

Education Performance Report Q2 24/25

Improving Outcomes for Learners through an Empowered System

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

Vision and context

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

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

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

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

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

Workstream 1: Learning, teaching, assessment & curriculum

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

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

Key achievements this quarter:

We have the following outcome measures and targets.

	Last Published Data	June 2024	June 2025	June 2026	June 2027
ACEL P1-S3 Combined Health and Wellbeing	Not available				
ACEL P1, P4, P7 Combined Literacy	71.64%	71.56%	73.00%	75.00%	77.50%
ACEL P1, P4, P7 Combined Numeracy	76.30%	77.00%	79.00%	81.00%	82.00%
S3 Literacy 3 rd level or better	85.40%	86.50%	88.00%	90.00%	91.00%
S3 Literacy at 4 th level	48.30%	56.63%	65%	70%	75%
S3 Numeracy 3 rd level or better	90.50%	91.00%	93.00%	94.00%	95.00%
S3 Numeracy 4 th level	62.80%	63.03%	66%	68%	70%
Leavers Literacy @ Level 5	76.28%	78.00%	79.50%	81.00%	83.00%
Leavers Numeracy @ Level 5	71.57%	72.50%	73.50%	74.00%	75.00%
Leavers 1+ @ Level 5	86.90%	87.00%	88.00%	89.00%	90.00%
Leavers (ASN over time) 1+ @ Level 5	77.97%	NA until Feb 25	78%	80%	82%
Leavers (Care Experienced) 1+ @ Level 5	78.57%	NA until Feb 25	79%	80%	81%
Leavers1 @ Level 6	57.10%	63.00%	64.00%	66.00%	67.00%
% Positive Destinations	95.30%	96.00%	96.50%	97.00%	98.00%
% Initial Destination in Higher Education	31.90%	38.00%	40.00%	42.00%	45.00%
Glasgow Wellbeing Survey	Being rolled out 2024-2025				
Attendance Rate Primary	92.47%	93.00%	93.50%	94.00%	95.50%
Attendance Rate Secondary	87.05%	88.00%	89.00%	90.50%	92.00%
Participation Measure 3 years post initial destination rate %	94.0%	94.5%	94.5%	95%	95%

Exclusion Rate per 1,000 Primary	4.24	3.00	2.00	1.50	1.00
Exclusion Rate per 1,000 Secondary	28.98	25.00	22.50	17.50	15.00
% of schools & ELCs with validated Good or better QI 1.1	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 1.3	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 2.3	63%	67%	77%	84%	90%
% of schools & ELCs with validated Good or better QI 3.1	67%	65%	79%	85%	90%
% of schools & ELCs with validated Good or better QI 3.2	49%	51%	69%	79%	90%

2023-2024 Performance Measures

Excellence

	Ave. (17-19)	Last Published (Dec 23)	Target 23/24	Target 24/25	Target 25/26	Target 26/27
Primary combined Literacy	68.86%	68.20%	71.50%	73.00%	75.00%	77.50%
Primary combined Numeracy	75.34%	76.05%	77.00%	79.00%	81.00%	82.00%
S3 Literacy	69.90%	80.70%	86.50%	88.00%	90.00%	91.00%
S3 Numeracy	88.68%	88.50%	91.00%	93.00%	94.00%	95.00%
Leavers Literacy & Numeracy @ Level 5	67.55%	66.82%	67.50%	70.00%	72.00%	74.00%
Leavers 1+ @ Level 5	85.56%	86.95%	87.00%	88.00%	89.00%	90.00%
Leavers 1+ @ Level 6	59.19%	62.87%	63.00%	64.50%	66.00%	67.00%
% school leavers initial destination positive	94.55%	95.5%	96.00%	96.50%	97.00%	98.00%

Equity* (the poverty related attainment gap)

	Ave. (17-19)	Last Published (Dec 23)	Target 23/24	Target 24/25	Target 25/26	Target 26/27
Primary combined Literacy	28.17%	26.84%	25.50%	24.00%	22.50%	21.00%
Primary combined Numeracy	23.82%	24.29%	23.50%	22.50%	21.00%	20.00%
S3 Literacy	22.94%	28.87%	24.00%	23.00%	22.00%	20.50%
S3 Numeracy	16.35%	22.19%	17.00%	16.50%	16.50%	15.50%
Leavers Literacy & Numeracy @ Level 5	26.21%	39.83%	38.00%	35.50%	32.50%	30.00%
Leavers 1+ @ Level 5	27.45%	23.08%	30.00%	29.00%	27.50%	25.00%
Leavers 1+ @ Level 6	30.25%	41.37%	40.00%	38.00%	37.00%	35.00%
% school leavers initial destination positive	29.21%	26.36%	26.00%	25.00%	23.50%	22.00%

* Equity measures show the attainment gap as the difference in attainment levels between pupils that are registered for free school meal registered and those learners not registered for free school meals.

