

## *Improving Outcomes for Learners through an Empowered System*

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

### Vision and context

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

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

The Standards in Scotland's Schools etc. Act 2000, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the Midlothian Single Plan but also aligns closely with the key priorities in Education – Achieving Excellence & Equity: National Improvement Framework and Improvement Plan 2023:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

# Priority 1: Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

## Aligned to the Service Plan, priorities for 2023/24, key work streams:

- *Learning, Teaching & Assessment Framework*
- *Monitoring impact of Raising Attainment Strategy*
- *Literacy & numeracy progressions*
- *Moderation & progression*
- *ASG development of BGE curricular frameworks*

## Key achievements this quarter:

- Learning, Teaching and Assessment (LTA) Framework in place and ready for August launch. The Framework outlines the key features of highly effective learning, teaching and assessment. PL training planned to support launch and active from August 24. Application in session 24/25 will support improvement and ensure consistency across our schools. Where Midlothian schools and settings have established LTA guidance in place, 21% reported that learners had been fully involved in co-creating this guidance. This remains a next step for session 2024-25 at both Local Authority and school level.
- Schools benefitted from targeted intervention from the Raising Attainment team and in reading, writing and/or numeracy, the average increase in attainment for the year group/class from August 2023 to May 2024 was 11%. The Raising Attainment team also worked on several national collaborative projects. They shared work on the new Midlothian Progressions in Writing and Reading at the National Literacy Network and this was well received with other Local Authorities asking for support in their literacy approaches and progression planning. The team also represents Midlothian on the National Response to Improving Maths implementation group and is involved in the national cycle of review of the maths curriculum.
- All existing QAMSOs led moderation within their school and ASG. P4 and P7 Writing Moderation cross authority sessions held and consistent approaches to writing moderation now in place across Midlothian which will lead to reduced variation in teacher professional judgement. The development of Midlothian's "asset-based" Approach to Writing Flowchart has been well used across schools and ASGs and HTs report that this is supporting teachers' assessment of learners. One ASG developed moderation videos in Numeracy. This supported teachers to identify gaps in learner knowledge and to plan next steps in teaching and learning. This was used within the Numeracy Champions network to further support moderation across ASGs.
- All primary schools are engaging with the Literacy and Numeracy Progressions. During quality improvement visits carried out between January and March 2024, we confirmed that all primary schools have engaged with the Literacy and/ or Numeracy Progressions and were making use of the assessment data to support learner progress. Examples of effective practice were identified, and teachers were invited to share this at curriculum network meetings.

- All school staff have received training in the use of the Literacy & Numeracy Progressions. In addition, training for school leaders focussed on strategic leadership of Literacy. Literacy and Numeracy Champions termly meetings have informed development of the Progressions at school level.
- Over the session working groups in each Associated School Group (ASG) developed curriculum progressions for each area of the curriculum areas (Early to Second levels) and these will be use from August 2024. Work is ongoing to develop progressions at Curriculum for Excellence Third level.
- Curriculum design work is ongoing and to facilitate this transformative change the Common School Day was consulted upon and implemented in June 2024. This provided a common start and finish time across all six Midlothian secondary schools. Headteachers also agreed a common timetable, which now enables collaboration across schools. With these foundations in place, the Midlothian Aligned Curriculum Offer (MACO) was offered to S5/S6 pupils in all secondary schools. 170 pupils signed up for the following Level 6 Foundation Apprenticeships: Accountancy, Adult Social Care, Business Skills, Social Care and Early Learning, Global Infrastructure and Built Environment (Level 6, non-FA), Scientific Technologies and IT Hardware (Cyber Security Academy) Many of these courses will provide business/industry experience and a qualification at SCQF Level 6, without a summative examination, allowing pupils to build confidence and succeed in real-life contexts.
- In addition to this a bespoke, in-school SCQF Level 4/5 Construction and a Future Skills Electric Vehicle and Mechanics course has been offered in partnership with Edinburgh College. Pupils continue to have the option to engage with a wide range of other industry-specific courses through the School to College partnership. The common timetable that is in place enables young people to study a wide variety of traditional qualifications, alongside a comprehensive programme of work-based, industry-supported courses, without having to miss learning due to travel. This offer will be further enhanced by the Digital Aligned Curriculum Offer (DACO).
- This has been the second and final year of the Primary Science Development Officer (PSDO) working in our schools and Early Learning Centres on Science, Technology, Engineering & Maths (STEM)
- The PSDO has actively promoted STEM to ensure the best learning opportunities and outcomes for all Midlothian learners and to ensure staff members have had opportunities to increase their confidence and skills to deliver high quality learning and teaching of STEM in their own classrooms. Teachers/practitioners who completed surveys in June 24 said they now felt more confident in teaching aspects of STEM, in particular engineering.

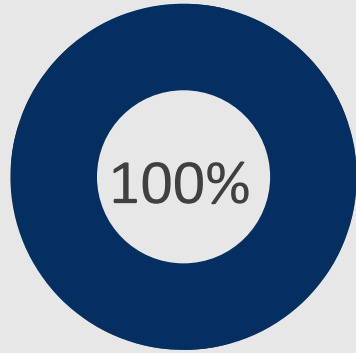
**Provisional attainment for 2023/24 - This is not yet validated and will published December 2024**

- Literacy
  - Children achieving the expected level in Literacy by the end of P1 was 75.3%
  - Children achieving the expected level in Literacy by the end of P4 was 70.5% (69.7% in 2022-23)
  - Children achieving the expected level in Literacy by the end of P7 was 70.0% (68.5% in 2022-23)
- Reading
  - Children achieving the expected level in Reading by the end of P1 was 80.0%
  - Children achieving the expected level in Reading by the end of P4 was 77.9% (77.4% in 2022-23)
  - Children achieving the expected level in Reading by the end of P7 was 77.1% (77.5% in 2022-23)
- Writing
  - Children achieving the expected level in Writing by the end of P1 was 77.7%
  - Children achieving the expected level in Writing by the end of P4 was 72.9% (73.2% in 2022-23)
  - Children achieving the expected level in Writing by the end of P7 was 72.4% (71.9% in 2022-23)
- Listening & Talking
  - Children achieving the expected level in Listening & Talking by the end of P1 was 88.5%
  - Children achieving the expected level in Listening & Talking by the end of P4 was 87.9% (88.8% in 2022-23)
  - Children achieving the expected level in Listening & Talking by the end of P7 was 86.1% (86.1% in 2022-23)
- Numeracy
  - Children achieving the expected level in Numeracy by the end of P1 was 83.2%
  - Children achieving the expected level in Numeracy by the end of P4 was 75.6% (74.4% in 2022-23)
  - Children achieving the expected level in Numeracy by the end of P7 was 72.5% (71.4% in 2022-23)

