

# Notice of meeting and agenda



## Cabinet

**Venue:** Council Chambers,  
Midlothian House, Dalkeith, EH22 1DN

**Date:** Tuesday, 11 October 2016

**Time:** 11:00

**John Blair**  
Director, Resources

**Contact:**

Clerk Name: Gordon Aitken

Clerk Telephone: 0131 271 3159

Clerk Email: [gordon.atiken@midlothian.gov.uk](mailto:gordon.atiken@midlothian.gov.uk)

**Further Information:**

This is a meeting which is open to members of the public.

**Audio Recording Notice:** Please note that this meeting will be recorded. The recording will be publicly available following the meeting, including publication via the internet. The Council will comply with its statutory obligations under the Data Protection Act 1998 and the Freedom of Information (Scotland) Act 2002.

## **1 Welcome, Introductions and Apologies**

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## **2 Order of Business**

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## **3 Declarations of Interest**

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## **4 Minutes**

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- |            |  |                |
|------------|--|----------------|
| <b>4.1</b> | Minutes of Special Cabinet of 30 August 2016 | <b>5 - 10</b>  |
| <b>4.2</b> | Minutes of Cabinet of 30 August 2016         | <b>11 - 18</b> |

## **5 Public Items (Education Interest)**

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- |            |   |                |
|------------|---|----------------|
| <b>5.1</b> | Inspection of Mauricewood Primary School and Nursery Class - Report by Director, Education, Communities and Economy | <b>19 - 28</b> |
| <b>5.2</b> | Delivering Excellence and Equity in Scottish Education- Report by Head of Education                                 | <b>29 - 38</b> |

## **6 Public Items (No Education Interest)**

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- |            |   |                |
|------------|---|----------------|
| <b>6.1</b> | Carbon Management Plan 2013-2016 Final Report - Report by Head of Facilities and Property Management    | <b>39 - 48</b> |
| <b>6.2</b> | Lothian Joint Health Protection Plan 2016-2018 - Report by Director, Education, Communities and Economy | <b>49 - 52</b> |

THE CABINET IS INVITED (A) TO CONSIDER RESOLVING TO DEAL WITH THE UNDERNOTED BUSINESS IN PRIVATE IN TERMS OF PARAGRAPH 11 OF PART 1 OF SCHEDULE 7A TO THE LOCAL GOVERNMENT (SCOTLAND) ACT 1973 - THE RELEVANT REPORT IS THEREFORE NOT FOR PUBLICATION; AND (B) TO NOTE THAT NOTWITHSTANDING ANY SUCH RESOLUTION, INFORMATION MAY STILL REQUIRE TO BE RELEASED UNDER THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002 OR THE ENVIRONMENTAL INFORMATION REGULATIONS 2004

## **7 Private Items (Education Interest)**

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- |            |   |
|------------|---|
| <b>7.1</b> | Minute of Joint Consultative Group of 10 May 2016 |
|------------|---|
- 11. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour

relations matter arising between the authority or a Minister of the Crown and employees of, or office-holders under, the authority

## **8 Private Items (No Education Interest)**

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Cabinet  
Tuesday 11 October 2016  
Item No. 4.1.



## Special Cabinet

| Date                   | Time    | Venue  |
|------------------------|---------|--|
| Tuesday 30 August 2016 | 9.00 am | Council Chambers, Midlothian House, Dalkeith, EH22 1DN |

### Present:

|                              |                      |
|------------------------------|----------------------|
| Councillor Johnstone (Chair) | Councillor Constable |
| Councillor Bryant            | Councillor Parry     |
| Councillor Rosie             |                      |

### Religious Representatives:

|  |  |
|--|--|
|  |  |
|--|--|

### In attendance:

|                 |   |
|-----------------|---|
| Kenneth Lawrie  | Chief Executive                             |
| Mary Smith      | Director Education, Communities and Economy |
| Grace Vickers   | Head of Education                           |
| Alison White    | Head of Adult and Social Care               |
| Ricky Moffat    | Head of Commercial Operations               |
| Kevin Anderson  | Head Customer and Housing Services          |
| Janet R Ritchie | Democratic Services Officer (Minutes)       |

## 1. Apologies

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- 1.1 Apologies were received from Mr Vic Bourne, Margaret Harkness and Rev. Ruth Halley.

## 2. Order of Business

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The order of business was amended as detailed below.

## 3. Declarations of interest

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No declarations of interest were received.

## 4. Reports

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| Report No. | Report Title  | Presented by:   |
|------------|---|-----------------|
| 4.1        | Midlothian Council Performance Report Quarter 1 2016/17 | Chief Executive |

### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Midlothian Council was submitted detailing the delivery of Midlothian Council's priorities through the Community Planning Partnership and the Single Midlothian Plan. The Council Transformation Strategy and Individual Service Plans outlined how Midlothian Council would deliver its contribution to the Single Midlothian Plan. The Chief Executive highlighted to the Cabinet the notable items and also the challenges going forward from the Report.

### Decision

- To note the report.

| Report No. | Report Title   | Presented by:                         |
|------------|--|---------------------------------------|
| 4.2        | Customer and Housing Services Performance Report Quarter 1 2016/17 | Head of Customer and Housing Services |

### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Customer and Housing Services was submitted. The Head of Customer and Housing Services highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Head of Customer and Housing services responded to questions raised by the members of the Cabinet.

### Decision

- To note the positive report.

| Report No. | Report Title                                      | Presented by:     |
|------------|---|-------------------|
| 4.6        | Education Performance Report<br>Quarter 1 2016/17 | Head of Education |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Education was submitted. The Head of Education highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Head of Education responded to questions raised by members of the Cabinet.

#### Decision

- To congratulate the service on the excellent report
- To note the national attention with regards to the Leadership Programme.
- To note the Visible Learning Conference in November

| Report No. | Report Title  | Presented by:                 |
|------------|---|-------------------------------|
| 4.3        | Adult Social Care Performance<br>Report Quarter 1 2016/17 | Head of Adult and Social Care |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Adult and Social Care was submitted. The Head of Adult and Social Care highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Head of Adult and Social Care responded to questions raised by the members of the Cabinet.

#### Decision

- To note the Report.

| Report No. | Report Title  | Presented by:                                     |
|------------|---|---|
| 4.5        | Children's Services Performance<br>Report Quarter 1 2016/17 | Director of Education,<br>Communities and Economy |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Children's Services was submitted. The Director of Education, Communities and Economy highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Director of Education, Communities and Economy responded to questions raised by members of the Cabinet.

#### Decision

- To note the good Report.

| Report No. | Report Title   | Presented by:                   |
|------------|--|---------------------------------|
| 4.5        | Communities and Economy Performance Report Quarter 1 2015/16 | Head of Communities and Economy |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Communities and Economy was submitted. The Head of Communities and Economy highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Head of Communities and Economy responded to questions raised by the members of the Cabinet.

#### Decision

- To congratulate the Economic Development team on their good work.
- To note the comprehensive Report.

| Report No. | Report Title   | Presented by:                 |
|------------|--|-------------------------------|
| 4.7        | Commercial Operations Performance Report Quarter 4 2015/16 | Head of Commercial Operations |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Commercial Operations was submitted. The Head of Commercial Operations highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report. Thereafter the Head of Commercial Operations responded to questions raised by the members of the Cabinet.

#### Decision

- To note the positive report.

| Report No. | Report Title  | Presented by:                 |
|------------|---|-------------------------------|
| 4.9        | Finance and Integrated Service Support Performance Report Quarter 4 2015/16 | Head of Commercial Operations |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Finance and Integrated Service Support was submitted. The Head of Commercial Operations highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report.

#### Decision

- To note the Report.



| Report No. | Report Title  | Presented by:                              |
|------------|---|--|
| 4.10       | Property and Facilities Management Performance Report Quarter 4 2015/16 | Head of Property and Facilities Management |

#### Outline of report and summary of discussion

The Quarter 1 2016/17 Performance Report for Properties and Facilities Management was submitted. The Head of Property and Facilities Management highlighted to the Cabinet the progress in the delivery of strategic outcomes and summary of the emerging challenges as detailed in the Report.

#### Decision

- To note the Report.

## 5. Private Reports

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No private reports were submitted to this meeting.

Meeting terminated at 10:18 am



Cabinet  
Tuesday 11 October 2016  
Item No 4.2



## Cabinet

| Date           | Time | Venue  |
|----------------|------|--|
| 30 August 2016 | 11am | Council Chambers, Midlothian House, Buccleuch Street, Dalkeith |

### Present:

|                      |                      |
|----------------------|----------------------|
| Councillor Johnstone | Councillor Bryant    |
| Councillor Parry     | Councillor Constable |
| Councillor Rosie     |                      |

### Religious Representatives:

|             |  |
|-------------|--|
| Mr V Bourne |  |
|-------------|--|

## 1 Apologies

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- 1.1 Apologies received for Mrs M Harkness and Rev.R Halley

## 2 Order of Business

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The order of business was confirmed as outlined in the agenda that had been circulated.