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

- QI 2.2 Curriculum is currently being evaluated as part of most QI visits to schools. Evaluation data will be included in performance reports once this is completed.
- The Midlothian Aligned Curriculum Offer in secondary schools started in August 2024. In year 1, we have 789 young people registered on career education programmes:
- 218 Level 4/5/6 Foundation Apprentices, registered across all six secondary schools, are completing industry supported qualifications in Automotive, Accountancy, Business, Construction, Global Infrastructure, Hospitality, Youth and Adult Social Care, Scientific Technologies and IT Hardware. Most of these courses do not have an examination and are assessed in context. Upon successful completion, it is anticipated that there will be significantly raised levels of attainment.
- 469 young people registered for the School to College partnership (Edinburgh College)
- 102 young people registered on the Midlothian Bespoke SCP offer (Edinburgh College)
- Almost all headteachers attended Development Day 1 where they worked with a prominent international thinker to explore their next steps in 3-18 Curricula collaboration and improvement. Schools worked in ASGs to explore their collective data and explored 3-18 partnership opportunities with a range of external partners. Each ASG formulated a collaborative plan and will report on progress at the next HT Development Day on the 3rd of December.
- A 3-18 Learning and Teaching and Curriculum (LTAC) subgroup has been established (central and school-based officers). A draft LTAC Strategy document has been developed and will have input from Headteachers at the November HT meeting.
- Work is progressing on the Midlothian Digital Aligned Curriculum Offer.

Quality improvement processes evidence improvement in QI 2.3 LTA.

- During 2022-2024, QI 2.3 Learning, Teaching & Assessment has improved from around 50% to the current 72% of schools at "Good" or better.
- Our new QI Framework was launched in August 2024. QI visit activity over term 1 focused on improvement and enhanced schools. Support is now proportionate.

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

- A comprehensive set of outcome measures is included in our Service Improvement Plan and these are monitored quarterly and annually.
- Six weekly Data and Performance group monitoring progress
- 3-18 Data dashboards and tracking periods are in place.
- QI score for use of data is improving and this reflects better use of data for improvement in schools.
- Secondary HT Trio Attainment Reviews have been arranged for 8th and 29th November, as part of the Empowered System

Raising Attainment Team

The raising attainment team continues to be prioritised to work in primary schools with the lowest attainment. The team works alongside teachers and school leaders to plan, teach and evaluate in Numeracy and Literacy lessons. The focus is on attainment raising strategies. The team showed an impact of +11% in Literacy/ Numeracy attainment in the schools they worked in during 2023-24.

Professional learning offer

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

Workstream 2: Attendance and engagement

Attendance targets are tracked and monitored and the data is quality assured across schools and ASGs.

- Associated School Groups (ASGs) have undertaken coordinated approaches to improving attendance based on effective practice from within and beyond Midlothian.
- Attendance data is updated in the schools' dashboards and school- and system-level analysis leads to further focus where this is required.

School improvement plans for attendance are informed by self-evaluation against quality indicators at 4 levels: universal, preventative, early support and focused support.

- The self-evaluation tool for schools was launched in August and will be reviewed at Head teacher meeting in November.
- Practice that has made a positive difference at all levels has been shared at the partnership networks.
- 2 ASGs are running their new communication system with the other ASGs developing their plans for launch within this school year.

The Attendance Partnership Network promotes collaborative action planning with pathways of assessment and intervention for children and young peoples at 0-25%, 25-75% and 75-90% attendance.

