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Education Service Improvement Priorities (2023-27)

The following describes education specific priorities aimed at improving the quality of the experiences we provide for our children, young people and staff. These priorities take account of the vision for education in Scotland as set out in the Scottish Government's National Improvement Framework:

- **Excellence through raising attainment and improving outcomes:** ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.
- **Achieving equity:** ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

We have identified 2 key areas for improvement over the next 4 years. These are the areas where current data analysis and evidence shows improvement is required.

Midlothian Priority 1	Midlothian Priority 2
Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations <ul style="list-style-type: none">• Learning, teaching & assessment• Curriculum• Equity	All children & young people feel valued & included, and have the same opportunities to succeed <ul style="list-style-type: none">• Relationships• Wellbeing & care• Inclusion & targeted support

We have identified 6 Midlothian improvement drivers to support the delivery of our education improvement priorities. These will enable us to develop a leadership environment and service culture which is conducive to achieving, and exceeding, the goals stated in our priorities. Our drivers take into account the drivers of improvement outlined in Scottish Government's National Improvement Framework

Midlothian Education Service Improvement Drivers <ul style="list-style-type: none">• Continuous professional learning for all colleagues• Data which drives improvement• Quality improvement framework• Strong leadership at all levels• A children's rights-based approach• Digital empowerment
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Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

Strategic Lead - Julie Fox, Quality Improvement Manager

1.1 Learning, teaching & assessment

By 2027

- School and ASG Learning, Teaching & Assessment Frameworks align with Midlothian LTA principles.
- All Midlothian schools and settings have demonstrated sustained, validated progress in QI 2.3.
- Robust moderation processes in place within and across ASG are increasing impact of data-driven LTA approaches.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Raising Attainment Strategy finalised and shared.</p> <p>Quantitative and qualitative data from QI visits is being used to inform development of professional learning and proportionate improvement support for all schools and settings.</p> <p>All schools prioritise raising attainment and learning, teaching and assessment in improvement plans for 2023/24.</p> <p>All schools now have access to the data dashboard which will enable analysis of trends in attendance and attainment across Midlothian and inform priorities and planning.</p>	<p>Midlothian Learning, Teaching & Assessment Framework in place and there is some evidence that it supports robust self-evaluation of LTA.</p> <p>The impact of the Raising Attainment strategy is monitored through analysis of Key Performance Indicators in all schools and settings.</p> <p>All Midlothian schools & settings can evidence improvement in QI 2.3.</p> <p>Strong correlation between high quality LTA (good or above) and highly effective use of digital skills in majority of schools and settings.</p>	<p>Midlothian LTA principles are seen in all schools due to effective alignment with school and ASG level LTA frameworks.</p> <p>All schools & settings have shown improvement in their validated self-evaluation of QI 2.3.</p> <p>Almost all schools and settings are confidently self-evaluating at good or above. Robust moderation of LTA is embedded within and across all Midlothian ASGs to substantiate evidence of good or above at QI 2.3 and provide opportunities to share good practice.</p>

1.2 Curriculum

By 2027

- Data-led Literacy and Numeracy Moderation processes in place in all ASGs.
- All schools & settings to be good or better for Q.I 2.2.
- All schools & settings to have curriculum rationale aligned with Midlothian curriculum framework.
- Midlothian Skills Framework implemented in all settings and embedded within the curriculum.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>All schools & settings have plans in place for full implementation of Midlothian progression pathways.</p> <p>Literacy & numeracy progression pathways in use in all settings and schools.</p> <p>All schools & settings to prioritise time for ASG moderation with writing focus.</p> <p>Midlothian 2-18 curriculum framework developed in consultation with ASGs.</p>	<p>All schools & settings can evidence engagement with Literacy and Numeracy BGE progressions to support moderation and understanding of standards.</p> <p>All schools & settings engaging in cross-sector ASG moderation with writing focus as a minimum.</p> <p>All ASG improvement plans articulate how they are developing a curricular area at 2-18.</p> <p>All schools & settings can evidence improvement in QI 2.2.</p> <p>Midlothian skills framework in place and supporting planning for 2024-27.</p>	<p>Data-led literacy & numeracy moderation processes in place within and across ASGs.</p> <p>Curriculum rationale of all schools & settings are aligned with Midlothian curriculum framework.</p> <p>All schools & settings have shown improvement in their validated self-evaluation of QI 2.2.</p> <p>Midlothian skills framework implemented in all schools & settings and embedded within the curriculum.</p> <p>All secondary schools obtain SCQF Award of at least silver.</p>

