing based on the 4 key areas:
 - Time and space to fulfil your role
 - Right support at right time to meet learners needs
 - Feeling valued and part of a shared purpose
 - Time, space and systems for reflection and care
- All ASGs are participating in the Nurture Leads Community of Practice which provides a forum of support for the implementation of principles and practice from Safe, Connected and Ready to Learn.
- Group supervision formats have been set up within the Nurture Leads Community of Practice and very positively received.
- We secured engagement with the Wee Breathers to set up Supervision in Education – this has been postponed due to staff absence within their organization.

Policy development

A new policy has been drafted to set out Midlothian’s approach to promoting positive relationships and behaviour with guidance on physical intervention and seclusion, informed by Included, Engaged and Involved part 3. A series of engagement and co-production activities have been undertaken to develop this policy and guidance with further planned this term (listed below). The new policy draft will be shared by end of March with a view to going through council and launching in August.

- Nurture Leads working group have drafted initial themes and plan for policy development.
- Over 100 learners from primary schools and over 30 learners from secondary schools participated in the Learners Conferences in September, sharing insights into what helps them feel safe, connected and ready to learn in school.
- A series of meetings with Union representatives
- Planned sessions with parent and pupil councils and staff from ASN provisions

All schools and settings are able to demonstrate effective practice and pathways to promoting wellbeing and reducing risk of harm.

- A professional learning framework is being developed with the Professional learning team to establish core induction PL and progression routes in areas of trauma-informed practice, mental health and wellbeing.
- A review of the Wellbeing Concern process is underway with regards to robustness and consistency of process across settings and pathways to intervention.
- Progress continues in the development of the Single Point of Access through strengthening the Team Around the Child process to ensure robust systems of resource allocation.

Workstream 4: Inclusion, equity and targeted support

Aligned to the Service Plan, priorities for 2024/25, key work streams:

- Policies, systems and processes are in place to advise and assist schools and settings around inclusive practice and the allocation of additional resource.
- Develop a robust data set 0-18 to inform future learning estate planning to ensure that buildings and resources are available well in advance of need.
- Through workforce reform we build a diverse and relevant workforce that is skilled and confident in meeting learners needs.

Key achievements this quarter:

As a result of the ASN review, from August 2024, the central ASN Team was redesigned to support schools and settings within a locality model:

- 5 x Early Years Inclusion & wellbeing officers to support and provide advice to ELC settings
- 6 x Education Support Officers ASN (including one who line manages the EY Inclusion & wellbeing officers and one who has responsibility for care experienced learners). Their role includes:
- Promote inclusive practice and procedures to improve outcomes for children and young people with additional support needs.
- Provide, deliver and signpost professional learning around inclusive practice, where relevant, to teachers and support staff.
- Support schools and settings with ASN provisions in relation to curriculum, learning environments, learning, teaching and assessment.
- 2 x Quality Improvement Officers ASN – link officers for identified localities to support quality assurance and inclusive practice in all settings, including ASN provisions.
- Outreach Teams – Wellbeing, Neurodiversity, Communication & Access and inclusion

Outcomes this academic year

- Individual school data on attainment and achievement reflects positive impact of interventions. Attainment and achievement data demonstrates improved positive outcomes for all learners with ASN.
- Improved attendance data in all schools and settings.
- Reduction in exclusions.
- Reduction in violent incidents.
- Design an Inclusion Framework which is aligned to the Midlothian's Raising Attainment Strategy. This will provide guidance to schools around inclusive practice and how to support learners with additional support needs.
- Ensure that all ASN provisions have robust Tracking and Monitoring systems in place to evidence attainment and achievement.
- Monitor and reduce part-time timetables across the Midlothian
- Midlothian Learner's Plans and Personal Support Plans are in place for all learners who require one. Learner planning is informed by robust assessment of needs for learners with neurodivergence.
- Websites for information around inclusion and ASN in Midlothian for staff and parents will be live and accessible.
- Transition Planning for post school destinations is in place for 14+ learners with additional support needs.
- A comprehensive CLPL programme ensures staff confidence and skills in creating inclusive learning environments for learners with ASN.
- Systems and processes with robust terms of reference are in place for the allocation of additional resource.
- School staff will be confident in knowing where to access additional support and resource in order to meet learners' needs at the earliest opportunity.
- An agreed, revised formula for allocating devolved learning assistant hours to ensure equity and transparency across schools and localities will be confirmed for session 2025-26.
- SEEMiS data recording for ASN is up to date and accurate.
- A workforce review is progressed to develop a diverse and relevant workforce that is skilled and confident in meeting all learners' needs.
- A robust data set from 0-18 will be created to inform future Learning Estate Planning to ensure that buildings and resources are available for allocation well in advance of need.

