



# **Education Standard & Quality Report 2021-22 and Local Improvement Plan 2022-23**

**Report to: Cabinet**

**Report by: Fiona Robertson Executive Director Children Young  
People and Partnerships**

**Report for Decision:**

## **1. Recommendations**

To seek the Cabinet's approval of the Education Local Improvement Plan 2022-23 (Appendix 1).

## **2. Purpose of Report/Executive Summary**

The Cabinet is asked to approve the Education Local Improvement Plan 2022-23 (Appendix 1). It is a statutory duty for the education authority to publish a Local Improvement Plan and associated Standards & Quality report.

Date: 5<sup>th</sup> October 2022

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## **3. BACKGROUND**

- 3.1** The Standards in Scotland's Schools etc. Act 2000, as amended 2016, places new duties on education authorities in relation to the preparation and publication of annual plans setting out the steps proposed to reduce inequalities of outcome for pupils; steps taken in pursuance of the National Improvement Framework, and the educational benefits for pupils that will result from the steps proposed.
- 3.2** The education authority's annual statement of improvement objectives should also include an account of the ways in which the authority will seek to involve parents in promoting the education of their children.
- 3.3** From August 2017, the education authority must provide a copy of the Education Local Improvement Plan to Scottish Ministers in line with its legislative duties.
- 3.4** The Education Service Local Improvement Plan 2022-23 sets out our aim to work together to deliver on our vision to provide the highest quality inclusive education, learning and employability service for all individuals and families in Midlothian.
- 3.5** The Plan also sets out the Education Service's contribution to the delivery of the Council's strategic goals and objectives detailed within the Midlothian Council's Strategic Plan.
- 3.6** Identified areas for improvement specific to Education are grouped under the following key areas:

### **Priority 1 Attainment and Achievement**

- 1.1** Improved attainment within the broad general education stages
- 1.2** Improved attainment within the senior phase.
- 1.3** The poverty related attainment gap is narrowed

- 1.4 Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning

### **Priority 2 Included Engaged and Involved (Wellbeing & Equity)**

- 2.1 Our nurturing approach supports improvement in children and young people's attendance, engagement and wellbeing
- 2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments

### **Priority 3 Self-improving system**

- 3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families
- 3.2 Children and families participate in, influence and inform how we deliver our services
- 3.3 Quality Assurance activities lead to improvements in the quality of education provision across settings and schools

### **Priority 4 Lifelong Learning and Employability**

- 4.1 Children and young people are well prepared for the world of work
- 4.2 The Education Service Executive Group will review progress made with the improvement actions set out in the Plan and determine the range of activities required to evidence improved outcomes for children, young people and families across our communities. The Education Service will continue to use a range of Key Performance Indicators to measure the educational benefits for children and young people that will result from the improvement actions set out in the Plan.

## **4. Report Implications (Resource, Digital and Risk)**

### **4.1 Resource**

The planning cycle as set out in legislation provides information for resource planning processes, with priority actions being agreed in July each year with the explicit intention of taking into account the budget setting process due to take place within the Council.

### **4.2 Digital**

The successful delivery of and aspirational learning and teaching as a direct outcome of the Equipped for Learning programme is dependent on the support of the central digital services team.

### **4.3 Risk**

Failure to produce or report progress against the Education Service Local Improvement Plan would not be in line with national legislation.

### **4.4 Ensuring Equalities**

The Education Service Local Improvement Plan is subject to an equality impact assessment process. Key Priorities focus on reducing inequalities.

#### **4.5 Additional Report Implications**

APPENDIX A Education Service Standards & Quality Report 2021-2022 and  
Local Improvement Plan 2022-23