## 3 Declarations of interest

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No declarations of interest were received.

## 4 Minutes of Previous Meetings

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The Minutes of the Meetings of the Cabinet of 31 May 2016 were submitted and approved as correct records.

## Reports

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| Agenda No | Title  |
|-----------|--|
| 5.1       | <b>Procedure for External Inspection Reports</b> |

### Outline and summary of item

Report seeking approval for a proposed approach to be applied to all published external inspection reports for services which Midlothian Council had direct responsibility for and which were subject to inspection from the following agencies:

- Care Inspectorate
- Education Scotland
- Healthcare Improvement Scotland
- Mental Welfare Commission
- Scottish Housing Regulator

The proposed procedure for ensuring that members were notified of all external inspection reports published for Midlothian Council services and that appropriate governance was in place for Cabinet and Performance Review and Scrutiny for those council services which had been subject to an external inspection report was set out as an appendix to the report. The Chief Executive was heard in amplification of the report..

### Decision

To approve the procedure for External Inspection Reports.

| Action          |
|-----------------|
| Chief Executive |

| Agenda No | Report Title                                 | Presented by:                               |
|-----------|--|---|
| 5.2       | <b>Inspection of Mayfield Nursery School</b> | Director Education, Communities and Economy |

#### Outline of report and summary of discussion

The report detailed the outcome of the inspection carried out by HM Inspectorate of Education and the Care Commission which was communicated in their letter dated 28 June 2016.

Mayfield Nursery was inspected on the week beginning 30 May 2016. The report was published on 28 June 2016 and had been distributed to all Elected Members and Church Representatives on the Cabinet for their information. The inspection covered key aspects of the work of the Nursery including the 'I Can' Speech, Language and Communication unit.

Following inspection, the Scottish Government gathered evaluations of five core quality indicators to keep track of how well all Scottish Early, Learning and Childcare settings and schools were doing. Noted below are the evaluations for Mayfield Nursery:

|                                     |           |
|-------------------------------------|-----------|
| Improvements in Performance         | Very Good |
| Children's Experiences              | Very Good |
| Meeting Learning Needs              | Excellent |
| Curriculum                          | Very Good |
| Improvement through self-evaluation | Excellent |

The following particular strengths were indicated by the inspection team:

- Confident, resilient children who thoroughly enjoy their nursery experience.
- The welcoming and inclusive ethos, created by staff, where children feel respected and encouraged to be the best they can be.
- Children's progress in communication, early language and literacy.
- Strong relationships and productive partnerships with external agencies.
- The highly effective leadership of the acting Head Teacher and commitment to self-evaluation.

The following areas for improvement were agreed between HMIE, the Nursery and the Education service:

- Develop further the current arrangements for improvements to ensure appropriate and well-informed change.

In addition, the Care Commission also evaluated the Nursery provision as follows and concluded, as a result of this inspection, there are no requirements and no recommendations. :

|                                      |           |
|--------------------------------------|-----------|
| Quality of Care and Support          | Excellent |
| Quality of Environment               | Excellent |
| Quality of Staffing                  | Excellent |
| Quality of Management and Leadership | Excellent |

HMIE concluded that they were satisfied with the overall quality of provision. They were confident that the Nursery's self-evaluation processes were leading to improvements. As a result, HMIE would make no further evaluative visits in connection with this inspection.

During the inspection, HMIE identified an aspect of innovative practice which they would like to explore further in order to share the practice with others. As a result HMIE would work with the Nursery and local authority in order to record and share more widely this innovative practice. Mary Smith was heard in amplification of this report during which she introduced Ms Lisa Barnes, Head Teacher, Mayfield Nursery School who provided Members with further information on the background to this Inspection.

Mr Bourne was heard highlighting that this was an exceptionally complimentary Inspection report and congratulating all involved.

#### Decision

- (a) To note the content of the inspection report;
- (b) To pass this report to the Performance, Review and Scrutiny Committee for its consideration; and
- (c) To congratulate the pupils, parents and staff connected with Mayfield Nursery School on the key strengths and innovative practice highlighted in the report.

#### Action

Director Education, Communities and Economy

| Agenda No | Report Title                                  | Presented by:                                 |
|-----------|---|---|
| 6.1       | <b>Right to Buy Policy on Council Housing</b> | <b>Joint Director, Health and Social Care</b> |

#### Outline of report and summary of discussion

The report advised Cabinet of the end of the Right to Buy (RTB) policy in Scotland aimed at allowing council house ownership, which took effect on 1 August, 2016. Right to Buy schemes were still operating in the rest of the United Kingdom.

The report highlighted that the Council was committed to the construction of new build council homes in Midlothian. The Council had allocated £108M for its phase 1 new build programme, with 864 homes developed on 16 sites across Midlothian by the end of 2012.

The Council committed a further £60M for the development of Phase 2 new building and had also agreed a Phase 3 programme.

Following notification of the proposed policy change to tenants in 2015, there was an increase in the number of right to buy applications in Midlothian.

There were 156 current applications at different stages and 43 of these received in the final week of the scheme, which were being assessed to determine if these met the RTB criteria. The Head of Customer and Housing Services was heard in amplification of the report.

#### Decision

To note the content of the Report.

#### Action

Head of Housing and Customer Services

| Agenda No | Report Title   | Presented by:                                     |
|-----------|--|---|
| 6.2       | <b>Council House Building Programme Phases 2&amp;3 Progress Update August 2016</b> | <b>Head of Property and Facilities Management</b> |

#### Outline of report and summary of discussion

The report provided the Cabinet with an update on the progress being made on the Council House Building Programmes.

The first phase provided 864 additional homes within the Midlothian area over a period of 7 years with a total budget of £108,700,000 and was complete.

Phase 2 was providing a further 420 additional homes within the Midlothian area with a total budget of £63,663,000 which was funded from the Housing Revenue Account and Scottish Government grant funding. The General Services Account provided funding for the Young People's Homes and non-housing elements of Cowan Court Extra Care Housing.

There remained approximately 90 homes yet to be completed. The Phase 2 Contractor Framework allowed for an extension of one year beyond the expiry date of 31 July 2017. All the available sites previously approved for Phase 2 had now been used therefore further sites were currently being assessed in conjunction with those for the Phase 3 Housing and will be submitted for to Council for approval after consultation.

Phase 3 would comprise up to 240 homes to be constructed from a budget of £36 million funded by the Housing Revenue Account.

Phase 3 would develop the immediately available sites that were surplus to the Phase 2 requirements in addition to further sites that had been identified as becoming available over the next few years. The Head of Property and Facilities Management was heard in amplification of the report.

#### Decision

To note the content of the report and the progress made on Phases 1, 2 and 3.

#### Action

Head of Property and Facilities Management

| Agenda No | Report Title  | Presented by:                          |
|-----------|---|--|
| 6.3       | <b>Historic Environment Scotland: Conservation Area Regeneration Scheme</b> | <b>Head of Communities and Economy</b> |

#### Outline of report and summary of discussion

The report sought approval to submit a bid to Historic Environment Scotland (HES) for Conservation Area Regeneration Scheme (CARS) Round 7 funding for a scheme at Penicuik town centre. Approval was also sought to submit a bid to the Heritage Lottery Fund (HLF) for Town Heritage (TH) programme funding to help make a bigger scale improvement to Penicuik town centre than just through a CARS programme on its own. The report also sought authorisation for the level of Council financial contribution to support the bids to HES and the HLF. The deadline for submitting bids to HES and the HLF was 31 August 2016. Bids had been prepared for submission to both HES and HLF.

The bids focus on the historic core of Penicuik, primarily, the town hall, selected properties on the High Street, John Street (west side), West Street, The Square and Bridge Street, St Mungo's Church Hearse House/ St Kentigern's and public realm works. At the end of the project, the historic core of Penicuik would be in a better physical condition and would have a sounder basis for longer term maintenance. The project would contribute significantly to the reinvigoration of Penicuik town centre and greatly help with enhancing Penicuik as a visitor destination.

#### Decision

(a) To authorise submission of the prepared bid to Historic Environment Scotland for Conservation Area Regeneration Scheme Round 7 funding for a scheme at Penicuik;

(b) To authorise submission of a bid to the Heritage Lottery Fund through Townscape Heritage funding for town centre improvements at Penicuik to complement the bid to Historic Environment Scotland to enlarge the scope and scale of works that can be undertaken; and



(c)To authorise a Council funding contribution of £350,000 collected by way of developer contributions to provide match funding and help support the bids to Historic Environment Scotland and the Heritage Lottery Fund.