1.3 Equity

By 2027

- Poverty-related gaps in relation to attainment, achievement, wellbeing, participation, engagement and attendance are narrowed.
- All members of staff are aware of their responsibilities to mitigate effects of poverty on outcomes for children and young people, and can evidence their roles in this.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>All schools & settings have access to the data dashboard which enables: analysis of trends in attendance and attainment across Midlothian; data-driven priorities and planning.</p> <p>Cross directorate working party established to consider our actions to reduce the impact of poverty across Midlothian.</p> <p>Attendance procedures have been revised in collaboration with stakeholders in order to establish clarity and improve consistency of practice.</p> <p>Attendance strategy articulates how we are developing partnerships and pathways to promote attendance and engagement in education.</p>	<p>All ASGs can evidence effective use of data dashboards to inform planning to reduce poverty-related gaps.</p> <p>All schools & settings can evidence how they are addressing barriers to learning informed by analysis of intersectional data relating to poverty, attainment, achievement, wellbeing, participation, engagement and attendance.</p> <p>All members of staff can evidence an increased understanding of poverty and the impact it has on life chances.</p> <p>Attendance procedures are applied consistently and promote equity across all schools & settings.</p> <p>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.</p>	<p>Poverty-related gaps in relation to attainment, achievement, wellbeing, participation, engagement and attendance are narrowed.</p> <p>All members of staff can demonstrate how their practice mitigates against the effects of poverty on outcomes for children and young people.</p> <p>All schools & settings have clear pathways of support to promote attendance and engagement informed by local data, with evidence that these are supporting improved attendance.</p>

Priority 2: All children & young people feel valued & included, and have the same opportunities to succeed

Strategic Leads – Anna Walton, Quality Improvement Manager; Kirsty Quinn, Principal Educational Psychologist

2.1 Relationships

By 2027

- Improved wellbeing for all children and young people, including those who have experienced mental health issues
- Reduced exclusions
- Improved wellbeing of staff supporting children and young people experiencing stress

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Midlothian framework of relational practice, co-produced with children & young people, through detailed analysis of nurturing, trauma-informed practice.</p> <p>ASG-wide approach to assessing & measuring progress in relation to wellbeing trialled and ready to be shared across all ASGs.</p> <p>Scoping activities undertaken with school leaders in relation to current practice and links to staff wellbeing.</p>	<p>Relationship policy is co-produced with children & young people, families, schools, settings and partners to guide relational practice in schools.</p> <p>All schools & settings are able to demonstrate how they are embedding relational practice within their school communities.</p> <p>Structures of professional support and supervision are piloted with learning shared as part of a collaborative enquiry process.</p>	<p>All schools & settings can evidence development of relational practice across staff teams, in partnership with children, young people & families.</p> <p>Almost all members of staff demonstrate confidence in their use of relational approaches with children, young people and families. They can articulate how this impacts on improved outcomes.</p> <p>All schools & settings are able to demonstrate how they prevent and respond to children and young people at risk of causing harm to themselves or others.</p> <p>Structures of professional support and supervision are embedded across all school and settings.</p>

2.2 Wellbeing and Care

By 2027

- Children & young people know how to promote good mental health
- Children & young people know how to access mental health support

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Wellbeing data set established to inform priorities and practice in relation to mental health support.</p> <p>Strengths and gaps in mental health support and services available at universal, targeted and intensive levels have been identified via mapping exercise.</p> <p>Initial review of referral routes to wellbeing support undertaken with a view to streamlining pathways and reducing duplication. Funds allocated from the Children's Mental Health Fund 23/24 to promote wellbeing and mental health through local 3rd sector providers.</p>	<p>Curriculum pathways for Health & Wellbeing / Personal & Social Education created to identify how all learners are supported to take ownership of their own wellbeing and mental health.</p> <p>Effective person-centred assessment processes are established relating to wellbeing, mental health and neurodiversity; leading to effective planning and intervention.</p> <p>All schools & settings are able to identify how they are using intersectional data to identify priorities and wellbeing support in place for children & young people.</p> <p>Single point of access and streamlined pathways to support piloted in a number of schools & settings.</p>	<p>All schools & settings evidence that children & young people know how to promote their own wellbeing and mental health, and how to access support.</p> <p>All schools & settings demonstrate how curriculum pathways are improving learners' ownership of their own wellbeing and mental health.</p> <p>All schools & settings demonstrate improved wellbeing outcomes for children and young people, and a narrowing of the gap in relation to those with additional support needs.</p>