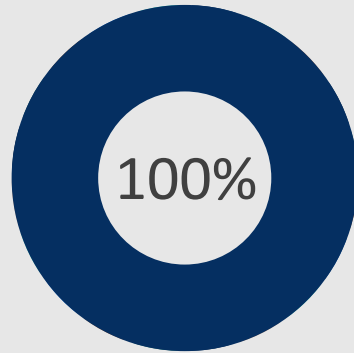
**Note these figures are not official and subject to change.**

# Education Improvement Priority 1 – Progress towards the outcome

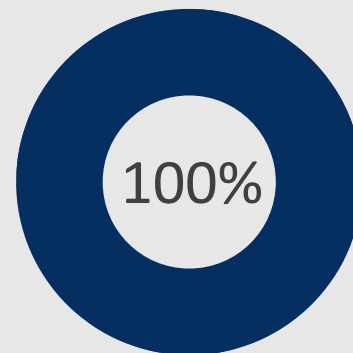
## Priority 1.1 - Learning, teaching and assessment



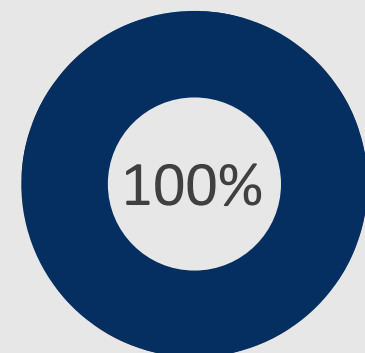
Learning, Teaching & Assessment Framework



