Education Service Plan

National Improvement Framework

2022/23

Improving Outcomes for Learners through an Empowered System

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Section 1: Introduction

The Education Service Improvement Plan is a forward planning document and details how the Education Service contributes to the delivery of Midlothian Council's key strategic priorities by setting out:

- How the Education Service will deliver the strategic priorities set out in the Single Midlothian Plan for the period 2022/23;
- How the Education Service is demonstrating Best Value and ensuring that it provides value for money through the use of benchmarking or other external service comparison exercises; and
- Progress in implementing priorities identified through self-evaluation, external audit and inspection or equality impact assessments.

The Single Midlothian Plan's three key priorities for 2022-23 are:

- Individuals and communities have improved health and learning outcomes
- No child or household living in poverty
- Significant progress is made towards net zero carbon emissions by 2030

In response to these 4 priorities the Getting it Right for Every Midlothian Child Board identified the following outcomes as priorities for 2022/23:

- Increase support to children and young people affected by domestic abuse, parental alcohol or drug misuse
- Increase the range of alternative services on offer to children and young people requiring support for their mental health
- Increase the proportion of children and young people who feel safe in their homes, communities, schools and online
- Reduce the educational attainment gap

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 the National Improvement Framework for Scottish Education, '*Achieving Excellence and Equity*' (Scottish Government, December 2021) and *Delivering Excellence and Equity in Scottish Education* (Scottish Government, June 2016):

- Placing the human rights and needs of every child and young person at the centre of education

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Local Authorities are required to work collaboratively in *Regional Improvement Collaboratives (RICs)*. The South East Improvement Collaborative (SEIC) has agreed to ensure a collaborative approach to:

- raise attainment and achievement
- help to deliver excellence and equity
- develop work related to GIRFEC and tackling attainment inequity
- share expertise across the Collaborative to effect change
- maintain local democratic accountability
- contribute to the growth of the regional economy
- contribute to relevant Edinburgh City Deal outcomes

The *South East Improvement Collaborative Plan* is based on an analysis of available data leading to the prioritisation of two initial areas of focus, namely improving attainment and achievement, including closing the attainment gap; and quality improvement in schools and early years' settings. The current plan can be found here:

[South East Improvement Collaborative – Working together, empowering all, improving outcomes. (glowscotland.org.uk)](#)

In addition to the above, we will also take into consideration the recommendations of the NESTA report. These are included in Service Priority 1: Innovative pedagogical approaches and enhanced use of digital technology to support learning and Service Priority 5 Implement the Equipped for Learning Strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching. The Education Service has surpassed the actions set out in the Routemap through and out of the Crisis given the change in national guidance published by the Scottish Government July 2020.

Insights from NESTA interviews recommended actions:

- Work in partnership with school staff, pupils and families to consolidate what they have learned from the pandemic and co-design an approach to taking this forward.
  Action: The Education Service has conducted a parental survey to gather information on what worked well, what should continue and what could be improved to support learners
- Work with professionals, children, families and carers to iteratively test ideas to help overcome the barriers to children and young people accessing learning support remotely.
  Action: This will be taken forward through the Equipped for Learning project
- Draw upon evidence and best practice at a local and national level and support teachers to build skills and capacity in remote teaching e.g. using resourced peer support.
  Action: This will be taken forward through the Equipped for Learning project
- Work with schools to establish access to consistent tools and platforms, alongside remote access to schools systems to enable education staff to work to full capacity.
  Action: This will be taken forward through the Equipped for Learning project
- Midlothian should consider following other local authorities and adopt BYOD or providing devices to all of its students so that teachers can consistently design lessons that all children can engage with using tech.
  Action: This will be taken forward through the Equipped for Learning project

Section 2: Service Overview

2.1   Our Vision and Aims

We continue to aspire to deliver a world-class education system through equity and excellence.

Our vision for the Children YPP Directorate was developed by stakeholders after consultation last session.

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.

To realise this vision we will support the priorities set out in the Single Midlothian Plan, Getting it Right for Every Child and will:

- Give all our children the best possible start in life, providing an inclusive learning environment that builds resilience;
- Ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor who is healthy and happy, especially those who are care experienced;
- Work with our communities to promote high expectations which deliver the best educational outcomes for all learners; and
- Celebrate diversity, reduce inequalities and remove barriers to learning.

2.2   Our Context

Midlothian's population is projected to grow by 7.7% over the next 6 years with significant growth projected across our early years and school age population.

In 2021/22 there were:

- 2,062 children accessing funded ELC, of whom 83% were taking the full 1140 hour offer, across 31 council settings (comprising 2 nursery schools, nursery classes in 26 primary schools and Hawthorn Children and Families Centre, Scots Corner ELC and Vogrie Outdoor ELC); 30 partner provider with whom we commission ELC places and 50 childminders
- 8,098 pupils in primary schools
- 5,638 pupils in secondary schools

- 94 pupils at Saltersgate
- 11 specialist provisions, with approximately 158 children and young people attending;
- 27.5% of primary school children are recorded as having an ASN
- 40.7% of secondary school children are recorded as having an ASN
- 3.46% of primary school children who have an ASN need are care experienced
- 4.84% of secondary school children who have an ASN need are care experienced
- 9.22% living in most deprived 20% compared with 14.30% living in least deprived areas.
- A pupil-teacher ratio of 16.1 in primary and 12.0 in secondary
- 23 school buildings reported as condition A (good), 9 schools reported as condition B (satisfactory) and 7 schools reported as condition C (poor). No schools are reported as condition D (Bad).
- 14 school buildings reported as suitability A (good), 13 schools reported as suitability B (satisfactory) and 12 schools reported as suitability C (poor). No schools are reported as suitability D (Bad).

2.3   Our Services and Teams

The Education Service consists of the following services and teams:

The Education Leadership Team	Delivers the following services to fulfil the duties set out in statute: - improve the quality of ELC and schools through support and challenge of schools/settings to improve and ensure a consistency of service; - support for probationers, newly qualified teachers; non-teaching staff, policy development and quality assurance; - strategic leadership of the development of the curriculum including literacy and numeracy - strategic direction of learning, teaching and assessment; - strategic planning and delivery of Career Long Professional Learning and Leadership; - liaison with national groups and forums for education - national and local policy relating to education;

- strategic resource planning for schools;
- tracking and monitoring of pupils via attainment and achievement; and
- prepare ELC and schools for inspection including care inspectorate.

Early Learning and Childcare (ELC)

Delivers the statutory duty to provide ELC to entitled two year olds and children from the term after their third birthday. In Midlothian we provide a flexible service for parents and children through delivery of 1140 hours expanded Early Learning and Childcare provision in.

School Years

Delivers the statutory duty to:
- provide primary education through provision in 31 primary schools; and
- provide secondary education through provision in 6 secondary schools and 1 special school.

Additional Support Needs (ASN)

Delivers the statutory duty to ensure that additional support needs are met through:

- inclusive practices and support in all mainstream schools;
- 6 specialist provisions in mainstream primary schools, 4 secondary schools and one special school; and
- Specialist outreach teachers and professionals supporting young people with specific additional needs.

Digital Learning Team

Implements and delivers Midlothian's Digital Learning Strategy ; specifically:

- advise and quality assure the use of technology to enrich learning and teaching in Midlothian schools;
- deliver the statutory duty to safeguard young people's use of the internet;
- support assistive technology solutions for learners with additional support needs;
- provide professional learning opportunities on the use of digital technology, including in-class support for pupils and teachers;
- incubate innovative projects and emerging technologies within the Digital Centre of Excellence;
- facilitate the implementation of online tools for learning, including ensuring compliance with data security requirements; and
- manage the deployment of mobile devices for, including iPads and Chromebooks, within the Midlothian Schools network.

Educational Psychology Service (EPS)

The EPS has a statutory function to provide advice to the local authority, social work services and parents on the education of children and young people with Additional Support Needs.

The five core functions are:
- assessment;
- intervention;
- consultation;
- training; and
- research.

The EPS also provides advice and training for the general school population and delivers development activities across the

authority on a range of topics to promote high quality education for all pupils

Education Resources & Performance Teams

These teams are responsible for:

- Pupil Placement;
- Admissions
- Pupil Roll Projections;
- Learning Estate Planning including school catchment areas, advice on new schools & extensions, statutory consultations;
- Scheme of devolved school budget management (DSM)
- Authorise significant school expenditure and HT purchase cards
- Staffing allocations;
- Supporting procurement of essential services
- Policy updates
- Job sizing for teachers
- School and Early Years (EY) staff recruitment
- Partnership Funded Provider ELC Payments
- Project support for EY expansion
- Performance & improvement reporting
- Information management & data analysis

Section 3: Key Successes and Achievements (2021/22)

Good progress has been made towards achieving the outcomes and impact set out in the Education Service Improvement Plan 2021-22 despite the ongoing impact of the pandemic. The self-evaluation evidence informs our next steps and the Education Service Improvement Plan for 2022-23.

Evidence is gathered through:

- Education Scotland recovery visits to schools
- Quality Improvement activities
- Benchmarking against Quality Frameworks such as How Good Is Our School (4th edition)
- Attainment and questionnaire data
- Schools' Standards and Quality reports
- Service user surveys
- School Reviews

And informed by:

- The Education Service's Improvement Priorities
- The Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- The Scottish Government's National Improvement Framework and Improvement Plan
- The four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors

Schools and Services visited by Inspectors in 2021-2022

During the 2021-22 session, a series of inspection-related activities took place to review standards within settings and schools.

1. Education Scotland

Teams from Education Scotland revisited Burnbrae Primary School. The visit letter can be viewed here.

Feedback from the Education Scotland team noted that "*The new headteacher together with the senior leadership team have made a positive start to improve the ethos and culture within the school. They are eager for a more participative learning climate where everyone is valued. Staff have used approaches to support recovery as an opportunity to use the adversity of the pandemic as a catalyst for change"......"Across the school children experience increasingly positive relationships with staff and peers. Children are calm and patient in class. They are eager to participate more fully in lessons and help the school improve"*

Lawfield Primary School was also visited. The visit letter can be viewed here.

Feedback from the Education Scotland team noted that "*Senior leaders and staff have made a positive start to raising children's attainment across the nursery and primary school. Interventions that have been put in place are showing early indications of a positive impact on attainment......" Overall, the learning experiences of children across the school have improved since the original inspection. The school and nursery learning environment promotes a more positive and purposeful ethos, and children enjoy their learning more."*

Woodburn Primary School underwent a Recovery visit by Education Scotland:

Feedback from HMIe's Recovery Visit to Woodburn PS included "*Staff work hard to address barriers to learning for those children who require additional support. Good use is made of the Early Years Homelink and Youth Worker. Attainment in most classes is beginning to improve. Support for children's social and emotional needs ensures they access learning."*

Themed visits were carried out in:

Lasswade High School	Recovery focus
Rosewell Primary School	Recovery focus
Beeslack High School	Outdoor Learning
St David's Primary School	Outdoor Learning
Newtongrange Primary School	Health and Wellbeing

Extract from Newtongrange Primary School Standards and Quality Report
A key highlight of the 2021-2022 session was our part in the National Thematic Visits by HMIe which focused on approaches to supporting children and young people's wellbeing. HMIe reported that it was clear that we are using evidence to inform our approaches and using data well to identify gaps in our individual children.

Extract from Beeslack High School case study which was featured in the Thematic Review on Learning Outdoors.
https://education.gov.scot/media/wonmplgv/learning-outdoors-23-02-22.pdf
Staff make effective use of learning outdoors to support delivery of the curriculum. They recognise there are many benefits to using this approach to enhance young people's experiences and build on young people's learning and progress……….There is a very strong focus on equity to ensure that no learner misses out.

"It (outdoor learning) gives young people opportunities to be successful and to see that they are capable."   **(Principal Teacher)**

2. Care Inspectorate

Nine early years settings were inspected by the Care Inspectorate in session 2021-22.

In this session, 96% of the children accessing funding were attending settings that had at least good evaluations across the 4 inspection themes or the setting was still awaiting their first inspection (as of May 22).

Burnbrae Early was inspected by the Care Inspectorate in October 2021. This inspection was a pilot using the new Care Inspectorate Quality Improvement Framework and was very positive although grades were not published.

"The effectively resourced, attractive playrooms and large outdoor spaces took account of children's stages of development and were adapted to promote inclusion. This good practice meant that children were respected and included" Care Inspectorate Oct 21

Scots Corner ELC were inspected by the Care Inspectorate in May 2022. They received Level 5 "Very Good" evaluations for all inspected quality indicators. The report noted many strengths including children's health and wellbeing, spontaneous play extension, involvement of children in planning learning, and development of staff & partnership with families.

"A major strength of the centre was its proactive approach and commitment to working in partnership with families. There was a clear vision and focus of further community involvement as part of ongoing development and improvement. As well as the development of Peep groups within the setting further plans were in place to support parents through the programme 'parents involved in their children's learning' (PICL) This builds knowledge in developing and extending children's play and interests at home." Care Inspectorate, May 22

3. Midlothian Council Quality and Thematic Reviews

The Midlothian Education team also carried out reviews which focused on aspects of provision.

- Attainment visits in all primary schools in Autumn and Spring term to review improvement planning and attainment and achievement in relation to QI 3.2.
- Attainment visits in all secondary schools in Autumn and Spring term to review predictions, look at progress against school improvement targets and discuss interventions to boost attainment.
- Thematic reviews: pupil support (Penicuik High School), English (Newbattle High School), Local Authority Peer Review (Saltersgate Special School)

MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
1.1 Improve attainment within the broad general education stages, by focusing on: **i)** improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) **ii)** innovative pedagogical approaches and enhanced use of digital technology to support learning **iii)** pedagogy, play and progression across Early Level **1.2** improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap **1.3** identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children	**2.1** Improve Equity and Inclusion, through the following areas: • Nurture • Attendance and Engagement • Family Learning • ASN Embedding the principles of UNCRC and The Promise **2.2** Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through: • HWB curriculum development • local authority, school and community supports	**3.1** Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through: **i)** Empowering leaders at all levels, leading to an empowered system **ii)** Improving quality of leadership at all levels, including leadership of learning **iii)** Delivering a minimum data set and supporting data literacy to improve self-evaluation **iiii)** Developing a Parental Engagement Strategy	**4.1** Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced **4.2** Prepare children and young people for the world of work: **i)** Carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations	**5.1** Deliver Best Value through: **i)** Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate **ii)** Robust workforce planning. **iii)** Complete and embed the DSM, providing training where necessary. **5.2** Implementing *'Equipped for Learning'* Digital Strategy to support transformational change in digital learning

Key Successes and Achievements in 2021-2022

Education Service Improvement Priority 1: Attainment and Achievement

1.1 Improve attainment within the BGE, by focusing on:

- Curriculum Frameworks: Planning, tracking and assessment, curriculum design and progression.
- Innovative pedagogical approaches and enhanced use of digital technology to support learning.
- Pedagogy, Play and progression across the early level
- Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements   and partnership delivery, including addressing the ASN senior phase attainment gap
- Reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children and young people.