Progress

- Acquisition and implementation of “B-Squared” digital tracking & monitoring system to track and evidence learning and progression across ASN provisions – ongoing (funding confirmed, awaiting confirmation of DPIA). This should be completed by end of March and rolled out to schools in August 2025.

Improving central systems & processes (including development of guidance and policies) to support staff to meet needs at appropriate levels of intervention.

- The following key policies and guidelines to support schools have been developed/completed, in consultation with relevant stakeholders:
 1. Midlothian Learners’ Planning Guidance – completed and sent out to schools August 2024
 2. Education Resource Group – completed. Revised Terms of Reference and Guidance sent out to schools August 2024.
 3. Staff website – completed September 2024
 4. ASN SEEMiS data – completed and sent out to schools November 2024
 5. Build-Up Timetables Guidance - completed and issued to schools in January
 6. Medical Procedures Handbook in final stages – due to be sent out to schools February
 7. Managing Exclusions policy – to be ratified by Cabinet in March
 8. Anti-Bullying Policy – to be ratified by Cabinet in March
 9. Home Education & Flexi-Schooling Guidelines – currently with legal services to oversee. To be ratified by Cabinet in March
 10. Inclusion Framework - in development
 11. Learner toolkit – in development
 12. Parent Website – in development
 13. Transition guidance – in development
 14. ASN Transport Policy – out for consultation (as part of new Integrated Transport Policy)
- ASN Outreach Service – This service has been redesigned with effect from August 2024 and now consists of five teams – Neurodiversity, Wellbeing, Access and Inclusion, Deaf Education and Communication. The outreach teams support a range of learners across Midlothian who have a range of diagnosed need, including Autism Spectrum Disorder, Dysregulated behaviour, Hearing Impairment, English as an Additional Language and Early Years ASN.
- Each team currently supports the following number of learners across Midlothian at Staged Intervention Level 2 (Universal plus support).
- This can include:
 - Working with teachers in their classroom to support neurodivergent learners
 - Offering advice and consultation for groups or individual learners
 - Carrying out observations of learners and recommend further support
 - Working with school teams, wider communities and other agencies to plan coherent and progressive programmes of support for Neurodivergent learners
- The total number of learners in Midlothian supported by our Outreach teams in mainstream settings amounts to **961** and meets the Council’s duty to support learners, where possible, in a mainstream school.

- Evidence shows, via ERG data, that most schools who refer and receive support from the Outreach team are making fewer referrals to the ERG than those schools who are not currently accessing this resource.
- Education Resource Group (ERG) - Numbers of children and young people presented to the ERG for a provision placement with effect from August 2025:
- We have ensured the threshold for learners to access our Complex ASN provisions is robust. All learners who have met the threshold are non-speaking, ASD, have some form of global or intellectual delay and most learners need intimate care. The learners who meet the threshold for Saltersgate have the same needs as above plus medical needs.