Monitoring impact of Raising Attainment

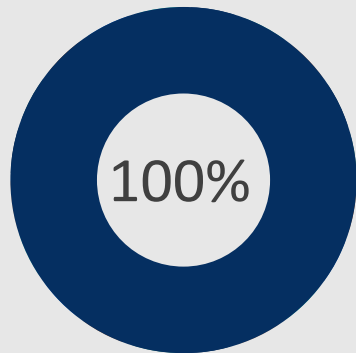


Majority of schools judged as good or above for QI 2.3

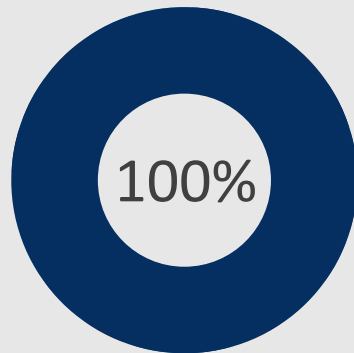


All schools can evidence improvement for QI 2.3

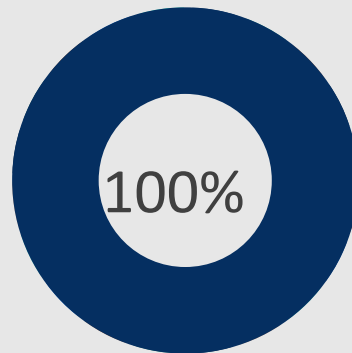
## Priority 1.2 - Curriculum



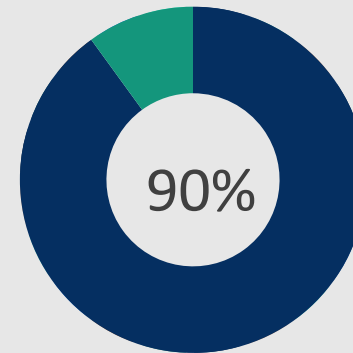
Literacy and Numeracy Progressions



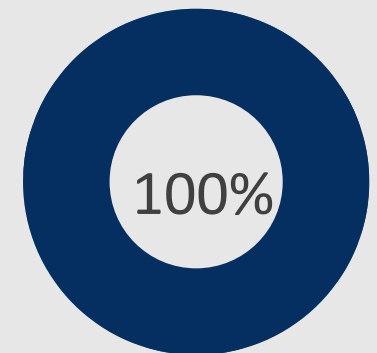
Moderation and Progression



Development of BGE curricular frameworks



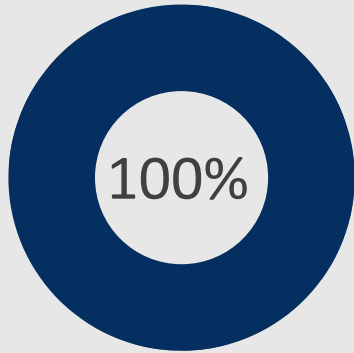
Curriculum Framework



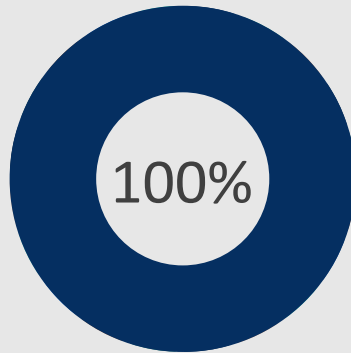
Midlothian Skills Framework

# Education Improvement Priority 1 – Progress towards the outcome

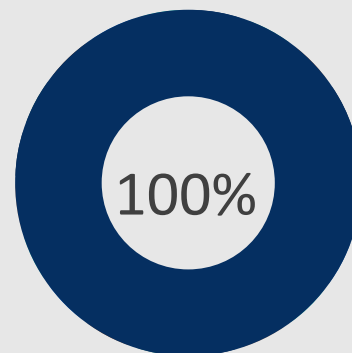
## Priority 1.3 - Equity



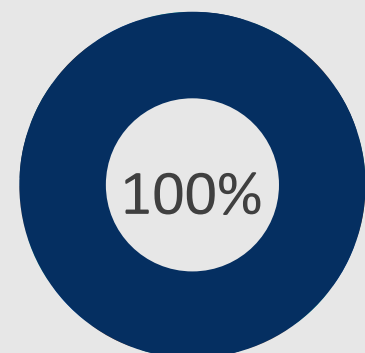
Excellence and Equity



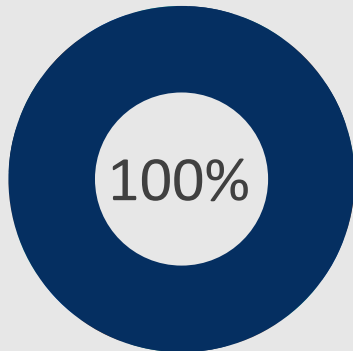
Effective use of data dashboards



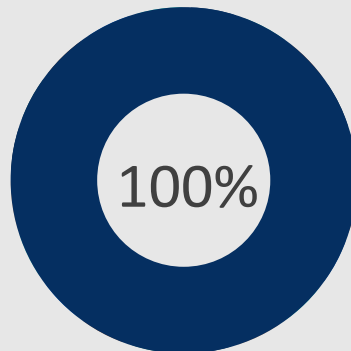
Intersectional data



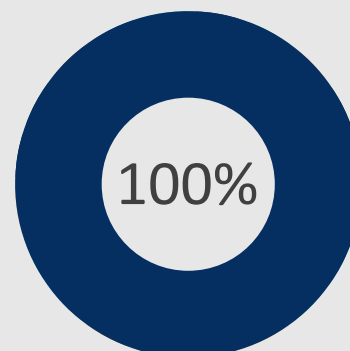
Tracking and Monitoring



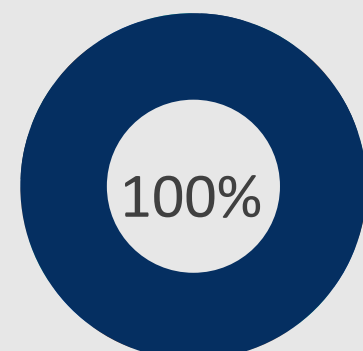
Pupil Equity Funding plans (PEF)



Midlothian Poverty Action



Procedures and Policy



Partnerships and pathways

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

**Aligned to the Service Plan, priorities for 2023/24, key work streams:**

- *Relationships*
- *Wellbeing and Care*
- *Inclusion and Targeted Support*

## Key achievements this quarter:

### **Relationships**

Engagement and co-production activities with children, young people, parents/carers and school staff are taking place this term to develop the relationship policy and anti-bullying policies.

The Nurture Leads Community of Practice provides peer support, challenge and opportunities for sharing and problem solving. Relational practice is developed and monitored through the Nurture Leads Community of Practice, professional learning needs identified and new professional learning developed.

The Directorate Conference highlighted the importance of safety and belonging and key role of relationships.

Appreciative enquiry sessions have taken place across a range of settings and staff groups exploring the strengths, issues and opportunities to promote and protect staff wellbeing. Proposals will be drafted in June in relation to staff wellbeing and structures of support.

### **Wellbeing and Care**

Person centred approaches and tools for assessment relating to wellbeing and mental health and neurodivergence are being identified through the nurture strategy subgroup. Guidance is being drafted based on best practice in schools to be shared in August 2024.

Some schools have carried out the Glasgow Wellbeing Survey as a universal measure of wellbeing across the school population and developed systems to analyse universal and targeted approaches. All schools are prepared and ready to implement a universal wellbeing survey from September 2024 with renewed tracking and monitoring systems to review intersectional data.

Following funding approval, a project manager will be in post from 22<sup>nd</sup> May to progress the development of systems for a Central Point of Access. Preparatory tasks have been completed including mapping current resource and access pathways and Request for Assistance processes.

### **Inclusion and targeted support**

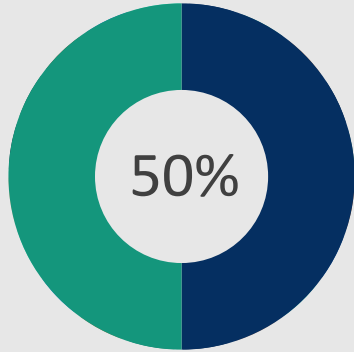
The Neurodevelopmental Pathway Group has strengthened relationships and partnership working across agencies, with greater understanding of roles and shared purpose. The strategy has ensured children and young people's voices are sought and listened to and influence the development the pathway at each stage.

- High School attendance was 87.3% (87.1% in 2022-23)
- Primary School attendance was 92.8% (92.5% in 2022-23)
- High School exclusions were 25.5 per 1000 (29.0 in 2022-23)
- Primary School exclusions were 9.2 per 1000 (4.2 in 2022-23)