2.3 Inclusion and Targeted Support

By 2027

- Children and young people feel safe and included
- Gap is narrowed in relation to attainment, achievement, wellbeing and attendance
- Children and Young people's needs are met in a timely manner

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Updated central systems, guidance & processes in place to support schools in meeting the needs of learners.</p> <p>Support for Learning Network re-established based on feedback in relation to role confidence and CLPL needs.</p> <p>Review of terms of reference for Education Referral Group (ERG), Multi-Agency Referral group (MARG) and outreach allocation in order to improve and clarify processes.</p> <p>Neurodiversity strategy group established to oversee initial mapping of neurodevelopmental pathway and identify priorities for next steps.</p> <p>ASN training group established focusing on developing inclusive learning environments that celebrate neurodiversity. The first cohort have completed training which will lead to data-based decision making to increase inclusion for all learners.</p>	<p>ASN review completed and new locality based support is implemented across all ASGs.</p> <p>Most schools & settings are using centralised systems, guidance and processes to enable teams to identify learners' needs, and meet these in a timely manner.</p> <p>Support for learning practitioners lead inclusive classroom practice in the majority of schools.</p> <p>All schools & settings are able to evidence engagement in professional learning related to inclusion, and are starting to evidence impact on practice.</p> <p>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.</p>	<p>Almost all children and young people feel safe and included.</p> <p>All schools & settings are using centralised systems, guidance and processes to enable teams to identify learners' needs, and meet these in a timely manner.</p> <p>All schools & settings are able to evidence the impact of inclusive practice on learner outcomes.</p> <p>Gaps in outcomes are narrowing for most children and young people who are care experienced, who have ASN, and who are neurodiverse.</p> <p>Neurodiversity is celebrated and the needs of children, young peoples and families are understood and met in a timely manner.</p>

Our Improvement Drivers

Strategic Lead – Annabel Bates, Quality Improvement Manager

D1. Continuous professional learning

All members of the Midlothian team receive the high quality professional learning required to achieve our priorities

By 2027

- Sector-leading professional learning academy which sets the standard and supports all CLPL, for all staff.
- Empowered networks which lead excellent practice within schools and settings, across ASGs.
- Programmes of professional learning which are designed to improve all aspects of practice.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Professional learning academy leads coordination of key programmes including: probationer programme, DHT network, leadership development series, education recovery programme, UNCRC collaborative enquiry programmes.</p> <p>Standardised approach to evaluation and facilitation has begun to be embedded. Co-design model introduced to embed national model of professional learning.</p> <p>DHT network has set groundwork for developing our leadership continuum for all levels. Evaluation data has suggested very good satisfaction levels, leading to a higher impact culture of professional learning.</p> <p>Networks established to drive forward service improvement priorities & establish how to improve outcomes for CYP in key areas.</p>	<p>All networks have standardised terms of reference which give clarity of purpose and links to Midlothian improvement priorities.</p> <p>Professional learning academy has developed high quality evaluation tools to begin to articulate the impact of professional learning on service improvement priorities.</p> <p>Co-designed programmes of professional learning are evaluated and quality assured through the national model of professional learning.</p> <p>All new colleagues take part in meaningful, differentiated programmes of induction.</p>	<p>Self-sustaining networks which have an impact in all classrooms. Data demonstrate direct link between network impact and positive destinations.</p> <p>Professional learning academy has a strong in-person and digital presence across Midlothian, with demonstrable impact on the learning experiences of children and young people in schools and settings.</p> <p>Core professional learning programmes identified as sector-leading: probationer programme, collaborative enquiries, digital empowerment, leadership programmes.</p>