- Children and young people have been co-researchers in deepening insight into attendance and identifying ways forwards for those in the attendance band 70-90%. Planning is underway with a group of young people at 0-25% attendance.
- All ASGs are participating in the Attendance Partnership Network with partners from Educational Psychology, Family Wellbeing Service, Home School Practitioners and 3rd Sector focusing on sharing effective practice and strengthening locality planning for children and young people at different levels of attendance.

Key achievements this quarter:

Attendance procedures are applied consistently and promote equity across all schools & settings.

The refreshed attendance policy was launched in January 2024 leading to strengthening of practice and systems to promote attendance. Tracking and monitoring systems have been reviewed and streamlined to align to the new procedures and ensure practice is consistent and equitable. Professional learning in coding has taken place with evidence of variation in the use of codes across schools reducing. A review of the impact and implementation of the policy is underway and will be concluded in the new session to explore impact of procedures and capacity of services for children at different levels of attendance.

An attendance self-evaluation tool has been developed in collaboration with school leaders to help schools identify strengths and areas for development as part of the quality improvement processes and in ensuring their practice aligns to the policy. An ASG community-wide communications strategy has been developed and rolled out across all Lasswade schools. All families are receiving a series of letters signed by the Lasswade head teachers along with posters and monthly attendance texts. This has been positively received with the other ASGs preparing a similar systematic approach to communications from August 2024.

Partnerships & pathways are piloted to promote attendance at whole-school level, reduce risk of non-attendance and rebuild attendance and engagement in education following absence.

This session we have engaged young people as co-researchers as we seek to deepen insight into what will make a difference to attendance. A group of young people with attendance between 70 and 90% have explored the issues impacting their own attendance and designed a survey for young people with similar attendance across Midlothian to explore what would make a difference. The young people have shared new insights and shown commitment and dedication to influencing thinking and decision making. Planning is underway to engage young people with attendance at 0-20% as co-researchers in September 24.

The Attendance Partnership Network (APN) has been established bringing together schools and key partners working towards improving attendance across Midlothian. Partners include EPs, Home School Practitioners, Family Wellbeing Service and the 3rd sector. Feedback from the members of the APN has been overwhelmingly positive noting the value of collaboration, problem solving frameworks and shared commitment and ownership of the issues and solutions. 100% of the members of the Attendance Partnership Network have reported increased confidence, skills and partnerships in supporting attendance and engagement in education.

- 96% strongly agreed that the meetings were helpful in sharing information and insights
- 94% strongly agreed that the meetings were helpful in promoting collaboration and partnerships.
- 100% strongly agreed that the meetings promoted collaborative problem solving and ways forward.

The APN has achieved the following milestones this year:

- Explored voice and influence of children and young people in promoting attendance and engagement at individual and strategic levels.
- Strengthened partnerships across agencies supporting attendance within each ASG
- Clarified roles and responsibilities and effective collaboration
- Identified priorities and pathways for improving attendance at the attendance bands 0-19%, 20-69%, 70-89%.
- *Developed a toolkit of resources to support assessment, problem solving and planning with young people.*
- *Explored use of the google workspace in maintaining connection and engagement with school with a dedicated workshop for partners.*

Workstream 3: Relationship, wellbeing and care

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

A Relationship Policy is co-produced with children and young people and sets out our commitment to a relational and restorative approach

- Over 100 learners from primary schools and over 30 learners from secondary schools participated in the Learners Conferences in September, sharing insights into what helps them feel safe, connected and ready to learn in school. This information will inform the initial draft of Relationship Policy.
- Nurture Leads working group have drafted initial themes and plan for policy development.

Universal and targeted support is informed by monitoring of children's wellbeing and pathways for wellbeing and mental health support are mapped out with links to self-help resources.

- All high schools are participating in the SHINE wellbeing survey in January/February 2025 and have attended an initial workshop to set up the processes.
- The Glasgow Wellbeing Profile is to be launched in schools this month to enable schools to review and monitor the wellbeing of all children and young people.
- A plan for reviewing the wellbeing pathways in schools is in process and the work is running in collaboration

with the development of the Single Point of Access for Midlothian to ensure needs, thresholds and capacity of services are understood.

A professional learning framework maps out learning at universal, targeted and intensive levels for school leaders and staff in promoting relationships, wellbeing and care with relevant professional learning, implementation and support structures.