Session 2024/25	Total referrals to ERG Panel	Learners who met the threshold	Total capacity Available	Spaces required
Primary	37	37	17	20
Secondary	47	24	16	8

- The number of children and young people who require specialist provision from August 2025 is greater than the spaces we currently have available. The lack of available places in certain locations requires us to add additional capacity to our estate for August 2025. A report has been prepared for cabinet in February detailing this need and possible solutions.
- ASN Network – On average, 25 Principal Teachers from ASN Provisions across the authority have continued to meet regularly, facilitated by senior ASN Officers. They have engaged with sessions on Moderation for SQA (in Numeracy, Literacy and other curricular areas) and feedback sessions from HMIE. Evaluation surveys have indicated this has increased confidence in learning & teaching practice and assessment activities.
- Both Primary Support for Learning Teachers and Secondary Pupil Support teachers (on average 32) have also continued to meet regularly, facilitated by Senior ASN Officers. These groups have received valuable input from CAMHS, engaged with updates around supporting Dyslexia and managing behaviour. Evaluation surveys have indicated this has increased confidence in understanding children’s needs and class management.

Developing a sustainable ASN workforce development strategy to meet the growing demands of Midlothian Council through:

1. Identifying need across all localities
 2. Identifying the impact of current resource
 3. Highlighting any gaps in service
 4. Recommending the type of workforce required to meet needs
 5. Recommending a cost effective, equitable and sustainable way of devolving resource in localities
- In development – a paper has been completed with recommendations. Further discussions and planning will be taking place with Saltersgate school and CLLE.

Developing sustainable, alternative and bespoke curriculum packages for children and young people unable to sustain fulltime mainstream education through:

1. Mapping out current alternative and bespoke curriculum offers available to schools
 2. Identifying the impact and total cost of the current resource
 3. Highlighting any gaps in provision
 4. Recommending cost effective, sustainable ways of providing alternative pathways
- In development – a paper has been completed with recommendations. Further discussions and planning will be taking place with the education Senior Leadership Team and CLLE.

Community, Lifelong Learning and Employability

CLD builds skills for learning, life and work.

- In the last three quarters 4,697 people have engaged with CLLE services across 426 opportunities. 281 home visits were carried out. 353 people accessing our services live in SIMD 20% and 1,777 in SIMD 40%. In addition, 40 community groups have received support and advice from CLLE.
- **The new CLD Partnership Plan 2024 to 2027** was approved and endorsed by the Community Planning Partnership Board and approved by Midlothian Council on 17th December 2024.

Employability Highlights

1. The Childcare Review stage 4 draft and report is almost complete.
2. The No One Left Behind (NOLB) allocation of funding to Midlothian (CLLE) has been provisionally provided by Scottish Government.

NOLB All Age Employability Service for those who are not parents, including young people

Impact quote from user:

“The support CLLE gives me makes me happy. I feel less stressed and worried about things. With their help I feel supported, and it makes me more motivated.”

“I feel comfortable with my keyworker and with her help now have the confidence to attend college and have a part time job”

- In Q3 the NOLB All Age Employability team have continued to provide support to **198** people, with **59** new starts this quarter. From this:
 - **23** have moved onto employment, self-employment or a modern apprenticeship
 - **2** have moved onto further/higher education
 - **17** have achieved a work related/accredited qualification
 - **2** have started work experience

Key activities for All Age NOLB Employability from Oct to December 2024 have been:

- As well as continuing 1:1 keyworker support within CLLE, our NOLB partners have offered a variety of new opportunities for our participants, working from stage 1 to 3 working with various professionals such as the Police, MYPAS Drug and Alcohol Awareness through to colleges and employers. These interventions are removing the barriers to moving onto employment.
- Working closely with our construction companies with community benefits, we have been able to provide a successful route for our clients to come from our workshops to gain industry related qualifications such as CSCS card and First Aid at Work through to on-site work experience and gaining an industry reference for jobs.

Parental Employability Support funded through NOLB Scottish Government

- The team has continued to support **244** existing parents on our caseloads from the year 24-25 and a further **67** new parents started in quarter 3. From this:
 - **23** parents have entered employment, self-employment or progressed in employment.
 - **25** parents have achieved a total of **72** work related/ accredited qualifications ranging from REHIS, First Aid, Preparation to Care, CSCS, LGV, IT, Food Allergy and Intolerance Training, Animal Handling, Wellbeing, Paediatric First Aid and SIA door supervisor.
 - **7** parents have moved onto further/higher education
- The new NHS paid work experience pilot across the Lothians has 4 people from Midlothian participating which was our maximum number of funded places available. A variety of new opportunities have been offered through our NOLB funded partners, these include Prepare to Care training, ICT and problem-solving qualification, security officer training, preparation and next steps course, family learning sessions in the CLLE community garden, ESOL community meals, driving theory classes, and 1:1 intensive support for people complex disabilities and health conditions.