Curriculum Frameworks

An Executive Education Group (EEG) has been established to support the move towards embedding the six dimensions of an empowered education system and achieving the collective Midlothian vision. The EEG will be represented by each secondary Head Teacher and primary Head Teachers from each Associated School Group (ASG). The primary Head Teachers will also represent Early Years. The Head Teacher from Saltersgate will also attend. From the centre, the Chief Operating Officer will sit on the group and act as Chair. In addition, School Group Managers and other invited members of the Midlothian education service will attend, but will not form part of quorum. The EEG Head Teachers will support the development of curriculum frameworks this session.

A Literacy Framework is being developed by the literacy strategy group with a pilot group of schools trialling the framework next session. The Midlothian Numeracy Programme has been refreshed for the digital age as well as supplemented where gaps were evident and impacted on learning experiences for learners. Education Scotland numeracy team visited in June 2022 and were extremely positive about the update and how it will benefit teachers and learners. This will be shared with Head Teachers and piloted by a group of schools next session with training to support this pilot. For all other curricular frameworks primary Head Teachers on the EEG have linked with another local authority and working with their Associated School Group colleagues will pilot frameworks this session, tailoring them to meet the needs of Midlothian schools. Input is also planned for the HT programme next session on the development and refreshment of the curriculum.

Innovative pedagogical approaches and enhanced use of digital technology to support learning.

The deployment of 14000 devices managed through the Equipped for Learning project has provided a safe, secure and inclusive learning environment that all learners can access equally. The platform Google Workspace, popular across many industries, was launched to help pupils and staff develop digital skills for learning, life and work. Innovative approaches to using digital technology to support learning were trialled within the Newbattle Digital Centre of Excellence through a practitioner-enquiry approach. A new safeguarding and internet filtering tool was rolled out across all schools and settings with accompanied training to support its use.

An innovative support model was devised and implemented through the expansion of the Digital Inclusion and Learning Team. Four Learning Technologists and two Senior Learning Technologists provide daily in-school support, specifically designed to enhance the use of digital technology to support learning. Working under the direction of senior leaders, Midlothian's Learning Technologists are among the first of their kind in Scotland. Their role is to:

- Advocate for digital learning within schools and settings, championing its use and sharing good practice across Midlothian
- Support professional development on the use of digital technology by facilitating training, providing consultations and working collaboratively with Midlothian staff and pupils
- Support allocated schools to work towards agreed targets in relation to using digital technology to support, enhance and extend learning, teaching and assessment
- Provide front line support for technical issues relating to Chromebook and iPad devices

A commitment to innovative pedagogy within and across the Digital Inclusion and Learning Team led to the creation of an award-nominated professional learning offer for [Early Years staff](#) and the creation of Midlothian's first [Apple Regional Training Centre](#).

Pedagogy, play and progression across early level

This session Education Scotland worked with senior leaders from primary schools and the Early Years Principal teachers on the development of play pedagogy across early level. A webinar with Education Scotland was also held for all senior leaders in primary schools sharing good pedagogical practice in early level and another webinar was held for all ELC practitioners and P1 class teachers in our schools.

A Midlothian Play Pedagogy network was set up and regular sessions held, with 44 P1 teachers and ELC practitioners regularly active and attending. A self-evaluation/audit toolkit was used to measure impact of changes to the environment and engagement of learners and training modules were created to support this work. The early year's team developed a floorbook 'Quality Learning Environments at Early Level' and this was shared widely across all primary schools and ELC settings, with associated training material available. Over the session 70% of settings had a focus on the development of play pedagogy.

A SEIC Pedagogy Pioneers virtual webinar sessions were held and 3 Midlothian pedagogy pioneers shared their work. This input was followed up with the play pedagogy network group to support plans for next session.

1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN senior phase attainment gap

Over the past year our secondary schools have had little opportunity to undertake any major curriculum review due to the impact of the pandemic. This academic session has once again, been very much focused on supporting our young people to achieve to the best of their ability whilst adhering to public health and national education guidance. Secondary schools were making positive progress in expanding and modifying their curriculum offer to meet the diverse needs and aspirations of their learners, including partner delivery. In the coming session an experienced HT will be seconded to support a full review of the secondary curriculum and impact on positive learner destinations.

Trend Data & Targets for School Leavers

	2018	2019	2020	2021	Ave.
Lit & Num SCQF Level 4	88.93%	89.45%	90.48%	89.85%	89.93%
Lit & Num SCQF Level 5	66.33%	63.76%	65.12%	66.36%	65.08%
1+ @ Level 4	97.23%	96.67%	97.17%	95.44%	96.84%
1+ @ Level 5	85.49%	86.01%	84.43%	84.72%	85.56%
1+ @ Level 6	60.58%	56.08%	60.62%	59.98%	59.19%
5@ Lv 5	64.37%	64.34%	67.54%	70.45%	65.78%
3@ Lv 6	50.29%	50.91%	54.68%	56.56%	52.27%
5@ Lv 6	35.53%	35.96%	40.17%	42.07%	37.65%

Attainment meetings were carried out in each secondary school to review predictions, look at progress against school improvement targets and discuss interventions to boost attainment. Each secondary school had Easter school provision for targeted groups of students in preparation for the exam diet. Senior phase students sat formal examinations/assessments in May/June for the first time in two years. A full analysis of August examination/assessment results will be carried out in the new session, in partnership with Head Teachers (HTs) and senior leadership teams. Targets will be added in line with a review of school level targets and setting of stretch aims in line with new national expectations.

SQA National Course Awards

Senior Phase Qualifications leavers

% School Leavers Attaining	2016	2017	2018	2019	2020	2021	5yr ave. (2016-20)	Diff 2021 to 2020	Diff 2021 to 5yr ave.
1 or more awards at Level 3	99.5%	99.2%	99.3%	99.3%	98.8%	98.5%	99.2%	-0.3%	-0.7%
1 or more awards at Level 4	97.6%	97.7%	97.2%	96.7%	97.2%	95.4%	97.3%	-1.7%	-1.8%
1 or more awards at Level 5	84.4%	87.2%	85.5%	86.0%	84.4%	84.7%	85.5%	0.3%	-0.8%
3 or more awards at Level 5	72.0%	73.1%	72.3%	69.7%	75.0%	74.7%	72.4%	-0.3%	2.3%
5 or more awards at Level 5	59.5%	58.2%	61.0%	58.4%	63.6%	63.2%	60.1%	-0.4%	3.0%
1 or more awards at Level 6	59.0%	58.7%	60.6%	56.1%	60.6%	60.0%	59.0%	-0.6%	1.0%
3 or more awards at Level 6	43.9%	43.4%	46.6%	42.9%	49.9%	47.7%	45.3%	-2.3%	2.3%
5 or more awards at Level 6	30.3%	28.1%	32.6%	30.1%	36.9%	34.0%	31.6%	-3.0%	2.4%
1 or more awards at Level 7	20.8%	18.6%	18.9%	19.3%	21.9%	25.1%	19.9%	3.2%	5.2%

Midlothian's performance in 2020/21 across the reported breadth and depth measures shows an overall increase on the previous year in most areas in line with the Virtual comparator. Figures for '1 or more at Level 3' and '1 or more at Level 4' are greater than the Virtual Comparator.

% School Leavers Attaining Literacy and Numeracy	2016	2017	2018	2019	2020	2021	5yr ave. (2016-20)	Diff 2021 to 2020	Diff 2021 to 5yr ave.
Midlothian SCQF 3	96.67	97.39	97.23	96.33	96.4	96.0	96.80	-0.4	-0.8
Virtual Comparator SCQF 3	94.23	94.64	94.1	93.83	94.29	93.1	94.22	-1.2	-1.1
National SCQF 3	93.45	93.89	92.88	91.72	92.82	94.6	92.95	1.8	1.6
Midlothian SCQF 4	87.8	91.61	88.93	89.45	90.48	89.9	89.65	-0.6	0.2
Virtual Comparator SCQF 4	88.06	89.15	89.08	89.27	89.57	88.0	89.03	-1.5	-1.0
National SCQF 4	86.57	87.88	87.15	86.01	87.53	90.1	87.03	2.6	3.1
Midlothian SCQF 5	63.31	66.01	66.33	63.76	65.12	66.4	64.91	1.2	1.5
Virtual Comparator SCQF 5	64.21	66.45	67.11	66.55	68.53	64.2	66.57	-4.3	-2.4
National SCQF 5	60.74	63.14	62.62	59.81	63.26	69.2	61.91	5.9	7.3

1.3 Reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children and young people.

Trend Data & Targets

	2018	2019	2020	2021	Ave.
Pr Literacy – GAP FSM vs. No FSM	22.47%	29.35%	NC	32.24%	28.17% [a]
Pr Numeracy – GAP FSM vs. No FSM	20.69%	22.69%	NC	27.98%	23.82% [a]
S3 Literacy – GAP FSM vs. No FSM	22.57%	22.83%	NC	NC	22.94% [b]
S3 Numeracy – GAP FSM vs. No FSM	12.04%	21.27%	NC	NC	16.35% [b]
1+ @ Level 4 – GAP FSM vs. No FSM		4.9%	2.0%	3.2%	3.4%
1+ @ Level 5 – GAP FSM vs. No FSM		23.6%	25.2%	19.8%	22.9%
1+ @ Level 6 – GAP FSM vs. No FSM		30.7%	32.0%	35.0%	32.6%

[a] Ave. is calculated from 2017-2021; [b] Ave. is calculated from 2017-2019
NC = Not Collected

Given the lack of equality of the Scottish Index of Multiple Deprivation across our schools in Midlothian, Free School Meal registration will be used as the measure for the attainment gap between the most and least deprived children. As shown above the gap is monitored for ACEL level in combined primary literacy and numeracy and S3 literacy and numeracy, as well as leaver's data for 1+ awards at level 4, 5 and 6. The trend data for the past four years shows that the pandemic has had an impact on the gap, most notably on primary literacy and numeracy, with this gap increasing in 2021 from the average and when last recorded. The same pattern is also the found for leavers 1+ awards in level 4 and 6.This data will be measured at local school level and monitored closely to track improvement.

Pupil Equity Funding

Midlothian schools were allocated a total of £2,649,164 in Pupil Equity Funding (PEF) and £177,600 in the Care Experienced Children and Young people (CECYP) fund from the Scottish Government for session 2021-22. (£2,423,905 for 2022-2023)

Schools remained committed to narrowing the poverty-related attainment gap this session. Head teachers developed PEF plans detailing how each school's funding would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to work towards closing the poverty related attainment gap. The revised planning format introduced this session and the increased use of data is leading to more outcome led PEF planning. Our Attainment Advisor supported all our schools with support and challenge visits around the use of PEF and the impact it is having and held PEF network meetings for Head Teachers and PEF linked staff. The introduction of local stretch aims will help to maintain the focus on effective tracking and monitoring of outcomes for children.

The Lasswade ASG have collaborated and give some of their PEF to appoint Literacy, Numeracy and Wellbeing Development Officers (DO) to create a consistent approach and to target disadvantaged CYP to develop a *"wide range of creative approaches and strategies to increase student confidence, enhance staff skills, improve engagement and provide support and challenge to students". Lasswade ASG Plan 2021 - 22*

Schools use PEF to engage a number of third sector partners and services who are contracted directly to support CYP. These include Play Therapy, Speech and Language Therapy (SALT), Art Therapy, Family Counselling, Active Schools, Youth workers and Home School Practitioners (HSP). The impact of these inputs is beginning to be measured in a systematic way through the use of outcome statements and realistic measures.

As a local authority we have supported the used PEF to enhance approaches to learning, teaching and assessment in order to raise the attainment and achievement of pupils most affected by poverty. This has been done through professional learning; the recruitment of additional staff; the purchase of resources; development of the curriculum offer and opportunities for achievement; improving approaches to family learning and supporting schools to develop their approaches to assessment and moderation. This has meant that across the authority schools are clearly benefitting from additional support for the most vulnerable and this is evident during school visits. Many schools have carried out additional support for the most vulnerable families both during school closure and since the return to school buildings. Schools report that the impact of this has been the deepening of already good relationships and a better understanding of each school's individual context.

A pilot of a literacy intervention for most disadvantaged 2-5 year olds took place in 5 early years' settings. Initial analysis of impact shows an improvement in children's communication and language skills. Care Inspectorate gave positive feedback of impact of the pilot in 3 settings that were inspected.

In June, a local authority Scottish Attainment Challenge Impact Evaluation Report was produced in collaboration with our Education Scotland Attainment Advisor. It highlighted the following key strengths

Practitioners' have an increasing understanding of poverty and its impact on health and learning outcomes (Scottish Attainment Challenge; Recovery and Progress Report 2021-2022 Education Scotland

The secondary attainment meetings were attended by cross-party elected members. The Executive Director reports these were 'powerful' and welcomed by secondary school leadership teams.

SQA National Course Awards relating to Closing the Poverty-related gap - Free School Meal (FSM) entitled vs. those that are not FSM entitled

% GAP in School Leavers Attaining	2019	2020	2021	3yr ave. GAP	GAP Diff 2021 to 2020
1 or more awards at Level 3	0.8%	-1.3%	1.7%	0.4%	-3.0%
1 or more awards at Level 4	-4.9%	-2.0%	-3.2%	-3.4%	1.3%
1 or more awards at Level 5	-23.6%	-25.2%	-19.8%	-22.9%	-5.4%
3 or more awards at Level 5	-26.3%	-27.6%	-30.0%	-28.0%	2.5%
5 or more awards at Level 5	-33.3%	-28.9%	-31.4%	-31.2%	2.6%
1 or more awards at Level 6	-30.7%	-32.0%	-35.0%	-32.6%	3.0%
3 or more awards at Level 6	-29.5%	-32.9%	-37.9%	-33.4%	5.0%
5 or more awards at Level 6	-25.0%	-24.8%	-29.7%	-26.5%	4.9%
1 or more awards at Level 7	-14.2%	-19.5%	-24.5%	-19.4%	5.1%

% GAP in School Leavers Attaining Literacy and Numeracy	2019	2020	2021	3yr ave. GAP	GAP Diff 2021 to 2020
Midlothian FSM SCQF 3	0.41	-1.12	0.9	0.06	2.02
Virtual SCQF 3	-6.77	-4.43	-6.61	-5.94	-2.18
Midlothian FSM SCQF 4	-11.53	-15.16	-6.51	-11.07	8.65
Virtual SCQF 4	-13.74	-8.5	-10.44	-10.89	-1.94
Midlothian FSM SCQF 5	-28.25	-33.21	-38.59	-33.35	-5.38
Virtual SCQF 5	-24.98	-18.67	-26.04	-23.23	-7.37

Care Experienced young people (CEYP)

As part of our support for care experienced children and young people a number of interventions have been put in place to improve attainment and engagement in learning.