**Action**

Director Education, Communities and Economy

**Exclusion of Members of the Public**

In view of the nature of the business to be transacted, the Cabinet agreed that the public be excluded from the meeting during discussion of the undernoted item, as contained in the Addendum hereto, as there might be disclosed exempt information as defined in paragraph 6 of Part I of Schedule 7A to the Local Government (Scotland) Act 1973:-

Irrecoverable Debt Write-Off – Agreed Recommendations.

The Cabinet thereafter agreed to proceed as detailed in the Addendum hereto.

The meeting terminated at 11.32am.



## **Inspection of Mauricewood Primary School and Nursery Class**

**Report by Dr Mary Smith, Director of Education, Communities and Economy**

### **1 Purpose of Report**

The report outlines the outcome of the above inspection as carried out by HM Inspectorate of Education which was communicated in their letter dated 30 August 2016.

### **2 Background**

- 2.1** Mauricewood Primary School was inspected on the week beginning 16 May 2016. The report was published on 30 August 2016 and has been distributed to all Elected Members and Church Representatives on the Cabinet for their information.
- 2.2** Following inspection, Education Scotland gathers evaluations of five core quality indicators to keep track of how well all Scottish Early, Learning and Childcare settings and schools are doing. Noted below are the evaluations for Mauricewood Primary School:

#### **Primary School**

|                             |           |
|-----------------------------|-----------|
| Improvements in Performance | Good      |
| Learners' Experiences       | Good      |
| Meeting Learning Needs      | Very Good |

#### **Nursery Class**

|                             |           |
|-----------------------------|-----------|
| Improvements in Performance | Very Good |
| Childrens' Experiences      | Very Good |
| Meeting Learning Needs      | Good      |

#### **Primary School and Nursery Class**

|                                     |              |
|-------------------------------------|--------------|
| The Curriculum                      | Good         |
| Improvement through self-evaluation | Satisfactory |

### **2.3 The following particular strengths were indicated by the inspection team:**

- The supportive and inclusive ethos where children are happy, polite, settled and enjoy learning together.
- Staff who are keen to improve their professional practice in order to improve children's learning and achievement.
- The flexible approaches taken by staff to meet the range of social, emotional and learning needs of children.
- Highly motivated nursery children who are actively engaged in making decisions about their learning.

**2.4** The following areas for improvement were agreed between HMIE, the Nursery and the Education service:

- Continue to develop the curriculum to provide progression in all aspects of learning.
- Continue to improve approaches to assessing and tracking children's learning, helping them to understand their own progress and achievements.
- Improve approaches to school self-evaluation with a clear focus on improving outcomes for children.

## **2.5 Conclusion**

HMIE have concluded that they are satisfied with the overall quality of provision. They are confident that the school's self-evaluation processes are leading to improvements. As a result, HMIE will make no further evaluative visits in connection with this inspection. The local authority will carry out a follow up inspection to review the progress with the action plan with a specific focus on self-evaluation and will report back within 2 years of the date of the initial inspection report.

## **3 Report Implications**

### **3.1 Resource**

There are no financial and human resource implications associated with this report.

### **3.2 Risk**

HMIE visit a sample of nursery, primary and secondary schools every year to find out how they are performing. A report is published which informs parents about the key strengths of the school, its capacity for further improvement and sets out the main points for action.

Following the publication of that report further visits may be made to the school, either by HMIE or by the Education Authority to assist improvement and monitor progress. A follow-through report on the progress of the school is published by either HMIE or by the Education Authority, normally within 2 years of the date of publication of the original report.

Monitoring, review and evaluation of progress by Education Officers in the Quality Improvement Team is the control measure in place to reduce the risk of failure of the school to demonstrate its capacity to improve.

### **3.3 Single Midlothian Plan and Business Transformation**

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- X Getting it right for every Midlothian child
- X Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

### **3.4 Impact on Performance and Outcomes**

The setting will continue to improve its work in line with its improvement plan and the Education Service will continue to challenge and support the setting in relation to developing and implementing a range of quality improvement strategies.

### **3.5 Adopting a Preventative Approach**

The Education (Scotland) Bill aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the attainment gap which complements the strategies employed by Midlothian which are highlighted in the National Improvement Framework report which was presented to Council on 3 November 2015.

### **3.6 Involving Communities and Other Stakeholders**

Copies of the report have been made available to Elected Members, parents of children currently in the school and other interested parties.

### **3.7 Ensuring Equalities**

The School Improvement Plan will be screened for equalities implications.

### **3.8 Supporting Sustainable Development**

The School Improvement Plan allows for sustainable development and improvement.

### **3.9 IT Issues**

There are no IT implications.

## **4 Recommendations**

Cabinet is asked to:

- (i) note the content of the inspection report;
- (ii) pass this report to the Performance, Review and Scrutiny Committee for its consideration; and
- (iii) Congratulate the pupils, parents and staff connected with Mauricewood Primary School and Nursery Class on the key strengths and areas for improvement highlighted in the report;

**06 September 2016**

**Report Contact: Cathy Lailvaux**

**Tel No: 0131 271 3718**

**E-mail: [cathy.lailvaux@midlothian.gov.uk](mailto:cathy.lailvaux@midlothian.gov.uk)**

### **Background Papers:**

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MauricewoodPrimarySchoolMidlothian.asp>



Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Quality indicators for the nursery class can be found in the publication *Child at the Centre*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Mauricewood Primary School .

|                                    |                  |
|------------------------------------|------------------|
| <b>Improvements in performance</b> | <b>good</b>      |
| <b>Learners' experiences</b>       | <b>good</b>      |
| <b>Meeting learning needs</b>      | <b>very good</b> |

Nursery class

|                                    |                  |
|------------------------------------|------------------|
| <b>Improvements in performance</b> | <b>very good</b> |
| <b>Children's experiences</b>      | <b>very good</b> |
| <b>Meeting learning needs</b>      | <b>good</b>      |

We also evaluated the following aspects of the work of the school and nursery class.

|  |                     |
|--|---------------------|
| <b>The curriculum</b>                      | <b>good</b>         |
| <b>Improvement through self-evaluation</b> | <b>satisfactory</b> |

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MauricewoodPrimarySchoolMidlothian.asp>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

Please note that the term "adequate" in these documents has been replaced with "satisfactory".





30 August 2016

Dear Parent/Carer

**Mauricewood Primary School and Nursery Class  
Midlothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the impact of the early numeracy programme, children's understanding of their own progress in learning and the support for children requiring additional help with their learning. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

Across the school and nursery, there is a welcoming, caring and inclusive ethos in which children feel safe and happy. Children in the nursery are happy, confident and play very well together, including in the well organised outdoor play spaces. They discuss their learning with enthusiasm. They are developing their independence well through tasks such as selecting resources and personal hygiene routines. Across the primary stages, children settle quickly to tasks. Behaviour in classrooms and throughout the school is exemplary. The children benefit from good relationships with each other and work well together on tasks. Children feel valued and respond well to the encouragement and support from their teachers. They are developing their understanding of what it means to be a good learner. The 'learning journey' work is supporting their understanding of their next steps in learning, particularly in literacy and numeracy. This is encouraging children to play an active role in their own learning. The school should continue to build on this work, supporting all children through use of effective assessment and feedback on their learning. Digital technology is used well to enhance learning across the school and children are developing the relevant skills. At all stages children engage in a wide range of learning opportunities beyond the classroom, including the P7 trip to Benmore, regular use of the local Beeslack Woods, visiting the Sky Skills Academy and trips to places of historic interest.

Children participate in a range of activities which are supporting them in achieving success. The school recognises and celebrates children's achievements well, in displays around the school including the 'shooting stars' wall in the nursery, in assemblies, through school newsletters and on the school website. Children benefit from a range of sporting activities which improve their fitness levels and develop their

team working skills. These activities include athletics, rugby, football and taking part in sports competitions with local schools. Children across the school develop a good understanding of the needs of others through a range of fundraising activities for local and national charities. They have raised funds for children with Down's syndrome and sang Christmas carols in the local community to raise money for dementia charities. Children in the upper stages are developing leadership skills through their 'task squads' work. They plan and undertake a range of duties with mature responsibility, including dinner hall helpers, playground organisers and class support work. Across stages, children serving as members of the Learning Council and Healthy Living, Healthy World groups take an active part in leading improvements in the school. Staff should continue to help children understand and reflect on the skills they are gaining through their achievements and awards.