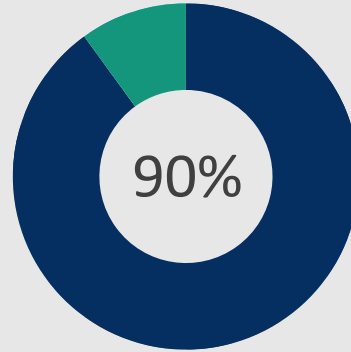


# Education Improvement Priority 2 – Progress towards the outcome

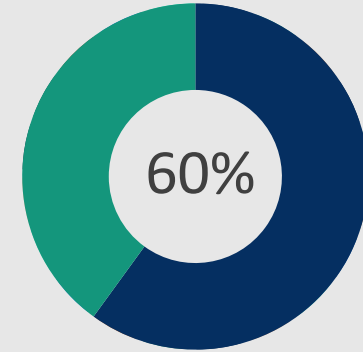
## Priority 2.1 - Relationships



Relationship policy and practice

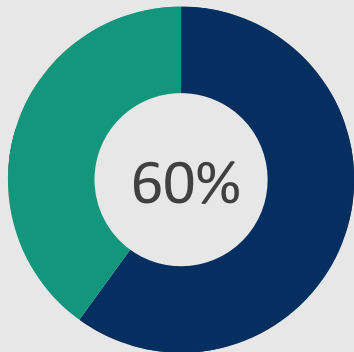


Professional learning needs of school staff

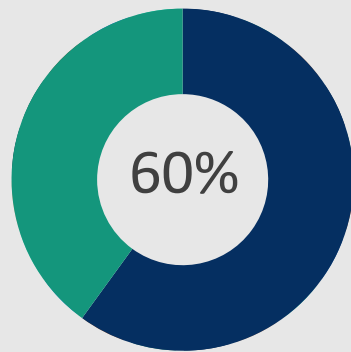


Professional support and supervision

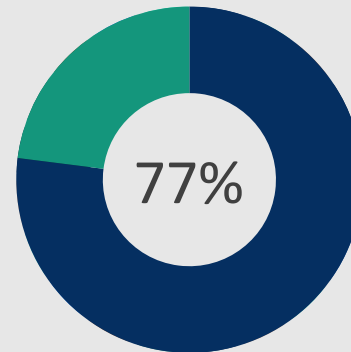
## Priority 2.2 - Wellbeing and Care



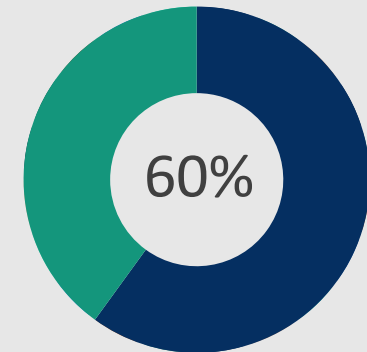
Curriculum pathways



Person centred assessment



Effective use of data



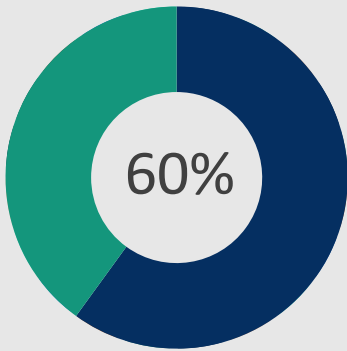
Pathways of support

# Education Improvement Priority 2 – Progress towards the outcome

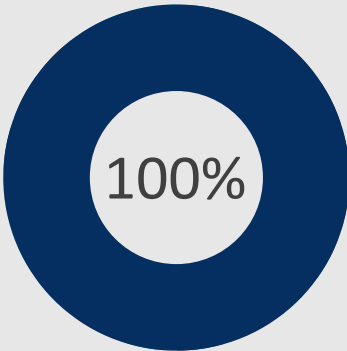
## Priority 2.3 - Inclusion and Targeted Support