Progress on maximising the impact of the CECYP fund involved the development of data sets which allowed Head Teachers to plan interventions for their CECYP which supported improvements in attainment. Attainment discussions in primary and secondary schools ensured a focus on CECYP to ensure the right support is given. Discussions with secondary schools also focused on positive destinations.

Funding used for outdoor learning and Artlink was bespoke to each young person's interests and combined the expertise of specialists to the needs of the young person. Evidence demonstrated high levels of engagement and the bespoke activity aligned with the learner's curriculum. As a result, barriers to learners were being identified and overcome. Funding used to support young people in outdoor learning has shown a 100% increase in the number of outdoor visits and pupil participation days. In a survey carried out in 2021, young people reported that they were learning and feeling safe through their engagement in planned outdoor learning.

In addition school leavers who are care experienced typically have lower attainment compared to those who are not care experienced. The Education Service continues to work closely with schools and partner agencies to raise the attainment and achievement of our care experienced young people. Overall due to the small numbers trends in data tend to fluctuate widely.

Trend Data & Targets

	2018	2019	2020	2021	Ave.
Pr Literacy - LAC/ASN Pupils[a]	55.58%	53.26%	NC	43.66%	47.61%[a]
Pr Numeracy - LAC/ASN Pupils[a]	61.48%	58.64%	NC	52.18%	55.42% [a]
S3 Literacy - LAC/ASN Pupils[a]	68.66%	87.67%	NC	NC	78.17% [b]
S3 Numeracy - LAC/ASN Pupils[a]	72.64%	68.32%	NC	NC	72.77% [b]
1+ @ Level 4 - LAC/ASN Pupils[a]	91.79%	91.21%	92.95%	89.34%	91.32%
1+ @ Level 5 - LAC/ASN Pupils[a]	63.43%	69.23%	69.80%	67.44%	67.47%
1+ @ Level 6 - LAC/ASN Pupils[a]	32.09%	32.60%	43.96%	39.77%	37.10%

[a] This contains pupils that are either LAC or ASN. Note that due to the small numbers in these categories the % can fluctuate quite significantly.
NC – not collected

Additional Support Needs (ASN)

This session ASN Policies and pathways were reviewed resulting in an ASN Framework being created to help staff to identify, assess and support children with an additional need in Midlothian. The ASN team have trained schools in the use of a '4 levels of intervention' matrix to more accurately record needs of children and young people on our data systems. Next session the framework will be supported by an ASN training programme for all staff, as well as those providing targeted support through the Professional Learning Academy, and the consultation on the ASN supporting documents and processes will begin.

Broad General Education Attainment

All ACEL - P1, P4 & P7 Combined

		2017	2018	2019	2021
Literacy	Midlothian	62.25%	74.68%	72.76%	65.75%
	National	69.24%	71.41%	72.30%	66.88%
Numeracy	Midlothian	71.14%	79.63%	77.77%	72.80%
	National	76.36%	78.42%	79.07%	74.69%

All ACEL - S3

		2017	2018	2019
Literacy	Midlothian	62.25%	74.68%	72.76%
	National	69.24%	71.41%	72.30%
Numeracy	Midlothian	88.81%	87.68%	89.56%
	National	88.24%	89.04%	90.17%

Overall, the Midlothian CfE data mirrored the national picture this session and performance in listening & talking, reading, writing and numeracy were all above the national figures in P1. Performance in listening and talking at P4 and P7 was in line with the national picture. At P7, fewer children attained the expected CfE

level in numeracy and this has been a key focus for schools in terms of closing the learning gap caused by the pandemic. A Buildin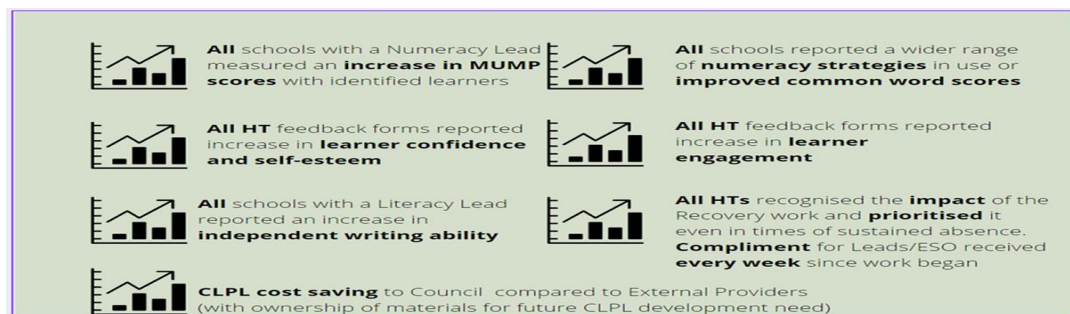g Back Better Recovery Programme was initiated within identified schools and/or stages to support schools and learners and ensure improvement.

Building Back Better Recovery Programme

The Building Back Better team matched expertise to need, and targeted schools with the largest gaps taking into account a number of factors; attainment in 2021 v 2019, attainment predicted in 2022, impact of the poverty related attainment gap, gender differences and ASN need. The team also identified support needed for P2 and P5 in order to support learners who had narrowly missed their expected level in June 2021. Throughout Jan – March 2022 the team targeted schools with children "at risk" of not achieving expected levels by June in P1, P4 and P7. In the final term planned support continued in recovery schools and development work was carried out to promote raising attainment in a wider capacity across the Authority. Literacy leads began to roll out the Stephen Graham PM benchmarking in reading tool and Numeracy leads began to "digitalise" and refresh the Midlothian Understanding Maths/Number Programme ready for sharing in the new session.
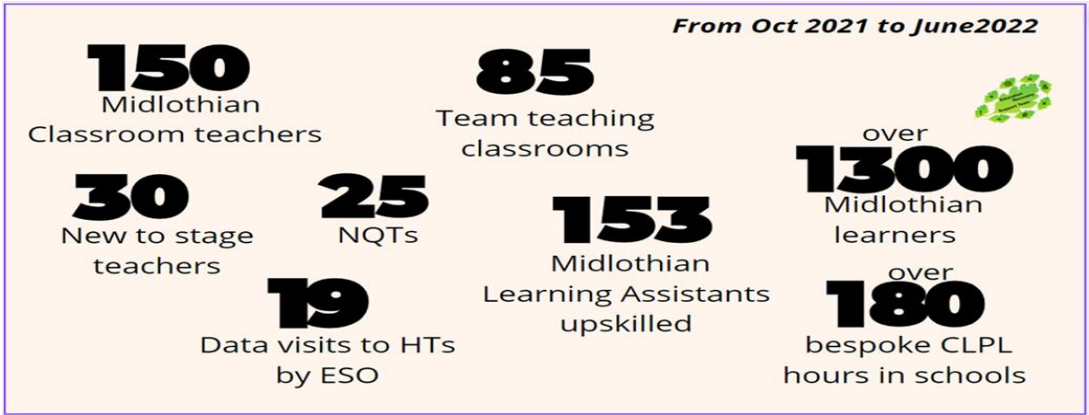
Due to the challenges of absence during the school session, and periods of interrupted learning, not all areas of ACEL have increased as hoped across Midlothian. Despite the challenges, recovery schools have increased in most of the measured areas. In P1 Reading, P4 Numeracy and P7 Writing and Numeracy where schools had received an input from the recovery team ACEL data shows improvement. Further improvement is still required and the continuation of Recovery funding will allow for a continued focus on improving outcomes in these schools.

All schools with a Numeracy Lead measured an **increase in MUMP scores** with identified learners

All schools reported a wider range of **numeracy strategies** in use or **improved common word scores**

All HT feedback forms reported increase in **learner confidence and self-esteem**

All HT feedback forms reported increase in **learner engagement**

All schools with a Literacy Lead reported an increase in **independent writing ability**

All HTs recognised the **impact** of the Recovery work and **prioritised** it even in times of sustained absence. **Compliment** for Leads/ESO received **every week** since work began

CLPL cost saving to Council compared to External Providers (with ownership of materials for future CLPL development need)

Early Years

An early year's quality offer is in place to support and challenge all ELC school settings and funded providers in partnership with the LA to ensure a focus on the National Standard through a range of visits, training and support documentation that exemplifies the Midlothian approach of a high quality provision.

The early years Principal teachers carried out 132 visits across 64 settings over the session as part of the quality improvement support. They have also worked with improvements settings for targeted support alongside the Care Inspector Improvement service.

This approach has been commended by the Care Inspectorate in recent inspections as beginning to make a positive difference on outcomes for the youngest children. Of the 65 settings in the local authority or private/third sector, only 4% of settings are not meeting the Care Inspectorate evaluation criteria in the national standard and are subject to an Improvement Period.

The early years GIRFEC Subgroup is a multi-agency group which ensures that there is a focus on meeting the needs of our youngest children and their families in Midlothian. The actions and priorities of the Early Years subgroup for 2021/22 have complemented the publication of the Public Health Scotland *COVID-19 Early Years Resilience and Impact Survey (CEYRIS)* which aimed to find out about the experience, and impact of COVID-19 and the associated restrictions on young children (2-7 year olds) across Scotland. The research analysed the significant impact that the pandemic is having on children and families.

The early year's subgroup actions prioritised the following areas, all of which feature significantly in the CEYRIS impact report, Healthy Start, Family Learning and Early Language development.

Healthy Start, HENRY, Healthy Lifestyle Training Pilot

Thirty practitioners have been trained in Midlothian as part of this pan Lothian innovative Health project. The evaluation will shape collaborative work on larger roll out and parental engagement. Consideration will be given to how the approach can be strengthened for 2022/23 in conjunction with the priorities of the Midlothian Mayfield Types 2 diabetes prevention test of change.

Early Language and Play skills project

Key findings of this project show improvements in environment and adult interactions to develop early communication and literacy. The pilot phase is complete, training has taken place and this project will be rolled out across additional ELC settings next session with a focus on those settings providing ELC for our Good Time to be 2 children.

What are we going to do now? **Plans for improvement in year ahead will include;**

- Develop and implement a Raising Attainment Strategy
  Further targeted support from recovery team in literacy and numeracy with focus on P1, P4, and P7 in schools with lowest attainment.
- Develop a full range of curriculum frameworks
- Revise Midlothian's Learning, Teaching and Assessment policy
- Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims
- Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment.
- Revise the senior phase curriculum offer and pathways into positive sustained destinations
- Review and develop approaches that will secondary schools to implement reduced class contact time in line with SG policy
- Build capacity within schools to improve outcomes for all disadvantaged children and young people in partnership with our Education Scotland Attainment Advisor.
- Improve availability, accuracy and use of complex and intersectional data to target support more effectively
- Embed The Promise across the education service
- Pilot resource guidance, Identifying, Assessing and Providing for ASN
- Establish a request for single point of access to ensure a timely multi agency response to assessing and providing for young people's ASN
- Review support for learning practice to ensure capacity of workforce, consistency and quality

Education Service Improvement Priority 2: Included, Engaged and Involved; Wellbeing and Equity

2.1 Improve Equity and Inclusion, through the following areas:
- Nurture
- Attendance and engagement
- Family learning
- ASN
- Embedding the principles of UNCRC and The Promise

Nurture

The Nurture Strategy entered its second year in Midlothian with the Nurture Strategy Group driving the direction of this work with representatives from across the directorate including schools and early year's settings, Educational Psychology, Children and Families team, the Inclusion and Well-Being Service, Community Life-Long Learning and the Third sector.

All schools and settings identified their strengths and areas for development using the Nurture Reflection Tool to inform improvement planning across the authority. This was followed by authority-wide training on applying the principles of nurture in practice in October 2021 and January 2022, supported by a digital platform for research, resources and tools to further professional learning. Seventy three Nurture Leads from across Midlothian schools, early years settings, and services have met over the year as part of eight Collaborative Peer Support Network Groups bringing together a range of experiences and perspectives to explore new research and approaches, reflect on progress and map out next steps. Nurture leads within schools have reported that the sessions have led to an increased awareness of nurture, have helped in the implementation and embedding of nurturing approaches and that they have valued the collaboration and support from colleagues.

The Nurture Strategy will now focus on building on the foundations of the nurturing approach through a programme of professional learning, support and evaluation. Priorities identified by schools include promoting greater consistency in nurturing, relational and trauma-informed approaches; promoting and protecting the wellbeing of staff; and developing methods of evaluation of the impact of nurture in Midlothian on children and young people.

Attendance and engagement

Trend Data & Targets

	2018	2019	2020	2021	Ave.	Target
PR Attendance Rate	94.43%	94.70%	94.04%	95.06%	94.56%	95%
Sec Attendance Rate	89.18%	89.20%	89.37%	90.99%	89.69%	91.5%

Midlothian is committed to understanding the complex factors impacting on school attendance and building local services that strengthen home-school relationships and engagement in learning. With a focus on improving attendance across all our schools next session we will review the attendance policy and pathways in

consultation with primary and secondary schools.

Three Education-Children Service Practitioners were employed to provide targeted support to children who are looked after, care experienced or on the edge of care and showing patterns of low attendance. The practitioners worked directly alongside the child, young person, their families and the school with the aim of building trusting relationships, bridging connections between home and school, overcoming barriers and finding positive solutions to promote attendance, engagement and achievement. Over this last year, the practitioners have supported 37 children, young people and their families, with 85 children and young people over the 3 years of service. The average initial attendance rate for the 85 young people was 45%. In May 2022, this overall average attendance rate had increased to 64%. The feedback from children, young people, families and schools has been overwhelmingly positive with outcomes reaching beyond engagement and attendance to enhanced family relationships and wellbeing. The evaluations have highlighted the central importance of trusting relationships being at the centre of work to promote attendance of young people. Young people referred to valuing the sense of trust with the key adults, advocacy, bridging home and school, seeking advice and support around anxiety and practical and financial support for families.

'I know you have always supported me but I'm happy you supported my dad too, to help me live with him again.'

'You listen to me, you care and make me laugh.'

Family Learning

This session the Girfec Early Years sub group led work with the Family Learning Strategy group including a range of multi agency partners. A draft policy has been created and gone out for full consultation across services. This will be finalised next session and the FL Strategy group will then report to the Equity and Inclusion group and Girfec Board. The Strategy will then be launched, a location will be identified for information about all Family Learning on offer and then consultation will be carried out with families about the existing offer and gaps in Family learning.

- o **PICL**
  The early years focus this session has been on evaluating the impact of the *Parent's Involved in their Children's Learning* approach through a joint project with The University of Stirling and Midlothian SureStart. The evaluation of the approach found that "*PICL has a constructive impact on the wellbeing of families with early year's children". It is an approach that is "succeeding to support key aspects of the parent-child relationship".*

  Next session the training will be built on to support use of the PICL approach in an additional 10 settings. The research will also be presented by one of our Early Years Principal Teachers and a Sure Start Manager, at the annual conference for the European Early Childhood Education Research Association (EECERA) in August in Glasgow. Next session PICL will be part of the new Family Support Service.