In the nursery, children are making very good progress in their learning. Children's skills in early literacy and numeracy are developing very well. They are developing their ability to listen to adults and other children and they engage well in conversations. Older children recognise their name in print and can write their own name on paintings. They are developing their understanding of number and some can apply this in their play. Children are developing their awareness of a healthy lifestyle, including the importance of exercise, healthy eating and good hygiene practice. Across the primary stages, children are making good progress in their learning in language and literacy. They listen well to explanations and instructions and speak confidently with their peers and adults. Children at all stages write effectively for a variety of purposes and in a range of contexts, including imaginative writing, news reports and letters. They are making appropriate progress in developing their reading skills, engaging well with a variety of texts. Across the school, children are making satisfactory progress in numeracy and mathematics with good progress emerging as the school embeds new approaches to learning and teaching. Teachers should continue to develop activities which are relevant to the children and support their learning in mathematics and numeracy. Children are progressing well in their understanding of how to stay safe and healthy. They can describe how to keep themselves safe when crossing roads and when using the Internet. They have a good awareness of the dangers of harmful substances. The school now needs to develop approaches to have a clear view of children's progress in all areas of the curriculum.

### **How well does the school support children to develop and learn?**

In the nursery, staff have a good understanding of each child's needs, both as learners and as individuals. They work well together to create a welcoming and caring environment and are attentive to the children's emotional needs. Staff plan an appropriate range of learning, resources and activities which support children in making decisions in their play. Across the primary stages a range of appropriate tasks and activities are well matched to meet the needs of children. The school has appropriate systems for identifying and supporting children who may require additional help with their learning. Teachers are very effective in using a range of strategies to support individual children within their own class. Learning assistants provide valuable support to groups and individual children. Parent volunteers helpfully support learning in literacy and numeracy across classes. Children from the nearby armed forces base are very well supported. Their social, emotional and learning needs are very well met

with appropriate sensitivity. The school works very well with a range of partners to support the needs of children and their families.

Across the nursery and primary, staff are planning learning using the experiences and outcomes of Curriculum for Excellence. The curriculum in the nursery offers children a wide range of learning experiences which promote enjoyment and choice. At the primary stages, the school has a broad curriculum which provides children with opportunities to develop a range of skills, knowledge and understanding. Staff have developed programmes across the different curriculum areas along with some topic work which integrates learning across different subjects. The school-wide approach to developing 'Visible Learning' is informing the on-going development of the curriculum, particularly in mathematics, numeracy, English and literacy programmes. The science programme is providing children with opportunities to develop their understanding of some key ideas. At P6, children are enthusiastically carrying out an experiment with seeds from space as part of the national Rocket Science study. In taking forward further improvements to the curriculum, the school needs to simplify approaches to curriculum planning. Staff should ensure that there is planning for progression using the experiences and outcomes in different contexts.

### **How well does the school improve the quality of its work?**

Staff are highly committed to improving their work in order to improve outcomes for children. They participate in regular professional learning opportunities to improve aspects of the work of the school. They also take forward aspects of the school improvement plan through working groups. There is currently a strong focus on taking forward the early arithmetical learning programme along with 'Visible Learning'. Teachers are evaluating these programmes to ensure they are improving outcomes for children. Class teachers monitor pupil's progress in English and literacy, and mathematics and numeracy. They meet with promoted staff each term to review the progress of children in their class and discuss appropriate ways of raising attainment. Staff should continue to work on developing assessment to ensure that reliable evidence of progress is available across curricular areas at all stages. The school needs to have a more systematic and shared approach to gathering evidence about what the school does well and what it needs to do to improve.

This inspection found the following key strengths.

- The supportive and inclusive ethos where children are happy, polite, settled and enjoy learning together.
- Staff who are keen to improve their professional practice in order to improve children's learning and achievement.
- The flexible approaches taken by staff to meet the range of social, emotional and learning needs of children.
- Highly motivated nursery children who are actively engaged in making decisions about their learning.

We discussed with staff and Midlothian Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Continue to develop the curriculum to provide progression in all aspects of learning.
- Continue to improve approaches to assessing and tracking children's learning, helping them to understand their own progress and achievements.
- Improve approaches to school self-evaluation with a clear focus on improving outcomes for children.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Midlothian Council will inform parents about the school's progress.

Carol McDonald  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/MauricewoodPrimarySchoolMidlothian.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

## **Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland**

### **Report by Grace Vickers, Head of Education**

#### **1. Purpose of the Report**

The purpose of this report is to introduce the Scottish Government's *Delivering Excellence and Equity in Scottish Education: a delivery plan for Scotland* to Cabinet. This report draws particular attention to the Scottish Government consultation called *Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review* which was launched on 13 September 2016 and closes on 6 January 2017. The report outlines the arrangements for the proposed local consultation period for Midlothian in order to ensure that we (i) raise the profile of the ongoing review; (ii) seek the views of our local stakeholders; and (iii) prepare a co-ordinated Midlothian response to the ongoing consultation. In order to achieve this, the report asks Cabinet to approve the following four recommendations:

- To co-ordinate a series of consultation events in Midlothian in order to raise the profile and to seek the views of our local stakeholders on the Scottish Government consultation called *Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review*  
<https://consult.scotland.gov.uk/empowering-schools/a-governance-review>
- To present a seminar to elected members at the end of November 2016 outlining the outcome of the Midlothian Consultation on the Education Governance Review.
- To present the final Midlothian consultation response to Council in December 2016.
- To note the on-going work in Midlothian to reduce inequalities and the strategic intent to create a World-Class Education System through Excellence and Equity.

A full copy of the Scottish Government's delivery plan is included as Appendix A and a copy of the Education Governance Review is included as Appendix B.

#### **2. Background**

The delivery plan for Education, published by the Scottish Government on 28 June 2016, is presented in four main sections:

- A relentless focus on closing the attainment gap.
- A curriculum which delivers for children and teachers.
- Empowering our teachers, headteachers, practitioners, parents, communities, children and young people.
- A clear focus on improvement.

The rationale for the delivery plan is to address the significant challenges which face Scottish Education. The delivery plan acknowledges it is still the case that where a child is from, where they live and their family circumstances still have a disproportionate impact on their chance of success. The delivery plan highlights that “despite some progress over the last decade, a pupil from the 20 per cent least deprived areas of Scotland is almost twice as likely as one from the 20 per cent most deprived areas to leave school with a qualification at SCQF 6 or better” (2016: 3). In addition, the 2015 OECD review of Curriculum for Excellence highlighted that the current assessment arrangements do not provide sufficiently robust information across the system to support both policy and improvement. The Scottish Government state that “while teachers have worked hard to introduce Curriculum for Excellence successfully, it has brought with it unnecessary-and unintended-workload demands and pressures. If we are to focus on improving outcomes for our children, it is vital these issues are dealt with. This will require strong and decisive action by Education Scotland, the Scottish Qualifications Authority, local authorities and schools” (2016: 3).

Each section of the delivery plan includes an overview of the ambition and a series of 86 actions in total that the Scottish Government will implement in order to deliver the overall ambition. This Cabinet report will deal in detail with each part of the delivery plan in sections 2.1-2.4 below. Within section 2.3 I also draw attention to the ongoing Education Governance Review launched on 13 September 2016 which closes on 6 January 2017 and the proposed consultation process in order to ensure the submission of a co-ordinated Midlothian response to this consultation.

## **2.1 A relentless focus on closing the attainment gap**

We welcome the commitment to a relentless focus on closing the attainment gap. The Single Midlothian Plan is committed to reducing inequalities and *Closing the gap* was the theme for education in Midlothian in 2015/16. In 2016/17 the theme for the Education Service is *Closing the Gap through Excellence and Equity* which is at the core of our ambition to create a world-class education system in Midlothian.

The delivery plan outlines 16 main actions that the Scottish Government will do to deliver on closing the attainment gap.

## **2.2 A curriculum which delivers for children and teachers**

The ambition of the delivery plan for the Curriculum is to ensure that “each and every child develops a broad range of skills and attributes and gains the qualifications to have choices and be successful in life. If we are to achieve this goal, our teachers need to be clear about what is expected of them, and have the time and space to do their job. This requires us to take action on a number of fronts” (2016: 7). The delivery plan calls for a clearer and simpler approach where the curriculum is de-cluttered and unnecessary bureaucracy tackled.

The delivery plan outlines 15 main actions that the Scottish Government will do to ensure that the curriculum delivers for children and teachers.

In Midlothian we have already taken significant steps to reduce unnecessary workload demands including two MNCT agreements in May 2015 on reporting and Planning within the BGE (Primary) and Professional Practice Paper 67 – Guidance on Strategic Priorities and Improvement Planning. In addition, in November 2015, the Midlothian response to the National Improvement Framework was presented to Council and in May 2016 the Educational Attainment report sought Council approval to move from a system of Developing, Consolidating and Secure to the simplified term ‘achieving a level’. There is also significant work ongoing to support



assessment and moderation including the new Primary 1 teachers network aimed at closing the reading and writing gap by the end of P1.