- The draft framework is established mapping out universal knowledge and skills. Targeted and intensive levels to be further developed.
- As of 22.10.24, 50% of Midlothian teachers have now completed the Safe, Connected, Ready to Learn professional learning programme (equivalent to trauma level 2). Initial evaluation shows mean ratings increasing from 75.0% to 87.4% for knowledge and skills and from 65.7% to 83.4% for confidence in trauma-informed relational practice.
- All ASGs are participating in the Nurture Leads Community of Practice which provides a forum of support for the implementation of principles and practice from Safe, Connected and Ready to Learn.
- The recommendations from the Appreciative Enquiry into staff wellbeing in schools have been drafted and will be brought to EEG in November for consideration and agreement

Key achievements this quarter:

Promoting and protecting the wellbeing of school staff

Staff wellbeing continues to be a key priority across Midlothian schools. A series of appreciative enquiry sessions have taken place across a range of settings and staff groups including school leaders, nurture leads, Saltersgate and the inclusion and wellbeing teams. Participants have reported on the value of having an open, non-judgemental space to share issues relating to their wellbeing, to feel listened to and hear perspectives of colleagues and explore possible ways forward in promoting wellbeing. Thematic analysis from these enquiry sessions has led to a better understanding of the current issues, what's already working and enabled thinking and planning around what is needed to promote and protect staff wellbeing in schools. This has led to proposals for action in relation to four key areas to be considered for next session:

- Protecting time to focus on core purpose
- Developing confidence in meeting learners needs
- Feeling appreciated, valued and part of a collective purpose
- Building systemic capacity for reflection and care

Workstream 4: Inclusion, equity and targeted support

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

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

Key achievements this quarter:

Inclusion & targeted support

All gaps in relation to attainment, achievement, wellbeing and attendance are identified for learners who are care-experienced, those who have ASN, and those who are neurodiverse.

ASN Review

As part of the ongoing ASN review, initial reorganisation has been completed. As a result, from August 2024 there will be four outreach teams:

Speech, Language and Communication in Education (including EAL and Gypsy Travellers and Deaf Education)

Wellbeing

Neurodiversity

Access and Inclusion

Outreach services will be provided to all schools from August 2024. This will ensure that learners receive the right support at the right time.

Systems and processes in place to support schools in meeting the needs of all learners

The Midlothian Learner's Plan and associated documents were launched during the In-Service days in August 2023.

Over 150 members of school staff attended the workshop sessions. Locality Additional Support Needs (ASN)

Education Support Officers were appointed in June 2023. Almost all schools and settings are now using the

Midlothian Learner's Plan to plan and evaluate the impact of support strategies for learners; this will provide a

consistent approach around planning for inclusion. The Midlothian Learner's Plan is now used in 100% of referrals to the Education Resources Group (ERG).

The Managing Exclusion policy will be presented to the September 2024 Council.

During this session, an Inclusion Website was developed and will be available for all school staff to access. This will provide a single point of access for all information relating to inclusive practice and additional support needs resources.

Support for Learning Network

The Primary Support for Learning (SfL) Network was re-established in August 2023. The terms of reference were established at the beginning of the session and termly meetings have taken place with over 30 attendees at each

session. Professional learning was offered on the five roles of the SfL teacher delivered in conjunction with

Education Scotland. This had 22 attendees. Digital Inclusion & Learning training has taken place every 3 months. The

feedback from the SfL workforce has shown that most of the teachers now feel more confident in their 5 roles and

their knowledge of planning to meet the needs of all learners has improved.

The Secondary Support for Learning Network met four times last year. The terms of reference were established, and

the initial focus this year has been on SQA exam arrangements for learners with additional support needs. This was facilitated by one of the principal teachers who had recently undergone an audit of SQA exam arrangements.

Feedback from the secondary support for learning staff has shown that all of the Principal Teachers felt more

confident about the SQA exam arrangements process and learned from the sharing of effective practice. This was

supplemented with a session directly delivered from the SQA. The majority of staff involved in SQA exam

arrangements attended this session. This has enabled them to better meet the needs of all learners who require

alternative assessment arrangements for the 2024 exam diet.

ASN Parent Network

An ASN Parent Network was established in 2023-2024. The terms of reference have been agreed and will be reviewed at the first meeting in 2024-2025. The ASN parent working group will play a key role in partnership with senior officers to develop ASN policies and procedures.