- o **Peep**

  Pre pandemic almost all our ELC settings had PEEP groups running. This session by promoting and signposting delivery across the local authority there has been an increase in the number of groups offered in each locality and a reduction in duplication of services through partnership working. Six Peep group leaders ran 24 groups weekly in local communities including two accredited Peep Progression Pathway courses and a Peep to be Ante-Natal group. 151 delegates have been trained in Midlothian in collaboration with Peeple reducing the training costs by £30,200. Next session PEEP will be part of the new Family Support Service.

ASN

Identifying, Assessing and Providing Support for Children and Young People with Additional Support Needs

Over the course of this session, a new ASN team was formed which included 3 Head Teachers, an experienced depute and PT. A priority was to gather an accurate data set in order to analyse and quality assure the current position and plan next steps. The team have worked to update and streamline policies, processes and paperwork to further support schools and ensure children and young people receive the right support at the right time.

At the beginning of the session, 5 enhanced classes were established to support primary 1 pupils. These were in Cornbank, Danderhall, Burnbrae, Mayfield and Gore Glen primaries. IWBS classes moved from Hawthornden and Gore Glen to St Margaret's building in order to share resources. Enhanced support was provided for children with additional needs in Kings Park, St Matthew's, Bilston, Cuiken, Strathesk, Gorebridge, Mayfield and Stobhill primaries. Beeslack annex opened to support secondary pupils with complex and social and complex needs. Newbattle and Beeslack secondaries received additional support for nurture bases.

All schools have been trained in the use of an updated 'Midlothian Stages of Intervention'' to accurately record the needs of children and young people on SEEMIS. This ensured the offer of training and curriculum met the needs of all learners. This work will continue to be embedded over the course of next session and the new Data Officer will support with a live robust data set to enable the team to ensure the needs of all children and young people are met.

Last session the team offered at least two six-week blocks of outdoor learning to all the young people accessing shared placements within three of the ASN provisions. These have provided further opportunities for personal achievement and interdisciplinary learning.

Embedding the principles of UNCRC and The Promise

UNCRC

Between December 2021 and the end of March 2022, an Education Support Officer for Professional Learning delivered 14 bespoke sessions around taking a rights-based approach and the incorporation of the UNCRC. Sessions were delivered to the Midlothian Leadership Forum, the CLLE team, teams within Children's Service and members of the central Education team.

Resources were developed and training was delivered by our Education Support Officer who oversees professional learning, around Social Justice and decision-making to promote inclusive practice. This was in response to requests for professional learning from Educational Psychologists, Secondary Senior Leadership teams and Primary Leadership teams around how we take a rights-based approach to supporting all of our young people when making decisions to ensure rights pertaining to the protected characteristics, particularly gender reassignment, aren't being infringed. A collaborative enquiry professional learning programme was developed to help practitioners explore 'taking a rights-based approach' and will run in the next academic session.

Sessions, delivered by the Education Support officer, aimed at parents & carers around the UNCRC were offered as part of the Equal Midlothian Week March 2022 programme.

Children in Paradykes PS were filmed discussing the strengths of their school and their views informed the school's quality and improvement plan

The Promise

Following its launch and a Directorate conference in partnership with Children's Services, Midlothian schools and ELC settings continue to implement The Promise, ensuring the voices of care-experienced children, young people and their families are listened to and valued and are central to planning and decision making. Midlothian continues to build on nurturing, trauma-informed approaches that put compassionate relationships at the centre with networks for reflection and discussion.

Responding to Covid-19

During the periods of heightened restrictions, the education service provided support and guidance to schools/settings which highlighted the importance of ongoing engagement with learners and their families, and maintaining a focus on wellbeing. This session spikes in Covid cases resulted in high staff and pupil absences which interrupted learning and have had an impact on learners' experiences. Wherever possible schools have been kept fully open with schools being flexible and responsive to the needs of their communities.

Ukrainian Wellbeing Hub

On arrival in Scotland children and families were supported in our Ukrainian Wellbeing Hub at Danderhall PS before they were allocated places in local schools. Our staff team provided assessment, support and teaching and learning for children and young people aged 3 to 18. The hub also acted as a place where adults could access advice and support.

2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase through;

- HWB curriculum development
- local authority, school and community supports

HWB curriculum development

This session rather than delivery of the health and wellbeing curriculum schools focused very much on supporting aspects of children and staff wellbeing that were affected by the impact of the pandemic. A range of supports for children were implemented in almost all schools including the use of a variety of wellbeing programmes that focused on the development of self-regulation, building resilience and development and use of the wellbeing indicators.

Many schools have also focussed during this session on staff health & wellbeing and have adapted working time agreements and ensured available support. Senior leaders provided support for their staff through a variety of wellbeing events and encouragement to engage with occupational health as required. Staff wellbeing is supported by the council wide Skills Booster online programme and in the new session senior leaders from the central team will visit schools and there will be focus groups to gather the voice of staff and young people.

Head Teachers had the opportunity to take part in health and wellbeing sessions with the Hive of Wellbeing to help them reflect on their own needs and support action planning for their children, young people and their staff.

This priority will also carry over into session 202/23 as part of the development of curriculum frameworks.

Local authority, school and community supports.

Whole system change to promote mental health and wellbeing

Midlothian Early Action Partnership (MEAP) is a multi-agency delivery group including members from NHS Lothian, several Council departments and the local third sector. MEAP successfully secured 5 year funding from the National Lottery in 2019 and is currently 3 years in to a programme of activity aiming to effect system change through strengthening community-based mental health and wellbeing support.

One such is the Jigsaw Project: delivered through collaborative working by 4 local voluntary organisations and the Midlothian Council Educational Psychology Team; it provides a range of training and support activities, focused on prevention and early action, to local children and young people and their families and carers. In doing so it has introduced both additional capacity into the locality and provided quicker access to support with primary school staff in the project catchment area provided with advice, information and tools to promote positive mental health amongst children, young people and themselves. A key mechanism to support this local system change was the creation of a single point of access and allocation for all requests for support into the voluntary sector partners.

The diagram below shows the range and type of interventions delivered through the project into the Penicuik area.
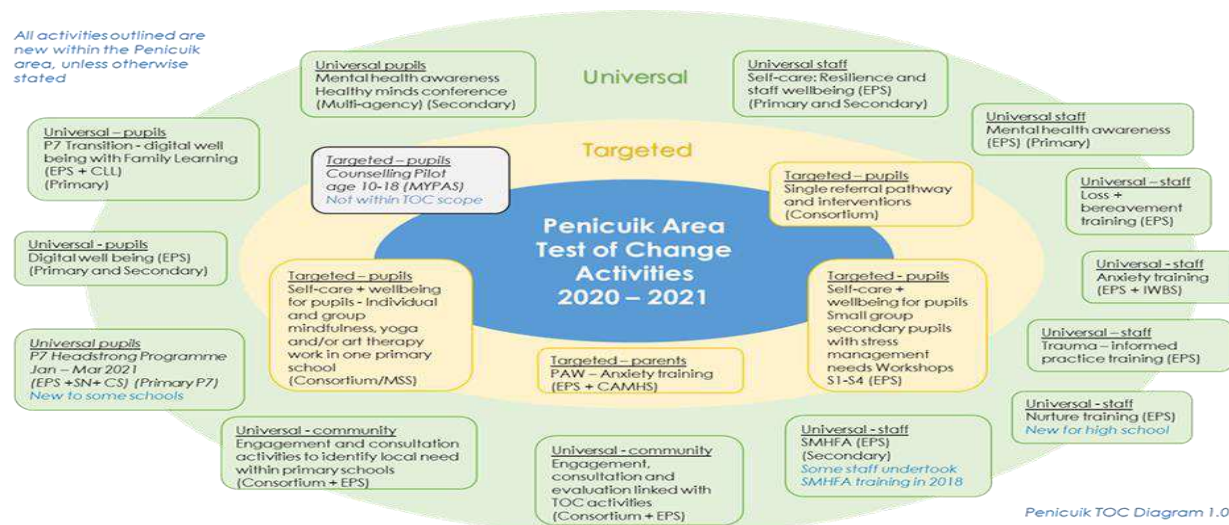
Substantial gains have been documented through the evaluation of this project including:

Beneficiaries reported an increased understanding of mental health and wellbeing and increased knowledge of practical strategies to support wellbeing, including digital wellbeing.
Those children engaging in therapeutic interventions indicated a 100% improvement in wellbeing, 64% reported an improvement in their family relationships, 70% in their school relationships and 77% in their individual relationships.
Pupils in transition from primary to secondary school reported feeling better informed of the support available to them during the process and how to access it.
School feedback has been positive with staff welcoming the opportunity to reflect on practice and supporting the development of a shared language for discussing mental health and wellbeing in their schools.
Schools have welcomed the speed of the new request process that has enabled delivery of the right support at the time children need it.
Wider partnership working between the Educational Psychology Team and other agencies, particularly CAMHS, CLL and the wider Jigsaw partners has been strengthened, enabling them to deliver additional collaborative interventions to support mental health and wellbeing across the authority.

School Counselling Service

Since September 2020, Midlothian has commissioned Midlothian Young People's Advice Service to provide a regular school Counselling Service to 10-18 year olds across the authority. Since the service operationalised in November 2020 to end of April 2022 it has provided counselling sessions to 240 children and young people aged 10-18 years old, with a further 180 accessing information and light touch support via regular drop-in sessions.

The primary reasons for referral into counselling were anxiety, low mood and difficulties managing relationships. The engagement rate has been very high at 91.3% over the lifetime of the service so very few young people are dropping out with most attending at least 7 sessions. 83% felt some reduction in their distress after completing their counselling and 98% showed improvements in engaging with family, friends, and in social activities despite the ever present and changing pandemic restrictions during much of the reporting period.

What are we going to do now?   **Plans for improvement in year ahead will include;**
- Relationship focussed nurturing approaches become embedded and maintained across schools and settings
- Revise Attendance Strategy in partnership with Children's Services
- Develop ASD strategy
- Establish a Mental Health strategy
- Carry out a Children's Rights Review with CYP and staff across Midlothian, set against the 7 principles of a rights-based approach and develop and implement the Midlothian Children's Rights strategy across the Directorate, in partnership with Children's Services & CLLE.
- Launch a Family Support Service to work in partnership with families to build resilience and positive futures.
- Develop a comprehensive Family Learning Strategy.

Education Service Improvement Priority 3: Self-Improving Systems

3.1 Empower leaders at all levels, leading to an empowered system.

- Support schools to develop a quality improvement framework to achieve Good or better in Learning, Teaching and Assessment
- Empowering leaders at all levels, leading to an empowered system
- Improving quality of leadership at all levels including leadership of learning
- Delivering a minimum data set and supporting data literacy to improve self-evaluation
- Developing a Parental Engagement Strategy

Support schools to develop a quality improvement framework to achieve Good or better in Learning, Teaching and Assessment

Since 2017, schools have been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in the following key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

Primary School NIF Quality Indicators 2021/22 evaluated as satisfactory or better:

1.3 – Leadership of Change and Improvement	Almost all
2.3 – Learning, Teaching and Assessment	Almost all
3.1 Ensuring wellbeing, equality and inclusion	Almost all
3.2 – Raising Attainment and Achievement	Almost all

Explanation of terms of quality used by Education Scotland in line with NIF reporting

All	Almost all	Most	Majority	Minority	A few
100%	91% - 99%	75% - 90%	50% - 74%	Less than half 15% - 49%	Less than 15%

This session the newly formed Executive Education Group worked with a consultant to build on current practice and create a draft Quality Improvement Framework. All Head Teachers have been consulted and the draft document will be used next session to ensure a robust and rigorous process for quality assurance is in place. As part of our Parent: Learner Liaison Officer consultations, parents and young people will have the opportunity to review this draft policy next session.

Empowering leaders at all levels, leading to an empowered system

The Executive Education Group (EEG) has been established to support the move towards embedding the six dimensions of an empowered education system and achieving the collective Midlothian vision. The EEG will co-create the Midlothian Education Service Improvement Plan priorities and monitor the implementation of the Midlothian Quality Improvement Framework and National Improvement Framework (NIF) The EEG will oversee attainment, achievement, data and progress of the QI Framework and will work in partnership with the central team to plan joint HT Meetings.

Improving quality of leadership at all levels including leadership of learning

Leadership is crucial in developing high expectations and ambitions for Midlothian learners. This session we continued to support schools to develop leadership opportunities for staff at all levels through a variety of local authority CLPL opportunities and by working with schools to further develop approaches to distributive leadership. The EEG will highlight aspects of very good practice within each ASG to share across Midlothian and advise on the development of the Professional Learning Academy.

Significant numbers of teachers participated in professional learning facilitated by the SEIC, and increasingly our schools and ELC centres are sharing their professional learning across and beyond their ASGs.

Leadership training for senior practitioners in ELC was offered and taken up by almost all settings. This comprised a variety of bite sized modules available on the early year's section of the Professional Learning google site:

"*Seeing the teamwork between L & D has been fantastic and having the consistent support has really shown in the inspection. L is so supportive to the ladies and so easy to work with that it has made a huge difference.* " **An Improvement setting, moved from evaluations of Adequate to Good through intensive support.**

Delivering a minimum data set and supporting data literacy to improve self-evaluation.

A new Principal Data Officer took up post in May 2022 and will be instrumental in taking forward this priority. Data sets have been created for each school and advice and support given to schools in identification of the poverty related attainment gap and the setting of stretch aims. Further development will be carried over into Session 2022/23.

Develop Parental Engagement Strategy

The newly appointed Parental Learner Liaison Officer has been working in partnership with schools, parents/carers and pupils to gather their views on a variety of educational priorities. Refreshed guidance to support our schools and authority parent councils has been created and will be used by all Midlothian establishments next session. A draft Health and Wellbeing survey for children and young people has been written to gather their views and will be introduced next session.

This session we carried out the Scottish Government's Parental Involvement and Engagement survey (PIE) in May. All parents/carers of Midlothian's primary and secondary pupils were invited to take part. As well as sharing the data gathered nationally, the information gathered has allowed us to plan effectively to ensure that we are working with parents collaboratively to be involved in their child's learning. Findings showed that parents felt school staff are approachable and well

informed about their child's progress. Communication about the school communities was felt to be good and parents were aware about the work of the school. Parents felt like their opinions were taken into account with their child's learning and they had an awareness of learning that is going on.

Since we recruited our Parental and Learner Liaison Officer (PLLO), we have strengthened our Parent Council networks and have good engagement and structures in place for active participation next session.