With reference to STEM, Digital Skills, languages and DYW, Midlothian is in the process of developing a Centres of Excellence model which was introduced to Council at the Shawfair Seminar which was held at the end of November 2015. We are planning a Centre of Excellence in Digital Skills for the new Newbattle High School and we are in the process of a pre-consultation on the A701 where the concept of a Centre for Excellence in STEM has been provided as one of the possible options for consideration. In terms of languages we are continuing to roll out 1+2 languages across all of our primary schools and the DYW Board, formed last year, has made significant progress developing high-quality work related learning and vocational qualifications and this has had a significant impact which has been demonstrated when comparing last year with this year where Midlothian has secured a 3% improvement in sustained leavers' destinations for school leavers and a 4.8% improvement in SLDR Participation Measures (16-19 yr olds) in Midlothian.

### **2.3 Empowering our teachers, headteachers, practitioners, parents, communities, children and young people**

The delivery plan states that the Scottish Government is “committed to a publicly owned and run, comprehensive education system in Scotland – a mutual system, not a market system-which supports every child to achieve. High-performing education systems across the world are characterized by high levels of professional autonomy and collaboration. It is important therefore that decisions for individual children are made as close to those children as possible and we must see more decisions about the life of schools driven by schools themselves” (2016: 10).

The delivery plan also states that we know that the quality of teaching and school leadership are the two most important factors together with parents who are fully involved in their child's learning and the Scottish Government seek to empower teachers and headteachers by providing them with the responsibilities and resource to make the best decisions for our children and young people and at the same time ensuring that “the overall funding for education is transparent and protected” (2016: 10). In addition, the delivery plan states that the Scottish Government will work to ensure that parents are support to play an active role in their child's learning, and that parents and communities play a bigger role in the “day-to-day lives of schools. Parents and teachers in particular will become key decision makers” (2016: 10).

In Midlothian, we are very ambitious for our children and young people and the strategic intent to create a World-Class Education System through Excellence and Equity is based on international research. The rationale for our strategy is based on the 2007 McKinsey report which states that: “the capacity of countries – both the world's most advanced economies as well those experiencing rapid development – to compete in the global knowledge economy increasingly depends on whether they can meet a fast-growing demand for **high-level skills**. This, in turn, **hinges on significant improvements in the quality of schooling outcomes and a more equitable distribution in learning opportunities**” (McKinsey; 2007: Foreword). In addition, the *Uplifting Leadership Programme* is based on the research by Hargreaves, Boyle and Harris (2014) and this programme is being implemented this school session for Head Teachers, Depute Head Teachers and Principal Teachers because we are critically aware of the importance of developing Leadership and practitioner networks to share best practice at every level.

In addition, our on-going commitment to Visible Learning places excellence in learning and teaching at the core of our daily work and Midlothian will host, together with Osiris Educational and the GTCs, the first ever Scottish Visible Learning Conference in November at Murrayfield where practitioners will experience the work of Professor John Hattie first hand and will be able to participate in practitioner led workshops which will focus on sharing excellent practice in Learning and Teaching.

The delivery plan outlines 9 main actions that the Scottish Government will do to empower our teachers, headteachers, practitioners, parents, communities, children and young people.

On 22 August, the Scottish Government launched the consultation on the Standards in Scotland's Schools etc. Act 2000:

<https://consult.scotland.gov.uk/strategy-and-performance-unit/statutory-guidance> This consultation runs until 11 November and seeks views on draft statutory guidance in relation to a series of amendments to the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act") made by Part 1 of the Education (Scotland) Act 2016 and the draft statutory guidance has been developed to support those who will have responsibility for various duties in relation to the NIF; reducing inequalities of outcomes as a result of socio-economic disadvantage; and planning and reporting duties at school and education authority levels.

In addition, on 13 September, the Scottish Government launched the consultation on the Governance Review for Education to enable a wide range of stakeholders to share their view on how Education in Scotland is run, including who should take decisions in relation to the education of children and young people, and how funding can be made fairer. The consultation also asks about the support teachers and practitioners need to do their jobs well and how this can be improved. Further information on the national consultation can be located by clicking on the following link: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>. This consultation runs until 6<sup>th</sup> January 2017 and Midlothian will co-ordinate a series of local events with stakeholders including pupils and staff in schools and across the council, parent council chairs and the CPP in order to (i) raise the profile of the Governance Review outlining what this means for Midlothian and (ii) seek the views of our stakeholders in order to help formulate the Midlothian response to the review. It is intended that the collated results be presented to Council in the form of a seminar with elected members at the end of November prior to the final consultation report being presented to Council in December 2016.

Finally, running concurrently with these two consultations is the National Parent Forum of Scotland's review into the impact, successes and failings of the Scottish Schools (Parental Involvement) Act 2006 and surrounding framework on involving and engaging parents. More information on this review can be located at the following link:

[http://www.npfs.org.uk/call\\_educ\\_org/](http://www.npfs.org.uk/call_educ_org/)

## **2.4 A clear focus on improvement**

This section of the delivery plan focuses on the National Improvement Framework (NIF) and a report was presented to Midlothian Council in November 2015. In Midlothian, the key drivers from the NIF and the new *How Good is Our School 4* have been integrated into the *Uplifting Leadership Programme* to ensure that we deliver a holistic approach to closing the gap which also helps tackle bureaucracy as we move forward.



In August 2016, the Scottish Government produced additional draft statutory guidance on chapter 3 of the Standards in Scotland's Schools Act (2000) following the passing of the Education (Scotland) Act earlier in 2016 in order to bring this section in line with the new National Improvement Framework (NIF) . Further information on the new can be found at the following link: <http://www.gov.scot/Publications/2016/08/5386/4>

The delivery plan outlines 5 main actions that the Scottish Government will do to deliver a clear focus on improvement.

Five actions are identified under the driver *School Leadership*; seven actions are identified under the driver *teacher professionalism*; eight actions are identified under the driver *Parental Engagement*; eight actions are identified under the driver *Assessing Childrens' Progress*; six actions are identified under the driver *School Improvement*; and twelve actions are identified under the driver *Performance Information*.

### 3. Report Implications

#### 3.1 Resource

The resource to deliver the pace of change within the delivery plan will be challenging. We have already experienced an increased resource demand through the number of on-going consultations, response to a number of requests for data and data checking exercises for the upload of pupil level data. In addition, at very short notice each local authority were expected to participate in a CfE workload review at the beginning of term and ADES sought an extension to enable local authorities to verify and provide further evidence to reports where local authority performance was being evaluated in terms of their approaches to reducing workload demands and tackling bureaucracy.

The most significant resource implications of the delivery plan are contained within section 3: Empowering our teachers, headteachers, practitioners, parents, communities, children and young people. In September, the results of the Financial Review of the Early Learning and Childcare sector were published and this review explored the expenditure on funded childcare to enable us to better predict the cost implications of different delivery models as we move towards the forthcoming expansion to 1140 hours by 2020. In addition, the launch of the Governance Review on 11 September alongside the Programme for Government will examine the system changes required to deliver the Scottish Government's commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions and will implement any proposals arising from the Governance and Parental Involvement reviews at the earliest opportunity. In particular the Scottish Government will support the development and expansion of school clusters and increased regional working **throughout 2017-18**.

Alongside the Governance review, the Scottish Government will begin to develop proposals for a fair and transparent national funding formula immediately and will listen to the views of teachers, parents, system leaders, local authorities and communities through the Governance Review. Building on the responses to this review the Scottish Government will consult on proposals for a funding formula in **March 2017**. This will build on the approach being adopted for the Scottish Attainment Challenge, where £100 million will go direct to headteachers from **April 2017**. The ongoing growth of Gaelic Medium Education in schools through the implementation of new rights for parents and by providing more resources for teachers and learners, by **February 2017** will also have resource implications for Midlothian and there is ongoing dialogue with ADES to explore the best method to deliver this aim.

Finally, the Scottish Government believe that “legal responsibilities for delivering education and raising standards in our schools sit largely with education authorities, not with the schools and teachers that teach our children and young people every day. The Scottish Government intends to address this imbalance by extending to individual schools responsibilities that currently sit with local authorities and will introduce a new Education Bill in the second year of this Parliament. Building on the responses to the Governance and Parental Involvement reviews, a consultation on a Bill will be held early in 2017” (2016: 11). It is the position of ADES that Headteachers are officers of the Council and as such the current legal responsibilities for raising standards in schools is a shared responsibility as the role of the headteacher is a dual one – to lead and manage their school and to be an officer of the Council.