ASN Network

The ASN Network met quarterly with 75% attendance. Digital Inclusion and Learning training and updates were delivered to the network members in collaboration with CALL Scotland at each meeting. An Education Scotland training session took place, in which learning from recent special school, provision and ASN HMIE inspections was shared. All staff reported that they valued these sessions and were able to implement strategies to support ASN learners within their settings. During 2024-2025, moderation of assessment of learners training will be built into the ASN Network meetings.

Dyslexia working party

A working party was established to engage professionals from across Midlothian schools to improve the processes for supporting learners with dyslexia. 30 education staff (from across all ASGs) joined the working party, including primary, secondary and ASN staff. The majority of staff attended six meetings during 2023-2024. Staff, parents and Education Scotland were consulted and provided feedback around their individual experiences around identifying and supporting learners with dyslexia. Drafts of all support guidance have been created and will be ready to be consulted on in 2024-2025.

Transition

ASN 14+ Transition Forum

A working party was established to review the forum previously known as the 16+ ASN Forum. Since August 2023 referrals from schools have been encouraged for those 14+ to ensure an appropriate transition to a positive destination. The group have met twice this academic year to adjust the referral paperwork and discuss the best way to track progress of learners with ASN when they leave school.

The Education team were represented on the Midlothian Transition Working Group which is looking to develop a multi-agency Transitions policy for learners with complex needs. The group have met twice since October 2023 to set the terms of reference and discuss the outline of the transition guidance. In addition, a self-evaluation of transitions for learners with ASN was undertaken by education staff and was fed back to the wider group to inform next steps.

Getting Transitions Right training by Association for Real Change (ARC) was arranged for the ASN Central Team and Principal Teachers of ASN provisions within the authority. 16 education staff attended in May and June 2024.

Community, Lifelong Learning and Employability

CLD builds skills for learning, life and work.

Overall, this quarter 3499 people have engaged with CLLE services across 355 opportunities. With 156 home visits. 290 people accessing our services live in SIMD 20% and 1388 from SIMD 40%. In addition, 38 community groups have received support and advice from CLLE.

New CLD Partnership Plan 2024 to 2027 is out for a final consultation and will progress to both the Community Planning Partnership Board and Council for formal endorsement.

Employability Highlights

1. We are delighted to announce in partnership with city deal **a new jobs site has been created for jobs at Straiton** and the first dedicated partnership recruitment with Nandos has been completed successfully at Straiton.
2. The childcare review stage 1 has been completed and we are moving into stage 2 consultation with parents.

All Age Employability Impact Quote:

"Thank you for all you help & support during my time here, even though my communication is not very strong. I am still working and enjoying my job in hospitality and have met lots of nice people whilst learning the trade."

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

This Quarter All Age Employability team have been continuing to provide support to 197 people. The engagement throughout the summer has been consistent with little drop off which is positive. Our team is supporting 197 people across the All Age with 31 new starts from this quarter.

- 7 have moved onto employment, self-employment or modern apprenticeship
- 38 have moved onto further/higher education
- 12 have achieved a work related/accredited qualification
- In July 2024 the Communities, Lifelong Learning and Employability service (CLLE) created a four-week construction work experience opportunity for NOLB participants. The purpose being to upskill and develop individual learner knowledge and experience of the construction industry supporting their progression towards a positive destination. Alongside practical skills the learners were trained up on their CSCS card with employability skills embedded into the learning throughout the programme.
- Dedicated transition and ongoing support have been successful for young people moving into college.

Parental Employability Support funded through NOLB Scottish Government

The team has continued to support 166 existing parents on our caseloads from the year 23-24 and a further 75 new parents starting in Quarter 2.

- 26 parents have entered employment, self-employment or progressed in employment.
- 21 parents have achieved a total of 38 work related/ accredited qualifications ranging from REHIS, First Aid, National 4 Care, CSCS, LGV, IT, Food Allergy and Intolerance Training and SIA door supervisor.

There has been an increase this quarter in new referrals for parents seeking employability support this was 40 in Q1 and now there have been 75 new referrals in Q2 with 16 of these being from a minority ethnic background.

The new NHS paid work experience pilot across the Lothian's has 4 people from Midlothian participating which was our maximum funded places.