What are we going to do now?   **Plans for improvement in year ahead will include;**
- Comprehensive professional learning opportunities to improve quality of leadership at all levels, including leadership of learning
- Deliver a minimum data set and support data literacy to improve self-evaluation through leadership, professional learning and data champions
- Refresh the Midlothian Parental Involvement and Engagement Strategy. Co-create this with Midlothian parents using the National Community Engagement guide.
- Develop Learner Engagement Strategy
- Quality Improvement Framework implemented (review summer 2023)
- Programme of Quality Assurance activities in place

Education Service Improvement Priority 4: Lifelong Learning and Career Ready

4.1 Improve the number of young people entering further and higher education:

- Implement a positive destination strategy - Improve the number and type of positive destinations including for young people with ASN and care-experienced young people
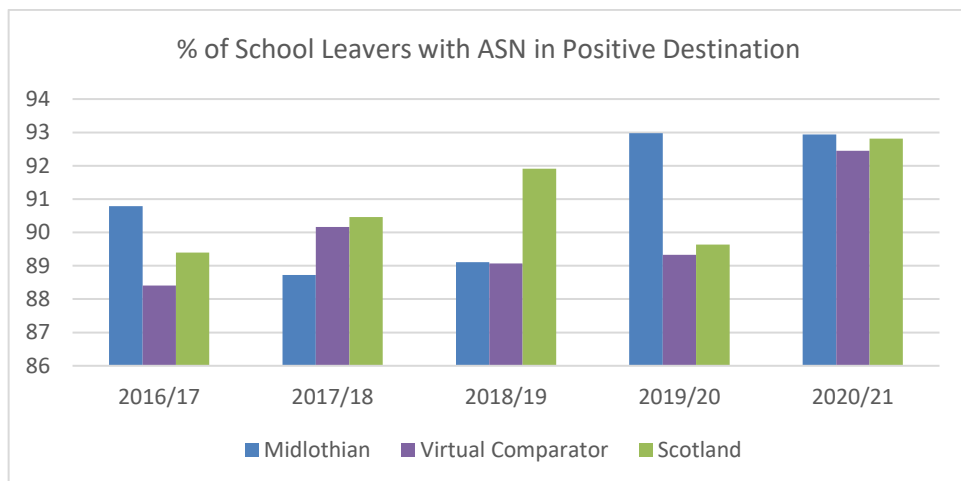
Information from Insight showed that Midlothian's positive destination rate (95.44%) continued to outperform the Virtual comparator (94.87%) with the 2020/21 cohort and is in line with the National figure (95.49%). Pupils leaving School and going into Employment showed the biggest increase with nearly one in 3 School leavers sustaining work (32.73%) Further Education had the most significant decrease with 21.9% of pupils leaving school to enter college of further education down from 34.5% the previous year. Unemployment both seeking work and non-seeking dropped overall from 5.5 % in 2019/20 to 4.5% in 2020/21.
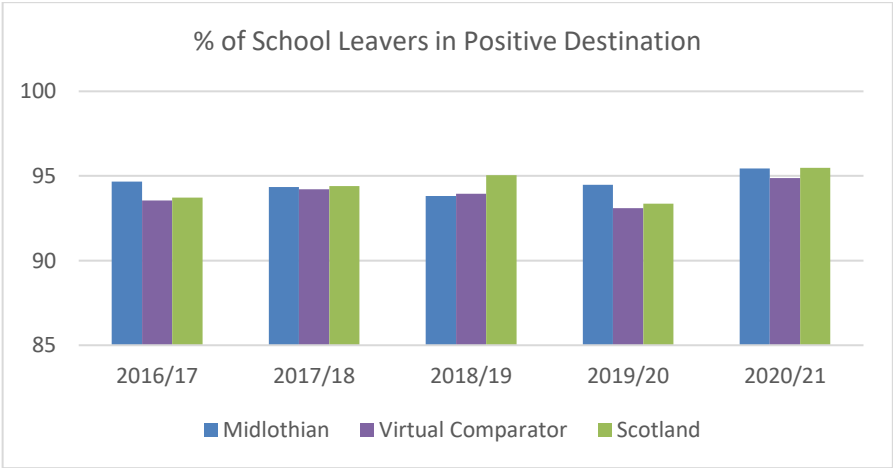
Positive Destination figures published in May 2022 highlight a growth of 1.96% from 2019/20, and a 0.16% increase from the five year average from 2015/16-2019/20. The gap in positive destinations between leavers in most deprived vs. least deprived for 2020/21 is now only 4.2%, with 90.7% of leavers from the most deprived neighbourhoods in a positive destination. The figure and the gap are the best compared to any of our comparator authorities.

School leavers with Additional Support Needs

School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications.

% of School Leavers with ASN in Positive Destination

(Chart showing Midlothian, Virtual Comparator, and Scotland for 2016/17, 2017/18, 2018/19, 2019/20, 2020/21)

Positive Destinations supported by Community Lifelong Learning and Education

There are 120 places for Foundation Apprenticeships operated by CLLE. These include courses at level 6 in Business Skills, Early Years and Childcare, Health and Social Care. Level 5 Construction and Hospitality and Level 4 Automotive, Construction and Hospitality. This session, through CLLE 500 foundation apprenticeship modules were secured and 194 young people started their Duke of Edinburgh Award and 48 DOE awards were secured.

This session 344 young people attended the CLLE vocational learning centre which is an increase of 132% from the previous year. 110 people in 21/22 were supported through CLLE with their modern apprenticeship. 81 young people were supported at our Croft Street Hub with learning, qualifications, work experience and employability support.

CLLE also supported or coordinated both the council and third sector Kickstart programmes. A statement from one of Kickstarters;

Kickstart

Kickstart has helped me find a job I love. It has been a great experience for me and the help I have received over the past 6 months has been amazing…. My work experience at my placement has been incredible. My senior at my nursery has made me feel so welcome to the group. I get on amazing with all the staff and children and feel like I've been there for years. When it was getting closer to the end of the 6 months my work never wanted to let me go, so did everything they could to keep me which was very successful as I am now there till October. Kickstart has been a great experience and I would recommend it to anyone if they were struggling to get a job.

We are also operating the young person guarantee project this year with a target to support 140 young people to secure a positive destination and helping a target of 121 local businesses secure employer recruitment incentive funding as part of our No One Left Behind plan submitted to Scottish Government

Prepare children and young people for the world of work:

- Carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations.

This priority was not progressed due to the pandemic. It will carry over into session 2022/23.

What are we going to do now? **Plans for improvement in year ahead will include;**
- Analyse opportunity data to inform which careers offer the best opportunities for Midlothian children and young people over the next 10 years
- Embed My World of Work into the curriculum in every school
- Access Skills development Scotland bespoke support for schools/ASGs with limited uptake
- Further develop bespoke Skills Development Scotland tutor and mentoring support for senior phase secondary students
- Scope a pilot secondary school Business Hatchery to support young people to establish their business idea

Education Service Improvement Priority 5: Finance and Resources

5.1 Deliver Best Value through:

- reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate
- robust workforce planning.
- DSM Review

Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate

In recent years a number of learning estate projects have been completed which have either provided much needed additional capacity, to meet the demand for pupil places arising from housing development across Midlothian, including places for children with additional support needs, or have addressed the poor condition and suitability of some of our schools. These projects included:

- Bilston PS
- Danderhall PS
- Roslin PS
- Paradykes PS
- Gore Glen PS
- Loanhead PS

We will continue to monitor and review our data to ensure that statutory school capacity is provided for our learners and ensure that all of our learning spaces are suitable for all children and young people.

Robust workforce planning

The growth in pupil numbers across our schools, both primary and secondary, and in Early Years settings leads to a recurring growth in the staff complement required to meet our children's needs. Staff planning during the year has ensured that we have employed an increased number of staff, in particular teachers, and met our requirements while at the same time maintaining our pupil teacher ratio (PTR). Our combined ratio for primary and secondary schools is 13.5 pupils to 1 teacher, slightly higher than the national ratio of 13.2.

Early Years Workforce

The early year's workforce in the council increased from around 170 in 2017-18 to over 400 in March 2022. Much of this increase has been achieved through the Modern Apprentice programme, along with HNC qualification pathways for career changers. Growing our own workforce enables Midlothian to have skilled and qualified staff that ensure high quality ELC provision. 127 Modern Apprentices have been appointed over 7 cohorts. Of these 56 are fully qualified as Early Years practitioners, 12 have completed the SVQ course and are in their final MA year and 29 are still in training. Of those that have not completed 10 have taken up learning assistant posts. Of the staff currently working in early years and appointed since 2017, 45% have come through the MA programme.

DSM Review

While the DSM has been updated to reflect the current landscape, work is still required to incorporate ASN and Early Years. Once this is complete, we will continue to provide training and develop a communication programme that allows us to fully embed the DSM.

5.2 Implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning

The Equipped for Learning project deployed over fourteen thousand digital learning devices to school age children between November 21 and March 22. To facilitate this and ensure that the Midlothian school estate has robust infrastructure, capable of supporting the increased demand of 1-1 device usage, the

Equipped for Learning project was delivered through nine work streams, each of which detailed their respective scope and deliverables in individual work packages.

The phased nature of the approach ensured Phase One primarily focus on the procurement and deployment of learning devices and filtering solution, the creation of a Midlothian owned Google tenancy and migration of Glow data, and quick wins to improve network and broadband infrastructure.
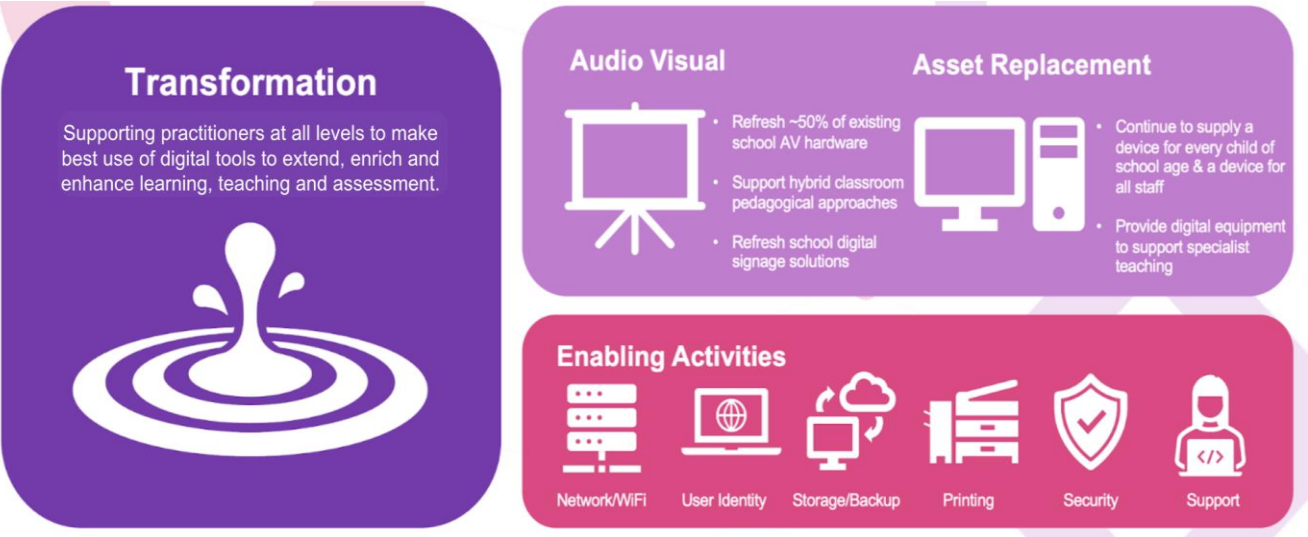
What are we going to do now? **Plans for improvement in year ahead will include;**

The focus of Phase Two Equipped for Learning will be on asset management, data storage and back-up, increasing security configuration to allow storage of sensitive data, wholescale update of Wi-Fi design in schools, and review of the identity solution. The primary driver for Phase Two is transformation- supporting practitioners at all levels to make best use of digital tools to ensure all children and young people meet their potential and learners' needs are met.

Section 4: Education Service Improvement Priorities (2022/23)

The following describes education specific priorities aimed at improving the quality of the experiences we provide for our staff, children, young people and their families. These priorities take account of the priorities set out in the Scottish Government's National Improvement Framework and Improvement Plan 2021 across the 6 key drivers of improvement:

- School and ELC leadership.
- Teacher and practitioner professionalism.
- Parent/carer involvement and engagement.
- Curriculum and assessment.
- School and ELC improvement.
- Performance information.

In the coming year we have identified 4 key areas for improvement. These are the areas where current data analysis and evidence shows improvement is required.

Overview of Priorities

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
NIF Key Priorities				
	Improvement in attainment, particularly in literacy and numeracy. *Closing the attainment gap between the most and least disadvantaged children and young people*	*Placing the human rights and needs of every child and young person at the centre of education* *Closing the attainment gap between the most and least disadvantaged children and young people* *Improvement in children and young people's health and wellbeing*	*Improvement in attainment, particularly in literacy and numeracy.* *Placing the human rights and needs of every child and young person at the centre of education* *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*

	Priority 1 **Attainment and Achievement**	**Priority 2** **Included, Engaged and Involved: Wellbeing and Equity**	**Priority 3** **Self-Improving Systems**	**Priority 4** **Lifelong Learning and Employability**
			Improvement in children and young people's health and wellbeing *Improvement in skills and sustained, positive school-leaver destinations for all young people*	
Midlothian Education Priorities	**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	**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	**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	**4.1** Children and young people are well prepared for the world of work

1.1 Improved attainment within the broad general education stages

Key Actions	Milestones towards demonstrating impact on improved attainment within BGE			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Develop and implement a raising attainment strategy using the evidence in the Scottish Government PEF report. (March 2022) & Education Scotland Midlothian Recovery and Progress Report (June 2022) **Quality Improvement Officer**	Consult with school leaders on strategy development Key messages informed by data analysis QA Visit 1 to reinforce stretch aims and processes to monitor and track	Draft strategy developed and shared with school leaders and key networks. Literacy and Numeracy guidance in place reflecting key pedagogical approaches outlined in Draft Raising Attainment Strategy. Literacy, Numeracy and QAMSO Networks involved in supporting school/ASG moderation. Further training and support for QAMSO Network will develop their expertise in assessment and moderation, enabling them to lead staff training within their own schools/ASG.	Attainment Visits support school engagement with strategy. Data uplift reveals a positive shift in attainment predictions and progress towards stretch aims. Final Strategy agreed and in place. QA discussions and visit 3 activity supports engagement with strategy and future school improvement priority planning. Themes from Visit 2 (Focus 2.3) reflect range of effective pedagogical approaches. Schools and ASGs planning for Moderation activity within BGE (literacy/numeracy focus determined by local data and utilising Midlothian Curricular Frameworks)	School SIRs include evidence of approaches taken and progress made towards stretch aims. School SIPs and PEF plans for 2023-24 reflect strategy. Plan for professional learning established in consultation with schools and networks and informed by analysis of SQR, attainment data and PEF reporting. Analysis of SQR reveals effective moderation taking place in all schools/ASGs and plans in place to continue to build capacity and activity in session 2022/23.
Develop a full range of curriculum frameworks. **Executive Education Group**	Identify and share examples of coherent curriculum pathways 3-18, for example, in STEM or the world of work. E.g. East Ayrshire flexible skills pathway	Use these frameworks to check there are coherent 3-18+ pathways in each ASG. E.g. pathways into high-income STEM careers, pathways into creative/cultural careers. Engage our regional FHE partners in strengthening pathways.	Deliver Leadership of Curriculum Design training. Engage partners e.g. Education Scotland Curriculum Innovation Team to support action research in Curriculum Design. E.g. West Partnership curriculum redesign project	All schools using Literacy and Numeracy Frameworks to support planning, teaching and assessment. Finalised suite of wider curricular frameworks launched with all