### **3.2 Risk**

We welcome the relentless focus on closing the attainment gap in Education but we recognise that this requires a total Midlothian approach. Although the delivery plan clearly states in the opening ambition statement that in order to close the attainment gap “our efforts must also extend beyond the classroom and across our communities and wider public services if we are to succeed in our ambition” (2016: 4), the delivery plan then continues with a narrow focus on the school level leavers without recognition of the critical role that other services including the Community Planning Partnerships and the third sector play in supporting education to close the poverty related attainment gap.

The proposed changes to governance structures which will be consulted on early in 2017 is maybe challenging to Local Authorities as the delivery plan clearly states a commitment to regional working although there is little detail within the delivery plan to establish what this may look like. ADES is already committed to working together and sharing best practice on a regional basis and this way of working does not require the proposed legislative change suggested. Caution should also be applied to the reference of funding directly to schools with an enhanced role for central government related to the attainment challenge, the role of Education Scotland, standardised testing and the transparency of attainment data proposed to be published on a school by school basis on Parent Zone similar to what is in place at present for the Senior Phase qualifications through Insight. We need to question the role of the Local Authority in these changes.

### **3.3 Single Midlothian Plan and Business Transformation**

The ambition in the delivery plan is already clearly embedded in the Single Midlothian Plan – reducing inequalities. Last year the transformation project on Early Years was concluded in order to ensure that we have a strong foundation from which to plan for the delivery of 1140 hours by 2020. Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☒ Getting it right for every Midlothian child
- ☒ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

### **3.4 Key Priorities within the Single Midlothian Plan**

GIRFEC 5: Our people will be successful learners, confident individuals, effective contributors and responsible citizens.

### **3.5 Impact on Performance and Outcomes**

To close the gap by improving 'attainment versus deprivation' and 'attainment for all' outcomes for children and young people.

### **3.6 Adopting a Preventative Approach**

This report aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities.

### **3.7 Involving Communities and Other Stakeholders**

This report seeks approval to commence a local consultation with key stakeholders in order to ensure a co-ordinated Midlothian response to the ongoing national consultation *Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review*

### **3.8 Ensuring Equalities**

The recommendations in this report should continue to promote equity of attainment for disadvantaged children and support the steps being taken towards narrowing the attainment gap by imposing duties on education authorities and the Scottish Ministers in relation to reducing pupils' inequalities of educational outcome together with a duty to report on progress.

### **3.9 Supporting Sustainable Development**

There are no impacts arising directly from this report.

### **3.10 IT Issues**

Ongoing dialogue is taking place with SEEMiS and Digital Services to ensure that we are on target for the ongoing data collection in line with the guidance on the National Improvement Framework.

## **4 Recommendations**

Cabinet are requested to approve the following:

- To co-ordinate a series of consultation events in Midlothian in order to raise the profile and to seek the views of our local stakeholders on the Scottish Government consultation called *Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review*  
<https://consult.scotland.gov.uk/empowering-schools/a-governance-review>
- To present a seminar to elected members at the end of November 2016 outlining the outcome of the Midlothian Consultation on the Education Governance Review.
- To present the final consultation response to Council in December 2016.
- To note the on-going work in Midlothian to reduce inequalities and the strategic intent to create a World-Class Education System through Excellence and Equity.

## **Supporting Papers for on-going reviews in Scottish Education:**

Standards in Scotland's Schools Act (2000):

[http://www.legislation.gov.uk/asp/2000/6/pdfs/asp\\_20000006\\_en.pdf](http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf)

Statutory Guidance: Standards in Scotland's Schools etc. Act 2000: Scottish

Government Consultation: <https://consult.scotland.gov.uk/strategy-and-performance-unit/statutory-guidance>

Education (Scotland) Act 2016:

[http://www.legislation.gov.uk/asp/2016/8/pdfs/asp\\_20160008\\_en.pdf](http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf)

Updated guidance on Chapter 3 of the Standards in Scotland Schools Act, August 2016: <http://www.gov.scot/Publications/2016/08/5386/4>

Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland: <http://www.gov.scot/Resource/Doc/148166/0039411.pdf>

Financial Review of Early Learning and Childcare in Scotland: the current landscape (Scottish Government; September 2016):

<http://www.gov.scot/Resource/0050/00506148.pdf>

Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

**28 September 2016**

**Report Contact:**

**Name: Dr Grace Vickers, Head of Education Tel No 0131 271 3719**

**[julie.currie@midlothian.gov.uk](mailto:julie.currie@midlothian.gov.uk)**

### **Declaration Box**

*Instructions: This box must be completed by the author of the report. The box will be copied and saved by the Council Secretariat who will delete it from the report prior to photocopying the agenda.*

**Title of Report: Delivering Excellence and Equity in Scottish Education: A delivery plan for Scotland including the Education Governance Review: Empowering teachers, parents and communities to achieve excellence and equity in education**

**Meeting Presented to: Cabinet, 11 October 2016**

**Author of Report: Dr Grace Vickers, Head of Education**

*I confirm that I have undertaken the following actions before submitting this report to the Council Secretariat (Check boxes to confirm):-*

- ☒ *All resource implications have been addressed. Any financial and HR implications have been approved by the Head of Finance and Human Resources.*
- ☒ *All risk implications have been addressed.*
- ☒ *All other report implications have been addressed.*
- ☒ *My Director has endorsed the report for submission to the Council Secretariat.*

*For Cabinet reports, please advise the Council Secretariat if the report has an education interest. This will allow the report to be located on the Cabinet agenda among the items in which the Religious Representatives are entitled to participate.*

*Likewise, please advise the Council Secretariat if any report for Midlothian Council has an education interest. The Religious Representatives are currently entitled to attend meetings of the Council in a non-voting observer capacity, but with the right to speak (but not vote) on any education matter under consideration, subject always to observing the authority of the Chair.*



## **Carbon Management Plan 2013-2016 Final Report**

### **Report by Garry Sheret Head of Property & Facilities Management**

#### **1 Purpose of Report**

The purpose of this report is to advise Members of the outcome 2013 to 2016 Carbon Management Plan and the Councils position at the conclusion of this plan.

#### **2 Background**

**2.1** The Carbon Management Plan 2013 - 2016 was initiated with the target of achieving a 25% reduction in carbon emissions based on the 2006/7 Carbon output tonnage of 27,237CO<sub>2e</sub>. This equated to a target tonnage reduction of 8,800 tonnes CO<sub>2e</sub> over the period.

**2.2** During the plan period actions were taken to reduce carbon emissions potentially in the areas of Building Energy, Street Lighting, Fleet Transport and Waste Management.

**2.3** The attached final report (Appendix 1) confirms that the Council has exceeded its target and achieved a CO<sub>2</sub> emissions tonnage of 11,035 tonnes or 31% reduction.

#### **3 Report Implications**

##### **3.1 Resource**

The implementation of the Carbon Management Plan its associated projects, ongoing energy management, energy awareness campaigns and capital programmes (EWiM, Boiler replacement etc) have resulted in a reduction in the level of electricity and gas resources used and an overall financial saving.

##### **3.2 Risk**

Failure to implement Carbon Reduction measures will result in the Council failing to meet its Carbon reduction commitment targets and the contribution this makes to national targets.

##### **3.3 Single Midlothian Plan and Business Transformation**

Themes addressed in this report:

- ☐ Community safety
- ☐ Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian

- ☒ Sustainable growth  
☐ Business transformation and Best Value  
☐ None of the above

### **3.4 Key Priorities within the Single Midlothian Plan**

The proposals as set out in this report may also be applicable to the Council's Community Planning partners.

### **3.5 Impact on Performance and Outcomes**

The proposals set out the outcome of actions taken to date in reducing the Council's Carbon emissions against national targets.

### **3.6 Adopting a Preventative Approach**

None.

### **3.7 Involving Communities and Other Stakeholders**

Achieving the outcomes of the Carbon Management Plan involved working with partners and contractors and the wider community.

### **3.8 Ensuring Equalities**

There are no Equality implications arising from this report.

### **3.9 Supporting Sustainable Development**

The outcomes reported contribute to the Council's territorial CO<sub>2</sub> emissions reduction targets.

### **3.10 IT Issues**

There are no IT issues arising from this report.

## **4 Recommendations**

Cabinet are recommended to:

- a) Note the outcome of the 2013-2016 Carbon Management plan and that the plan's targets have been exceeded.
- b) Note that a new Carbon Management Plan is currently being prepared and will be presented to a future Council meeting.