D2. Data which drives improvement

A culture where data is a powerful tool for improving outcomes

By 2027

- Interactive, accurate systems for tracking, monitoring and analysing data.
- ASG-led reviews of data which identify trends and enable all colleagues to act on information in a way which improves outcomes.
- A shared data language is in place across all schools, settings and the broader education service.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Data development plan articulates consistent approach to tracking and monitoring from 2-18.</p> <p>Pilot of data dashboard for primary schools completed and reviewed by head teachers. Secondary pilot initiated.</p> <p>Data analysis plan clarifies methodology and timelines for data-driven decision-making moving forwards.</p>	<p>Data dashboards in place for all schools and settings across Midlothian. Professional learning to accompany the data dashboards is in place.</p> <p>Cycle of ASG analysis of data using data dashboards, led by EEG. This analysis informs service, ASG and school/setting improvement plans.</p> <p>Data dashboards used as a tool for moderation to establish shared language and understanding of high quality data.</p> <p>All colleagues have access to case studies and good practice materials to drive further development of data for improvement across schools and settings.</p>	<p>Data dashboards embedded in practice for all teachers and practitioners across schools & settings. All colleagues can evidence standards of learning, teaching and assessment through use of dashboards.</p> <p>All schools use a consistent approach to tracking and monitoring to develop a strong data culture, and use of shared data language.</p> <p>Directorate-wide, intersectional analysis of data to drive improved outcomes for all children and young people - particularly those who are identified as vulnerable or marginalised.</p> <p>Longitudinal data analysis approaches are developed in order to assist development of prediction modelling and analysis of trends.</p>

D3. Quality improvement framework

Quality improvement which is owned by schools and settings

By 2027

- All members of the Midlothian team can effectively and accurately evaluate where a school is in relation to QIs.
- Evaluation and feedback are of a very high quality and shared through multiple channels.
- High quality support is mobilised and proportionate based on needs of schools and settings.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>QI visits 1 & 2 carried out across all schools & settings, to enable developmental feedback. Proportionate support in place as a result.</p> <p>All school leaders have had the opportunity to access examples of good practice during HT meetings (e.g. organisation of QI visits, engagement of learners in QI processes, empowerment of leaders).</p> <p>All relevant stakeholders consulted on QIF activities for 2023/2024.</p> <p>Targeted professional learning delivered for school leaders in response to outcomes of QI visits: preparing for HMI inspection, evaluative writing, SQIP preparation.</p>	<p>Work with EEG to develop a quality improvement capacity register to ensure proportionate support.</p> <p>Streamlined approaches in place for QIF activities, to enable greater opportunities to share practice and engage in peer evaluations.</p> <p>Quality improvement and self-evaluation tools developed and disseminated through PLA.</p> <p>The majority of schools are judged to be good or better than good for QI 1.1 self-evaluation for self-improvement and QI 1.3 leadership of change.</p> <p>All members of central education team demonstrate validated, accurate evaluation of quality in schools & settings.</p>	<p>Well-established quality improvement capacity register, targeted support for schools and self-evaluation professional learning programme.</p> <p>Most schools are judged to be good or better than good for QI 1.1 self-evaluation for self-improvement and QI 1.3 leadership of change.</p> <p>All leaders of schools and settings demonstrate validated, accurate evaluation of quality in schools & settings.</p>

D4. Leadership

Leaders at all levels are empowered to improve outcomes
By 2027

- All leaders are developing through the leadership continuum and are able to articulate their pathway to exemplary.
- Performance review processes enable all senior leaders to empower colleagues and nurture development.
- School improvement planning is strategic, evaluative and driven by our core priority.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Midlothian leadership continuum piloted through DHT network, providing evidence base for next iteration.</p> <p>4 DHT networks established for the year: leading culture, leading learning, leading organisation, leading people. Feedback on sessions this year has been good.</p> <p>Executive Education Group has collaborated on key areas of education service improvement.</p> <p>Launch of leadership tools series of professional development (preparing for HMI inspection, evaluative writing, preparing a school improvement plan)</p> <p>Bespoke training for supporters of probationers in line with national model of professional learning.</p>	<p>Comprehensive induction process in place for leaders at all levels.</p> <p>DHT network has evolved into differentiated programme of middle and senior leadership development to support colleagues' growth through leadership continuum at all career stages.</p> <p>PRD & MPM policy, procedures and practice have been updated in consultation with colleagues and stakeholders. Refreshed procedures capture all staff professional learning needs.</p> <p>Midlothian leadership continuum is introduced to revised PRD process and is accessed by the majority of school leaders for self-evaluation of leadership as part of an updated and revised PRD process.</p> <p>Midlothian coaching, mentoring & support model piloted and evaluated by leaders at all levels.</p>	<p>Midlothian leadership continuum being used by most school leaders as part of their PRD process. This informs the professional learning on offer for school leaders.</p> <p>Differentiated programmes of leadership development are meeting the needs of almost all participants. The outputs of these programmes are contributing to service improvement priorities, increased national leadership programme applications, increased school leader job application rates and improved staff survey responses.</p> <p>Leadership ratings in HMI inspections and school self-evaluations are good or better in most school inspections.</p>

D5. Taking a children's rights-based approach

Children & young people are aware of their rights, and their role in driving improvement.