Parental Employability Support Impact Statements:

“I am very happy with all the services and support you provided, especially with writing my CV, meeting new people through the Conversation Café, and improving my conversation skills. I have now gained the necessary qualifications with the support of the Parental and Employability team and have found a good job. Now, I can earn my own money and live happily with my family. Thanks, PES team!

“Thank you for the training, a wee update, I had couple of security shifts over Christmas and New Year and they have more work to offer me. This will support me and my family by increasing my household income. Thanks again”.

Youth Work

- Universal and targeted youth is progressing well in all clusters from P5 up to 18 year olds. The targeted swimming is successful in supporting those on low incomes by offering free opportunities with some progressing onto qualifications including NPLQ and Rookie Lifeguard. There was a very successful multiagency approach to supporting young people over Halloween and Bonfire night.
- 12 young people from the Young Carers CLLE group have successfully completed the Ocean Youth Trust 7 day voyage, which is an amazing achievement by these young people. Street work is actively taking place on

Friday evenings and this is targeted in areas based on Police intelligence. In the last few months, the team have been in a variety of places including Straiton, Penicuik, Gorebridge and Dalkeith.

[Midlothian Council - CLLE \(Communities, Lifelong Learning and Employability\) \(padlet.com\)](#) We ensure our partners and staff are able to see through our padlet the offer across Midlothian for youth work and adult learning to help cross referrals etc.

Adult and Family Learning

- 255 local people have enrolled in the paid for adult learning programme which is offering a variety of courses such as Spanish, French, Painting, Dress Making and national qualifications including Nat 5 Maths. The programme is advertised locally and through social media and places are booked through Eventbrite. The adult learning programme fees pay for the tutors who deliver these courses. There are also a variety of community-based adult learning and family learning activities on offer including: Wreath Making, Mindfulness for Wellbeing, National 4 Numeracy, Digital Skills for Beginners, Emergency First Aid at Work, Family Cooking, Oral History Town Hall Tales and Family Film and Arts.

Literacy, Numeracy and ESOL Support

- We have successfully enrolled new learners to our mainstream ESOL classes which began again in September, while we continued to provide extra ESOL support to Afghan and Syrian refugees and delivered more informal Conversation Groups. Lipreading sessions continue in Penicuik and local advertising has improved, leading to the enrolment of some new learners for the group. We are now providing more opportunities for Adult Literacy at Eskdail Court, with a group focussing on Basic Literacy meeting on Monday mornings and another group for Level 3 and 4 meeting on Wednesdays – as well as providing several 1:1 sessions for learners who require extra confidence and support.

Community Capacity Building/Community Development and Reducing Poverty

- CLLE have worked to support a diverse range of partners including Community Councils, Development Trusts and other community groups, as well as providing support for the cost-of-living task force and child poverty action group.
- On 6 December 2024, the Council completed the transfer in ownership of the Poltonhall Sports Complex, including the astro pitches, grass pitches, pavilion, caretaker flat and car park to Bonnyrigg Rose Community Football Club (BRCFC) in implementation of the decision of the Community Asset Transfer Committee at their meeting on 30 January 2024 under the Community Empowerment Act. Community Development staff have supported BRCFC throughout this process.
- Community Development staff supported the renaming and opening of Woodburn Community Hub (formerly the MARC building, 10 Woodburn Road) on the 21st October 2024. This marks a significant step in giving the building an identity and encouraging wider use. We have secured external funding to allow improvements to the small kitchen area and storage room to make the building work more efficiently for all users. We are continuing to work with the architects and Place Directorate colleagues on the second stage of the feasibility study to look at the design of a new building in more detail, including supporting consultations with local residents and users.