**8 September 2016**

### **Report Contact:**

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[gareth.davies@midlothian.gov.uk](mailto:gareth.davies@midlothian.gov.uk)

### **Background Papers:**







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**MIDLOTHIAN COUNCIL**  
**CARBON MANAGEMENT PLAN**  
**2013 - 2016**

FINAL REPORT 2016

Date: September 2016  
Version number: v0.4  
Owner: Basanti Narine  
Approval route: Midlothian Council Cabinet  
Approval status: Final  
Next revision due: July 2017

## Executive Summary

The Carbon Management Plan (CMP) 2013-16 for Midlothian Council has now concluded. The Target reduction of 25% (8,800 tonnes CO<sub>2</sub>) has been achieved.

## INTRODUCTION

This report represents the conclusion of Midlothian Councils 2013-2016 Carbon Management Plan (CMP). At the outset of the plan Midlothian Council's overall target for carbon reductions was 25% to be achieved by the financial year end 2015/16 (based on a baseline year of 2006/7). This equated to a target reduction of 8800 tonnes of CO<sub>2</sub>. The actual reduction achieved was 31.2% (11035 tonnes CO<sub>2e</sub>)

Throughout the period regular reports have been provided on actual progress towards the target carbon emissions reduction.

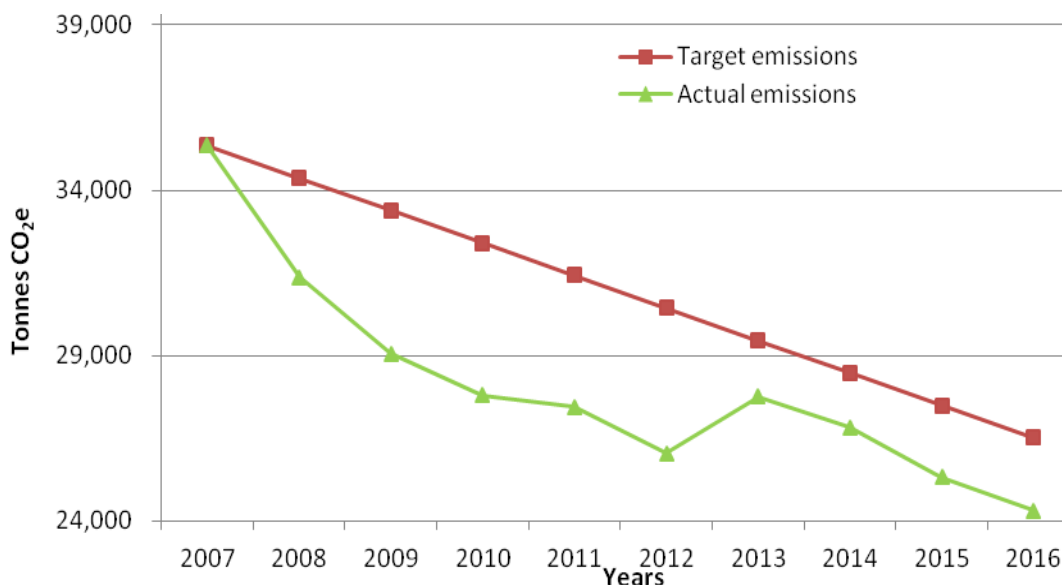
## PROGRESS REVIEW

This progress report includes information on actual CO<sub>2e</sub> emissions for Midlothian Council through to end March 2016.

**Table 1: Midlothian Council Reported Carbon Emissions (all figures in tCO<sub>2e</sub>)**

| Category                      | Financial Year |               |               |               |               |               |               |               |               |               |
|-------------------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                               | 2006/07        | 2007/08       | 2008/09       | 2009/10       | 2010/11       | 2011/12       | 2012/13       | 2013/14       | 2014/15       | 2015/16       |
| Building Energy Consumption   | 17,850         | 14,876        | 12,912        | 13,978        | 14,240        | 13,141        | 14,445        | 13,516        | 11,950        | 11,894        |
| Waste (Landfill)              | 11,218         | 10,226        | 9,784         | 8,222         | 7,561         | 8,052         | 7,755         | 7,536         | 7,726         | 7,052         |
| Waste (Recycled)              | 994            | 1,085         | 1,114         | 418           | 432           | 470           | 455           | 457           | 453           | 477           |
| Streetlights                  | 2,711          | 2,449         | 2,610         | 2,609         | 2,645         | 2,332         | 2,817         | 3,113         | 3,013         | 2,789         |
| Transport                     | 2,543          | 2,702         | 2,600         | 2,532         | 2,523         | 2,008         | 2,245         | 2,161         | 2,139         | 2,063         |
| Water                         | 38             | 41            | 44            | 50            | 40            | 45            | 45            | 42            | 44            | 44            |
| <b>TOTAL</b>                  | <b>35,354</b>  | <b>31,379</b> | <b>29,064</b> | <b>27,809</b> | <b>27,441</b> | <b>26,048</b> | <b>27,762</b> | <b>26,825</b> | <b>25,325</b> | <b>24,319</b> |
| Target Emissions              | 35,354         | 34,372        | 33,390        | 32,408        | 31,426        | 30,444        | 29,462        | 28,480        | 27,498        | 26,516        |
| <b>Variance</b>               | <b>0</b>       | <b>-2,993</b> | <b>-4,326</b> | <b>-4,599</b> | <b>-3,985</b> | <b>-4,396</b> | <b>-1,700</b> | <b>-1,655</b> | <b>-2,173</b> | <b>-2,197</b> |
| % Change from baseline        |                | -11.2         | -17.8         | -21.3         | -22.4         | -26.3         | -21.5         | -24.1         | -28.6         | -31.2         |
| % Annual Change               |                | -8.1          | -7.4          | -4.3          | -1.3          | -5.1          | +6.6          | -3.4          | -5.6          | -40           |
| % Annual Change (by category) |                |               |               |               |               |               |               |               |               |               |
| Building Energy Consumption   |                | -16.7         | -13.2         | +8.2          | +1.9          | -7.7          | +10.0         | -6.4          | -11.6         | -0.5          |
| Waste (Landfill)              |                | -8.8          | -4.3          | -16.0         | -8.0          | +6.5          | -3.7          | -2.8          | +2.5          | -8.7          |
| Streetlights                  |                | -9.7          | +6.6          | 0             | +1.4          | -11.8         | +20.8         | +10.5         | -3.2          | -7.4          |
| Transport                     |                | +6.2          | -3.8          | -2.6          | -0.3          | -20.4         | +11.8         | -3.7          | -1            | -3.5          |
| Water                         |                | +7.9          | +7.3          | +13.6         | -20.0         | +12.5         | 0             | -6.7          | +4.8          | -0.9          |

**Figure 1: Midlothian Council Carbon Emissions**



### Commentary

**Building Energy** – Energy consumption across the entire buildings portfolio continues to be monitored on a monthly basis. Accurate monitoring capacity has been further enhanced due to an extension in the number of automatic read meters installed and improvements in data capture enabling remote monitoring of the meter readings by the Council's Energy Team. Further smart meters, capturing gas supplies in a number of buildings have been progressed, and more are planned for the year ahead.

There has been a two year light replacement programme in the majority of schools.

Building asset rationalisation under the EWIM project through the closure, demolition and selling of properties have had a beneficial effect on energy consumption resulting in fewer emissions.

**Waste** – The Council operates kerbside recycling collections, incorporating paper, card, plastic bottles, glass bottles/jars and food/drink cans. In 2015/16, kerbside food waste was introduced. In addition there are two community recycling centres available for disposal of a wide range of items.

The Council is committed to achieving the targets set out by the Scottish Government in Scotland's Zero Waste Plan. To that end present services are being reviewed to determine the most effective means of meeting these targets. In April 2016, Midlothian signed up to the Scottish Waste Charter. Zero Waste Scotland will review waste collections across Scotland with the view to standardising the collection system. In collaboration with City of Edinburgh Council a site at Millerhill has been developed for receipt of both food (now operational) and residual waste (due in the next few months) and this scheme would ensure that the Council meets its zero waste targets.

**Street lighting** – The operation of street lighting across Midlothian is subject to constant monitoring, maintenance and upgrade. The potential for replacement of older lanterns with more energy efficient alternatives is continually assessed during ongoing maintenance and refurbishment programmes. The Council is also introducing emerging technologies, such as LED lighting with Central Management Systems (CMS)(also known as tele-management to further reduce emissions. All lighting improvements are required to meet existing British Standards.