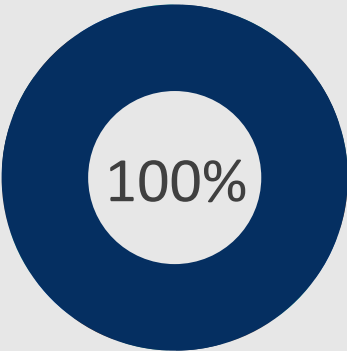
Additional Support Needs Review



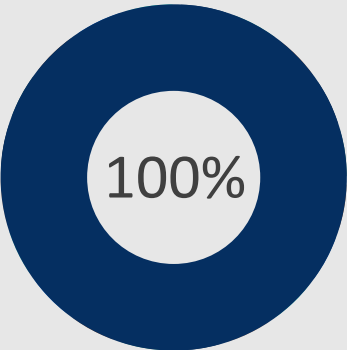
Additional Support Needs policies



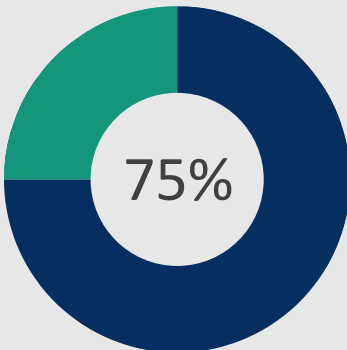
Support for learning network



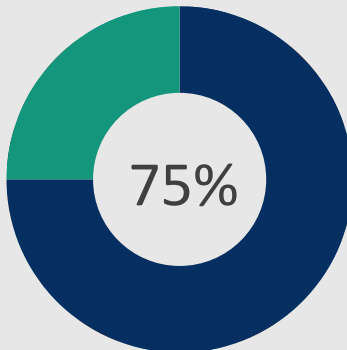
Additional Support Needs network



CEYP Tracking and Monitoring

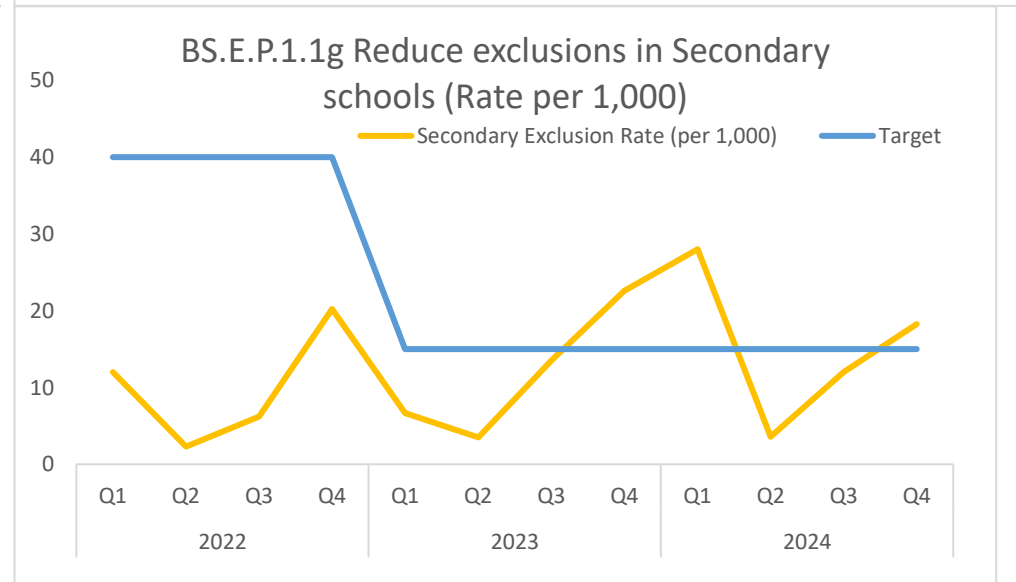
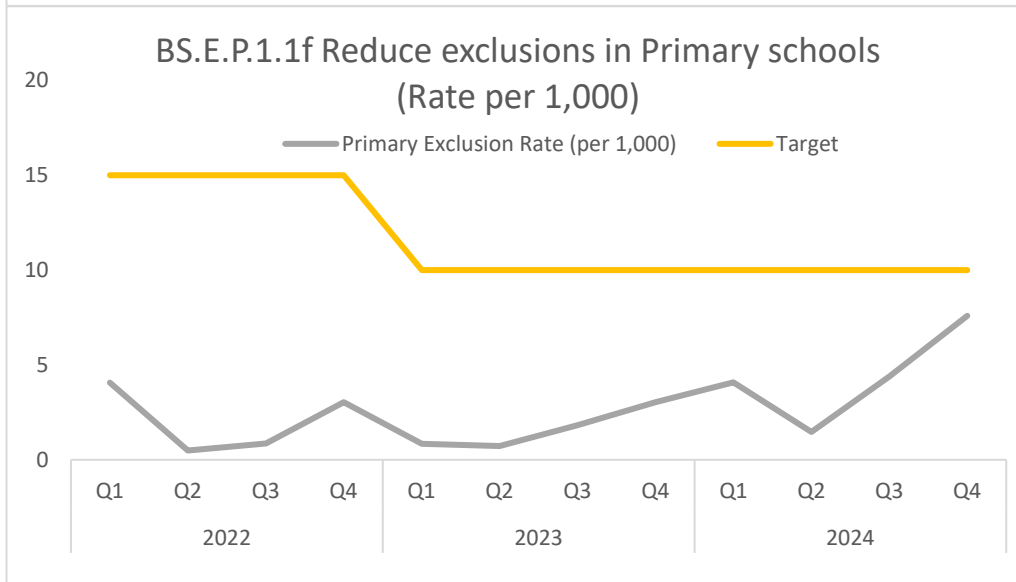
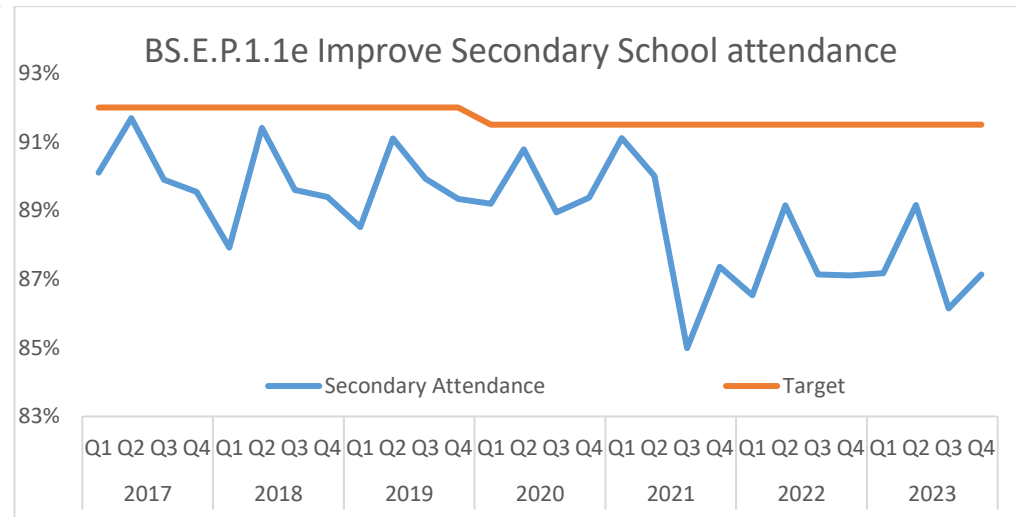
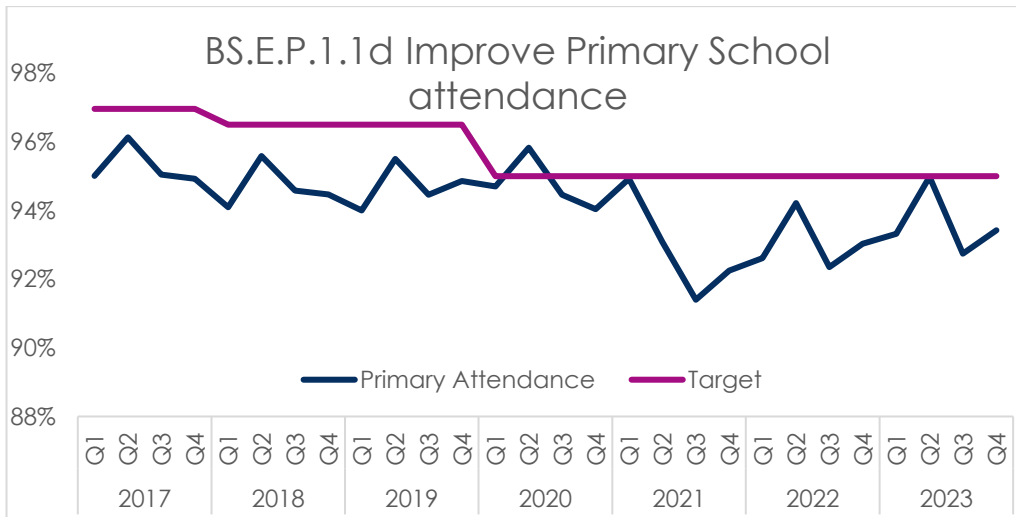