	Numeracy Framework shared with all schools.	Literacy Framework shared with all schools. Agreed draft Curricular Frameworks (with exception of Literacy and Numeracy) in use in identified schools/ASGs for pilot and evaluation. Develop plan for embedding My World of Work into the curriculum of every school.	Professional Learning Offer in place to support engagement with literacy and numeracy frameworks Updated draft frameworks shared with EEG Literacy, Numeracy and QAMSO Networks involved in supporting school/ASG moderation. Develop and introduce curriculum guidance for schools	schools and settings for use from 2023/24 Moderation activity planned for session 2023/24 utilising Literacy, Numeracy and QAMSO Networks and Midlothian Frameworks.
Revise Midlothian's Learning, Teaching and Assessment policy. **Quality Improvement Officers**	School leader consultation to engage working group. Working group consultation and scoping of existing policy and school based approaches to include all stakeholders.	Progress update on key messages within LTA Policy for school leaders and in collaboration with EEG.	Professional Learning Offer for school leaders on strategic leadership of elements of LTA Policy Themes from Visit 2 (Focus 2.3) support with LA Self-evaluation of strengths and areas for improvement to inform the final Policy. Ongoing stakeholder engagement to inform final policy.	Final LTA Policy agreed for all school engagement during session 2023/24 QA Processes and analysis of schools SQR reveal an increasing percentage of schools rated as good/very good for key Quality Indicators. Consultation with school leaders and networks to inform professional learning offer for session 2023/24.
Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims. **Principle Officer**	Set up short life working group to scope out and review options. Working group to present proposal and approaches to all schools for review and acceptance.	Pilot phase of work on implementation of tracking and monitoring system with one ASG, once governance has been agreed. Monitor and review the impact of the system within and throughout the schools.	Final phase of evaluation of the new system. Review and consultation with working group and schools involved. Any significant or minor changes to the approach to be made before full implementation in all schools next quarter. Training programme on the system to be planned and scheduled with all schools.	Full implementation of final tracking system in all schools. Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.

Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment

Quality Improvement Officer | Work with schools to co-create short term targets (Aug-Dec) to deliver identified improvement priorities

Track progress towards agreed targets through school/setting Action Trackers

Provide Headteachers with relevant, timely and succinct information for session 22/23 HT pack

Connect with Digital Leaders in every school and establish a community of innovative practitioners

Survey pupils, families and staff to understand the opportunities and challenges of the Phase One provision of EfL devices and plan next steps

Plan and host launch event for Midlothian's Apple Regional Training Centre, showcasing the work of our schools and settings and learning from others

Deploy devices to all new Chromebook users, new pupils and staff, new P1 intake | Relaunch Digital Loan Bank to ensure schools and settings can access high quality digital technology and training

Pilot BGE Digital Literacy Framework in primary schools and settings through Digital Leaders

Use staff audit from May 22 to explore creation of a learning and teaching app library for pupils and staff, ensuring DPIA compliance

Innovation project work in relation to EfL, linking schools across Midlothian- principally access to VR, creativity with iPad in Senior Phase, Future Classroom | Review short term targets with schools and settings against agreed measures and evaluate progress. Co-create short term targets (Jan-June)

Pilot Third and Fourth levels of Digital Literacy Framework through secondary school working group

Launch Google Workspace Skills for P7-S2 pupils to establish a benchmark standard of fluency using Workspace by end of BGE

Review Professional Learning offer and plan for next steps | Evaluate impact of implemented changes and use this to inform next steps

Review and evaluate impact of Digital Literacy Framework

Finalise app library offer for 23/24 and associated training offer

Survey pupils, families and staff to understand to identify changes in attitude, proficiency and use of digital tools to enrich, enhance and improve learning, teaching and assessment

Managed transition of all devices and reallocation of school leavers' devices |

Performance Indicator	Trend Data & Target
● Primary Literacy Combined ● Primary Numeracy ● S3 Literacy Combined ● S3 Numeracy	<table><tr><td></td><td>**2017**</td><td>**2018**</td><td>**2019**</td><td>**2021**</td><td>**Ave.**</td><td>**Target**</td></tr><tr><td>**Pr Literacy**</td><td>62.25%</td><td>74.68%</td><td>72.76%</td><td>65.75%</td><td>68.86%</td><td>TBC</td></tr><tr><td>**Pr Numeracy**</td><td>71.14%</td><td>79.63%</td><td>77.77%</td><td>72.80%</td><td>75.34%</td><td></td></tr><tr><td>**S3 Literacy**</td><td>62.25%</td><td>74.68%</td><td>72.76%</td><td></td><td>69.90%</td><td></td></tr><tr><td>**S3 Numeracy**</td><td>88.81%</td><td>87.68%</td><td>89.56%</td><td></td><td>88.68%</td><td></td></tr></table>

1.2   Improved attainment within the senior phase

Key Actions	Milestones towards demonstrating impact on improved attainment within the senior phase			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April-June**
Develop and implement a raising attainment strategy using the evidence in the March 2022 Scottish Government PEF report. **Quality Improvement Officer**	Consult with school leaders on strategy development Key messages informed by data analysis QA Visit 1 to reinforce stretch aims and processes to monitor and track	Draft strategy developed and shared Literacy and Numeracy guidance in place reflecting key pedagogical approaches outlined in Draft Raising Attainment Strategy and shared directly with English and Maths Departments/DHT Networks.	Attainment Visits and Secondary HT meetings support school engagement with strategy. Data uplift shows a positive shift in attainment predictions within the senior phase. Final agreed strategy in place.	Secondary School Improvement Reports include evidence of approaches taken and progress made towards stretch aims. School SIPs for 2023-24 reflect strategy.
Review the Senior Phase curriculum offer and pathways into positive sustained destinations. **Head Teacher secondment**	Undertake an extensive engagement/listening process with key stakeholders to establish the vision and purpose of the Midlothian Senior Phase Curriculum Identify and share examples of coherent curriculum pathways 3-18, for example, in STEM or the world of work. E.g. East Ayrshire flexible skills pathway	Midlothian Senior Phase Principles agreed and expressed through an explicit Curriculum Rationale. Session 23/24 curriculum pilots agreed with all secondary schools that ensure increased opportunities for students and collaborative working.	Deliver Leadership of Curriculum Design training. Engage partners e.g. Education Scotland Curriculum Innovation Team to support action research in Curriculum Design. E.g. West Partnership curriculum redesign project	School 23/24 SIPs reflect this approach
Review and develop approaches that will allow secondary schools to implement reduced class contact	Review curricular models and staffing levels in each secondary school. Engage with schools to model	Agree a Midlothian approach to the student and staff day, from August 2024, that ensures an appropriate balance between equality across schools and the context/need of	Confirm for each secondary school an action plan that supports the transition to the agreed approach from August 2024.	School 23/24 SIPs reflect this approach

time, in line with SG policy, for teachers from August 2024 **Head Teacher secondment**	options. Engage and involve the MNCT in this process.	each school.	Work with Business Executive colleagues to ensure that our DSM model and allocations support the implementation of approaches from August 2024.	
Revise Midlothian's Learning, Teaching and Assessment policy. **Quality Improvement Officers**	School leader consultation to engage working group. Working group consultation and scoping of existing policy and school based approaches to include all stakeholders.	Progress update on key messages within LTA Policy for school leaders and in collaboration with EEG.	Professional Learning Offer for school leaders on strategic leadership of elements of LTA Policy Themes identified as part of Visit 2 activity (Focus 2.3) support ongoing LA Self-evaluation of strengths and areas for improvement to inform the final Policy. Ongoing stakeholder engagement to inform final policy.	Final LTA Policy agreed for all school engagement during session 2023/24 Consultation with school leaders and networks to inform professional learning offer for session 2023/24
Develop and pilot an effective tracking and monitoring system, incorporating development of stretch aims. **Principal Officer**	Set up short life working group to scope out and review options. Working group to present proposal and approaches to all schools for review and acceptance.	Pilot phase of work on implementation of tracking and monitoring system with one ASG, once governance has been agreed. Monitor and review the impact of the system within and throughout the schools.	Final phase of evaluation of the new system. Review and consultation with working group and schools involved. Consideration at this stage to pilot the approach with one secondary to assess the effectiveness of internal systematic approach.	Full implementation of final tracking system in all schools. Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.
Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment **Quality Improvement Officer**	Work with schools to co-create short term targets (Aug-Dec) to deliver identified improvement priorities Track progress towards agreed targets through school/setting Action Trackers Provide Headteachers with relevant, timely and succinct information for session 22/23 HT pack	Innovation project work in relation to EfL, linking schools across Midlothian- principally access to VR, creativity with iPad in Senior Phase, Future Classroom	Implement innovation project work- Supporting Music Technology in the Senior Phase Implement innovation project work- Supporting Computing Science Qualifications in the Senior Phase	Review impact of Senior Phase innovation project work, evaluate progress, plan next steps Managed transition of all devices and reallocation of school leavers' devices

Performance Indicator	Trend Data & Target
● Leavers Literacy & Numeracy at SCQF Level 4 ● Leavers Literacy & Numeracy at SCQF Level 5 ● Leavers 1+ SCQF Level 4, 5 & 6 ● Leavers 5@ Lv 5 ● Leavers 3@ Lv 6, S5 5@ Lv 6	(see table below)

	2018	2019	2020	2021	Ave.	Target
Lit & Num SCQF Level 4	88.93%	89.45%	90.48%	89.85%	89.93%	TBC
Lit & Num SCQF Level 5	66.33%	63.76%	65.12%	66.36%	65.08%	TBC
1+ @ Level 4	97.23%	96.67%	97.17%	95.44%	96.84%	TBC
1+ @ Level 5	85.49%	86.01%	84.43%	84.72%	85.56%	TBC
1+ @ Level 6	60.58%	56.08%	60.62%	59.98%	59.19%	TBC
5@ Lv 5	64.37%	64.34%	67.54%	70.45%	65.78%	TBC
3@ Lv 6	50.29%	50.91%	54.68%	56.56%	52.27%	TBC
5@ Lv 6	35.53%	35.96%	40.17%	42.07%	37.65%	TBC

1.3 The poverty related attainment gap is narrowed

Key Actions	Milestones towards demonstrating improvements in the quality of education provision			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Build quality and capacity within schools to improve outcomes for all disadvantaged children and young people, in partnership with our Education Scotland Attainment Advisor. **School Group Manager**	QI school visits focus on raising attainment and narrowing the attainment gap. Further development of Midlothian's Professional Learning Academy which will offer training, guidance and support to school teams in improvement methodology, measuring impact.	Schools continue to monitor the impact of interventions and universal offer on reducing the attainment gap.	QI school visits focus on evaluating impact of work to reduce the attainment gap.	Summary report to capture the impact of interventions and universal offer on reducing the attainment gap.
Robust plans for PEF implemented and evaluated across all schools. **School Group Manager**	PEF plans discussed with head teachers during QI manager visits.	Schools continue to monitor the impact of their PEF plans.	Schools evaluation of impact of PEF plans ongoing and evaluations discussed with HTs prior to end of year school quality & improvement report (SQuIP) being finalised	Schools evaluate impact of PEF plans in end of year school quality & improvement report (SQuIP)
Improve availability, accuracy and use of complex and intersectional data to target support more	Set up process and training for capturing attainment data at regular periods of time and share scheduling with school.	Implement interim dashboard approach for all schools. Training programme to be scheduled alongside this with data champions.	Monitor and review the impact of the system within and throughout the schools. Any significant or minor changes to the approach to be made	Full implementation of final analytical dashboard to align with tracking system in all schools.

effectively. **Principal Officer**	Development of interim analytical dashboards for use by schools to understand performance.	Pilot implementation of full new analytical dashboards for schools to align with the new tracking and monitoring system and actions 1.1.4 and 1.2.4	before full implementation in all schools next quarter. (align with 1.1.4 and 1.2.4) Training programme on the system to be continued with all schools.	Training programme on the system to be planned by ASG and data champions to take forward ownership within the school.

Performance Indicator	Trend Data & Targets
● Primary Literacy Combined – GAP FSM vs. No FSM ● Primary Numeracy – GAP FSM vs. No FSM ● S3 Literacy Combined – GAP FSM vs. No FSM ● S3 Numeracy – GAP FSM vs. No FSM ● Leavers 1+ SCQF Level 3, 4 & 5 – GAP FSM vs. No FSM	(see table below)

	2018	2019	2020	2021	Ave.	Target
Pr Literacy	22.47%	29.35%	NC	32.24%	28.17% [a]	TBC
Pr Numeracy	20.69%	22.69%	NC	27.98%	23.82% [a]	TBC
S3 Literacy	22.57%	22.83%	NC	NC	22.94% [b]	TBC
S3 Numeracy	12.04%	21.27%	NC	NC	16.35% [b]	TBC
1+ @ Level 4		4.9%	2.0%	3.2%	3.4%	TBC
1+ @ Level 5		23.6%	25.2%	19.8%	22.9%	TBC
1+ @ Level 6		30.7%	32.0%	35.0%	32.6%	TBC

[a] Ave. is calculated from 2017-2021; [b] Ave. is calculated from 2017-2019
NC is Not Collected

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

Key Actions	Milestones towards demonstrating impact on improved outcomes for vulnerable CYP			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Embed The Promise across the education service **School Group Manager**	Schools have accurate information of their care experienced CYP working closely with CS Schools continue to extend their understanding of The Promise through the Directorate Conference Schools are trained in person centred planning and decision making New Request for Support process is piloted	Use the data to target support in schools that need this most in order to fully implement The Promise, UNCRC and GIRFEC. Schools are trained in relationship/trauma based practice Schools are embedding person centred planning and decision making The PLA facilitates training on the rights of a child and the language of care Schools are consulted on the draft amended exclusions policy	Use the data to target support in schools that need this most in order to fully implement The Promise, UNCRC and GIRFEC. Schools are embedding in relationship/trauma based practice QI school visits focus on ensuring that schools are improving outcomes for vulnerable CYP in line with The Promise QI school visits focus on ensuring care experienced young people are receiving their entitlements Schools will embed the new exclusion policy ensuring no formal or informal exclusions of care experienced young people occur	Midlothian's parent and carer survey reports that parents/carers feel involved in the decision making process when planning the educational outcomes for a CYP Midlothian's pupil survey reports an increase in the % of learners reporting that they receive the right support at the right time
Improve availability, accuracy and use of complex and intersectional data to identify the attainment gaps for young people with additional support needs and other barriers to learning.	Begin building a tracking and monitoring system which can provide intersectional data to allow schools to produce an annual equalities report.	Annual equalities report training for school leaders. Adapt SQuIP to include equalities report.	School leaders use the intersectional data to produce an annual school equalities report within SQuIP and set out what action they will take in the year ahead to reduce equalities issues.	