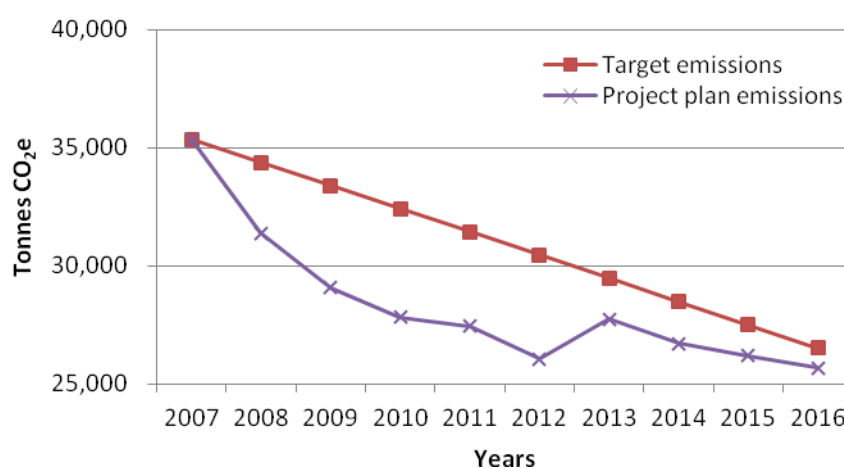
LED upgrades have taken place over 25% of the street lighting network. On the more recent upgrades the LED have been dimmed by 30%. A trial is on going with lights being dimmed by 10% at 10pm and 50% between 12am-5am. Through capital investment there is a column replacement programme on going that replaces the old galvanised steel to aluminium columns with upgrades to LED at the same time. All new housing developments are installing LED lanterns with CMS. New LED traffic systems are being installed with SELV (safety extra low voltage).

Going forward existing lanterns will be upgraded to LED subject to capital funding.

**Transport** – Fleet fuel monitoring software continues to assist the Council in maximising the efficiency of its fleet vehicles in operation. The size of the fleet remains under review, ensuring that the number of vehicles in operation is matched with service requirements. Ongoing cycles of fleet vehicle replacement include consideration of environmental credentials and compliance with Euro engine standards.

There are 11 electric vehicles in the fleet. The majority of the fleet have Euro 5 engine standards and all new vehicles over 7½ tonnes have Euro 6 engine standards. Going forward the Euro 6 engine standard will be applied to new vans over the next 3 years subject to available funding.

**Figure 2: Midlothian Council Projected Carbon Emissions**



### Summary

Midlothian Council has achieved a 31.2% (11035 tonnes CO<sub>2e</sub>) exceeding its 2015/16 final target of 25% CO<sub>2e</sub> (8800 tonnes CO<sub>2e</sub>) based on the 2006/7 baseline.

Energy consumption in buildings has reduced by a further 0.5% in the last year (2015/16) augmenting the 11.6% decrease achieved the year 2014/15.

This recovery is mainly due to resolving heating and plant issues at major sites and delivery of Building rationalisation (EWIM) and completion of Carbon Management Plan projects.

There has been a continued decrease in street lighting electrical consumption of almost 7.4% in 2015/16 compared to the previous year. This is a result of the implementation of more energy efficient lighting technologies and effective remote monitoring throughout the lighting network.

Transportation emissions indicate 3.5% reduction building on last year's decrease. This reflects the ongoing cycle of vehicles replacement with consideration of environmental credentials and compliance with Euro engine standards.

Waste to Landfill has decreased 8.7% last year after the previous year's increase. The introduction of kerbside food waste collection and new food waste site has contributed to the decrease. Once the Zero Waste plant is fully operational and residual waste processing comes on stream, Midlothian council will meet its zero waste targets.

A new Carbon Management Plan is being developed along with a number of new projects. This will build on the 31% reduction achieved last year by working towards a minimum 11% CO<sub>2e</sub> reduction by 2020/21. This will ensure that we meet the government's target of 42% CO<sub>2e</sub> by 2020/21.

Work is currently in hand to develop a further CMP for the period 2016/17- 2020/21 following a standardised format developed by Resource Efficient Scotland for use by the public sector. The new CMP, which will baseline in 2016/17 will also be wider in scope than the 2013-16 plan in that it will cover all corporate properties (rather than a limited group as with the previous plan). The overall UK Target for 2020/2021 is a 42% reduction in Carbon emissions. The new CMP will therefore have a minimum target of 11%.





**Lothian Joint Health Protection Plan 2016- 2018****Report by Mary Smith, Director Education, Communities and Economy****1 Purpose of Report**

This report asks the Cabinet to approve the Lothian Joint Health Protection Plan (JHPP) for the period 2016/2018.

Having regard to the size of the document a copy of the Plan has been made available in the Members' Library.

**2 Background**

**2.1** Section 7 of The Public Health etc.(Scotland) Act 2008 requires that, in conjunction with the relevant Local Authorities, the Health Board must prepare a Joint Health Protection Plan for its area. The guidance relating to the implementation of the Act requires that such plans are formally submitted to the relevant Local Authority Committee for approval and Members will recollect that previous plans have been brought before Cabinet for approval.

**2.2** The Plan has been developed through a consultative process via a working group comprising NHS Lothian's Director of Public Health and Health Policy, a Consultant in Public Health Medicine and the Chief Officer(s) Environmental Health of the City of Edinburgh, East Lothian, Midlothian and West Lothian Councils.

**2.3** The plan aims to:

- Provide clarity about which agency and persons have overall responsibility in protecting the public health.
- Ensure preparedness and enhance co-operation among agencies in combating major emergencies, for example bioterrorism and lessons from Severe Acute Respiratory Syndrome (SARS).
- Resolve gaps and uncertainties in the adequacy of statutory powers that might be required for communicable disease control particularly for emerging hazards, for example early interventions in avian or pandemic flu.
- Update the principles and concepts underpinning public health legislation for the twenty-first century to reflect changes in public health ethics and values, new scientific developments and the response to globalisation.

- 2.4** There is a statutory duty that the Plan is to be a public document published by the relevant NHS Board on their website and made available on request. Reference to the plan will be made on the Midlothian Council website with a link to the Lothian Health website.

### **3 Report Implications**

#### **3.1 Resource**

There are no known additional resource implications (human or financial ) arising from this report at this time.

#### **3.2 Risk**

Environmental Health is a statutory function and the JHPP is produced in pursuance of the requirements of the Public Health etc. (Scotland) Act 2008. Failure to fully contribute to the production, publication and delivery of a Joint Health Protection Plan for the relevant NHS area would leave the local authority open to the challenge of failing in its statutory duty.

#### **3.3 Single Midlothian Plan and Business Transformation**

Themes addressed in this report:

- x Community safety
- x Adult health, care and housing
- ☐ Getting it right for every Midlothian child
- ☐ Improving opportunities in Midlothian
- ☐ Sustainable growth
- ☐ Business transformation and Best Value
- ☐ None of the above

#### **3.4 Key Priorities within the Single Midlothian Plan**

Due to the wide ranging health implications, the Joint Health Protection Plan contributes across the Midlothian Council and its Community Planning Partners key priorities.

The plan specifically contributes to

- i) the Community Safety Partnership vision that Midlothian is a safe place to live, work, visit and grow up in; and
- ii) addressing health inequalities and strengthening the provision of local health services.

#### **3.5 Impact on Performance and Outcomes**

The JHPP is a statutory requirement that seeks to deliver those aims listed in paragraph 2.3 above. To facilitate this a Joint Health Protection Action Plan is contained at Appendix II of the JHPP.

#### **3.6 Adopting a Preventative Approach**

The JHPP is focused on partnership working through activities, resources and support that strengthen the skills, abilities and confidence of organisations to take effective action.  
It contributes to ensuring that emerging situations covered by the plan have swift intervention to prevent crises escalation.

### **3.7 Involving Communities and Other Stakeholders**

This plan was developed utilising a consultative process which engaged NHS Lothian, Midlothian, City of Edinburgh, East Lothian and West Lothian Councils.

### **3.8 Ensuring Equalities**

An EqIA has been completed for the JHPP. There are no equalities implications arising.

### **3.9 Supporting Sustainable Development**

There are no sustainability implications arising from this report.

### **3.10 IT Issues**

There are no IT issues arising from this report.

## **4 Recommendations**

It is recommended that Cabinet:

- (a) approves the Lothian Joint Health Protection Plan(JHPP) 2016/18, and
- (b) remits the JHPP to the Chief Executive to sign off on behalf of Midlothian Council.

**14 September 2016**

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#### **Background Papers:**

The Public Health etc (Scotland) Act 2010.

[http://www.opsi.gov.uk/legislation/scotland/acts2008/asp\\_20080005\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2008/asp_20080005_en_1)

JHPP Guidance 2009 - specifically Annex D.

<http://www.scotland.gov.uk/Topics/Health/NHS-Scotland/publicact/Part1Guidancefinal/Q/EditMode/on/ForceUpdate/on>