A variety of new opportunities have been offered by CLLE or funded partners these include prepare to care training, ICT courses for Dads with SQA qualification, security officer training, preparation and next steps course, family learning over the summer to sustain engagement with parents who have childcare responsibilities over the summer and find it challenging to engage in adult only activities.

Parental Employability Impact Statements:

"I would not have got my job if it hadn't been for my Key Worker letting me know about the post. I applied straight away and was offered an interview the next day and was successful in getting the job. PES is a friendly service, and I still pop in to say hello. I would let any parent looking for work know about the service. There are so many courses available in PES and children are made to feel welcome too."

Youth Work

A very successful Hackathon was held with 67 young people participating in thematic discussion groups including equally safe to the environment, safety in the community and home.

Summer school transition work with over 80 young people participating in confidence and wellbeing activities which evaluated very well and cluster reports are available.

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

10 young carers successfully completed Ocean Youth Trust challenging which included a 5-night sailing expedition around the West Coast of Scotland and achieved the associated qualifications.

Launched the Midlothian Youth Awards - [Midlothian's Young People Awards | Midlothian Council](#)

All youth clubs and targeted work has recommenced in September 2024. Our full range of activities can be found on the CLLE padlet.

[Midlothian Council - CLLE \(Communities, Lifelong Learning and Employability\) \(padlet.com\)](#)

207 local people have enrolled in the paid for adult learning programme which is offering a variety of courses as advertised locally and booked through Eventbrite for example Spanish, French, Painting, Dress Making. The adult learning programme fees pay for the tutors who deliver these courses. There are also a variety of community-based adult learning activities and family learning on offer including: Exploring Nature Walks, Mindfulness for Wellbeing, Creative Writing, National 4 Numeracy, Digital Skills for Beginners, Emergency First Aid at Work, Family Gaelic Gardening, Family Cooking and Family Crafts. The CLLE Summer Family Learning programme had a busy 4 weeks including cooking, crafts, pottery and lego movie making. Free of charge opportunities, including a snack, were offered 3 days a week across the county "The kids really enjoyed making lots of different clay ideas. Mum even enjoyed making something!"

Literacy, Numeracy and ESOL Support

The last three months has seen the end of the extra funding that we received for the Hong Kong BNO Employability project. However, the funding allowed us to run extra ESOL for Employability sessions over the summer, which were very positively received and led to positive destinations for several of the learners with whom we worked. It also allowed us to work with the Volunteer Midlothian Conversation Cafe to facilitate 'cultural' outings to Dalkeith Country Park and the National Museum of Scotland. We have successfully enrolled several new learners to our mainstream ESOL classes which successfully began again in September, while we continued to provide extra ESOL support to Afghan refugees and deliver more informal Conversation Groups. Lipreading sessions continue in Penicuik and local advertising has been improved, leading to enrolment of some new learners for the group. We are now providing more opportunities for Adult Literacy at Eskdail Court, with a group focussing on Basic Literacy meeting on Monday mornings and another group for Level 3 and 4 meeting on Wednesdays – as well as providing several 1:1 sessions for learners who require extra confidence and support.

Community Capacity Building/Community Development and Reducing Poverty

CLLE (Community Development staff) have worked to support a diverse range of partners including Community Councils, Development Trust and other community groups as well as providing support work for the cost-of-living task force and child poverty action group.

Community Development staff continue to support organisations through the asset transfer process, liaising with council departments and acting as the main point of contact.

Community Development staff support the Trusted Partners delivering cash first supports for Midlothian residents struggling with the cost of living, this includes delivering “Worrying About Money” leaflet awareness training, ongoing monitoring, signposting and identifying trends. Community Development staff are supporting the development of a Food Pantry Network funded through the Cost-of-Living Taskforce and delivered by Mayfield and Easthouses Development Trust.

Community Development staff have supported the users of the MARC Building on Woodburn Road to secure building improvements – internal painting, a new heater and oven, from Kiers Construction to make the space welcoming and accessible, users are also getting supported to set up as a SCIO to support further use of the building and to look at external funding to support future developments.

Community Development staff support the child poverty action group by supporting 4 main work streams – data and indicators for measuring child poverty, equitable provision of income maximisation advice service, the roll out of poverty awareness sessions to council departments and Trusted Partners and the support and monitoring of the Child Poverty Accelerator Fund, a lived experience community research project delivered by Midlothian Surestart in partnership with Midlothian Council, CLLE acting as the sponsor and providing staffing expertise to train community researchers.