Dyslexia



Transitions 14+ and 16+

# Education Improvement Priority 2 – Performance measures



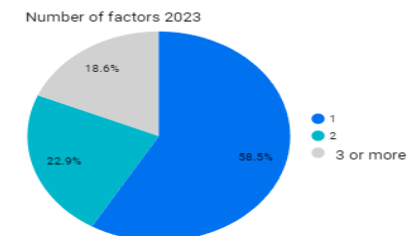
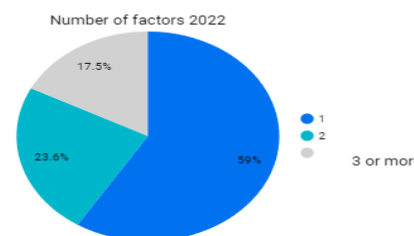
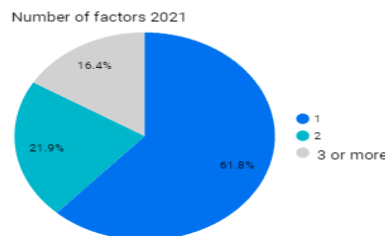
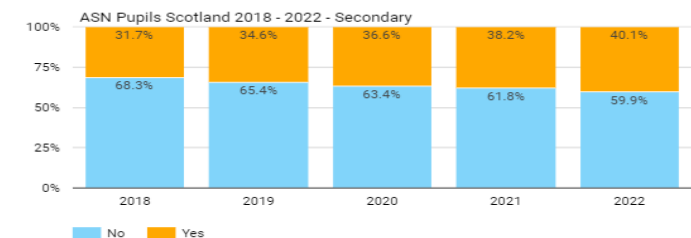
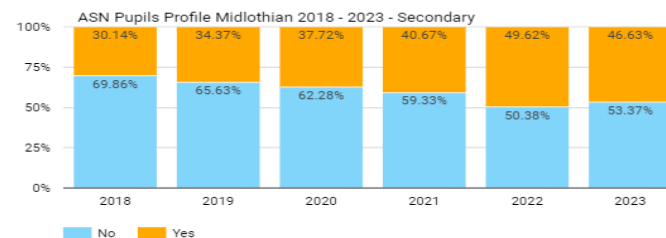
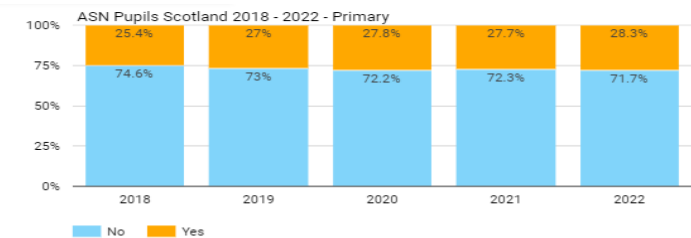
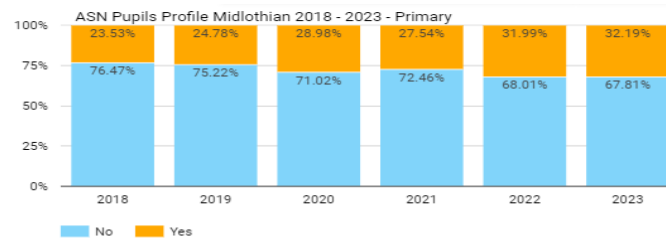
**2,254 P1+P2 pupils have access to Individual learning tablets**

**11,872 P3-S6 pupils have their own learning Chromebook**

## Additional Support Needs changes over time

**8.6% Increase in Primary pupils with Additional support needs**

**16.5% Increase in Secondary pupils with Additional support needs**



## Education challenges and risks

### **Attendance rates**

The continuing impact of the pandemic on attendance and on post-school destinations

The implementation of a new Attendance strategy as well as strengthened supports will help to reverse this negative trend

### **Early Learning and Childcare Delivery**

Midlothian Council has a relatively high proportion of funded ELC places delivered by partners in the private and voluntary sectors. Any increases in the rate that is paid to funded providers would create additional upward pressure on the early years budget. There is now an expectation from Scottish Government about payment of real living wage which will also have an impact on local authority budgets.

### **Rate of demographic growth on the learning estate**

- A full refresh of school roll projections and capacities has been undertaken to assess current and future demand. This work will inform and shape the Learning Estate Strategy over the next 5 years.
- A number of schools funded through the Scottish Governments Learning Estate Investment Programme are at the briefing and design stages. There are council and developer funded projects being undertaken also.
- The Roll Projection data will be checked and refreshed on a 6 month basis to ensure we have provided sufficient capacity in each catchment. There are a number of schools with imminent capacity breaches.
- The Place Directorate are conducting Condition Survey's in all school assets.

### **Children with ASN**

- Increase in the number of children and young people with additional support requiring more specialist provision will require robust monitoring to ensure staffing and specialist facilities meets level of needs.
- Increase in the number of children and young people with additional support needs requiring more resourcing within mainstream school.

### **Recruitment and retention of staff**

Increased difficulties of attracting and retaining subject specialists especially Maths, Science, Technologies is having an impact on service delivery in a number of secondary schools. Attracting and retaining teaching and non-teaching staff into ASN provisions is having an impact on service delivery. Attracting suitably qualified staff for ELC due to national demand is also proving a challenge and having an impact on service delivery.

### **Financial pressure**

There is a financial challenge to deliver statutory services given the current budget pressures. Due to the current financial climate there may be an impact on services as a result of the cost of living and increase in poverty.

# Community, Lifelong Learning and Employability (CLLE)

## Key achievements this quarter:

**Successes in Q1 April 2024 to June 2024 Communities, Lifelong Learning and Employability (CLD) (Including Beeslack High School Community Activities)**

**CLD builds skills for learning, life and work.**

### **National CLD Review findings published June 2024**

The national review has concluded that CLD across the nation is having life changing and, in some circumstances, lifesaving impacts demonstrated by a variety of evidence bases. It clearly sets out the benefits of CLD and makes key recommendations to preserve and improve CLD, including the formation of a national CLD Strategic Group and it also makes recommendations about equitable investment in CLD.