Principal Officer				
Pilot resource guidance: 'Identifying, Assessing and Providing for Additional Support Needs'. **School Group Manager**	All schools to pilot the draft policy on 'Identifying, Assessing and Providing for Additional Support Needs' All SfL teachers to engage with training on the new guidance, policies and procedures around supporting CYP with ASN	All schools to pilot the draft policy on 'Identifying, Assessing and Providing for Additional Support Needs' Short life staff consultation group is formed to give initial feedback on the new guidance, policies and procedures Short life parent/carer and pupil consultation group is formed to give initial feedback on the new guidance, policies and procedures	All schools to pilot the draft policy on 'Identifying, Assessing and Providing for Additional Support Needs'	Schools provide final feedback on guidance, policies and procedures to enable a final draft to be created session for 23/24
Establish a request for support single point of access to ensure a timely multi-agency response to assessing and providing for young people's additional support needs. **School Group Manager**	Request for support in education panel identified Request for support paperwork shared with all Head Teachers for feedback Schools are issued with request for support guidance and paperwork Request for support panel meetings begin	Request for support panel meetings occur fortnightly with minutes saved onto SEEMiS P7-S1 request for support transition panel	N-P1 request for support transition panel QI visits to focus on the assessment of need and response to providing support	Staff survey to measure the effectiveness of the new procedure and measure impact on the CYP
Review Support for Learning practice to ensure capacity of workforce, consistency and quality. **School Group Manager**	Continue SfL network and extend to secondary colleagues SfL network identify key CLPL opportunities required	PLA facilitate CLPL opportunities SfL network, including representation from LAs, to draft a SfL guidance paper supporting staff to understand 5 roles of SfL,	QI visits to focus on the SfL practice and quality assure the data to measure the impact of interventions	SfL guidance paper to be finalised and shared ready to embed in session 23/24

Performance Indicator	Trend Data & Targets
- Primary Literacy Combined – LAC/ASN Pupils - Primary Numeracy – LAC/ASN Pupils - S3 Literacy Combined – LAC/ASN Pupils - S3 Numeracy – LAC/ASN Pupils - Leavers 1+ SCQF Level 3, 4 & 5 – LAC/ASN Pupils	(see table below)

	2018	2019	2020	2021	Ave.	Target
Pr Literacy	55.58%	53.26%	NC	43.66%	47.61%[a]	TBC
Pr Numeracy	61.48%	58.64%	NC	52.18%	55.42% [a]	TBC
S3 Literacy	68.66%	87.67%	NC	NC	78.17% [b]	TBC
S3 Numeracy	72.64%	68.32%	NC	NC	72.77% [b]	TBC
1+ @ Level 4	91.79%	91.21%	92.95%	89.34%	91.32%	TBC
1+ @ Level 5	63.43%	69.23%	69.80%	67.44%	67.47%	TBC
1+ @ Level 6	32.09%	32.60%	43.96%	39.77%	37.10%	TBC

[a] Ave. is calculated from 2017-2021; [b] Ave. is calculated from 2017-2019
NC is Not Collected

2.1 Our nurturing approach supports improvement in children and young people's attendance, engagement and wellbeing

Key Actions	Milestones towards demonstrating improvements in attendance, engagement and wellbeing			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Relationship-focussed nurturing approaches become embedded and maintained across schools and settings. **Principal Educational Psychologist**	Re-engage Nurture Strategy Group to agree priorities and actions. Align nurture strategy with trauma and mental health strategies. Review specific plans and needs of schools through ASG meetings. Preparation and coordination of professional learning activities and resources.	Nurture lead meetings re-commence with plan mapped out for the year. Launch of webinars and training options supported by practice guides and digital resources.	Follow up opportunities (reflection circles) to enable focused case discussions and problem solving. Exploratory research project into the supervision and support needs of those staff working with children presenting with significant emotional distress.	Facilitate shadowing opportunities for staff involved in enhanced nurturing roles (e.g. guidance teachers, nurture staff, residential staff) followed by collaborative enquiry opportunities to reflect on learning. Review of learning and identifying needs to inform planning for 2023-24.
Revise Attendance Strategy in partnership with Children's Services **Principal Educational Psychologist**	Re-establish attendance strategy consultation group Accurate data to provide baseline for planning and measurable impact,	Attendance consultation group to analyse attendance data to support the identification of the barriers to children and young people attending education Engage with young people about barriers to attendance and factors that promote school attendance. Pilot approaches based on relational, practical and psycho-educational support to promote attendance of LAC.	Attendance strategy updated and shared with all relevant stakeholders Co-produce attendance toolkit/pathways that provide clear, consistent, evidence-based pathways to promote attendance.	All schools to ensure the attendance strategy is fully embedded within their establishment

Develop a comprehensive Family Learning Strategy **School Group Manager**	Draft Family Learning Strategy through multi-agency co-production.	Strategy agreed and disseminated. Support implementation.	Development of a central source of information about Family Learning offer in Midlothian.	Undertake consultation with stakeholders about availability and gaps across Midlothian. Revisions made to improve awareness of family learning and engagement in opportunities.
Develop ASD Strategy **School Group Manager**	Draft ASD strategy in partnership with Health and Social Care to be written and shared with all relevant stakeholders CLPL opportunities are identified Review and clarify role and responsibilities within the neuro-developmental pathway.	Pilot ASD strategy across the directorate PLA to facilitate identified training needs	Pilot ASD strategy across the directorate PLA to facilitate identified training needs	Finalise and embed ASD strategy across the directorate Apply to be an ASD friendly local authority
Mental Health strategy established **Chief Operating Officer**	Mapping activity to gain clear picture of the support in place for wellbeing and mental health at universal, universal+, targeted and specialist levels. Mapping activity to gain clear picture of level of need amongst children and young people and gaps in provision and services.	Survey schools to gain an overview of the therapeutic services that schools procure. Analysis of need and services available.	Seek children and young people's views about what's working and not working in the support for wellbeing and mental health. Identify children and young people reference group to support strategy development.	Development of strategy

Performance Indicator	Trend Data & Targets

Performance Indicator
●   Primary school attendance rate (%) ●   Secondary school attendance rate (%) ●   Health and wellbeing survey for baseline – (New Measures)

	2018	2019	2020	2021	Ave.	Target
Pr Attendance Rate	94.43%	94.70%	94.04%	95.06%	94.56%	95%
Sec Attendance Rate	89.18%	89.20%	89.37%	90.99%	89.69%	91.5%

2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments

Key Actions	Milestones towards children having a greater understanding of their rights and these rights being met			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Carry out a Children's Rights Review with CYP and staff across Midlothian, set against the 7 principles of a rights-based approach **Parent & Learner Liaison Officer**	Create a criteria & evaluation for the Children's Rights Review based on long-term aims of Midlothian Children's Rights Strategy & 7 principles of a rights-based approach. Identify Children's Rights Review teams. Create a pre-review survey for settings (early years; primary; secondary; special school), to help identify areas of focus for the Children's Rights Review. Send out pre-review survey to early years; primary & secondary schools intending to be reviewed. Create training for the Children's Rights Review teams which encompasses completion of "The UNCRC & What it Means for Me" Module & "How to Conduct a School Review" Training. Create a Rights-Respecting	Train Children's Rights Review teams. Conduct Children's Rights Review visits in schools. Hold Learner & Parent Conferences and gain views around the long-term aims/vision of taking a rights-based approach in Midlothian, to feed into Children's Rights Review. Launch Rights-Respecting Schools Survey to feed into Children's Rights Review.	Collate, analyse & evaluate data from reviews. Create feedback summary from reviews per ASG (including next steps/recommended actions)	

	School Survey to establish baseline data around Midlothian's engagement in the Rights-Respecting Schools Programme, to feed into the Children's Rights Review. Create the Mental Health & Wellbeing Survey (p1-3; p4-7; S1-S3; S4-S6; early years & Saltersgate focus group questions) with questions featured connected to the 7 principles of a rights-based approach. Launch the Mental Health & Wellbeing Survey, & Facilitate Early Years & Saltersgate focus groups; responses to feed into Children's Rights Review.			
Develop and implement the Midlothian Children's Rights strategy across the Directorate, in partnership with Children's Services & CLLE. **Education Support Officer/** **Parent & Learner Liaison Officer**	Create Steering group to consider long-term aims/vision of strategy (made up of key stakeholders: Central team; Education Scotland; School staff; Parents; Young People).	Create Happy, Safe & Thriving (HST) ASG working groups. Create terms of reference for HST ASG working groups. HST ASG working groups to analyse feedback summary and create action plan/next steps for their ASG in terms of professional learning.	Follow-up focus groups about Mental Health & Wellbeing Survey with S4-S6 about exam stress, and S1 transitions, to feed into ASG working groups connected with implementing the Midlothian Children's Rights Strategy. HST working groups to implement actions created.	

Performance Indicator	Trend Data & Targets
● Use the annual student wellbeing survey indicators	

3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families

Key Actions	Milestones towards demonstrating that leaders work together to improve outcomes			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Comprehensive professional learning opportunities to improve quality of leadership at all levels, including leadership of learning. **School Group Manager**	Develop a leadership continuum for Midlothian's schools and ELC funded provider partner managers. Develop a leadership curriculum for Midlothian's school leaders. Develop a leadership curriculum for Senior Early Years Practitioners and funded provider managers. Introduction of SEIC leadership offer. Co-create the programme with headteachers.	Phased introduction of PLA offers. Delivery partnerships established within the PLA. Delivery of SEIC leadership offer.	Phased introduction of Professional learning Academy offers. Delivery and evaluation of SEIC leadership offer.	Scope development of professional learning academy for new session, align next phase of offer to: • Feedback • Engagement • Impact on learner outcomes and experiences
Deliver a minimum data set and support data literacy to improve self-evaluation through leadership professional learning and data champions. **Principal Officer / Quality Improvement Officer**	Principal data officer & QIOs create strategic plan for data champions and school leadership teams and their role in driving improvement. Establish a data champion's network and co-design job description, job tasks, training and evaluation arrangements.	Data champion's network meetings continue training and data tasks. Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.	Data champion's network meetings continue training and data tasks. Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.	End of year evaluation and co-create 2023-24 activities. Develop programme of training with professional learning academy for 2023-24.

	Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.			

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Performance Indicator	Trend Data & Targets
● HGIOS4 1.1 Analysis and evaluation of intelligence and data ● Digital	Schools achieve a Level 5 "Very Good" in this indicator confirmed through self-evaluation and school reviews.

3.2 Children and families participate in, influence and inform how we deliver our services

Key Actions	Milestones towards demonstrating that children and families participate in, influence & inform			
	Q2 July - September	Q3 October - December	Q4 January - March	Q1 April - June
Refresh the Midlothian Parental Involvement and Engagement Strategy. Co-create this with Midlothian parents using the National Community Engagement guide. **Parent & Learner Liaison Officer**	Analyse the results of the PIE Survey 2022 to find out where improvement in PIE is required across Midlothian. Find and share examples of good practice in parental engagement E.g.Using data to increase parental engagement – Riccarton Early Childhood Centre, East Ayrshire	Practice exemplars	National Improvement Hub (education.gov.scot) Use good practice to inform the Midlothian approach. Consider the PICL (Parents' Involved in their Children's Learning) approach. MLC presenting research at an upcoming conference. Create Parent Council Toolkit to increase awareness of the function and purpose. Establish consistency in structure across Midlothian by providing clear guidelines.	Form a PIE steering group with parent and staff representatives from all 6 ASGs. Ensure representation from - Care-experienced families - Families with ASN - Under-represented groups and groups with protected characteristics. Co-create PIE steering group action plan. Audit Parent Councils' equity of representation amongst office bearers and for attendance at PC meetings. Attend Parent Council meetings school by school. Establish increased awareness of PLLO role with parent's out-with Parent Councils. Attend schools to meet with parents in playground, school events etc. Implement events for Parental Engagement – Parent Conference, Back to School days (Secondary), Family Learning events (Primary & Early Years)	Implementation of PIE steering group action plan. Use PC Equalities Audit to adjust PC guidance, recruitment & promotional materials.	Carry out annual PIE survey to measure improvements from the baseline within the session. Analyse the impact of Parent Council Toolkit and measure impact on numbers and representation.

		Carry out ELC Inspection consultation Launch Parental Engagement Strategy. Ensure Parents have access to all Parental Engagement information and support by establishing relevant pages with on Council Website		
Learner Engagement Strategy **Parent & Learner Liaison Officer**	Identify priorities through baseline engagement strategy Initial planning meeting of the Attendance Strategy Group will be arranged to address the priorities of the group Hold focus groups with primary and secondary pupils to consult on views of attendance to support the revision of the policy. Carry out an audit of Pupil Councils throughout all settings as well as other pupil groups i.e. Equalities, LGBT etc. Find examples of good Learner Strategy and consider the priorities for Midlothian Pupils. Consult with Pupil Councils.	Carry out Pupil Health & Wellbeing Survey to gather a baseline Establish a baseline of learner's involvement with Family Learning and how we can increase engagement. Hold Pupil Focus Groups to consult on their views. Ensure learners have a clear understanding of Attendance/Exclusion policy. Consult with Pupil Councils on revised policy how best to share this information with learners and increase awareness of positive attendance at school and the impact of non-attendance. Create a working group with young people to plan a Learners Conference for primary and secondary levels addressing their priorities.	Hold Learners Conference Audit Pupil Groups in schools and consider an ASG/LA model to address common goals within their learning community. Share findings with Learners following HWB survey data analysis. Create HWB Group to consider actions and how to ensure pupil involvement and positive engagement. Create draft Learner Engagement Strategy and consult with stakeholders.	Assess the impact of examination season on senior phase pupils. Issue a short update to Pupil Health & Wellbeing Survey (S4-6) with this focus. Embed PLLO role within transitions. Launch Learner Engagement Strategy

Performance Indicator	Trend Data & Targets
● HGIOS 4 2.5 Family learning ● HGIOS4 2.7 Partnerships	

3.3   Quality Assurance activities lead to improvements in the no quality of education provision across our settings and schools

Key Actions	Milestones towards demonstrating improvements in the quality of education provision			
	Q2 July - September	**Q3 October - December**	**Q4 January - March**	**Q1 April - June**
Quality Improvement framework in place **School Group Manager**	Schools and ELC settings implement the QA Framework. Initial self-evaluation/ support and challenge documents available for reflection against in google drive.	Schools and ELC settings implement the QA Framework and begin to align school and ELC settings processes. Feedback via EEG on format/organisation of visit 1 activity as vehicle for gathering required data.	Schools and ELC settings implement the QA Framework. Feedback via EEG on visit 2 activity.	Evaluate the QA Framework with head teachers and centre managers at the end of year.
Programme of quality assurance activities **Quality Improvement Officers**	Visit 1 documentation prepared in consultation with school leaders/EEG QA visit 1 using the new framework to all schools and ELC settings.	QA visit 2 with a focus on Q.2.3 leads to clear LA self-evaluation of progress in schools relating to Learning, Teaching and Assessment. Key messages from visit 2 activities inform LA LTA Framework	QA visit 3 provides schools, ELC settings and LA with a clear picture of progress in raising attainment as well as improvement over time.	Final QA programme agreed and in place for future sessions, able to support with provision of clear information regarding capacity for improvement for our schools and ELC settings related to key QIs.