Review of the Scheme for Community Councils.

Held 7 county-wide consultation and engagement events. Input from local residents, community groups and Midlothian Federation of Community Council members has informed the first 2 stages of the process. The co-production of the revised scheme will develop and enhance the operation of Midlothian’s Community Councils, supporting them in their work to engage and work with the local communities they represent.

Remembering Together (Midlothian) project

Remembering Together is a national creative community co-creation project.

In Midlothian, work undertaken during the last 3 years involving a partnership with CLLE, residents, community groups, environmental groups, Greenspace Scotland and the project artist (project lead) has supported the co-creation, design and development of 3 community-based gardens that will be Covid memorial spaces.

As a result of the engagement and co-creation activities during the summer period, memorial benches featuring motifs created and designed by community members have been installed in Easthouses, Rosewell and Penicuik parks.

These accessible memorial spaces include planting of native species of shrubs, flowers and trees, providing a place for Midlothian residents to sit, reflect and remember their loved ones.

Challenges:

- The funding landscape, changes and uncertainties pose risks to the services delivered by CLLE and partners.
- There has been a sharp rise in parents seeking childcare advice through parental employability
- Demand for street workers to support police with antisocial behaviour is outstripping the resource CLLE has available for street work which equates to 4 workers per week for 3 hours each.
- Again, for youth work access to buildings for young people which have no cost and are suitable remains a challenge for one area we are now being charged £30.00 an hour up to £150 per night for specific facilities.

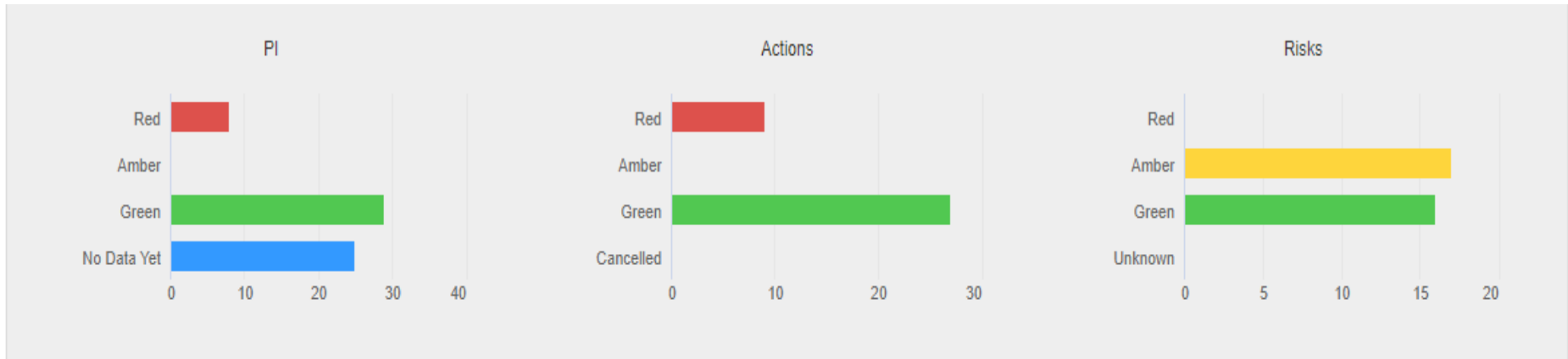
- Securing adult learning tutors to delivery qualifications at National 5 and Highers is very challenging but essential to be able to offer adults evening access to upskilling their access qualifications for higher paid jobs and entry into FE/HE whilst having daytime commitments.

External Funding Update

Shared Prosperity Funding will cease on the 31st of March 2025, these funds were to replace European Funding to date (23rd October 2024) no announcements have been made in relation to any new funds. Currently there are underspends which are in the process of being allocated.

Pentana Performance Dashboard

Quarter 2 - Education



🔍 Title

⊕ ▲ All Risks - Education		8	16	
⊕ ● Corporate Performance Indicators (latest)	1		8	10
⊕ ✓ Corporate PIs Off Target			2	1
⊕ ● Education	3	7	17	12
⊕ ✓ Ongoing Audits			2	
⊕ ▲ Service High Risks (latest)		2		