[Community learning and development \(CLD\): independent review - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/cld-independent-review/)

### **New CLD Partnership Plan 2024 to 2027**

Consultations are currently live for the new CLD Partnership Priorities for local people, staff, stakeholders and partners to complete. It is aimed to have a draft strategy by the end of August 2024 to be distributed for comment and further consultation.

**CLLE Annual Report for April 2023 to March 2024 has been completed and is about to be published**, key highlights include working with 4,930 local people, 2531 qualifications have been secured through CLLE by local people and the number of local people from ethnic minority groups accessing our services is steadily increasing year on year up to 754. 58 community groups were supported with 183 activities. *The full report can be accessed on the link below:*

[CLLE annual reports | \(midlothian.gov.uk\)](https://midlothian.gov.uk/cld-reports/)

### **Employability Highlights**

13 organisations have been granted funded from NOLB Scottish Government to enhance employability services offered locally targeting key groups with specific needs.

These include public and third sector organisations a full list of the organisations and what they can offer is available on request and will shortly be on the council website under employability support.

### **Employability Impact Quote:**

***“Working with you through NOLB All Age was very beneficial, you really helped me in finding a job and pushing myself into the right path, I’m now doing very well and its thanks to you how much you helped me”***

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

- For all age employability support there has been 15 new starts from April 2024 to June 2024. There are also still 198 people receiving support from the previous quarters. In this quarter 8 people have gained employment, 4 a modern apprenticeship and one person from the new starts has also secured employment. Qualifications are awaiting verification and will be included in Q2 reporting.
- Weekly support for those seeking employment through NOLB continued these included: toast and talk, first aid qualifications, paid work experience and one to one support.
- Significant efforts were put into tracking down and supporting young people who were shown as in an unknown destination from the formal SDS participation list.

### **Parental Employability Support funded through NOLB Scottish Government**

- 39 new parents and 160 existing parents (April 2024 to June 2024) have been supported through parental employability support. Over these 3 months 2 new start parents secured employment and 22 from our existing caseload also secured jobs totalling 24 securing employment overall. 59 accredited qualifications were secured by 18 parents, and one progressed to HE/HE whilst 5 parents completed HE/FE in June 2024.
- Weekly parental support has continued through the weekly ESOL café, career hubs with local employers providing talks and live vacancies. We also ran a very successful level 5 Creche work training course with 10 graduating. We also included allergen training, paediatric first aid and elementary food and hygiene qualifications. 4 people from this creche worker course have gone onto secure employment already.

### **Impact Statements:**

***“I’m a 35-year-old Ukrainian parent living in Dalkeith, I am very happy with all your services and supports you provided for me and my husband, I gained the required qualifications and now I have two jobs 😊”***

***“I attended the ASN course and loved it! It helped me a lot by getting me out the house and interacting with other people. I have now been accepted to start college in August- OMG”***

### **Youth Work**

- The focus for youth work from April to June was to acknowledge and celebrate achievements and to direct young people to safe summer activities. There was also significant planning and preparation for summer transition projects including school transition, college transition and summer diversionary work.
- Our congratulations go to the 30 staff and local people who participated in the local graduation ceremony in partnership with Edinburgh College for securing their certificates relating to introduction to youth work, PDA In Youth Work or the HNC Working with Communities
- Midlothian Youth Platform participated in the annual 2 days youth beats concert.
- 95 young people completed the CLLE Duke of Edinburgh open group. Congratulations to the CLLE Duke of Edinburgh ASN Gold Open Group who attended Holyrood Palace on Friday 5<sup>th</sup> July to receive their awards from HRH Prince Edward.
- The lifelong learning achievements of young people were formally recognised through a variety of well attended learning celebration events for Croft Street Hub, 12+ project, young carers and youth clubs

## ***Adult and Family Learning***

CLLE through adult and family learning activities have engaged 479 times this quarter which is a 15.98% increase from the same quarter last year

New learning opportunity offered – In collaboration with the Community Justice Partnership Programme which ensures services meet the needs of individuals accused or convicted of an offence. The programme supports the development of skills for learning, life and work with bespoke new programmes.

## ***Community Capacity Building/Community Development and Reducing Poverty:***

### **Review of the Midlothian Scheme for the Establishment of Community Councils**

CLLE has been engaging with local community groups to conduct a review of the scheme. A 1<sup>st</sup> draft has been circulated, 4 'in person' and 2 'online' community engagement events have been held. An online survey, where respondents were able to comment and influence the first draft has been completed, Supported by CLLE, Midlothian Federation of Community Councils have commenced a review of the comments relating to the first draft with a view to supporting the second stage of the review process.

### **Howgate Community Council**

A period of intensive work, engaging and working with residents in the Howgate and surrounding area has resulted in Howgate Community Council becoming active once again. Howgate Community Council, supported by CLLE officers has resumed its meetings, including an Annual General Meeting resulting in 5 new members, 3 of whom have taken up Office Bearer positions. CLLE has worked with the group to provide governance and operational support. HCC group members have developed a 'draft revitalisation plan' for consideration by local residents, created new communication channels and set out a meeting schedule that will support engagement with the local community.

### **Child Poverty Accelerator Fund**

Midlothian Council and Midlothian Sure Start were successful in their application to the Scottish Government Child Poverty Accelerator Fund. The Midlothian Sure Start worker launched the project in January 2024 and in conjunction with CLLE 15 community researchers have been trained up and will start their poverty focussed research during summer 2024.

### **MARC Building**

CLLE secured funding through UKSPF to commission a feasibility study to look at a new community building in Woodburn. The study has been finalised and shared with elected members, user groups and prospective users. CLLE continues to work with the existing user groups to look at potential opportunities to improve the workings and aesthetics of the current building.

### **Trusted Partners**

CLLE continues to support our 16 Trusted Partners to deliver cash first payments to Midlothian residents struggling with the increased cost of living. CLLE supports partners with guidance, training and analysis of monitoring to look at gaps and trends.



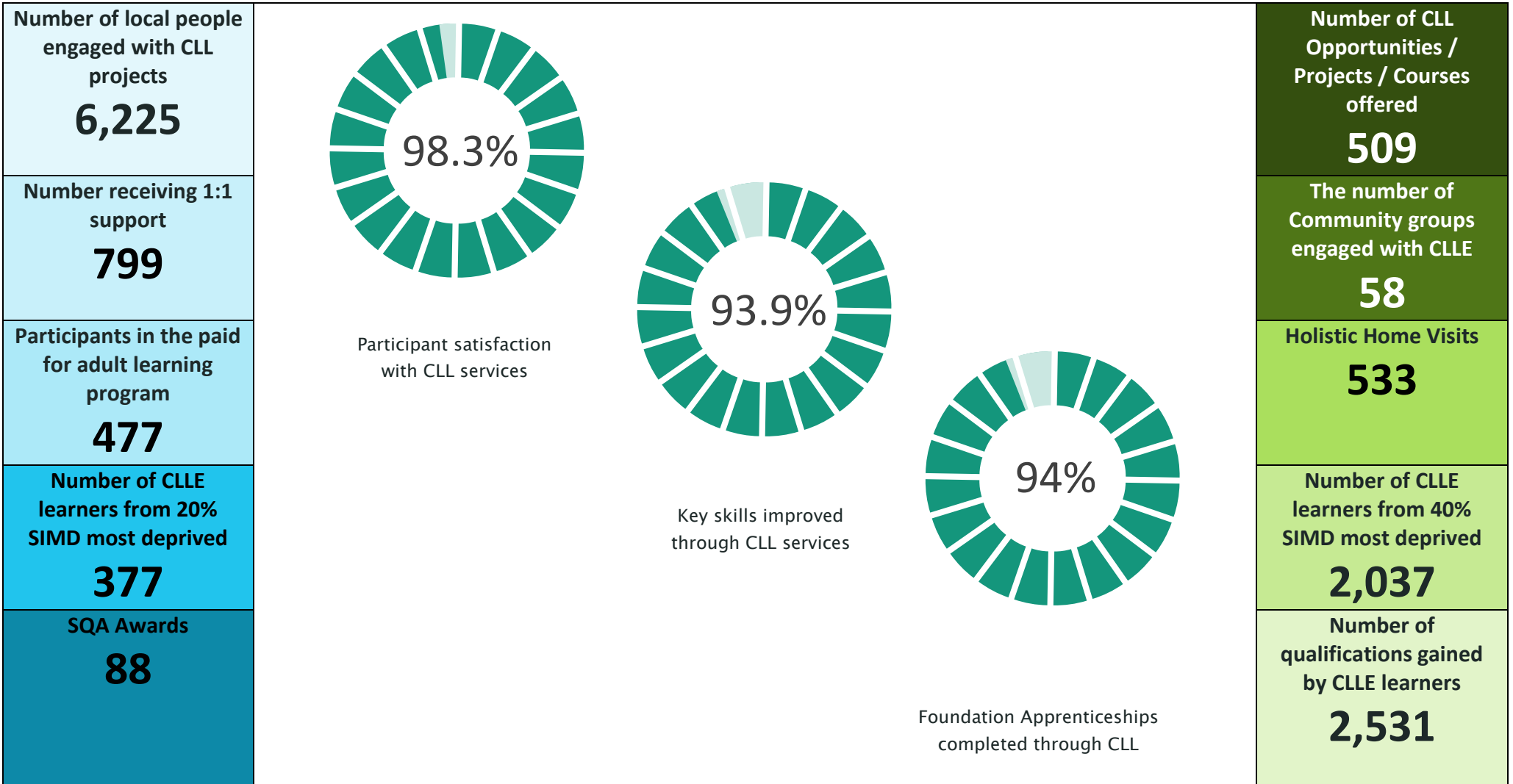
**Challenges:**

***There are a small number of areas where we are experiencing challenge these include:***

- *Securing tutors for groups and classes is challenging specifically for accredited programmes for example Higher English and Nat 5 maths for a variety of reasons*
- *Challenges in securing/and availability of external Capital funding available for 24/25 for Penicuik Town Hall, Newbattle Community Learning Centre and Marc Building*
- *Identifying accessible and free community venues to deliver youth work, adult learning and community development courses where local people wish to take part in activities to build skills for learning, life and work.*

# CLLE Progress toward outcomes

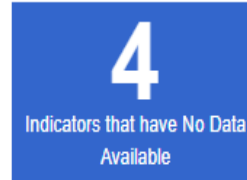
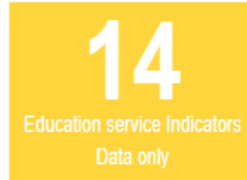
Note: SIMD20%/40% engagements are lower than our target therefore we will analyse this further and take appropriate targeted action.



# Pentana Performance Dashboard

A full review of quarterly performance data is available via Pentana (Browser login link - <https://midlothian.pentanarpm.uk/login>)

## Quarter 4 - Education-



Education INDICATORS Off Target							
Code & Title	Gauge	Value	Target	Next Update Due	Last Update	History	
ED.SPSO.05.3 Percentage of complaints escalated and complete within 20 working ...		57.14%	95%	01 Apr 2024	Q4 2023/24		
ED.MPI.02 Average number of working days lost due to sickness absence (cumulative)		8.556	7.5	01 Jul 2024	Q4 2023/24		
BS.E.P.1.1e Improve Secondary School Attendance		87.14%	91.5%	01 Apr 2024	Q4 2023/24		
ED.SPSO.04.3 Average time in working days for a full response for escalated compl...		20.714	20	01 Jul 2024	Q4 2023/24		
BS.E.P.1.1d Improve Primary School attendance		93.42%	95%	01 Apr 2024	Q4 2023/24		

← 1 of 1 →