By 2027

- Midlothian Children's Rights Strategy led, evaluated and reported on by a representative body of CYP and staff - the Children's Rights Strategy Group.
- UNCRC is embedded throughout all activity, planning and evaluation of schools, settings & the education service.
- Parents, carers & families engage with and participate in driving school-level improvement processes.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Children's Rights Strategy shared with all head teachers.</p> <p>Children's Rights Leads network established with actions for the year agreed - these align with the Education Service Improvement Plan priorities.</p> <p>23 schools registered with Rights' Respecting Schools Award. 4 schools with an up-to-date bronze award; 6 schools with an up-to-date silver award; 1 school with an up-to-date gold award.</p>	<p>Majority of schools are able to evidence pupil participation in planning, as well as explicit connections to the UNCRC within curricula and progression pathways across schools and settings.</p> <p>The establishment of terms of reference for CYP fora groups for priorities 1 & 2, supported by the Children's Rights Strategy Group.</p> <p>Majority of procedures, policies & practice in schools, settings & across education are underpinned by the 7 principles of taking a rights-based approach (and explicitly reference the articles of the UNCRC).</p> <p>All schools & settings demonstrate a commitment towards taking a child's rights-based approach by having an action plan for their school around how they are going to take forward the recommendations within the children's rights strategy, and are able to evidence the progress they are making with their plan.</p> <p>Majority of schools & settings able to evidence embedding of the Parental Engagement Strategy.</p>	<p>Children's Rights Strategy embedded in ethos & culture of all schools & settings.</p> <p>CYP fora contribute to QI processes and analysis of data for priorities 1 & 2.</p> <p>All schools & settings evidence that the Parental Engagement Strategy has been embedded, and that family engagement is increasing.</p> <p>Parent, carer & family school-level fora engage with driving school-level improvement processes.</p> <p>All procedures, policies & practice are underpinned by the 7 principles of taking a rights-based approach, and explicitly reference the articles of the UNCRC.</p>

D6. Digital Empowerment

Sector-leading deployment of digital skills & opportunities which enhance learning and increase life chances.

By 2027

- Digital inclusion & learning is sector-leading and evident through all aspects of priorities 1 & 2.
- High impact, innovative approaches to connect children and young people with positive destinations.
- Effective, sustainable and cost-efficient systems and skills are in place across all settings, schools and services.

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>Review school digital trackers to align to service improvement priorities. Identify impact measures with each school based on evidence.</p> <p>Hybrid learning collaborative enquiry complete. Approach being developed to enable opportunities to improve and increase learning opportunities across schools.</p> <p>Use of Read and Write accessibility toolbar increased by 529%.</p> <p>Multi-agency approach defined and actioned to handle digital safeguarding alerts. Increased ownership by schools.</p> <p>Effective Digital Leaders network established. Pilot of BGE Digital Literacy Framework in schools and settings</p> <p>Established a roadmap for expansion of Google Workspace, predicated on service plan priorities and sensitive data review.</p>	<p>Midlothian Aligned Curriculum Offer developed to be available to all schools by August 2024.</p> <p>Establish networks of good practice – digital pedagogy, subject networks.</p> <p>Digital inclusion approaches refined and incorporated into Inclusion Framework.</p> <p>Digital safeguarding & wellbeing embedded in Midlothian CP processes and mental health strategy.</p> <p>Midlothian ‘This is Digital’ sessions developed in partnership with Education Scotland and embedded in ASG plans by Digital Leaders.</p> <p>All schools and settings engaging with Digital Schools Award as a framework for improvement and self-evaluation.</p>	<p>Breadth of curriculum offer has increased for learners across all ASGs through roll out of hybrid classrooms.</p> <p>Digital tools & devices are accessible by all learners and all stakeholders understand how to benefit from their use while staying safe.</p> <p>Colleagues across schools and settings demonstrate effective use of digital skills and tools which transform learning, teaching and assessment. Secondary schools are working towards European Digital Award.</p> <p>Sustainable and cost-efficient device and asset management system in place, with schools empowered to manage devices effectively.</p> <p>All Midlothian schools & settings have successfully achieved the Digital School Award. Strong mentorship pathway to ensure workforce remains skilled and engaged, sharing practice within and beyond Midlothian.</p>