- Community Development staff continue to support the Child Poverty Accelerator Fund (CPAF) community research lived experience project, providing training and support to the researchers and helping with their event on the 9th October as part of Challenge Poverty Week. The event provided an opportunity to let members of the public interact with displays highlighting the struggles experienced by families living in poverty.
- The review of the Scheme for the Establishment of Community Councils in Midlothian has reached its final consultation stage and the completed report will be presented to Midlothian Council in April. Other community councils have received bespoke support for example, the Newtongrange Park Access Project, training for new officer bearers at Bonnyrigg and District Community Council and use of the complaints policy. Equalities training was delivered to the Federation of Community Councils to help them understand their legal duties.

External Funding Update

- NOLB allocations have been provisionally confirmed by Scottish Government for 25/26.
- Skills Development Scotland have not yet confirmed funding levels for Foundation and Modern Apprenticeships for 25/26.
- Shared Prosperity Funding (UKSPF) 2022 – 2025 programme will end on 31st March 2025. UK Government has advised that 25/26 will be a transition year of funding with details of a new programme post March 2026 to be announced in the UK Government's Spring statement. The funding for 25/26 is a 40% reduction in funding for the 24/25 period. The Midlothian allocation is a total of £1,166,951 with a split of capital £330,884 and revenue £836,067. There is a minimum requirement for 28.3% of the total allocation to be used for capital which is an increase of just over 10% compared to 24/25. The UKSPF Board has agreed, in principle, recommendations for the continuation of most projects with a reduced amount of funding. Governance is required by Council to implement these recommendations and deliver the 25/26 UKSPF transition programme. The interventions from the original UKSPF programme can still be used for the transition year but they will be mapped over to the UK Government's 5 new missions, priorities, themes and sub themes for reporting.

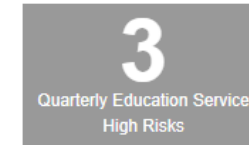
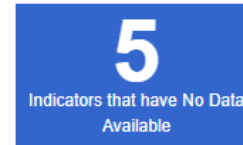
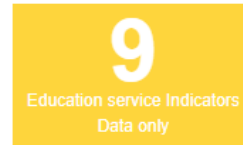
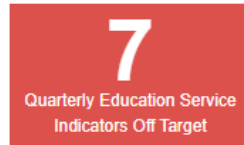
Challenges:

- The funding landscape, changes and uncertainties pose risks to the services delivered by CLLE and partners.
- Access to buildings to deliver youth work which have no cost and are suitable remains a challenge, in one area we are now being charged £30 an hour, up to £150 per night for specific facilities.
- Securing adult learning tutors to deliver qualifications at National 5 and Highers is very challenging, but essential to be able to offer adults evening access to upskilling their access qualifications for higher paid jobs and entry into FE/HE, whilst having daytime commitments. We are exploring other options for delivery including commissioning to see if this can generate more service delivery in this area.
- Accessibility issues with council buildings where CLLE are based (Aim High, Penicuik Town Hall and Eskdail Court) remain.

Pentana Performance Dashboard – Q3 24/25

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

Quarter 3 - 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 ...		33.33%	95%	01 Apr 2024	Q3 2024/25	
	ED.SPSO.05.1 Percentage of complaints at stage 1 complete within 5 working days		40%	95%	01 Apr 2025	Q3 2024/25	
	C.SPC.P.11.2j Participants in the paid for adult learning program		255	375	01 May 2017	Q3 2024/25	
	C.SPC.P.11.2h The number of Community groups engaged with CLLE		40	41	01 Oct 2017	Q3 2024/25	
	BS.E.P.1.1e Improve Secondary School Attendance		89.48%	91.5%	01 Jan 2025	Q2 2024/25	
	ED.SPSO.04.3 Average time in working days for a full response for escalated compl...		20.333	20	01 Apr 2025	Q3 2024/25	
	BS.E.P.1.1d Improve Primary School attendance		94.96%	95%	01 Jan 2025	Q2 2024/25	

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