Performance Indicator	Trend Data & Target
● HGIOS4 1.1 Self-evaluation for self-improvement	

4.1 Children and young people are well prepared for the world of work

Key Actions	Milestones towards demonstrating improvements in the quality of education provision			
	Q2 July - September	Q3 October - December	Q4 January - March	Q1 April - June
Analyse opportunity data to inform which careers offer the best opportunities for Midlothian's CYP over the next 10 years. **Head Teacher Secondment**	Analyse and share opportunity data to inform - review of Midlothian curriculum frameworks and ASG curriculum pathway - secondary school career guidance - secondary school business hatchery project IKS Data from The Integrated Regional Employability and Skills (IRES) Programme at Edinburgh & Southeast Scotland City Region Deal Edinburgh and South East Scotland Labour Market Toolkit | Skills Development Scotland	Align curriculum pathways with career range indicated by opportunity data. Work with FHE partners to improve career pathways school to FHE (eg lack of Fin Tach, Food Tech & HSD courses) Engage with Skills Investment Plans for City Deal region to ensure we have Midlothian career pathways aligned. Undertake ADES led review into Midlothian Positive Destination trends, with a focus on establishing actions to increase numbers moving into Higher Education.	Align curriculum pathways with career range indicated by opportunity data. Medium Term Strategy and associated Action Plan agreed with all stakeholders to reflect outcomes from ADES Review.	School 23/24 SIPs reflect this approach
Further develop bespoke Skills Development Scotland tutor and mentoring	Audit how many schools have embedded MWoW into their curriculum.	Support remaining schools to embed MWoW into their curriculum.	Support remaining schools to embed MWoW into their curriculum.	Review impact of programme on learner outcomes to inform interventions and future planning.

support for senior phase secondary students. **School Group Manager**		Meet with SDS to target support where it is needed.	Meet with SDS to target support where it is needed.	

Performance Indicator	Trend Data & Target
● HGIOS4 2.2 Curriculum: Skills for learning, life & work ● HGIOS 4 3. Increasing creativity and employability ● HGIOS4 2.7 Partnerships ● NOMIS data (Office for National Statistics) ● Annual Business and Economic data sets for Midlothian (Scottish Government)	● Our curriculum has a strong focus on developing the skills our young people need in the world of work. ● Our children and young people are aware of a range of careers and the skills required for them. ● We challenge stereotypes within careers. ● % of young people engaging with tutoring and mentoring support. ● Midlothian has more Business registrations than deregistration's (260 versus 270 in 2020) ● Midlothian increases from 25th out of 32 LAs for Business registrations to top 20 (Midlothian has 25/32 population size) ● Maintain Business survival rate (3/32 Business Survival rate at 93% in range of 95% to 81% with Edinburgh at 85%) ● Reduce unemployment estimate 3.4% (Midlothian has 27/32 unemployment) ● Increase the mean household income (2022 £572 per week which is 14/32) ● Reduce the gender income gap (0.8 F:M 2022 which is 25/32) ● Increase 16-24 self-employment rate (currently Male 13.5% (24/32) All 10.3% 24/32)

Section 5: Challenges and Opportunities

5.1 Finance and Budget

Service Function	2020/21 £	2021/22 £
3-18 Improvement Team	915,582	805,591
Expressive Arts	402,341	575,961
ASN Resources	2,183,095	2,442,735
Early Years & Nursery Education	9,098,695	7,009,968
Education ICT	198,576	486,122
Educational Psychologists	836,563	1,101,601
Resource Planning	285,378	859,062
Primary Education	39,770,279	42,142,243
Secondary Education	34,542,350	37,733,971
Special Education	15,226,384	15,762,894
NET EXPENDITURE	**103,459,243**	**108,920,147**
Subjective Analysis		
Employee Costs	86,081,476	94,28,340
Premises Costs	4,105,140	4,282,838
Transport Costs	2,727,478	2,729,860
Supplies and Services Costs	17,132,176	596,418
Third Party Payments	18,777,659	23,684,454
Transfer Payment	207,500	290,700
GROSS EXPENDITURE	129,031,429	125,867,610
INCOME	(25,572,186)	(16,947,463)
NET EXPENDITURE	**103,459,243**	**108,920,147**

5.2   National Policy & Legislative Changes

The following legislation and national guidance informs our statutory duties and practice:
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children & Young People's Act, 2014: Part 3, Children's Services Planning; Part 6, Early Learning & Childcare; and Part 9, Corporate Parenting.
- A Blueprint for 2020: Expansion of Early Learning and Childcare for Early Learning and Childcare in Scotland
- Implementation of the National Improvement Framework and Delivering Excellence and Equity Delivery Plan
- Young Carers Act
- Develop further arrangements for self-evaluation in line with national guidance, including How Good is our School? (4th edition), and new planning and reporting expectations as set out in the Standards in Schools Scotland Act 2010 (amended 2016).
- Developing Scotland's Young Workforce
- Equality Act 2010
- The (Specific Duties) (Scotland) Regulations 2012
- Scottish Schools (Parental Involvement) Act 2006
- Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021
- Standards for Community Engagement 2016
- Education (ASfL) (Scotland) Act, 2004 (as amended)
- Post-16 Education (Scotland) Act, 2013 and Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order, 2014 – duty to provide information to SDS to support post-school participation
- CLD (Scotland) Regulations, 2013
- Supporting Children's Learning, Code of Practice for ASfL
- Education Reform: An Empowered System (2019)
- United Nations Convention on the Rights of the Child
- The Promise

Section 6: Appendices

Appendix A: Single Midlothian Plan

Midlothian Community Planning Partnership Board agreed that all partners will focus for the next year from 2022 until 2023 on how they can contribute to the following outcomes:

- More children and young people are safe, healthy and resilient
- More children and young people receive timely and effective mental health support when they need it
- Inequalities in learning are reduced

Each Thematic group has identified their draft 2020/21 priorities which link to the 3 agreed outcomes stated above.

Getting it Right for Every Midlothian Child (2020/21)	• Increase support to children and young people affected by domestic violence, parental alcohol or drug misuse • Increase the range of alternative services on offer to children and young people requiring support for their mental health • Reduce the proportion of children and young people living in households affected by poverty * shared with IOM • Reduce the time taken to find permanent placements for looked after children and young people • Increase the proportion of children and young people who feel safe in their homes, communities, schools and on line
Improving Opportunities for People in Midlothian (2020/21)	• Reduce the number of children and young people living in households affected by poverty *reporting also linked to GIRFEMC Board • Support people out of poverty and welfare dependency • Reduce health inequalities

Sustainable Growth in Midlothian
(2020/21)

Housing

- Engage with house builders on insulation, energy efficiency and biodiversity mitigations
- Deliver further affordable housing
- Implement the rapid rehousing transition plan
- Increase provision of accommodation for homeless households

- Economic development
- Integrate Midlothian with the regional economy and promote the region internationally
- Improve the skills landscape
- Increase economic participation
- Build on the success of our key sectors
- Improve the vibrancy of our town centres and make them more environmentally friendly
- Accelerate growth through infrastructure upgrades

Environment

- Implement the local biodiversity action plan
- Increase active travel
- Implement Penicuik THI/CARS and take up of grant
- Implement climate change strategy with partners

Appendix B: Statutory Performance Indicators – SOLACE Benchmark Indicators

Reference	Description
Children's Services CHN1	Primary Education - Cost per pupil
Children's Services CHN2	Secondary Education - Cost per pupil
Children's Services CHN3	Pre- Primary Education - Cost per pupil
Children's Services CHN10	Percentage of Adults satisfied with local schools
Children's Services CHN11	Proportion of Pupils Entering Positive Destinations
Children's Services CHN4	% of Pupils Gaining 5+ Awards at Level 5
Children's Services CHN5	% of Pupils Gaining 5+ Awards at Level 6
Children's Services CHN6	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD)
Children's Services CHN7	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD)
Children's Services CHN12a	Overall Average Total Tariff
Children's Services CHN12b	Average Total Tariff SIMD Quintile 1
Children's Services CHN12c	Average Total Tariff SIMD Quintile 2
Children's Services CHN12d	Average Total Tariff SIMD Quintile 3
Children's Services CHN12e	Average Total Tariff SIMD Quintile 4
Children's Services CHN12f	Average Total Tariff SIMD Quintile 5
Children's Services CHN17	% of children meeting developmental milestones
Children's Services CHN18	% of funded early years provision which is graded good/better
Children's Services CHN19a	School attendance rates (per 100 pupils)
Children's Services CHN19b	School attendance rates (per 100 'care experienced children')
Children's Services CHN20a	School exclusion rates (per 1,000 pupils)

Children's Services CHN20b	School exclusion rates (per 1,000 'care experienced children')
Children's Services CHN21	Participation rate for 16-19 year olds (per 100)

Appendix C: Integrated Impact Assessment

This service plan has been subject to an Equalities Impact Assessment (EqIA):

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	Education Service Plan 2022-2023
Completion Date	
Completed by	Fiona Robertson
Lead officer	Fiona Robertson

Type of Initiative:

Policy/Strategy ☐

Programme/Plan ■   New or Proposed ☐

Project ☐   Changing/Updated ■

Service ■   Review or existing ☐

Function ☐

Other Statement of Intent……………………..

1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

The Education Service Plan offers a clear picture of the service's planned activities for the period 2022-23. This clearly states the strategic direction to the service and provides clarity about what we are doing and why, the overview of our work and direction to those within and out with the service. These priorities link directly to the National Improvement Framework, the Single Midlothian Plan (SMP) and the Getting it right for Every Midlothian Child (GIRFEMC) section of the SMP. There are also clear targets set in order to measure success to enable clear reporting.

2. What will change as a result of this policy?

It is an overarching plan which supports the link between individual staff performance and development plans, individual service area plans, school plans, Council and partner priorities and national guidance.

3. Do I need to undertake a Combined Impact Assessment?

No

High Relevance	Yes/no
The policy/ proposal has consequences for or affects people	Yes
The policy/proposal has potential to make a significant impact on equality	Yes
The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	Yes
The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
The policy/proposal has little relevance to equality	No
The policy/proposal has negligible impact on the economy	No
The policy/proposal has no/ minimal impact on the environment	Yes
If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.	

If you have answered yes to high relevance above, please proceed to complete the Integrated Impact Assessment.

4. What information/data/consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
Data on populations in need	The plan links to the Single Midlothian Plan, the priorities of which arose from a major public consultation exercise. The plan is based on careful consultation, within the immediate team and further beyond. The evidence is used as part of our self-evaluation which informs next steps for improvement
Data on service uptake/access	Education is a universal service and therefore we track attendance and exclusions daily in schools and bi-weekly as a service. The evidence tells us that we need to improve attendance overall and reduce exclusions as indicated.
Data on quality/outcomes	The service plan is outcomes driven. The data tells us that we have an improving trend in national measures but need to focus on improving breadth and depth measures, outcomes for care experienced learners with ASN and complex needs and CfE levels across the broad general education.
Research/literature evidence	
Service user experience information	Stakeholder surveys have been used in the self-evaluation exercise which tells us that we need to further improve our service areas, these are actioned at school and service levels.
Consultation and involvement findings	
Good practice guidelines	
Other (please specify)	
Is any further information required? How will you gather this?	

5. How does the policy meet the different needs of and impact on groups in the community?

	Comments – positive/ negative impact
Those vulnerable to falling into poverty • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the criminal justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students	Positive destinations planning is beginning to have an impact on this group but still requires improvement.
Geographical communities • Rural/ semi-rural communities • Urban Communities • Coastal communities	Our schools are arranged within 6 associated schools groups linking closely with the communities within which they are located.

6. **Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

We will prioritise how, and how well, we 'close the gap'. A major emphasis will be working with partner agencies to provide a positive impact on those who fall into any of the equality protected characteristic groupings.

7. **Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

N/A

8. **Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

Information published by Midlothian Council can be provided on request in many community languages and can also be provided in large print, braille, audio tape or BSL. For more information please contact the Equality, Diversity and Human Rights Officer on 0131 271 3658 or email equalities@midlothian.gov.uk

9. Please consider how your policy will impact on each of the following?

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Equity and equality are cornerstones of this plan to ensure that there is enhanced support for areas of disadvantage and the important work being carried out in the early years e.g. through the Early Years Collaborative. A focus on Quality Indicator 3.1 has meant a greater understanding in this area. Therefore we are confident that staff are aware of the importance of this in all they do. The review of the HWB curriculum will address these areas
Promotes good relations within and between people with protected characteristics and tackles harassment	
Promotes participation, inclusion, dignity and self- control over decisions	
Builds family support networks, resilience and community capacity	
Reduces crime and fear of crime	
Promotes healthier lifestyles including • diet and nutrition, • sexual health, • substance misuse • Exercise and physical activity. • Life skills	

Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	The curriculum review will focus on the sustainability curriculum within our schools
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	

Economic	
Maximises income and /or reduces income inequality	Our priorities are to support young people into positive destinations through offering better support and expanded opportunities, and to support adults and families to increase their life chances by increasing the range of opportunities available to them.
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	The service has a DYW group which is attended by a range of business partners and schools with a focused action plan to address DYW recommendations.
Improving literacy and numeracy	
Improves working conditions, including equal pay	This is a major focus of this plan and the service have established an improving trend in literacy and numeracy.
Improves local employment opportunities	

10. Is the policy a qualifying Policy, Programme or Strategy as defined by The Environmental Impact Assessment (Scotland) Act 2005?

N/A

11. Sign off by Head of Service/ NHS Project Lead

Date: