

Notice of Meeting and Agenda



Cabinet

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

Date: Tuesday, 18 October 2022

Time: 11:00

Executive Director : Place

Contact:

Clerk Name: Democratic Services
Clerk Telephone:
Clerk Email: democratic.services@midlothian.gov.uk

Further Information:

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

Privacy notice: Please note that this meeting may be recorded. The recording may be publicly available following the meeting. If you would like to know how Midlothian Council collects, uses and shares your personal information, please visit our website: www.midlothian.gov.uk

1 Welcome, Introductions and Apologies

2 Order of Business

Including notice of new business submitted as urgent for consideration at the end of the meeting.

3 Declaration of Interest

Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

4 Minute of Previous Meeting

4.1 Minute of Cabinet of 06 September 2022 Submitted for Approval 3 - 10

4.2 Action Log 11 - 12

5 Public Reports

5.1 Medication Assisted Treatment (MAT) Standards Implementation in Midlothian, Report by Head of Adult Services 13 - 42

5.2 Education Standard & Quality Report 2021-22 and Local Improvement Plan 2022-23, Report by Executive Director Children Young People and Partnerships 43 - 130

5.3 South East Improvement Collaborative (SEIC) Improvement Plan 2022-2023, Report by Executive Director People and Partnerships 131 - 150

5.4 Midlothian Families Project, Report by Chief Officer Place 151 - 158

5.5 Midlothian Council Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2021/22, Report by Chief Officer Place 159 - 216

6 Private Reports

No items for discussion

7 Date of Next Meeting

The next meeting will be held on Tuesday 29 November 2022 at 11am.

Minute of Meeting



Cabinet

Date	Time	Venue
Tuesday 6 September 2022	11.00 am	Held via Microsoft Teams

Present:

Councillor Parry (Convener)	Councillor Alexander
Councillor Bowen	Councillor Cassidy
Councillor McKenzie	Councillor Scott

Religious Representatives:

Ms Anne Theresa-Lawrie	
------------------------	--

In attendance:

Kevin Anderson, Executive Director Place
Fiona Robertson, Executive Director Children, Young People and Partnerships
Morag Barrow, Joint Director Health and Social Care
Gary Fairley, Chief Officer Corporate Solutions
Derek Oliver, Chief Officer Place
Nick Clater, Head of Adult Services
Alan Turpie Legal Services Manager/Monitoring Officer
Myra Forsyth, Quality and Scrutiny Manager
Edel Ryan, Senior Manager Protective Services
Gael McElroy, Team Manager Business Regulation
Marco Reece-Heal, Business Analyst
Ross Neill, Democratic Services Team Leader

1 Apologies

Apologies Mrs Elizabeth Morton (Religious Representative)

2 Order of Business

The Order of Business was as detailed within the Agenda.

3 Declarations of interest

No declarations of interest were received.

4 Minutes of Previous Meetings

- 4.1 The Minute of the Meeting of the Cabinet held on 07 June 2022 was submitted and approved.
- 4.2 The Action Log of Cabinet was submitted and noted, Kevin Anderson provided a further update in relation to all completed action points and those ongoing.

5. Reports

Agenda No.	Report Title	Presented by:
5.1	Nomination Agreement: Veterans Housing Scotland and Midlothian Council	Chief Officer Place
Outline of report and summary of discussion		
<p>The purpose of this report is to seek agreement to enter into a new Nomination Agreement with Veterans Housing Scotland and Midlothian Council to provide 2 Council properties specifically for veterans on an annual basis.</p> <p>Cabinet are recommended to:</p> <ul style="list-style-type: none">• Agree to the proposed nomination agreement with Veterans Housing Scotland <p>Mr Oliver spoke to the report highlighting the agreement being proposed is similar in nature and context with other agreements Midlothian Council has entered</p> <p>Members asked if the recommendation of two properties was sufficient</p> <p>Mr Oliver suggested this current recommendation met perceived needs of the community and would be reviewed regular, he noted that other agreements exist with other Veteran organisations, summarising the legislation involved and a Local Authorities responsibility.</p>		
Decision		
<p>Cabinet agreed to the proposed nomination agreement with Veterans Housing Scotland.</p>		

Agenda No.	Report Title	Presented by:
5.2	Rapid Rehousing Transition Plan: Youth Homeless Prevention and Support Service	Executive Director Place
Outline of report and summary of discussion		
<p>This report outlines the proposal of a pilot Youth Homeless Prevention and Support Service as part of Midlothian Council's Rapid Rehousing Transition Plan (RRTP). The objective of this service would be to prevent youth homelessness by supporting young people to remain in their current accommodation, or secure alternative accommodation as part of a planned move.</p>		
<p>Where this is not possible young people would be supported through their homeless journey and into permanent accommodation. Support would also be available to Midlothian Council tenants at risk of eviction due to rent arrears or other breaches of their tenancy agreement to prevent recurring homelessness.</p>		
<p>It is recommended that Cabinet:</p>		
<ol style="list-style-type: none"> 1. Approve the procurement and development of a Youth Homeless Prevention and Support Service 2. Approve the funding of the Youth Homeless Prevention and Support Service from Midlothian's allocation of the Scottish Government's Ending Homelessness Together Fund 		
<p>Mr Anderson spoke to the report noting areas of progress and highlighting the pilot to target 16 to 21 year olds which is to be expanded to include 22 to 25 year olds. Three full time roles are required and are all fully funded as part of the pilot for 2 years. He then invited questions.</p>		
<p>Responding to Member questions concerning the higher proportion of Youth presentations in Midlothian Mr Anderson replied that although the reasons vary the primary source is relationship breakdown. Followed by loss of employment and Anti-Social Behaviour, the latter is often caused by a lack of life skills. Adding to a follow up question that Midlothian support 16 – 24 year olds, this is part of the homeless assessment process. Support comes in the form of direct, commissioned and specialist depending on the individual's needs. The Council also has statutory requirements that housing associations such as Melville do not need to comply with. Midlothian Housing stock is constantly reviewed to make sure the mix of housing options is relevant to the community's needs.</p>		
<p>Further queries concerned the Housing Policy and whether or not some areas get a disproportionate number of youths allocated, Mr Anderson confirmed this is not the case, in some circumstances Housing officers will treat certain properties or locations as sensitive lets and allocate accordingly.</p>		
Decision		
<ol style="list-style-type: none"> a) Cabinet approved the procurement and development of a Youth Homeless Prevention and Support Service and; b) Approved the funding of the Youth Homeless Prevention and Support Service from Midlothian's allocation of the Scottish Government's Ending Homelessness Together Fund 		

Agenda No.	Report Title	Presented by:
5.3	Protective Services, Environmental Health Food Service Plan 2022/23	Chief Officer Place
Outline of report and summary of discussion		
<p>Councillor McKenzie made a statement of transparency prior to Mr Oliver discussing the report.</p> <p>The purpose of this report is to advise Cabinet of the obligation upon the Council to document and implement a Food Service Plan; and to seek approval of the Protective Services Environmental Health Food Service Plan for 2022/23.</p> <p>It is recommended that Cabinet:</p> <ul style="list-style-type: none"> • note the Review of Performance of the Environmental Health Food Service for period 2021/22 • note the likely impact of the current staffing position regards the inability to successfully recruit due the national shortage of EHOs, and • approve the Environmental Health Food Service Plan 2022/23 <p>Mr Oliver spoke to the report noting various issues, some historic, concerning recruitment at entry level to this profession also that the current courses are now located in the West of Scotland at Paisley. Ultimately students at the moment do not see the environmental role as a profession they wish to pursue and once completing the course opt to stay in the West of Scotland and accept positions in the field there. Midlothian is attempting to incentivise this and currently has one trainee who is attending the course at West of Scotland University with a hope to retain them on completion of the course.</p>		
Decision		
<ul style="list-style-type: none"> a) Cabinet noted the Review of Performance of the Environmental Health Food Service for period 2021/22; b) Noted the likely impact of the current staffing position regards the inability to successfully recruit due the national shortage of EHOs, and; c) Approved the Environmental Health Food Service Plan 2022/23 		

Agenda No.	Report Title	Presented by:
5.4	Adult Social Care Performance Report Quarter One 2022/23	Chief Officer MIJB
Outline of report and summary of discussion		
<p>Our Vision: People in Midlothian are enabled to lead longer and healthier lives. Our Values: Right support, right time, right place.</p> <p>Midlothian Integration Joint Board plan and direct the services that are delivered by Midlothian Health and Social Care Partnership (HSCP). The HSCP is a partnership between NHS Lothian and Midlothian Council and is responsible for services that help Midlothian residents to live well and get support when they need it. This includes all community health and social care services for adults in Midlothian and some hospital based services such as Accident and Emergency.</p> <p>In order to meet the legal requirements of the Public Bodies (Joint Working) (Scotland) Act 2014, the HSCP was required to develop, consult on, and publish a</p>		

new 3 year Strategic Plan in 2022. The new Strategic Plan for 2022-25 was published in April 2022.

Ms Barrow spoke to the report noting workforce challenges ongoing post Covid restrictions, in particular in the Care at home services. The pandemic is still at the forefront of planning with Flu & Covid booster roll out in the Autumn All current Key Performance Indicators hare ok and in hand. Further updates will be available in Q2.

Responding to Members questions Ms Barrow confirmed bail conditions are funded by a Government grant.

Councillor Scott asked in more cancer services could/would be located to the community Hospital.

Ms Barrow suggested some would be but explained the logistics involved and the specialist knowledge require to effectively run these services, adding that what services could located to the hospital would and discussions were ongoing with the NHS Lothian based on the Hub & Spoke model.

Mr Clater took question relating to the role out of training in anti-overdose drugs, noting that staff will be invited to take the training on a voluntary basis. Responding a question he noted the two areas of most drug related deaths were Penicuik and Dalkeith. Finally he confirmed it's not the intention of staff in his service to criminalise those requiring support but if criminal activity occurs and is witnessed they have a duty to report it.

Decision

- a) Noted the Review of Performance of the Environmental Health Food Service for period 2021/22;
- b) Noted the likely impact of the current staffing position regards the inability to successfully recruit due the national shortage of EHOs, and
- c) Approved the Environmental Health Food Service Plan 2022/23

Agenda No.	Report Title	Presented by:
5.5	Children Services Partnership and Communities Report Quarter One 2022/23	Executive Director Children , Young People & Partnerships

Outline of report and summary of discussion

Ms Robertson spoke to the report highlighting various targets noted in the graphs within the main report.

Highlights noted were –

- Family support team created
- Expansion of the Family Group Decision Making service
- Income Maximisation officers reaching more families
- An increase in kinship carers
- An Increase in Adults completing qualifications and gaining apprenticeships
- More Effective joint working with Education & Adult Services

Decision

To note the contents of the report.

Agenda No.	Report Title	Presented by:
5.6	Corporate Solutions Performance Report Quarter One 2022/23	Chief Officer Place

Outline of report and summary of discussion

Corporate Solutions continues to support the recovery and the retention of the best elements of transformation that took place in response to the pandemic and secure permanent changes to the way the Council delivers its services in order to build back better. This approach is based on the creation of a wellbeing economy and it is designed to achieve wellbeing and fairness for our people and the rest of nature. The redesign of services and the changes to build back better are predicated on the overarching principle that in delivering services, whether commissioned internally or externally, we will keep our communities, our employees and our environment safe, at the same time as meeting our commitment to being carbon neutral by 2030.

Balancing the 2022/23 budget was reliant of £10 million of one off funding and with inflation pressures and the potential for unfunded pay awards could increase to £13 million. Accordingly the recurring expenditure of £251 million for 2022/23 exceeds recurring funding by that £13 million.

Mr Fairley spoke briefly to the report before inviting questions

Councillor Scott asked what befits Midlothian will get from the City Deal?

Mr Fairley explained what the £1.3 Billion would be spent on including Edinburgh University estate situated in Midlothian, road expansions and the Sherriffhall upgrade, Regional Employment projects and Midlothian Transport Projects.

Mr Anderson added that the annual report was due, he would circulate to members when available.

Councillor McKenzie queried the Data storage proposal asking whether or not the UK moving away from EU Data retention legislation would affect its viability?

Mr Anderson acknowledged that would need to be taken into consideration and would take that away to get further information.

Decision

To note the contents of the report.

Agenda No.	Report Title	Presented by:
5.7	Education Performance Report Quarter One 2022/23	Executive Director Children , Young People & Partnerships

Outline of report and summary of discussion

Ms Robertson spoke to the report noting the progress in various areas, referring to the graphs within the document before taking questions. She highlighted the attendance improvement across both Primary and Secondary schools. Also an

improvement in the number of students achieving literacy & numeracy at National Level 5.

Members asked about Additional Special Needs provision, also a perceived lack of engagement reported by some parents whose children attend Salters Gate?

Ms Robertson confirmed it's a key priority noting the extremely positive feedback from parents, staff and students at St Margaret's Primary School unit and Beeslacks new annex. Ms Robertson outlined the efforts made to engage with parents at Salters Gate including parent afternoons and virtual meetings, she offered to look into specific concerns and invited Councillor Alexander to send details. It was also confirmed all students have the opportunity to stay on at school beyond 16, this is often tailored to what the individual student wants to do, and if they have a plan.

Councillor Alexander referred to personal research she conducted into dyslexia highlight areas that could be improved or at least looked.

Ms Robertson invited Councillor Alexander to share her research so it could analysed and considered.

Decision

To note the contents of the report.

Agenda No.	Report Title	Presented by:
5.8	Place Quarter One Performance Report Quarter One 2022/23	Chief Officer Place

Outline of report and summary of discussion

Mr Oliver shared his screen a spoke to the details contained within the dashboard.

The Chair asked about promoting Midlothian as an energy rich authority?

Mr Oliver confirmed there are currently discussions with partners to this end. He would happily provide a briefing to members concerning this area in the near future.

Mr Oliver then explained the work and ongoing procurement of Portable CCTV cameras and noted some early successes in Dalkeith. He also added that the program to switch street lighting in certain areas is ongoing, motion detection lighting is also being considered but it's not appropriate in all circumstances do to security & safety concerns.

Responding to queries about moving the energy rich agenda, Mr Oliver was explore that but added that it would require further risk analysis to scope new partners.

Mr Oliver answered a question from Councillor Alexander who suggested knocking old stock down and fitting more new housing into the space, reducing garden size. Mr Oliver replied that simply knocking down existing stock and rebuilding isn't straightforward for example it could introduce more carbon into the atmosphere therefore retrofitting is considered the better option.

The Chair Queried why old poles are still in situ?

Mr Oliver agreed to look into that.

Decision

To note the contents of the report.

Agenda No.	Report Title	Presented by:
5.9	Midlothian Council Report Quarter One 2022/23	Executive Director Place
Outline of report and summary of discussion		
<p>We are focussing on our new Single Midlothian Plan to reduce the impact of poverty on our most vulnerable. Midlothian's Child Poverty report 2020 set out Midlothian's commitment to eradicating child poverty by 2030. The three drivers for achieving this are:</p> <ul style="list-style-type: none">• reduce the cost of living• increase income from employment• and increase income from social security and benefits in kind <p>We are also committed to improving health outcomes by working with partners to develop and maintain services close to home that support the needs of local people</p> <p>The Climate Emergency Group's values are to get to net zero equitably, taking into account different people and communities' capacities and abilities to get there. Scotland's national target is to be Net Zero by 2045. Following the motion to Council in 2019, in January 2020 the Community Planning Partnership (CPP) agreed to make meeting the Climate Emergency target of 'Reducing Midlothian Carbon emissions to net zero by 2030' a priority in its shared partnership work. Whilst a full update for the performance for each of the Council's Service areas is published separately, this report reflects an overview of the key service updates, against the thematic areas of the Single Midlothian Plan.</p> <p>Mr Anderson spoke to the report noting that the 6 items that are not on target were of a complex nature. He then invited questions.</p> <p>No questions</p>		
Decision		
To note the contents of the report.		

6 Private Reports

6.1 Appointment of Chief Digital Officer, Report by Executive Director Place

7 Date of the Next

Tuesday 18 October 2022 at 11 am.

The meeting terminated at 12.41 pm

Action Log

Cabinet
Tuesday 18 October 2022
Item No: 4.2



No	Subject	Date	Action	Action Owner	Expected completion date	Comments
1	Irrecoverable Debt Write Off	08/03/2022	To invite the appropriate officers of City of Edinburgh Council to attend a future briefing to provide clarification on the Debt Collection process.	Chief Officer: Corporate Solutions	Ongoing	CEC colleagues agree to arrangements for Non-Domestic Rates recovery briefing and date being finalised for Autumn 2022.
2	Corporate Solutions Annual Performance Report 2021/22	07/06/2022	Figures to be provided in relation to provide figures in relation the percentage increase in procurement spend on local enterprise across 2018/19 and 2019/20.	Chief Officer: Corporate Solutions	06/09/2022	Completed at All Members Procurement Briefing held on 21st September 2022.
3	Corporate Solutions Annual Performance Report 2021/22	07/06/2022	Provision of figures in relation to the local procurement strategy.	Executive Director: Place	06/09/2022	Completed at All Members Procurement Briefing held on 21st September 2022.
4	Place Annual Performance Report 2021/22	07/06/2022	Derek Oliver to provide Cllr Alexander with an overview in relation to garage and the hybridisation of the vehicle fleet and upskilling of workers.	Chief Officer: Place	06/09/2022	Completed as addressed through weekly Neighbourhood Services meetings and Neighbourhood Services Cross Party Group.

Title of Report; Medication Assisted Treatment (MAT) Standards
Implementation in Midlothian

Report by Nick Clater (Head of Adult Services)

Report for Information

1 Recommendations

Cabinet is recommended to note the report.

2 Purpose of Report/Executive Summary

This is an information report providing an update on the implementation of Medication Assisted Treatment Standards in Midlothian.

Date 06 October 2022

Report Contact: Nick Clater (Head of Adult Services)
0131-271-3402
nick.clater@midlothian.gov.uk

3 Background/Main Body of Report

In June 2021, the Medication Assisted Treatment (MAT) standards were published by the Scottish Government.

A key aim of the standards is to place vulnerable people at the centre of our services and the importance of treating individuals with dignity and respect, being non-judgemental in all of our approaches.

This approach reflects the human rights based approach set out in Rights, respect and recovery: alcohol and drugs treatment strategy (2018).

The principles of access, choice and support were also key to the successful implementation.

The standards provide a framework to ensure that the provision of MAT is safe, effective, acceptable, accessible and person-centred to enable people and their families to benefit from high-quality treatment and care including psychological and social support.

The Scottish Government have required local partners and services to focus on the delivery of MAT Standards 1 to 5. These are to be fully implemented by April 2023. These are:

1. All people accessing services have the option to start MAT from the same day of presentation.
2. All people are supported to make an informed choice on what medication to use for MAT, and the appropriate dose.
3. All people at high risk of drug-related harm are proactively identified and offered support to commence or continue MAT.
4. All people are offered evidence based harm reduction at the point of MAT delivery.
5. All people will receive support to remain in treatment for as long as requested.

During 2022/23, work will also continue to embed Standard 7 (noted below):

7. All people have the option of MAT shared with Primary Care. This will be a significant challenge for Midlothian because of the low numbers of practices accepting people back from secondary care and the consistently large caseload at Number 11.

For the summary of all the standards and the detail about Standards 6, 8, 9 & 10, please click on the link below:

www.gov.scot/publications/medication-assisted-treatment-mat-standards-scotland-access-choice-support/

In order to support local areas to implement MAT Standards (initially 1-5 & 7), the Scottish Government has created a MAT Implementation Support Team (MIST).

A Midlothian and East Lothian Drugs and Alcohol Partnership (MELDAP) funding proposal was submitted to MIST with the purpose to

assist with the implementation of the MAT Standards. MELDAP received the funding and augmented the financial resource to allow recruitment of HSCP/3rd Sector staff that will focus on supporting people into treatment, increase the level of support and improve retention in services. These being key areas for intervention and prevention in relation to near fatal and fatal overdose.

As part of this work, Midlothian Health and Social Care Partnership/MELDAP are required to develop an implementation plan to deliver all 10 standards and submit this to the Scottish Government. The plan has been developed with a range of MELDAP partners.

Please see Appendix B

The plan is in line with Scottish Government requirements and Governance arrangements for local oversight of progress against this plan will be managed by the following:

- Midlothian HSCP and MELDAP will co-ordinate monthly meetings of a new MAT implementation Group, membership of which will include all partners with responsibility for delivery of actions. This group will review progress against the agreed actions and will ratify a quarterly report which will highlight risks to delivery. Operational strategic managers will report on the implementation plan to Head of Service and Chief Officer monthly.
- This quarterly report will be presented to Midlothian H&SCP Senior Management Team for comment and to address any risks to delivery.
- The report will be passed to the two Chief Executives for agreement before being shared with the SG.

Timelines for each of the above will be established when the submission dates to the SG have been confirmed.

Ongoing experiential data gathering and widespread involvement of People with Lived Experience in the delivery of treatment and support, which includes their involvement in underpinning needs assessment work.

4 Report Implications (Resource, Digital and Risk)

4.1 Resource

For the initial phase of delivery of these standards there are no resource implications in this report as funding is in place as noted in section 3 of this report. The funding of just over £303,000 (from MIST/MELDAP) is to be used for the following recruitment of new staff.

	(£000's/ year)
Clinical Nurse Lead X 2	£127
Recovery practitioners x 2	£80
Band 6 x 1.8	£97

4.2 Digital

There are no digital implications in this report.

4.3 Risk

Please note the risks and mitigations on page 18 of Appendix A

4.4 Ensuring Equalities (if required a separate IIA must be completed)

This is in the process of being completed.

Appendices

Appendix A – Additional Report Implications

Appendix B – Midlothian MAT Standards Implementation Plan

Appendix A

A.1 Key Priorities within the Single Midlothian Plan

There are some links to the implementation of MAT standards work within the Single Midlothian Plan

A.2 Key Drivers for Change

Key drivers addressed in this report:

- ☒ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☐ Sustainable
- ☐ Transformational
- ☒ Preventative
- ☐ Asset-based
- ☒ Continuous Improvement
- ☐ One size fits one
- ☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- ☒ One Council Working with you, for you
- ☐ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious
- ☐ None of the above

A.4 Delivering Best Value

Not applicable.

A.5 Involving Communities and Other Stakeholders

Midlothian compliance and performance with Scottish Government requirements to deliver MAT Standards as identified in the plan will be published.

A.6 Impact on Performance and Outcomes

The investment to deliver the MAT Standards in Midlothian will increase the number of staff in specialist Substance Use service provision. These staff will provide quick access to treatment and support to more people and improve the service offered to people affected by their and/or others substance use

A.7 Adopting a Preventative Approach

By definition of delivering the MAT Standards, Midlothian will be increasing treatment and support to those in need of support. This provides opportunities to prevent substance use related harm and will provide more opportunities to engage in treatment and recovery.

A.8 Supporting Sustainable Development

Not applicable.

MAT STANDARDS IMPLEMENTATION PLAN

This MAT Standards Implementation Plan has been produced to set out actions being taken in the Integration Authority area:

Midlothian HSCP

The lead officer/postholder nominated to ensure delivery of this Implementation Plan is:

Name	Position/Job Title
Nick Clater	Head of Adult Services, Midlothian HSCP

This Plan is intended to ensure that services in the Integration Authority area are meeting the standards and the respective criteria for each standard as set out in the Drug Deaths Taskforce report: [Medication Assisted Treatment standards: access, choice, support](#) published in May 2021.

This Plan has been developed by partners and has taken account of the voices of lived and living experience. The Governance arrangements for local oversight of progress against this Plan, including the role of lived and living experience in this is as follows:

<p>The plan has been developed with a range of ADP partners.</p> <p>The governance of the plan is in line with the Minister's letter:</p> <ul style="list-style-type: none">• Midlothian HSCP and MELDAP will co-ordinate monthly meetings of a new MAT implementation Group, membership of which will include all partners with responsibility for delivery of actions. This group will review progress against the agreed actions and will ratify a quarterly report which will highlight risks to delivery. Operational strategic managers will report on the implementation plan to Head of Service and Chief Officer monthly.• This quarterly report will be presented to Midlothian HSCP Senior Management Team for comment and to address any risks to delivery.• The report will be passed to the two Chief Executives and Chair of the Midlothian Integrated Joint Board for agreement before being shared with the SG. <p>Timelines for each of the above will be established when the submission dates to the SG have been confirmed.</p>
--

Ongoing experiential data gathering and widespread involvement of People with Lived Experience in the delivery of treatment and support, which includes their involvement in underpinning needs assessment work.

NB: This Plan is being submitted prior to submission and approval by the NHS Lothian Board, Midlothian Council Cabinet and Midlothian Integrated Joint Board. Key Chief Officers are listed below.

Name	Position	Delivery Partner	Date signed
Morag Barrow	Joint Director of Midlothian HSCP	Mid HSCP/MELDAP	Midlothian IJB Meeting - 13/10/22
Callum Campbell	Chief Executive NHS Lothian	NHS Lothian	NHS Lothian Board Meeting – 08/10/22
Dr Grace Vickers	Chief Executive Midlothian Council	Midlothian Council	Midlothian Council Cabinet – 18/10/22
Val de Souza	Chair Midlothian IJB	Midlothian IJB	Midlothian IJB Meeting – 13/10/22

Glossary of abbreviations:

Abbreviation	Description
Mid SUS	Midlothian Substance Use Service
MELDAP	Mid and East Lothian Alcohol and Drugs partnership
MidH&SCP	Midlothian Health and Social care Partnership
MIST	MAT standards Implementation Support Team (Public Health Scotland)
ORT	Opiate Replacement Therapy
QI	Quality Improvement
RMN	Registered Mental Health Nurse
MELD	Midlothian and East Lothian Drugs
HIM	Health In Mind

Recovery Practitioners	MELD recovery workers
Peer	Peer workers

Appendices:

- Appendix 1: Key Delivery risks
- Appendix 2: Summary of recruitment plans:
- Appendix 3: Summary of developmental/ QI projects:
- Appendix 4: Lead Contacts of organisations involved in implementation

Background reading:

Evidence-based assessment of progress, MAT standards 1–5. April 2022, Edinburgh

[Supplementary information for the national benchmarking report on implementation of the Medication Assisted Treatment \(MAT\) standards. 2021/22](#) p357-375)

MAT Standard 1	All people accessing services have the option to start MAT from the same day of presentation.	April 2022 RAG status: Amber. Implement changes agreed with MIST teams		
	<p>Summary of current performance: Local guidance allows for same day start of MAT, but there are several routes into treatment (Contact Service, Harm reduction Team, GP direct referral, No 11 services). As part of the current review we were able to identify current challenges this indicated variable waits and same day initiation of prescribing. This was staffing dependant.</p> <p>Summary action plan: Development of specific daily clinic time to offer same day assessment and treatment start. This will offer assessment and initiation five days a week to people presenting themselves, being referred by other agencies or attending with the support of outreach teams. It will offer treatment in community settings where this is required.</p>		(£000's/ year)	
		Clinical Nurse Lead X 2	£127	
		Recovery practitioners x 2	£80	
		Band 6 x 1.8	£97	
Actions/deliverables to implement standard 1		Lead	Timescales to complete	
Implement clinic offering same day access, open 5 days a week, supported by outreach				
Recruitment of staff to MidLothian Substance Use Service (MidSUS)				
Funding confirmation		MELDAP	April 2022	
First round of Advertisement		MidSUS	July 2022	
Second round of advertisement		MidSUS	August 2022	
Third round of advertisement		Mid SUS	September 2022	
Fourth round (if required)		Mid SUS	October 2022	
Expansion in voluntary sector partner's (MELD) capacity 2 wte				

Funding confirmation/ contracts in place	MELDAP	July 2022
First round of Advertisement (awaiting HSCP)	MELD	September 2022
Second round of advertisement (if needed)	MELD	December 2022
Test of Change		
Improve efficiency of Contact service – Standard operating procedure for same day access	MELD/MidSUS/HIM	October 2022
Standard operating procedures, improved pathways, including outreach support for those people who can't access	MidSUS/MELD/HIM	November 2022
Primary care in reach pathway, improve pathways to and from Primary care	Mid SUS	November 2022
QI charter agreed	MELDAP/ MIDH&SCP/ MIST	October 2022
Monitoring and oversight		
Monthly Meetings with Chief Officer and Head of Service	MidH&SCPMELDAP	October 2022
MAT 1 reporting submitted to SG/PHS	Mid HSCP/MELDAP	February 2023
Six month progress report	MidH&SCP/ MELDAP	June 2023
Justice Services		
Ensure that those identified in police custody or courts as needing treatment have access to assessment and treatment start in situ, a direct pathway for continuity of prescribing and outreach to support continued engagement	MELDAP and various local partners alongside MIST	April 2023
Ensure, treatment can be initiated in HMP Edinburgh and that all people returning to the Midlothian community from any prison have continuity of care, this is managed through our current No 11 Allocation meeting	Mid SUS and Midlothian Justice	Complete and On going

MAT Standard 2	All people are supported to make an informed choice on what medication to use for MAT and the appropriate dose.	April 2022. RAG status: Amber The key development in this area is to demonstrate and provide evidence of person centred informed medication choice. Establishment of Buvidal clinic.
	<p>Summary of Current position/ planned actions</p> <p>Most components of this standard are already in place; there is no time limited care and there are choice in relation to dose and medications.</p> <p>The key development in this area is roll out of Buvidal (a novel, injected medication formulation with significant advantages). This is currently offered to a proportion of patients in secondary care, mostly people who have recently entered treatment. The standard requires it to be offered to all of those entering treatment but also conversion to it should be systematically offered to the existing patients.</p> <p>The NHS and MELDAP have developed an agreed pathway for people to start on/ convert to Buvidal. The key new things required to implement it are</p> <ol style="list-style-type: none"> 1) capacity to dispense the drug in secondary care (nursing time) and 2) dispensing arrangements in community pharmacy (via a new contract) – this is currently being piloted in 3 pharmacies (Lead by REAS) <p>As with MAT 1, the next milestone is the development of a clinic response, in this case requiring recruitment of two band 7 nurses, prescribing. We have been successful in recruitment of both posts .Other costs associated with the roll out of Buvidal (medication costs, pharmacy charges) are not part of the ADP financial plan.</p>	

Actions/deliverables to implement standard 2	Lead	Timescales to complete
Improve access to Buvidal		
Recruitment to MidSUS team		
Funding confirmation	MELDAP	April 2022
First round of Advertisement	MidHSCP	August 2022
Second round of advertisement (if needed)	MidHSCP	September 2022
Clinic set up		
Development Service procedures, pathways	MidSUS	November 2022
Clinic open and taking existing Buvidal patients	MidSUS	November 2022
Establish arrangements for community pharmacy Dispensing		
Pilot sites in place	REAS	August 2022
Evaluation of Pharmacy Buvidal dispensing	REAS	December 2022
Systematically offer choice to existing patients in secondary care		
Plan for offering conversion for secondary care patients	Mid SUS	December 2022
Monitoring and oversight		
eAnnual MAT 2 reporting submitted to SG/ PHS	NHSL PH	February 2023
Mid SUS Information Pack		
To develop medication information sheet to be included in the Mid SUS information pack providing details on medication options, enhancing person centred choice	Mid SUS	December 22
Justice Services		
Ensure that those identified in Police custody or courts as needing treatment or those on DTTO have access to the full range of medications	MELDAP and various local partners alongside MIST	April 2023
Ensure that treatment options in HMP Edinburgh include all medications	MELDAP and various local partners alongside MIST	April 2023

MAT Standard 3	All people at high risk of drug-related harm are proactively identified and offered support to commence or continue MAT.	RAG status: Amber Midlothian SUS Team MELD and HIM have established an agreed approach involving outreach nurse and peer worker who will reach out to people who are identified as being in crisis and at high risk of drug related death and harms and those who have experienced NFO. Subject to the outcomes of the performance monitoring exercise, the current work plus planned actions (including additional investment) will deliver the standard before April 2023.																					
	<p>Summary of present/ planned actions: Midlothian has an established network of teams who reach out to people who are identified as being in crisis and at high risk of drug related death. Subject to the outcomes of ongoing performance monitoring, it is anticipated that the current work plus planned actions (including additional investment) will deliver the standard before April 2023. Actions for this area focus on standardising practice, evidencing impact and stabilising and Maintaining funding.</p> <p>Summary action plan</p> <ul style="list-style-type: none"> • Secure capacity for outreach to those in crisis • Ensure that Assertive outreach is linked to the arrangements for rapid access to treatment (MAT 1) • Systematise and standardise approaches to decision making, practice, risk management and reporting evidence 	<p>Summary budget: Several of the key elements of the current provision have been developed using current and New ADP funding and it has been agreed to commit revenue to these.</p> <table border="1" data-bbox="929 646 1957 916"> <tr> <th colspan="2">Current non-recurring investments (to be extended)</th><th>£000's pa</th></tr> <tr> <td colspan="2">Harm Reduction Team</td><td>£3</td></tr> <tr> <td colspan="2">A&E navigators</td><td>£7</td></tr> <tr> <td colspan="2">Drug liaison nursing contribution</td><td>£3</td></tr> <tr> <td colspan="2">Proposed new development:</td><td></td></tr> <tr> <td colspan="2">Additional outreach – out of hours provision</td><td>£24</td></tr> <tr> <td colspan="2">NFO peer support worker</td><td>£25</td></tr> </table>	Current non-recurring investments (to be extended)		£000's pa	Harm Reduction Team		£3	A&E navigators		£7	Drug liaison nursing contribution		£3	Proposed new development:			Additional outreach – out of hours provision		£24	NFO peer support worker		£25
Current non-recurring investments (to be extended)		£000's pa																					
Harm Reduction Team		£3																					
A&E navigators		£7																					
Drug liaison nursing contribution		£3																					
Proposed new development:																							
Additional outreach – out of hours provision		£24																					
NFO peer support worker		£25																					

	<ul style="list-style-type: none">• Diversify the skill mix of those doing outreach• Ensure integration with other systems (vulnerable adults, MH, Justice etc) and between elements of our own system		
Actions/deliverables to implement standard 3		Lead	Timescales to complete
Standardising practice and ensuring governance:			
Implementation of core group to agree Standardise and share operating procedures: assessment, risk assessment and decision-making paperwork for each of the teams.		Mid SUS/MELD/HIM	October 2022
Establish NFO working group to make recommendation on practice including development of related performance metrics		MELDAP/ Mid SUS/MELD/HIM	August - September 2022
Expanding capacity and securing funding			
Recruit nursing and third sector staff		MidHSCP/MELD/HIM	December 2022
Develop package of support including Naloxone, IEP, mobile phone (with key contact numbers) for people including those experiencing NFO who do not want to engage with treatment services –harm reduction		MidSUS/MELD/HIM/MELDAP	December 2022
Reaching high risk individuals in specific environments:			
Establish standard joint working and training offer with homeless and hostel teams to support MAT 3 delivery in these settings		Mid SUS/MELD/HIM	December 2022
Develop as TOC the use of Low Threshold Café's in areas of high DRD/NFO to engage with people at high risk of harm		MidSUS/MELD/HIM	January 2023
Develop and implement clear joint protocols (rapid response) for disengagement		MidSUS/MELD/HIM	December 2022
Continue No 11 allocation meeting for Peoples Prison liberation		MidSUS/Justice	Complete and ongoing

Continue Alcohol court as required (co-dependency)	MidSUS/Justice	Complete and ongoing
--	----------------	----------------------

MAT Standard 4	All people are offered evidence-based harm reduction at the point of MAT delivery.	RAG status: Amber: most interventions are available in most settings and it is anticipated that the current work plus planned actions will deliver the standard before April 2023	
	Current and planned actions: This standard is partially implemented (amber) because it is not clear that the core interventions (naloxone, injection equipment, blood-borne virus testing) are consistently available at the same time as all MAT appointments. However, most interventions are available in the setting and it is anticipated that the current work plus planned actions will deliver the standard before April 2023. Note that the assessment of this standard does not include primary care settings.		
Actions/deliverables to implement standard 4		Lead	Timescales to complete
BBV testing			
Survey to identify the proportion of staff trained (nursing and voluntary sec)		MidSUS/BBV Team	January 2023
Action plan for to bring it towards 100%		MidSUS/BBV Team	January 2023
Audit of case notes		MidSUS/BBV Team	March 2023
Assessment of injecting risk			
Survey to identify the proportion of staff who have completed injecting training (nursing and vol sec)		SDF/MidSUS	January 2023
Action plan for each team to bring it towards 100%		MidSUS/ SDF	January 2023
Audit of case notes		MidSUS	March 2023
Injecting equipment provision			
Ensure that if possible that all rooms in which ORT is offered by specialist services have equipment in		MidSUS	February 2023

Naloxone and overdose awareness training		
Increase range of settings and groups provided with training	MidSUS/MELD/HIM	March 2023
Wound care training		
Survey to identify the proportion of staff who have completed injecting training (nursing and vol sec)	MidSUS	March 2023
Action plan for each team to bring it towards 100%	MidSUS	March 2023
Audit of case notes	MidSUS	March 2023
Justice Service		
Include DTTO in all MAT 4 developments alongside other community treatment services	MELDAP/ CEC/ REAS	March 2023
Ensure that the elements of MAT 4 that can be delivered in a prison environment are delivered in HMP Edinburgh	MELDAP/ REAS	March 2023

MAT Standard 5, & 7 and Treatment target:	All people will receive support to remain in treatment for as long as requested and will have the option of MAT shared with Primary Care; increase by 9% the numbers on Opiate Replacement Treatment by April 2024	RAG status: Amber MidSUS caseloads are high, 370. The test of change in reach into GP practices will enhance and enable a continuum step model to allow a person to move up and down the continuum from Voluntary/peer support to secondary care this enabling a person to receive support by the right person at the right time and remain in treatment for as long as requested. Midlothian SUS/MELD/HIM will work to engage a 9% increase of individuals into treatment, average of additional 35 individuals in treatment by April 2024.
--	--	---

	<p>Summary of present/ planned actions</p> <p>There are no limits on the time that people can remain in care but there is a finite capacity for treatment. The clinical and voluntary sector workforce in specialist services is smaller than required to deliver care to the current patient group. It is further depleted by recruitment challenges, staff absence and reliance on temporary posts.</p> <p>MAT 5 requires systems of care to “have pathways in place or models of support that are flexible and offer different care packages that [range from low [to high] intensity” and to ensure that people are able to move easily between these models of care according to need. It is not clear that the current system of care is able to achieve this.</p> <p>Within current resource constraints (funding, premises, available workforce) and models, meeting the existing pressures.</p>	
--	---	--

	<p>In December 2021 the MELDAP made an application to MIST (the MAT standards Implementation Support Team) describing a plan with the following intended outcomes</p> <ul style="list-style-type: none"> • Reducing practitioner caseloads • Developing Low intensity care in community settings - demonstrating models of high volume care/ increased safe, MAT compliant throughput from secondary care to increase the number of people who can be treated). • Maximising use of primary care <p>The implementation plan for this work consists of</p> <ul style="list-style-type: none"> • recruitment (summarised in appendix 1) and • Commitments to Quality Improvement projects (summarised in appendix 2. <p>This plan has been agreed between</p>	
--	--	--

	<ul style="list-style-type: none"> • MELDAP • key delivery partners Midlothian HSCP, third sector (Meld) • The organisations who will support the change (NHSL Public Health, MIST, REAS PCFT). 	
Actions/deliverables to implement standard 5, 7 and Treatment Target	Lead	Timescales to complete
Expand and diversify workforce in locality teams		
Recruitment in MidSUS		
Funding confirmation	MELDAP	August 2022
First round of Advertisement	Mid SUS	August 2022
Second round of advertisement (if needed)	Mid SUS	September 2022
Expansion in voluntary sector partner's (MELD) capacity		
Funding confirmation/ contracts in place	MELDAP	August 2022
First round of Advertisement	MELD	October 2022
Second round of advertisement (if needed)	MELD	December 2022
Develop new models of care through tests of change		
Alcohol Pathway improvement (to increase efficiency and patient experience co-dependency, releasing capacity)	Mid SUS/MELD/HIM	March 2023
QI charters/ baseline measures	MidSUS, MELD and HIM with support from NHSL PH and MIST	November 2022

MAT Standard 6	The system that provides MAT is psychologically informed (tier 1); routinely delivers evidence-based low intensity psychosocial interventions (tier 2); and supports individuals to grow social networks.	This standard focuses on the key role that positive relationships and social connection have to play in people's recovery. Services recognise that for many people, substances have been used as a way to cope with difficult emotions and issues from the past. Services will aim to support people to develop positive relationships and new ways of coping as these are just as important as having the right medication.	
<p>Completed and planned actions are noted below</p> <p>Note that standards 6 - 10 were not formally evaluated in March 2022.</p> <p>However, planning and implementation for MAT 6 in the Lothian's are understood to be well developed by national standards.</p>			
Actions/deliverables to implement standard 6			Lead
			Timescales to complete
Establish required MAT 6 strategic leadership/steering group with appropriate membership and function			NHSL Clinical Psychology
Develop an overall MAT 6 delivery plan for Mid HSCP			Complete
Develop service specific delivery plans for all Mid HSCP services (including a framework for evidencing and reporting implementation progress)			NHSL Clinical Psychology
			December 2022

<p>To carry out a baseline audit of current service delivery in relation to the key elements of Mat 6. This includes:</p> <ul style="list-style-type: none"> a) Staff survey b) Service user survey 	NHSL Clinical Psychology	<ul style="list-style-type: none"> a) Complete b) December 2022
Initiate ongoing process of service development/ improvement to ensure the service culture and environment is psychologically-informed	NHSL Clinical Psychology	March 2023
Develop a workforce development plan clearly outlining MAT 6 training and supervision requirements and plans for delivery.	NHSL Clinical Psychology	Complete
Make available training, coaching and supervision for staff in key evidence-based MAT 6 psychosocial interventions	NHSL Clinical Psychology	Complete
Make available regular reflective practice space for staff working across all service areas	NHSL Clinical Psychology	December 2022
Ensure appropriate staff have psychosocial interventions delivery, with protected time to deliver (and attending coaching/supervision)	NHSL Clinical Psychology	December 2022
Develop resources (tools, manuals etc) to support staff to deliver MAT 6 psychosocial interventions	NHSL Clinical Psychology	December 2022
Establish a collaborative MAT 6 care planning process which has the service users' views at the centre.	NHSL Clinical Psychology	December 2022

MAT Standard 7	All people have the option of MAT shared with Primary Care.	RAG status: AMBER	
Please see above (MAT 5 plan): Improvement in ensuring the maximum appropriate use of primary care through <ul style="list-style-type: none">improving communication between primary care, secondary care, and non-stat addiction agencies.improving primary care confidence in shared care treatment and/ or by supporting pathway changes which encourage smooth transfer of patient care to primary care and appropriate referral from primary to secondary care.			
Primary care: Maximising the appropriate pathways to and from primary care		Lead	Timescales to complete
Recruitment of RMNs		MidSUS	March 2023
Develop and implement clear pathways and joint partnership working to enable a person to have the right support at the right time in the right place		MidSUS, MELD HIM, Primary care and Mid HSCP	March 2023
QI charters/ baseline measures		MidSUS with support from Mist	November 2022
Improved throughput, case management and role delineation			
QI charters/ baseline measures		MidHSCP and MIST	November 2022

MAT Standard 8	All people have access to independent advocacy and support for housing, welfare and income needs.	RAG status: AMBER	
Actions/deliverables to implement standard 8		Lead	Timescales to complete
Continue provision of Independent Advocacy through CAPS		MELDAP	Complete
Continue support from Welfare rights		Mid HSCP	Complete
Continue Support from Shelter – Housing		MidHSCP	Complete
Publish leaflet detailing MAT rights and the organisations who will advocate and support patients to receive them		MELDAP	February 2023
Undertake development with treatment teams to ensure that pathways to these services are understood by all frontline practitioners		MELDAP	March 2023
Continue provide support for families (through VOCAL)		MELDAP	Complete
Justice Services			
Include DTTO in all MAT 8 developments alongside other community treatment services		MELDAP/CEC/REAS	March 2023
Ensure that the MAT 8 standards that can be delivered in a prison environment are delivered in HMP Edinburgh		MELDAP/REAS	March 2023

MAT Standard 9	All people with co-occurring drug use and mental health difficulties can receive mental health care at the point of MAT delivery.	RAG status: GREEN People have the right to ask for support with mental health problems and to engage in mental health treatment while being supported as part of their drug treatment and care.	
No 11 integrated building where SUS and MH services are colocated and working partnership with shared care pathways and Lead agency protocol The local system of secondary care has strengths in this notably integration between the vol sec, social work and clinical teams; and shared locality management of MH and drug and alcohol teams.			Complete - July 2022

MAT Standard 10: All people receive trauma informed care.		
<p>Completed and planned actions are noted below</p> <p>Note that standards 6 - 10 were not formally evaluated in March 2022.</p> <p>However, planning and implementation for MAT 6 in the Lothians are understood to be well developed by national standards.</p>		
Actions/deliverables to implement standard 10	Lead	Timescales to complete
Establish required MAT 6 strategic leadership/steering group with appropriate membership and function	NHSL Clinical Psychology	Complete
Develop an overall MAT 10 delivery plan for MELDAP	NHSL Clinical Psychology	Complete
<p>To carry out a baseline audit of current service delivery in relation to the key elements of Mat 6 & 10. This includes:</p> <ul style="list-style-type: none"> a) Staff survey b) Service user survey c) Trauma Walkthroughs <p>(Of Note Midlothian was a pilot site for SG Trauma informed practice, No 11 is a specifically designed trauma informed building/workforce)</p>	NHSL Clinical Psychology	<ul style="list-style-type: none"> a) Complete b) December 2022 c) March 2023
Initiate a process of continuous quality improvement underpinned by the principles of trauma informed care	NHSL Clinical Psychology	March 2023
Initiate a process where service users are continually asked for their views on service delivery and areas for improvement (in line with TIC)	NHSL Clinical Psychology	March 2023
Offer appropriate training supervision for all staff to work safely and effectively with trauma	NHSL Clinical Psychology	Complete

Develop a wellbeing planning tool and activities (e.g. staff mindfulness groups) to support staff health and wellbeing	NHSL Clinical Psychology	March 2023
Appropriate screening tools to be identified for use routinely (as appropriate) so that trauma is recognised	NHSL Clinical Psychology	March 2023

Appendix 1: Key Delivery risks

Implementation, Performance management and governance

Implementing the plan requires rapid decision-making and sufficient management capacity to change services quickly. Mitigations for this risk will include strong management support and direct oversight by senior managers, incorporated into the monthly managers meetings.

Workforce expansion and development:

The key professional groups needed to deliver the expansion plan are Mental Health Nurses, Prescribers (medical and non-medical) and recovery practitioners and Peer support workers and peer development peer workers. Mitigations for this risk might include engagement with wider workforce development processes within partner organisations, if recruitment poses challenges.

Premises and facilities

Challenges created by the current premises include:

- Insufficient office space for expanding staff and insufficient delivery space for patient numbers – limited room capacity restricts how flexible services can be (essential for our patient group).

Resources and capacity:

Although the recently allocated £303k is a welcome expansion (and, as noted above, probably as large an increase in capacity as could be implemented immediately), it is not clear that this will be sufficient to relieve current pressures and meet increased expectations. Mitigation will require ongoing monitoring of progress and pressures.

Reporting and data gathering:

A system of quarterly reporting has been put in place. It requires evidence of continuous improvement toward MAT standards 1-5 and towards the target of increasing numbers of people in ORT. Mitigation would include investment in systems improvement and/ or admin attached to teams on a non-recurring basis. Potential addition of a data analyst within MELDAP to support

Inaccurate predictions of demand: the plan represents a significant lowering of the threshold for entering treatment. This is exactly the intended effect and is very necessary. However, there is the risk that improving access will result in greater numbers coming forward than can be safely treated. Conversely, the additional capacity may not result in additional presentations (risking inefficient use of resources and less public health impact). These risks have been mitigated by planning and will be carefully monitored, with additional measures to engage patients if needed.

Appendix 2: Summary of recruitment plans:

Permanent additional recruitment:

Professional group	Number to be recruited	MAT Standard
Expanding capacity:		
B7 Clinical Nurse Leads NMP	2	1, 2 ,4 Including treatment target
Band 6 RMN	1	1,4, ,7
Band 6 RMN 0.8	1	1, 3 , 4
Recover practitioners MELD	2	1,3, 4

All of the core posts are to be advertised through a single recruitment process (in each organisation) by october2022, re advertised as needed in December 2022.

Additional non-recurring funding for staffing or other uses is available within the MELDAP budget. All partners, particularly Mid H&SCP are able to have requests for this funding considered where it would achieve MAT standards.

Appendix 3: Summary of developmental/ QI projects:

All of these are to be delivered alongside the expansion of staffing numbers

Key developmental projects:	Lead operational team(s) delivering	Lead QI support
Same day access	Mid SUS MELD HIM	MIST
Primary care in reach	Mid SUS	
Implementation of the Buvidal pathway	Mid SUS	MIST
Increasing capacity		
<ul style="list-style-type: none"> Improving links Primary care (resulting in greater use of available capacity) 	Mid SUS	Mist
<ul style="list-style-type: none"> More effective alcohol pathway for co-dependency (leading to efficiencies, improved patient experience and higher throughput) 	Mid SUS MELD HIM	MIST
<ul style="list-style-type: none"> Improved throughput, case management and role delineation 	Mid SUS MELD HIN	MIST
Improving access to physical healthcare for patients of people	All Teams	MIST

Appendix 4: Lead Contacts of organisations involved in implementation:

Organisation	Contact
MELDAP	Martin Bonnar <Mbonnar@eastlothian.gov.uk
Head Service	Nick Clater <nick.clater@midlothian.gov.uk>
Service manager	Karen Darroch <karen.darroch@nhslothian.scot.nhs.uk>
MIST	Dave Taylor <david.taylor28@nhs.scot>
NHSL PH	James Shanley <James.Shanley@nhslothian.scot.nhs.uk>;
REAS (HRT)	Jim Sherval <Jim.Sherval@nhslothian.scot.nhs.uk>;
REAS (PCFT)	Judith Craven <Judith.Craven@nhslothian.scot.nhs.uk>; David Ewart <David.Ewart@nhslothian.scot.nhs.uk>
MELD	"Dave Gasparini" <davegasparini@meld-drugs.org.uk>
Clinical Psychology	Peter Littlewood ,peter.littlewood@nhslothian.scot.nhs.uk>



Education Standard & Quality Report 2021-22 and Local Improvement Plan 2022-23

Report to: Cabinet

**Report by: Fiona Robertson Executive Director Children Young
People and Partnerships**

Report for Decision:

1. Recommendations

To seek the Cabinet's approval of the Education Local Improvement Plan 2022-23 (Appendix 1).

2. Purpose of Report/Executive Summary

The Cabinet is asked to approve the Education Local Improvement Plan 2022-23 (Appendix 1). It is a statutory duty for the education authority to publish a Local Improvement Plan and associated Standards & Quality report.

Date: 5th October 2022

Report Contact: Fiona Robertson, Executive Director

Email: Fiona.robertson@midlothian.gov.uk

3. BACKGROUND

- 3.1** The Standards in Scotland's Schools etc. Act 2000, as amended 2016, places new duties on education authorities in relation to the preparation and publication of annual plans setting out the steps proposed to reduce inequalities of outcome for pupils; steps taken in pursuance of the National Improvement Framework, and the educational benefits for pupils that will result from the steps proposed.
- 3.2** The education authority's annual statement of improvement objectives should also include an account of the ways in which the authority will seek to involve parents in promoting the education of their children.
- 3.3** From August 2017, the education authority must provide a copy of the Education Local Improvement Plan to Scottish Ministers in line with its legislative duties.
- 3.4** The Education Service Local Improvement Plan 2022-23 sets out our aim to work together to deliver on our vision to provide the highest quality inclusive education, learning and employability service for all individuals and families in Midlothian.
- 3.5** The Plan also sets out the Education Service's contribution to the delivery of the Council's strategic goals and objectives detailed within the Midlothian Council's Strategic Plan.
- 3.6** Identified areas for improvement specific to Education are grouped under the following key areas:

Priority 1 Attainment and Achievement

- 1.1** Improved attainment within the broad general education stages
- 1.2** Improved attainment within the senior phase.
- 1.3** The poverty related attainment gap is narrowed

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

Priority 2 Included Engaged and Involved (Wellbeing & Equity)

- 2.1 Our nurturing approach supports improvement in children and young people's attendance, engagement and wellbeing
- 2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments

Priority 3 Self-improving system

- 3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families
- 3.2 Children and families participate in, influence and inform how we deliver our services
- 3.3 Quality Assurance activities lead to improvements in the quality of education provision across settings and schools

Priority 4 Lifelong Learning and Employability

- 4.1 Children and young people are well prepared for the world of work
- 4.2 The Education Service Executive Group will review progress made with the improvement actions set out in the Plan and determine the range of activities required to evidence improved outcomes for children, young people and families across our communities. The Education Service will continue to use a range of Key Performance Indicators to measure the educational benefits for children and young people that will result from the improvement actions set out in the Plan.

4. Report Implications (Resource, Digital and Risk)

4.1 Resource

The planning cycle as set out in legislation provides information for resource planning processes, with priority actions being agreed in July each year with the explicit intention of taking into account the budget setting process due to take place within the Council.

4.2 Digital

The successful delivery of and aspirational learning and teaching as a direct outcome of the Equipped for Learning programme is dependent on the support of the central digital services team.

4.3 Risk

Failure to produce or report progress against the Education Service Local Improvement Plan would not be in line with national legislation.

4.4 Ensuring Equalities

The Education Service Local Improvement Plan is subject to an equality impact assessment process. Key Priorities focus on reducing inequalities.

4.5 Additional Report Implications

APPENDIX A Education Service Standards & Quality Report 2021-2022 and
Local Improvement Plan 2022-23



Education Service Plan

National Improvement Framework
2022/23

Improving Outcomes for Learners through an Empowered System

Fiona Robertson

Executive Director Children, Young People and Partnerships
Midlothian Council
Fairfield House
8 Lothian Road
Dalkeith
EH22 3ZG

Table of Contents

Section 1: Introduction	5
Section 2: Service Overview	8
2.1 Our Vision and Aims	8
2.2 Our Context	8
Section 3: Key Successes and Achievements (2021/22)	13
Whole system change to promote mental health and wellbeing	33
School Counselling Service	34
Section 4: Education Service Improvement Priorities (2022/23)	43
Overview of Priorities	43
1.1 Improved attainment within the broad general education stages	45
1.2 Improved attainment within the senior phase	49
1.3 The poverty related attainment gap is narrowed	52
1.4 Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning	54
2.1 Our nurturing approach supports improvement in children and young people's attendance, engagement and wellbeing	57
2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments	60
3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families	62
3.2 Children and families participate in, influence and inform how we deliver our services	64
3.3 Quality Assurance activities lead to improvements in the no quality of education provision across our settings and schools	66
4.1 Children and young people are well prepared for the world of work	67
Section 5: Challenges and Opportunities	69
5.1 Finance and Budget	69
5.2 National Policy & Legislative Changes	70
Section 6: Appendices	71
Appendix A: Midlothian Single Plan	71
Appendix B: Statutory Performance Indicators – SOLACE Benchmark Indicators	73
Appendix C: Integrated Impact Assessment	75

Section 1: Introduction

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

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

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

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

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

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

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

The *Standards in Scotland's Schools etc. Act 2000*, as amended 2016, placed new duties on education authorities, and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the *Midlothian Single Plan* but also aligns closely with the key priorities in the [National Improvement Framework](#) for Scottish Education, 'Achieving Excellence and Equity' (Scottish Government, December 2021) and *Delivering Excellence and Equity in Scottish Education* (Scottish Government, June 2016):

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

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

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

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

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

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

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

Insights from NESTA interviews recommended actions:

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

Section 2: Service Overview

2.1 Our Vision and Aims

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

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

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

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

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

2.2 Our Context

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

In 2021/22 there were:

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

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

2.3 Our Services and Teams

The Education Service consists of the following services and teams:

The Education Leadership Team

Delivers the following services to fulfil the duties set out in statute:

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

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

Early Learning and Childcare (ELC)

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

School Years

Delivers the statutory duty to:

- provide primary education through provision in 31 primary schools; and
- provide secondary education through provision in 6 secondary schools and 1 special school.

Additional Support Needs (ASN)

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

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

Digital Learning Team

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

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

**Educational
Psychology Service
(EPS)**

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

The five core functions are:

- assessment;
- intervention;
- consultation;
- training; and
- research.

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

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

**Education Resources
& Performance Teams**

These teams are responsible for:

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

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

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

Evidence is gathered through:

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

And informed by:

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

Schools and Services visited by Inspectors in 2021-2022

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

1. Education Scotland

Teams from Education Scotland revisited Burnbrae Primary School. [The visit letter can be viewed here.](#)

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

Lawfield Primary School was also visited. [The visit letter can be viewed here.](#)

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

Woodburn Primary School underwent a Recovery visit by Education Scotland:

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

Themed visits were carried out in:

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

Extract from Newtongrange Primary School Standards and Quality Report

A key highlight of the 2021-2022 session was our part in the National Thematic Visits by HMle which focused on approaches to supporting children and young people’s wellbeing. HMle reported that it was clear that we are using evidence to inform our approaches and using data well to identify gaps in our individual children.

Extract from Beeslack High School case study which was featured in the Thematic Review on Learning Outdoors.

<https://education.gov.scot/media/wonmplgv/learning-outdoors-23-02-22.pdf>

Staff make effective use of learning outdoors to support delivery of the curriculum. They recognise there are many benefits to using this approach to enhance young people's experiences and build on young people's learning and progress.....There is a very strong focus on equity to ensure that no learner misses out.

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

2. Care Inspectorate

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

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

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

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

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

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

3. Midlothian Council Quality and Thematic Reviews

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

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

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

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <ul style="list-style-type: none"> i) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) ii) innovative pedagogical approaches and enhanced use of digital technology to support learning iii) pedagogy, play and progression across Early Level <p>1.2 improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <ul style="list-style-type: none"> i) Empowering leaders at all levels, leading to an empowered system ii) Improving quality of leadership at all levels, including leadership of learning iii) Delivering a minimum data set and supporting data literacy to improve self-evaluation iiii) Developing a Parental Engagement Strategy 	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <ul style="list-style-type: none"> i) Carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations 	<p>5.1 Deliver Best Value through:</p> <ul style="list-style-type: none"> i) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate ii) Robust workforce planning. iii) Complete and embed the DSM, providing training where necessary. <p>5.2 Implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

Key Successes and Achievements in 2021-2022

Education Service Improvement Priority 1: Attainment and Achievement

1.1 Improve attainment within the BGE, by focusing on:

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

Curriculum Frameworks

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

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

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

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

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

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

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

Pedagogy, play and progression across early level

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

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

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

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

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

Trend Data & Targets for School Leavers

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

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

SQA National Course Awards

Senior Phase Qualifications leavers

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

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

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

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

Trend Data & Targets

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

^a Ave. is calculated from 2017-2021; ^b Ave. is calculated from 2017-2019

NC = Not Collected

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

Pupil Equity Funding

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

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

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

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

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

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

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

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

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

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

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

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

Care Experienced young people (CEYP)

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

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

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

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

Trend Data & Targets

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

^a This contains pupils that are either LAC or ASN. Note that due to the small numbers in these categories the % can fluctuate quite significantly.

NC – not collected

Additional Support Needs (ASN)

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

Broad General Education Attainment

All ACEL - P1, P4 & P7 Combined

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

All ACEL - S3

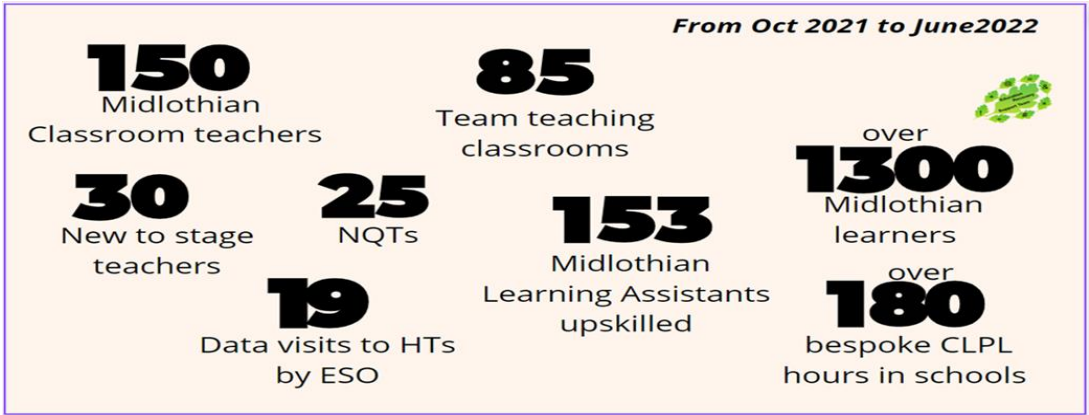
		2017	2018	2019
Literacy	Midlothian	62.25%	74.68%	72.76%
	National	69.24%	71.41%	72.30%
Numeracy	Midlothian	88.81%	87.68%	89.56%
	National	88.24%	89.04%	90.17%

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

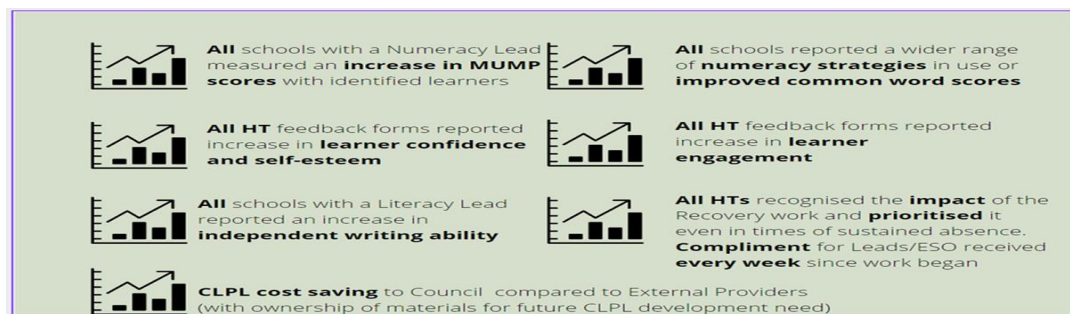
level in numeracy and this has been a key focus for schools in terms of closing the learning gap caused by the pandemic. A Building Back Better Recovery Programme was initiated within identified schools and/or stages to support schools and learners and ensure improvement.

Building Back Better Recovery Programme

The Building Back Better team matched expertise to need, and targeted schools with the largest gaps taking into account a number of factors; attainment in 2021 v 2019, attainment predicted in 2022, impact of the poverty related attainment gap, gender differences and ASN need. The team also identified support needed for P2 and P5 in order to support learners who had narrowly missed their expected level in June 2021. Throughout Jan – March 2022 the team targeted schools with children “at risk” of not achieving expected levels by June in P1, P4 and P7. In the final term planned support continued in recovery schools and development work was carried out to promote raising attainment in a wider capacity across the Authority. Literacy leads began to roll out the Stephen Graham PM benchmarking in reading tool and Numeracy leads began to “digitalise” and refresh the Midlothian Understanding Maths/Number Programme ready for sharing in the new session.



Due to the challenges of absence during the school session, and periods of interrupted learning, not all areas of ACEL have increased as hoped across Midlothian. Despite the challenges, recovery schools have increased in most of the measured areas. In P1 Reading, P4 Numeracy and P7 Writing and Numeracy where schools had received an input from the recovery team ACEL data shows improvement. Further improvement is still required and the continuation of Recovery funding will allow for a continued focus on improving outcomes in these schools.



Early Years

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

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

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

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

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

Healthy Start, HENRY, Healthy Lifestyle Training Pilot

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

Early Language and Play skills project

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

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

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

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

2.1 Improve Equity and Inclusion, through the following areas:

- Nurture
- Attendance and engagement
- Family learning
- ASN
- Embedding the principles of UNCRC and The Promise

Nurture

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

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

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

Attendance and engagement

Trend Data & Targets

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

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

consultation with primary and secondary schools.

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

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

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

Family Learning

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

- **PICL**

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

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

- **Peep**

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

ASN

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

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

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

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

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

Embedding the principles of UNCRC and The Promise

UNCRC

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

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

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

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

The Promise

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

Responding to Covid-19

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

Ukrainian Wellbeing Hub

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

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

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

HWB curriculum development

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

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

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

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

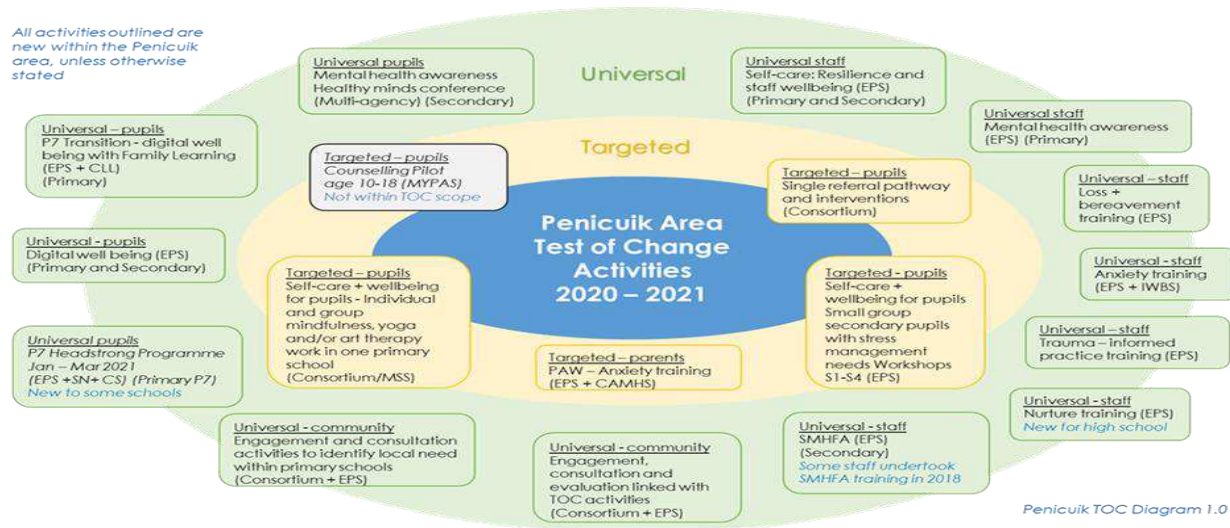
Local authority, school and community supports.

Whole system change to promote mental health and wellbeing

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

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

The diagram below shows the range and type of interventions delivered through the project into the Penicuik area.



Substantial gains have been documented through the evaluation of this project including:

Beneficiaries reported an increased understanding of mental health and wellbeing and increased knowledge of practical strategies to support wellbeing, including digital wellbeing.

Those children engaging in therapeutic interventions indicated a 100% improvement in wellbeing, 64% reported an improvement in their family relationships, 70% in their school relationships and 77% in their individual relationships.

Pupils in transition from primary to secondary school reported feeling better informed of the support available to them during the process and how to access it.

School feedback has been positive with staff welcoming the opportunity to reflect on practice and supporting the development of a shared language for discussing mental health and wellbeing in their schools.

Schools have welcomed the speed of the new request process that has enabled delivery of the right support at the time children need it.

Wider partnership working between the Educational Psychology Team and other agencies, particularly CAMHS, CLL and the wider Jigsaw partners has been strengthened, enabling them to deliver additional collaborative interventions to support mental health and wellbeing across the authority.

School Counselling Service

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

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

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

- Relationship focussed nurturing approaches become embedded and maintained across schools and settings
- Revise Attendance Strategy in partnership with Children's Services
- Develop ASD strategy
- Establish a Mental Health strategy
- Carry out a Children's Rights Review with CYP and staff across Midlothian, set against the [7 principles of a rights-based approach](#) and develop and implement the Midlothian Children's Rights strategy across the Directorate, in partnership with Children's Services & CLLE.
- Launch a Family Support Service to work in partnership with families to build resilience and positive futures.
- Develop a comprehensive Family Learning Strategy.

Education Service Improvement Priority 3: Self-Improving Systems

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

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

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

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

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

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

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

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

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

Empowering leaders at all levels, leading to an empowered system

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

Improving quality of leadership at all levels including leadership of learning

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

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

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

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

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

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

Develop Parental Engagement Strategy

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

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

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

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

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

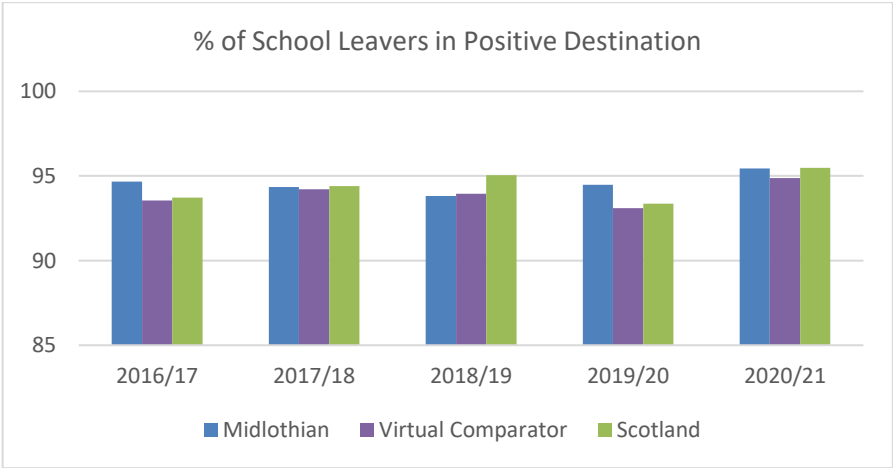
- Comprehensive professional learning opportunities to improve quality of leadership at all levels, including leadership of learning
- Deliver a minimum data set and support data literacy to improve self-evaluation through leadership, professional learning and data champions
- Refresh the Midlothian Parental Involvement and Engagement Strategy. Co-create this with Midlothian parents using the [National Community Engagement guide](#).
- Develop Learner Engagement Strategy
- Quality Improvement Framework implemented (review summer 2023)
- Programme of Quality Assurance activities in place

Education Service Improvement Priority 4: Lifelong Learning and Career Ready

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

- Implement a positive destination strategy - Improve the number and type of positive destinations including for young people with ASN and care-experienced young people

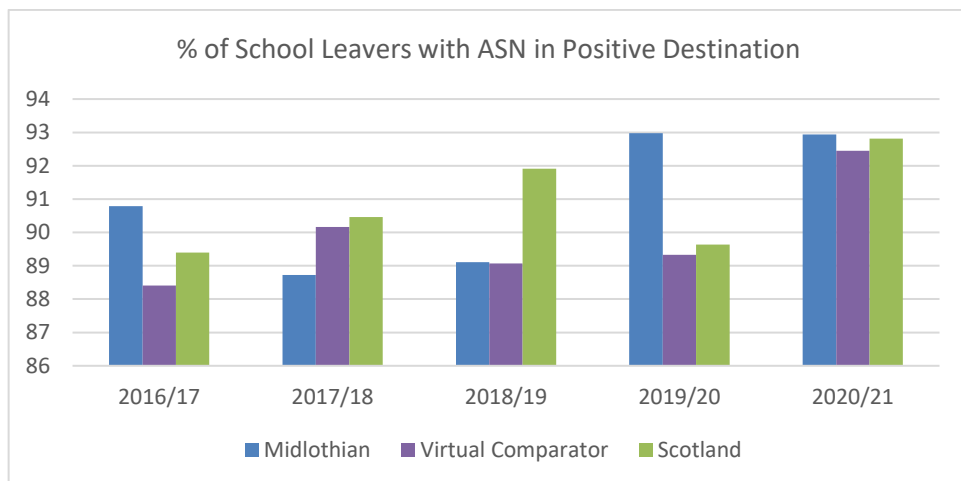
Information from Insight showed that Midlothian's positive destination rate (95.44%) continued to outperform the Virtual comparator (94.87%) with the 2020/21 cohort and is in line with the National figure (95.49%). Pupils leaving School and going into Employment showed the biggest increase with nearly one in 3 School leavers sustaining work (32.73%) Further Education had the most significant decrease with 21.9% of pupils leaving school to enter college of further education down from 34.5% the previous year. Unemployment both seeking work and non-seeking dropped overall from 5.5 % in 2019/20 to 4.5% in 2020/21.



Positive Destination figures published in May 2022 highlight a growth of 1.96% from 2019/20, and a 0.16% increase from the five year average from 2015/16-2019/20. The gap in positive destinations between leavers in most deprived vs. least deprived for 2020/21 is now only 4.2%, with 90.7% of leavers from the most deprived neighbourhoods in a positive destination. The figure and the gap are the best compared to any of our comparator authorities.

School leavers with Additional Support Needs

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



Positive Destinations supported by Community Lifelong Learning and Education

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

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

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

Kickstart

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

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

Prepare children and young people for the world of work:

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

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

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

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

Education Service Improvement Priority 5: Finance and Resources

5.1 Deliver Best Value through:

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

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

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

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

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

Robust workforce planning

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

Early Years Workforce

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

DSM Review

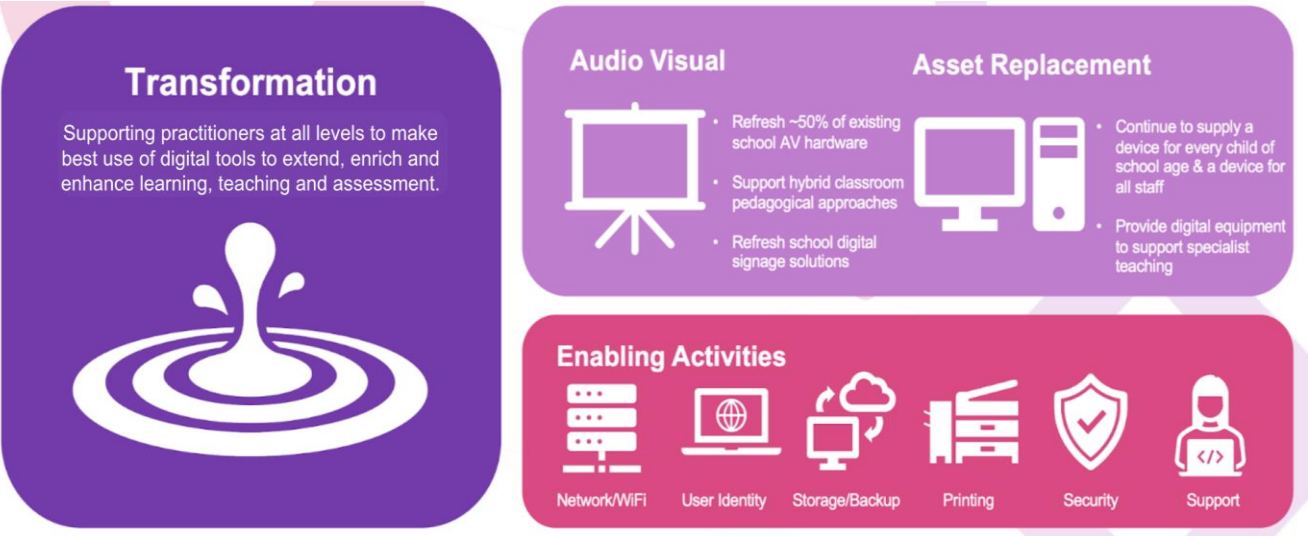
While the DSM has been updated to reflect the current landscape, work is still required to incorporate ASN and Early Years. Once this is complete, we will continue to provide training and develop a communication programme that allows us to fully embed the DSM.

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

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

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

The phased nature of the approach ensured Phase One primarily focus on the procurement and deployment of learning devices and filtering solution, the creation of a Midlothian owned Google tenancy and migration of Glow data, and quick wins to improve network and broadband infrastructure.



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

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





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

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

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

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

Overview of Priorities

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

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
			<i>Improvement in children and young people's health and wellbeing</i> <i>Improvement in skills and sustained, positive school-leaver destinations for all young people</i>	
Midlothian Education Priorities	1.1 Improved attainment within the broad general education stages 1.2 Improved attainment within the senior phase. 1.3 The poverty related attainment gap is narrowed 1.4 Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning	2.1 Our nurturing approach supports improvement in children and young people's attendance, engagement and wellbeing 2.2 Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments	3.1 Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families 3.2 Children and families participate in, influence and inform how we deliver our services 3.3 Quality Assurance activities lead to improvements in the quality of education provision across settings and schools	4.1 Children and young people are well prepared for the world of work

1.1 Improved attainment within the broad general education stages

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

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

<p>Support schools and settings to make best use of digital tools to enrich, enhance and improve learning, teaching and assessment</p> <p>Quality Improvement Officer</p>	<p>Work with schools to co-create short term targets (Aug-Dec) to deliver identified improvement priorities</p> <p>Track progress towards agreed targets through school/setting Action Trackers</p> <p>Provide Headteachers with relevant, timely and succinct information for session 22/23 HT pack</p> <p>Connect with Digital Leaders in every school and establish a community of innovative practitioners</p> <p>Survey pupils, families and staff to understand the opportunities and challenges of the Phase One provision of EFL devices and plan next steps</p> <p>Plan and host launch event for Midlothian's Apple Regional Training Centre, showcasing the work of our schools and settings and learning from others</p> <p>Deploy devices to all new Chromebook users, new pupils and staff, new P1 intake</p>	<p>Relaunch Digital Loan Bank to ensure schools and settings can access high quality digital technology and training</p> <p>Pilot BGE Digital Literacy Framework in primary schools and settings through Digital Leaders</p> <p>Use staff audit from May 22 to explore creation of a learning and teaching app library for pupils and staff, ensuring DPIA compliance</p> <p>Innovation project work in relation to EFL, linking schools across Midlothian- principally access to VR, creativity with iPad in Senior Phase, Future Classroom</p>	<p>Review short term targets with schools and settings against agreed measures and evaluate progress. Co-create short term targets (Jan-June)</p> <p>Pilot Third and Fourth levels of Digital Literacy Framework through secondary school working group</p> <p>Launch Google Workspace Skills for P7-S2 pupils to establish a benchmark standard of fluency using Workspace by end of BGE</p> <p>Review Professional Learning offer and plan for next steps</p>	<p>Evaluate impact of implemented changes and use this to inform next steps</p> <p>Review and evaluate impact of Digital Literacy Framework</p> <p>Finalise app library offer for 23/24 and associated training offer</p> <p>Survey pupils, families and staff to understand to identify changes in attitude, proficiency and use of digital tools to enrich, enhance and improve learning, teaching and assessment</p> <p>Managed transition of all devices and reallocation of school leavers' devices</p>
--	---	--	---	--

Performance Indicator	Trend Data & Target						
<ul style="list-style-type: none"> Primary Literacy Combined Primary Numeracy S3 Literacy Combined S3 Numeracy 		2017	2018	2019	2021	Ave.	Target
	Pr Literacy	62.25%	74.68%	72.76%	65.75%	68.86%	TBC
	Pr Numeracy	71.14%	79.63%	77.77%	72.80%	75.34%	
	S3 Literacy	62.25%	74.68%	72.76%		69.90%	
	S3 Numeracy	88.81%	87.68%	89.56%		88.68%	

1.2 Improved attainment within the senior phase

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

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

Performance Indicator	Trend Data & Target						
<ul style="list-style-type: none"> Leavers Literacy & Numeracy at SCQF Level 4 Leavers Literacy & Numeracy at SCQF Level 5 Leavers 1+ SCQF Level 4, 5 & 6 Leavers 5@ Lv 5 Leavers 3@ Lv 6, S5 5@ Lv 6 		2018	2019	2020	2021	Ave.	Target
	Lit & Num SCQF Level 4	88.93%	89.45%	90.48%	89.85%	89.93%	TBC
	Lit & Num SCQF Level 5	66.33%	63.76%	65.12%	66.36%	65.08%	TBC
	1+ @ Level 4	97.23%	96.67%	97.17%	95.44%	96.84%	TBC
	1+ @ Level 5	85.49%	86.01%	84.43%	84.72%	85.56%	TBC
	1+ @ Level 6	60.58%	56.08%	60.62%	59.98%	59.19%	TBC
	5@ Lv 5	64.37%	64.34%	67.54%	70.45%	65.78%	TBC
	3@ Lv 6	50.29%	50.91%	54.68%	56.56%	52.27%	TBC
	5@ Lv 6	35.53%	35.96%	40.17%	42.07%	37.65%	TBC

1.3 The poverty related attainment gap is narrowed

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

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

Performance Indicator	Trend Data & Targets						
<ul style="list-style-type: none"> Primary Literacy Combined – GAP FSM vs. No FSM Primary Numeracy – GAP FSM vs. No FSM S3 Literacy Combined – GAP FSM vs. No FSM S3 Numeracy – GAP FSM vs. No FSM Leavers 1+ SCQF Level 3, 4 & 5 – GAP FSM vs. No FSM 		2018	2019	2020	2021	Ave.	Target
	Pr Literacy	22.47%	29.35%	NC	32.24%	28.17% ^a	TBC
	Pr Numeracy	20.69%	22.69%	NC	27.98%	23.82% ^a	TBC
	S3 Literacy	22.57%	22.83%	NC	NC	22.94% ^b	TBC
	S3 Numeracy	12.04%	21.27%	NC	NC	16.35% ^b	TBC
	1+ @ Level 4		4.9%	2.0%	3.2%	3.4%	TBC
	1+ @ Level 5		23.6%	25.2%	19.8%	22.9%	TBC
	1+ @ Level 6		30.7%	32.0%	35.0%	32.6%	TBC
^a Ave. is calculated from 2017-2021; ^b Ave. is calculated from 2017-2019 NC is Not Collected							

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

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

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

Performance Indicator	Trend Data & Targets						
<ul style="list-style-type: none"> Primary Literacy Combined – LAC/ASN Pupils Primary Numeracy – LAC/ASN Pupils S3 Literacy Combined – LAC/ASN Pupils S3 Numeracy – LAC/ASN Pupils Leavers 1+ SCQF Level 3, 4 & 5 – LAC/ASN Pupils 		2018	2019	2020	2021	Ave.	Target
	Pr Literacy	55.58%	53.26%	NC	43.66%	47.61% ^a	TBC
	Pr Numeracy	61.48%	58.64%	NC	52.18%	55.42% ^a	TBC
	S3 Literacy	68.66%	87.67%	NC	NC	78.17% ^b	TBC
	S3 Numeracy	72.64%	68.32%	NC	NC	72.77% ^b	TBC
	1+ @ Level 4	91.79%	91.21%	92.95%	89.34%	91.32%	TBC
	1+ @ Level 5	63.43%	69.23%	69.80%	67.44%	67.47%	TBC
	1+ @ Level 6	32.09%	32.60%	43.96%	39.77%	37.10%	TBC
^a Ave. is calculated from 2017-2021; ^b Ave. is calculated from 2017-2019 NC is Not Collected							

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

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

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

Performance Indicator	Trend Data & Targets						
<ul style="list-style-type: none"> Primary school attendance rate (%) Secondary school attendance rate (%) Health and wellbeing survey for baseline – (New Measures) 		2018	2019	2020	2021	Ave.	Target
	Pr Attendance Rate	94.43%	94.70%	94.04%	95.06%	94.56%	95%
	Sec Attendance Rate	89.18%	89.20%	89.37%	90.99%	89.69%	91.5%

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

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

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

Performance Indicator	Trend Data & Targets
<ul style="list-style-type: none"> Use the annual student wellbeing survey indicators 	

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

Key Actions	Milestones towards demonstrating that leaders work together to improve outcomes			
	Q2 July - September	Q3 October - December	Q4 January - March	Q1 April - June
<p>Comprehensive professional learning opportunities to improve quality of leadership at all levels, including leadership of learning.</p> <p>School Group Manager</p>	<p>Develop a leadership continuum for Midlothian's schools and ELC funded provider partner managers.</p> <p>Develop a leadership curriculum for Midlothian's school leaders.</p> <p>Develop a leadership curriculum for Senior Early Years Practitioners and funded provider managers.</p> <p>Introduction of SEIC leadership offer. Co-create the programme with headteachers.</p>	<p>Phased introduction of PLA offers.</p> <p>Delivery partnerships established within the PLA.</p> <p>Delivery of SEIC leadership offer.</p>	<p>Phased introduction of Professional learning Academy offers.</p> <p>Delivery and evaluation of SEIC leadership offer.</p>	<p>Scope development of professional learning academy for new session, align next phase of offer to:</p> <ul style="list-style-type: none"> • Feedback • Engagement • Impact on learner outcomes and experiences
<p>Deliver a minimum data set and support data literacy to improve self-evaluation through leadership professional learning and data champions.</p> <p>Principal Officer / Quality Improvement Officer</p>	<p>Principal data officer & QIOs create strategic plan for data champions and school leadership teams and their role in driving improvement.</p> <p>Establish a data champion's network and co-design job description, job tasks, training and evaluation arrangements.</p>	<p>Data champion's network meetings continue training and data tasks.</p> <p>Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.</p>	<p>Data champion's network meetings continue training and data tasks.</p> <p>Data lead for Midlothian attends the SEIC Data & Analysis Network 3-monthly meetings where good practice and support is shared.</p>	<p>End of year evaluation and co-create 2023-24 activities.</p> <p>Develop programme of training with professional learning academy for 2023-24.</p>

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

Performance Indicator	Trend Data & Targets
<ul style="list-style-type: none"> HGIOS4 1.1 Analysis and evaluation of intelligence and data Digital 	Schools achieve a Level 5 “Very Good” in this indicator confirmed through self-evaluation and school reviews.

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

Key Actions	Milestones towards demonstrating that children and families participate in, influence & inform			
	Q2 July - September	Q3 October - December	Q4 January - March	Q1 April - June
<p>Refresh the Midlothian Parental Involvement and Engagement Strategy. Co-create this with Midlothian parents using the National Community Engagement guide.</p> <p>Parent & Learner Liaison Officer</p>	<p>Analyse the results of the PIE Survey 2022 to find out where improvement in PIE is required across Midlothian.</p> <p>Find and share examples of good practice in parental engagement E.g. Using data to increase parental engagement – Riccarton Early Childhood Centre, East Ayrshire Practice exemplars National Improvement Hub (education.gov.scot) Use good practice to inform the Midlothian approach.</p> <p>Consider the PICL (Parents' Involved in their Children's Learning) approach. MLC presenting research at an upcoming conference.</p> <p>Create Parent Council Toolkit to increase awareness of the function and purpose. Establish consistency in structure across Midlothian by providing clear guidelines.</p>	<p>Form a PIE steering group with parent and staff representatives from all 6 ASGs. Ensure representation from</p> <ul style="list-style-type: none"> - Care-experienced families - Families with ASN - Under-represented groups and groups with protected characteristics. <p>Co-create PIE steering group action plan.</p> <p>Audit Parent Councils' equity of representation amongst office bearers and for attendance at PC meetings.</p> <p>Attend Parent Council meetings school by school.</p> <p>Establish increased awareness of PLLO role with parent's out-with Parent Councils. Attend schools to meet with parents in playground, school events etc.</p> <p>Implement events for Parental Engagement – Parent Conference, Back to School days (Secondary), Family Learning events (Primary & Early Years)</p>	<p>Implementation of PIE steering group action plan.</p> <p>Use PC Equalities Audit to adjust PC guidance, recruitment & promotional materials.</p>	<p>Carry out annual PIE survey to measure improvements from the baseline within the session.</p> <p>Analyse the impact of Parent Council Toolkit and measure impact on numbers and representation.</p>

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

Performance Indicator	Trend Data & Targets
<ul style="list-style-type: none"> HGIOS 4 2.5 Family learning HGIOS4 2.7 Partnerships 	

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

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

Performance Indicator	Trend Data & Target
<ul style="list-style-type: none"> HGIOS4 1.1 Self-evaluation for self-improvement 	

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

Key Actions	Milestones towards demonstrating improvements in the quality of education provision			
	Q2 July - September	Q3 October - December	Q4 January - March	Q1 April - June
<p>Analyse opportunity data to inform which careers offer the best opportunities for Midlothian's CYP over the next 10 years.</p> <p>Head Teacher Secondment</p>	<p>Analyse and share opportunity data to inform - review of Midlothian curriculum frameworks and ASG curriculum pathway</p> <ul style="list-style-type: none"> - secondary school career guidance - secondary school business hatchery project <p>IKS Data from The Integrated Regional Employability and Skills (IRES) Programme at Edinburgh & Southeast Scotland City Region Deal</p> <p>Edinburgh and South East Scotland Labour Market Toolkit Skills Development Scotland</p>	<p>Align curriculum pathways with career range indicated by opportunity data.</p> <p>Work with FHE partners to improve career pathways school to FHE (eg lack of Fin Tach, Food Tech & HSD courses)</p> <p>Engage with Skills Investment Plans for City Deal region to ensure we have Midlothian career pathways aligned.</p> <p>Undertake ADES led review into Midlothian Positive Destination trends, with a focus on establishing actions to increase numbers moving into Higher Education.</p>	<p>Align curriculum pathways with career range indicated by opportunity data.</p> <p>Medium Term Strategy and associated Action Plan agreed with all stakeholders to reflect outcomes from ADES Review.</p>	<p>School 23/24 SIPs reflect this approach</p>
<p>Further develop bespoke Skills Development Scotland tutor and mentoring</p>	<p>Audit how many schools have embedded MWoW into their curriculum.</p>	<p>Support remaining schools to embed MWoW into their curriculum.</p>	<p>Support remaining schools to embed MWoW into their curriculum.</p>	<p>Review impact of programme on learner outcomes to inform interventions and future planning.</p>

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

Performance Indicator	Trend Data & Target
<ul style="list-style-type: none"> • HGIOS4 2.2 Curriculum: Skills for learning, life & work • HGIOS 4 3. Increasing creativity and employability • HGIOS4 2.7 Partnerships • NOMIS data (Office for National Statistics) • Annual Business and Economic data sets for Midlothian (Scottish Government) 	<ul style="list-style-type: none"> • Our curriculum has a strong focus on developing the skills our young people need in the world of work. • Our children and young people are aware of a range of careers and the skills required for them. • We challenge stereotypes within careers. • % of young people engaging with tutoring and mentoring support. • Midlothian has more Business registrations than deregistration's (260 versus 270 in 2020) • Midlothian increases from 25th out of 32 LAs for Business registrations to top 20 (Midlothian has 25/32 population size) • Maintain Business survival rate (3/32 Business Survival rate at 93% in range of 95% to 81% with Edinburgh at 85%) • Reduce unemployment estimate 3.4% (Midlothian has 27/32 unemployment) • Increase the mean household income (2022 £572 per week which is 14/32) • Reduce the gender income gap (0.8 F:M 2022 which is 25/32) • Increase 16-24 self-employment rate (currently Male 13.5% (24/32) All 10.3% 24/32)

Section 5: Challenges and Opportunities

5.1 Finance and Budget

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

5.2 National Policy & Legislative Changes

The following legislation and national guidance informs our statutory duties and practice:

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

Section 6: Appendices

Appendix A: Single Midlothian Plan

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

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

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

Getting it Right for Every Midlothian Child (2020/21)

- Increase support to children and young people affected by domestic violence, parental alcohol or drug misuse
- Increase the range of alternative services on offer to children and young people requiring support for their mental health
- Reduce the proportion of children and young people living in households affected by poverty * shared with IOM
- Reduce the time taken to find permanent placements for looked after children and young people
- Increase the proportion of children and young people who feel safe in their homes, communities, schools and on line

Improving Opportunities for People in Midlothian (2020/21)

- Reduce the number of children and young people living in households affected by poverty *reporting also linked to GIRFEMC Board
- Support people out of poverty and welfare dependency
- Reduce health inequalities

**Sustainable Growth in
Midlothian**
(2020/21)

Housing

- Engage with house builders on insulation, energy efficiency and biodiversity mitigations
- Deliver further affordable housing
- Implement the rapid rehousing transition plan
- Increase provision of accommodation for homeless households
- Economic development
- Integrate Midlothian with the regional economy and promote the region internationally
- Improve the skills landscape
- Increase economic participation
- Build on the success of our key sectors
- Improve the vibrancy of our town centres and make them more environmentally friendly
- Accelerate growth through infrastructure upgrades

Environment

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

Appendix B: Statutory Performance Indicators – SOLACE Benchmark Indicators

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

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

Appendix C: Integrated Impact Assessment

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

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

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

Type of Initiative:

Policy/Strategy	<input type="checkbox"/>		
Programme/Plan	<input checked="" type="checkbox"/>	New or Proposed	<input type="checkbox"/>
Project	<input type="checkbox"/>	Changing/Updated	<input checked="" type="checkbox"/>
Service	<input checked="" type="checkbox"/>	Review or existing	<input type="checkbox"/>
Function	<input type="checkbox"/>		

Other Statement of Intent.....

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

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

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

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

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

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

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

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

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

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

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

	Comments – positive/ negative impact
<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the criminal justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students 	<p>Positive destinations planning is beginning to have an impact on this group but still requires improvement.</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi-rural communities • Urban Communities • Coastal communities 	<p>Our schools are arranged within 6 associated schools groups linking closely with the communities within which they are located.</p>

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

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

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

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

N/A

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

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

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

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	<p>Equity and equality are cornerstones of this plan to ensure that there is enhanced support for areas of disadvantage and the important work being carried out in the early years e.g. through the Early Years Collaborative.</p> <p>A focus on Quality Indicator 3.1 has meant a greater understanding in this area. Therefore we are confident that staff are aware of the importance of this in all they do.</p> <p>The review of the HWB curriculum will address these areas</p>
Promotes good relations within and between people with protected characteristics and tackles harassment	
Promotes participation, inclusion, dignity and self- control over decisions	
Builds family support networks, resilience and community capacity	
Reduces crime and fear of crime	
Promotes healthier lifestyles including <ul style="list-style-type: none"> • diet and nutrition, • sexual health, • substance misuse • Exercise and physical activity. • Life skills 	

Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	The curriculum review will focus on the sustainability curriculum within our schools
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms of transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	Our priorities are to support young people into positive destinations through offering better support and expanded opportunities, and to support adults and families to increase their life chances by increasing the range of opportunities available to them. The service has a DYW group which is attended by a range of business partners and schools with a focused action plan to address DYW recommendations. This is a major focus of this plan and the service have established an improving trend in literacy and numeracy.
Helps young people into positive destinations	
Supports local business	
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	
Improves working conditions, including equal pay	
Improves local employment opportunities	

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

N/A

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

Date:

South East Improvement Collaborative (SEIC) Improvement Plan 2022-2023**Report by Fiona Robertson, Executive Director People and Partnerships****Report for Noting****1 Recommendations**

Cabinet is asked to note:

- i. The SEIC Regional Improvement Plan August 2022-23 (Appendix 1).
- ii. The priority areas for improvement being taken forward in partnership with members of the SEIC and the progress made towards improving professional collaboration and school empowerment across the SEIC.

2.1 Purpose of Report/Executive Summary

To provide Council with an update on the work of the South East Improvement Collaborative (SEIC) including the improvement actions set out in the SEIC Regional Improvement Plan August 2022-23.

3 Background

- 3.1** The Scottish Government's Education Governance: Next Steps report, June 2017, set out a number of changes to Scottish Education, including the establishment of Regional Improvement Collaboratives (RICs) to add value to work ongoing within education authorities to improve outcomes for children and young people and the quality of education provision.
- 3.2** A Scottish Government and Local Government Steering Group was established to scope out the design and development of Regional Improvement Collaboratives based on the policy direction outlined in the Education Governance: Next Steps report.
- 3.3** More detail on the roles and functions of Regional Improvement Collaboratives was provided in a steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.
- 3.4** The Scottish Government published the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress March 2022 within which it reiterated the role and responsibility of Regional Improvement Collaboratives to continue to bring local authorities together to secure excellence and equity in education – including contributing to the mission of the Scottish Attainment Challenge – by:
 - providing educational improvement support to practitioners through dedicated teams of professionals, drawing on local authority and Education Scotland staff and others;

- providing focus across partners through a joint regional plan and work programme, aligned to the NIF and to regional and local priorities; and
- facilitating and creating the conditions for impactful collaborative working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice.

3.4 By working collaboratively, the partners within the SEIC (Fife, East Lothian, Scottish Borders, City of Edinburgh, and Midlothian Councils) have agreed a shared vision: “Working together, Empowering all, Improving outcomes” to ensure we collectively fulfil the role and responsibilities of the SEIC.

3.5 Midlothian Council continues to contribute towards the SEIC during this academic session. The SEIC Oversight Group, including the five Conveners for Education from each partner Council and the SEIC Board, continue to lead and manage the work of the SEIC. The SEIC has been successful in its application to the Scottish Government for **£1,171,746** to support the successful delivery of the Plan for the period August 2022-2023.

3.6 The revised August 2022-23 Plan has a focus on the key areas that we have identified from our analysis of data within and across each local authority. The strategic goals that continue to shape and influence the work of the SEIC plan are: driving high quality learning, teaching and assessment, including the use of digital technologies to enhance learning, and supporting inclusion, equity and wellbeing. In session 2022-23, collaborative working across the region will focus on two shared priority areas:

- Literacy
- Learning pathways and positive destinations

3.7 **The Empowered System** is a unique feature of SEIC and is made up of five key elements, all designed to enable collaboration and to build the capacity of colleagues working in a range of educational settings. Each of the five aspects provide opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.

Pedagogy Pioneers - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

SEIC Associates - leaders across the system contributing to quality improvement processes and providing peer to peer supports

Research Schools/ELCs – settings engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

Improvement Through Partnerships – focussed improvement projects supported by a variety of partners

Learning Schools/ELCs – enabling collaboration across schools/Early Learning & Childcare settings (ELCs), sharing learning from effective practice within settings, supporting other settings where this practice is an area of identified improvement

3.8 A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on key areas of their work and many of these groups existed prior to the introduction of RICs. All SEIC networks are self-sustaining which means that they set their own agenda, pace and areas of focus.

- 3.9** Elected members will note that the key priorities and associated actions are supported by education officers, senior school and central leaders from Midlothian, indicating our commitment to the partnership and its improvement plan activities.

4. Implications

4. Financial

There are no financial implications arising from this report.

5 Report Implications (Resource, Digital and Risk)

5.1 Resource

Personnel - Various officers and Head Teachers of the Council will continue to support the SEIC either as members of the governance groups, working groups and networks.

5.2 Digital

There are no digital implications arising from this report.

5.3 Risk

There are no risk implications arising from this report.

5.4 Ensuring Equalities (if required a separate IIA must be completed)

This report does not recommend any change to policy or practice and therefore does not require an Equalities Impact Assessment.

5.5 Additional Report Implications

There are no additional report implications.

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

- Reducing the economic circumstances gap
- Reducing the gap in learning outcomes
- Reducing the gap in health outcomes

A.2 Key Drivers for Change

Key drivers addressed in this report:

- ☐ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☐ Sustainable
- ☐ Transformational
- ☐ Preventative
- ☐ Asset-based
- ☒ Continuous Improvement
- ☐ One size fits one
- ☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- ☒ One Council Working with you, for you
- ☐ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious
- ☐ None of the above

A.4 Delivering Best Value

The report does not directly impact on Delivering Best Value

A.5 Involving Communities and Other Stakeholders

The report does directly relate to involving communities and other stakeholders.

A.6 Impact on Performance and Outcomes

The report does directly impact on Midlothian Council's performance and outcomes

A.7 Adopting a Preventative Approach

Not applicable

A.8 Supporting Sustainable Development

Not applicable

BACKGROUND PAPERS

Appendix 1 – SEIC Plan August 2022-23



SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

REGIONAL IMPROVEMENT PLAN

August 2022-23



CONTENTS

- SECTION 1 - EXECUTIVE SUMMARY & CONTEXT – pages 2-3**
 Agreed areas of focus and collaboration for session 2022-23
 SEIC Empowered System
 Regional statistics
- SECTION 2 - SEIC VISION & RATIONALE – page 4**
 Vision statement
 Aims of the RICs
 Regional partners
- SECTION 3 - REFLECTING BACK - EVALUATION OF SEIC PLAN 2021-22 – pages 5-7**
 Progress and impacts relating to SEIC Goals
 Engagement in SEIC Support Offers
 Feedback from SEIC Networks
- SECTION 4 - LOOKING AHEAD - SEIC PLAN 2022-23 – pages 8-13**
 How the plan will be delivered
 Working Groups & Networks
 Measuring impact
- SECTION 5 - GOVERNANCE STRUCTURE – page 14**
 Reporting processes
 Oversight Group, SEIC Board and Implementation Group
 SEIC Trade Union Group

APPENDICES: Risk Assessment Overview



Foreword

As Executive Director of Children, Young People and Partnerships in Midlothian Council and strategic lead for the South East Improvement Collaborative (SEIC), I am delighted to present the SEIC Regional Improvement Plan for 2022-23. This plan reflects the achievements of session 2021-22, as well as looking ahead to next steps in our collaborative work across the South East.

*In the coming year, regional work will be focussed on shared areas of need and will enable collaboration within and across schools/ELCs from all five partner authorities, with regional teams and a wide range of partners. The new plan continues to embrace our vision of **Working Together, Empowering All, and Improving Outcomes**.*

In this exciting phase of educational change and reform in Scotland, it has never been more important to collaborate with others, to share ideas and solutions and to maximise our resources. We look forward to continuing to work with you in the time to come.

Fiona Robertson

EXECUTIVE SUMMARY

Our SEIC RIC vision is to work together, to empower colleagues and help improve outcomes across the City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders Councils. This Phase 4 plan includes evaluation of the work that has taken place in 2022-23 and also sets out next steps for session 2022-23. The strategic goals that continue to shape and influence the work of the SEIC plan are: driving high quality learning, teaching and assessment, including the use of digital technologies to enhance learning, and supporting inclusion, equity and wellbeing. In session 2022-23, collaborative working across the region will focus on two shared priority areas:

- **Literacy**
- **Learning pathways and positive destinations**

Delivery of the SEIC work is directed by the Board (Executive Directors, HTs and partners) and is overseen by the Implementation Group (Senior Officers). The priority areas are actioned through the five elements of the SEIC Empowered System (see below). Universal supports are available throughout the session, promoted through local and regional comms and within the SEIC website. The main SEIC supports come in the form of a series of bespoke SEIC 'Connector' support programmes, enabling collaborative learning with a clear focus on improving outcomes for learners. A variety of SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

SEIC Phase 4 Model



The Empowered System is a unique feature of SEIC and is made up of five key elements, all designed to enable collaboration and to build the capacity of colleagues working in a range of educational settings. Each of the five aspects provide opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.

Pedagogy Pioneers - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

SEIC Associates - leaders across the system contributing to quality improvement processes and providing peer to peer supports

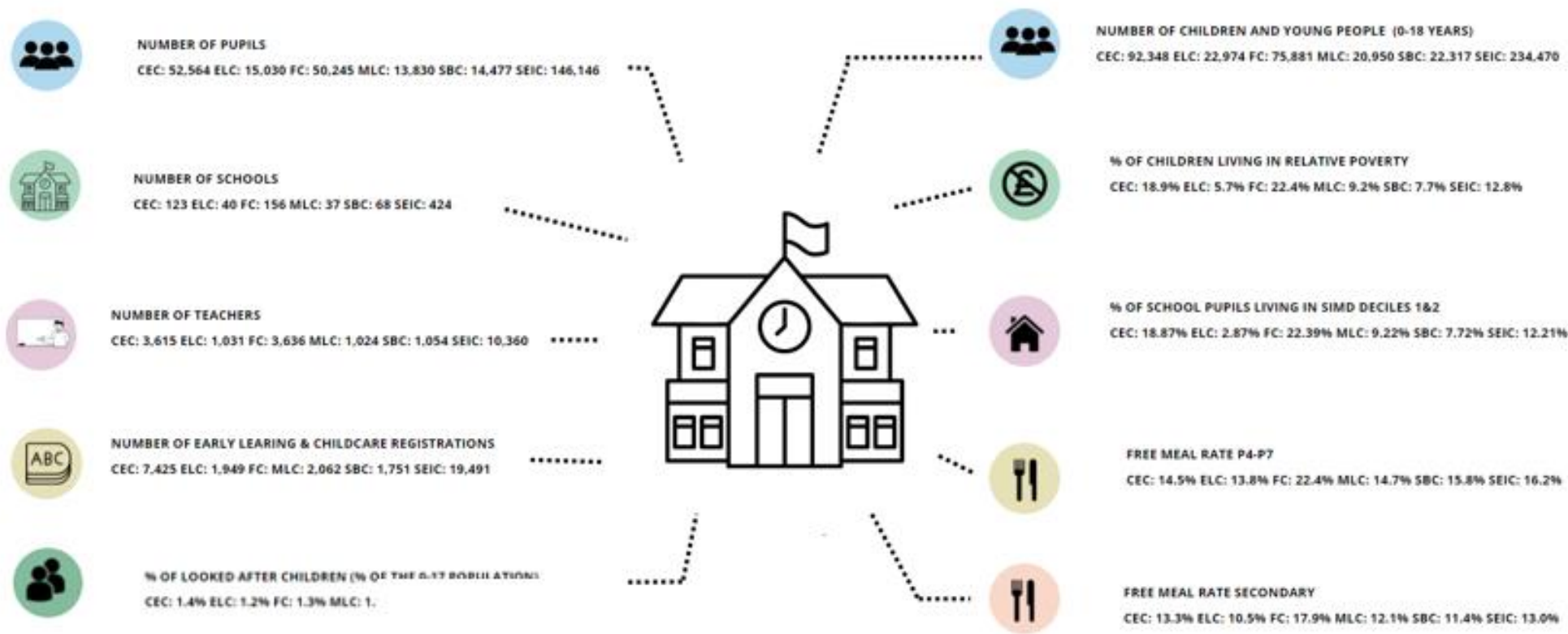
Research Schools/ELCs – settings engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

Improvement Through Partnerships – focussed improvement projects supported by a variety of partners

Learning Schools/ELCs – enabling collaboration across schools/Early Learning & Childcare settings (ELCs), sharing learning from effective practice within settings, supporting other settings where this practice is an area of identified improvement

CONTEXT

The infographic below provides an overview of some key statistics at May 2022, regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and a range of multiple interconnected factors are particularly challenging issues.



KEY: CEC – City of Edinburgh Council, ELC – East Lothian Council, FC – Fife Council, MLC – Midlothian Council, SBC – Scottish Borders Council, SEIC – South East Improvement Collaborative

SEIC VISION

Working together, empowering all, improving outcomes

RATIONALE

The rationale behind regional collaboration continues to be a key element in the evolving future of Scottish Education. The aim of all RICs is to provide support for improvement for leaders, teachers and practitioners through teams of professionals drawn largely from local authorities and schools. RICs in Scottish education became operational in January 2018 although some local authorities were formally collaborating before this date. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people. The establishment of RICs was not about creating new formal bodies, but was about developing different ways of working, bringing together capacity from across an area and beyond, to add value through collective efforts.

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority and regional level, we believe that we can accelerate progress in agreed priority areas, impacting positively on colleagues working within the region and contributing to improved outcomes for learners. SEIC work takes in account the responsibilities set out in the Education Scotland 'Scottish Attainment Challenge Framework' (March 2022), for all regional improvement collaboratives, in agreeing priorities and collaborative activities.

HOW WE WORK

Through collaboration, the five local authorities agree priorities and delivery mechanisms for the SEIC work, set within a yearly regional improvement plan that reflects and compliments individual local authority planning. The agreed priorities are based on needs within the region and therefore are likely to reflect many school/Early Learning and Childcare improvement plans. Being part of the South East Improvement Collaborative provides a wider system of support and simple ways of finding out about interesting and effective practice across a much wider area, and connecting with a far wider group of colleagues facing similar challenges, with similar hopes and aspirations. Two regional teams, SEIC and Education Scotland's South East Improvement Team (SEIT), alongside a range of partners working within the region, contribute to the range of improvement supports already available to educational settings within their local authorities.



REFLECTING BACK – EVALUATION OF SEIC PLAN 2021-22

In session 2021-22, three SEIC working groups and related networks, delivered improvements relating to the three SEIC strategic goals. The groups and networks involved representatives from all five SEIC local authorities, from a range of partners working in the region, and both the SEIC and SEIT Teams. Progress and impacts relating to the SEIC offers that emerged from networks are detailed below with highlights from the evaluative activity undertaken to evidence impact of improvement activity.

EVALUATION - SEIC Goal 1 – Driving high quality learning, teaching and assessment

Learning, Teaching and Assessment Working Group – This work involved building capacity of trained QAMSOs through delivery of professional learning to over 100 teachers across the region. As part of this, the SEIC Assessment and Moderation Rationale was launched, including a Digital Moderation tool, to over 60 QAMSOs and a further 19 secondary subject networks. Of the QAMSO respondents who rated their level of confidence in being able to support and facilitate learning, teaching, assessment and moderation processes, those who felt fairly or completely confident rose from 38% to 76% as a result of the professional learning.

Creative Learning Network – This work involved the delivery of a Storyline Project to develop skills and confidence in creative and innovative approaches to learning and teaching. 9 schools and 17 practitioners across Primary, Secondary and Special School settings participated, from Scottish Borders, East Lothian, Midlothian and Fife. As a result, there has been increased motivation and engagement in literacy and a 17% increase in pupils achieving literacy outcomes. Feedback from participants was positive, 89% agreeing that their practice has been positively impacted. Also within the session, universal professional learning on Creativity has been delivered to over 800 practitioners and there was an average increase of 24% attendance at the Creative Conversations sessions between June 21 and May 22. This year, the Creative Conversations YouTube channel has been launched and a new Creativity Progression Framework and suite of resources has been created and shared.

Leadership and Professional Learning Network – This work has involved the publication of a comprehensive weekly SEIC update, streamlining and promoting professional learning offers available across the region. As a key element of the SEIC Empowered System, five Research Schools were supported to complete a year-long, whole school professional enquiry to deliver improvements in their settings. In addition, work has been done to transform the SEIC website this session and as part of this, a platform for sharing professional learning from staff in SEIC settings who have participated in various professional learning over the past three years, including Research Schools, has been established.

Literacy Network – This work has involved the delivery of a new SEIC project to improve understanding and develop common approaches to writing at 2nd Level involving colleagues in collegiate planning, sharing of approaches to teaching and assessment, and moderation activities. As part of this work, a bank of professional learning resources and self-evaluation toolkits has been produced. 37 schools across 14 clusters from all 5 SEIC local authorities took part in three professional learning sessions and bespoke supports were provided to individual schools.

Numeracy Network – This work has involved the delivery of the SEIC – I SEE MATHS programme involving four webinars for P4-7 teachers with leadership responsibility for numeracy in schools across all five local authorities. Almost all participants agreed or strongly agreed that their learning from the course would have a positive impact upon the learners they teach. Further, 87% of participants stated that the training had a significant or very significant impact upon them as an education professional.

EVALUATION - SEIC Goal 2 – Supporting inclusion, equity and wellbeing

Inclusion, Equity and Wellbeing Working Group – This work involved supporting consistency of practice across SEIC, including alignment of the of 3 national drivers - The Morgan Review, UNCRC & The Promise and their overlapping key themes and recommendations. All local authorities have representatives who have engaged in a set of ‘Reviews, Rights and The Promise’ events that have taken place this session, exploring alignment between the 3 national drivers.

Wellbeing Network – This work has focused on reducing the stigma related to mental health and has involved promoting strategies to support positive emotional health and wellbeing. The SEIC Mental and Emotional Health and Wellbeing Award has been launched across the region.

UNCRC Network - The aim of this work was to raise awareness for whole school/ELC setting communities of their roles in ensuring effective implementation of UNCRC Articles. Practitioners from all local authorities have engaged in sessions to raise awareness of UNCRC and how to effectively implement this in schools/settings. All local authorities now have practitioners trained as trainers in delivering awareness raising session to colleagues within their own LA and have identified UNCRC as an ongoing priority within strategic plans.

Early Years/Pedagogy Network - The aim of this work has been to support high quality play pedagogy across the Early Level. This work has involved the creation of termly Early Level Pedagogy in Practice Pamphlets which have been circulated to early level settings in all local authorities. The pamphlet has been accessed by all types of provider including funded childminders, private providers and school settings including teachers in P1 and P2. In feedback forms received all respondents reported the pamphlet had supported them in improving the quality of play in their setting. In addition, Early Level Pedagogy Pioneer sessions were delivered to practitioners by practitioners in every sector of childcare (childminders, private providers and local authority settings). Bookings for Early level Pedagogy Pioneer webinars was significantly higher than all other areas with between 163 and 250 attendees.

Pedagogy Pioneers - The aim of this work was to empower practitioners to improve pedagogy, through peer to peer support at teacher and practitioner level, sharing innovative and effective practice. All Pedagogy Pioneers delivering sessions reported that the programme had supported the improvement of teacher efficacy and felt empowered as a result of engaging in this work. Practitioners from every sector and from all of the 5 LAs in SEIC have attended Pedagogy Pioneer sharing events. 92% of attendees reported that sessions were useful at some level. This year, the work also involved a bespoke element based on success of previous Pedagogy Pioneers who shared practice relating to play based pedagogy. At the end of every bespoke session, almost all respondents reported that their knowledge and understanding of play pedagogy had improved, the professional reading and support tasks set between sessions had supported their learning, and they would try something different in their setting as a result of their learning to improve play pedagogy. Final comparator audits evidence showed there had been an increase of 22% in confidence in delivering child initiated learning and 27% increase in confidence in assessing and observing. There has been an 80% increase in practitioners implementing teacher initiated learning through play pedagogy in their classroom. 40% in implementing child initiated learning and 35% increase in the use of appropriate assessment and observations methods in play pedagogy.

EVALUATION - SEIC Goal 3 – Using digital technologies to enhance learning

Digital Working Group – This work focused on the creation and delivery of a new model to support improved use of digital technologies to enhance learning. Through engagement with the Digital Schools Award Scotland framework, the SEIC Digital Schools Connector supported 55 schools from across the five local authorities. The Connector model offered monthly professional learning for key staff, drop in and 1-1 sessions to deepen understanding and plan next steps and a range of reflective tools and resources to create a strong framework of support. 88% of participating schools strongly agreed their knowledge had increased or improved due to engagement with the Connector model. 78% strongly agreed practice had been positively impacted. 76% of schools strongly agreed engagement with the Connector had supported school improvement. In terms of ongoing impact, 38% of schools who responded plan to submit evidence to achieve the Digital Schools Award by June 2022, 25% by October 2022 and 38% by December 2022. In addition, the digital work of this session involved colleagues collaborating on shared aspects from the SEIC Digital Needs Analysis, which included sharing strategic approaches to digital, frameworks, skills progressions and expertise.

Digital Network - 29 practitioners across the five local authorities collaborated to share expertise and reflections on how digital tools can enhance learning, teaching and assessment. Feedback using digital tools was identified as a focus aspect across the five local authorities and opportunities to collaborate and share practice were explored.

CLD Network - Connections were made with the DDI (Data Driven Innovation) programme to support family learning. Shared learning opportunities were created between CLD, YouthLink Scotland and teaching practitioners.

SEIC NETWORKS & WORKING GROUPS SURVEY

In session 2021-22, a wide variety of networks met regularly, providing the opportunity to build relationships, to share practice and tackle commonly experienced issues. In May 2022, network members were asked to share what they felt were the benefits of being part of a regional network, as well as their hopes for the networks for session 2022-23.

Key themes emerged from the feedback:

- It was beneficial to meet others with similar roles and responsibilities
- Positive views on the ability to collaborate, to share practice and to find out what's happening in other authorities
- Useful to be able to take part in professional dialogue, to share resources and professional learning opportunities
- Successful collaboration depended on attendance of network members and a clear purpose
- Well organised meetings and structure, with clear tasks and outcomes were key to success, it was not helpful when meetings were too informal
- Hope to continue to collaborate with colleagues from across the region, to identify needs, to work together, and to share approaches and materials

LOOKING AHEAD – SEIC PLAN 2022-23

This session, a series of national papers have been published that have set in motion the educational reform ahead. Key messages that directly shape the SEIC Plan and work ahead include:

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, Ken Muir Report, March 2022, principles include

- Article 29 UNCRC underpinning all work - I have the right to an education which develops my personality, respect for others' rights and the environment
- greater coherence and simplification of the policy and support landscape
- a reorientation of resource to provide place-based, responsive, bespoke support for teachers and practitioners
- an enhanced focus on ensuring high quality learning and teaching and increased collaboration among practitioners
- increased trust and confidence between local authorities, schools and national bodies
- greater resourcing and attention placed on ensuring the needs of individual learners are met
- the improved collation, sharing and use of data and intelligence to support continuous improvement

Review of the Regional Improvement Collaboratives, Scottish Government, December 2021

"From this review, there is evidence that RICs are having an impact on developing the skills of school staff, delivery of lessons, skills and consistency around assessment and moderation, leadership and improvement planning skills, collaboration between local authorities, and online learning opportunities for pupils."

The Scottish Attainment Challenge – Framework for Recovery and Accelerating Progress, March 2022

"Regional Improvement Collaboratives (RICS) continue to bring local authorities together to secure excellence and equity in education – including contributing to the mission of the Scottish Attainment Challenge – by:

Providing educational improvement support to practitioners through dedicated teams of professionals, drawing on local authority and Education Scotland staff and others;

Providing focus across partners through a joint regional plan and work programme, aligned to the NIF and to regional and local priorities; and

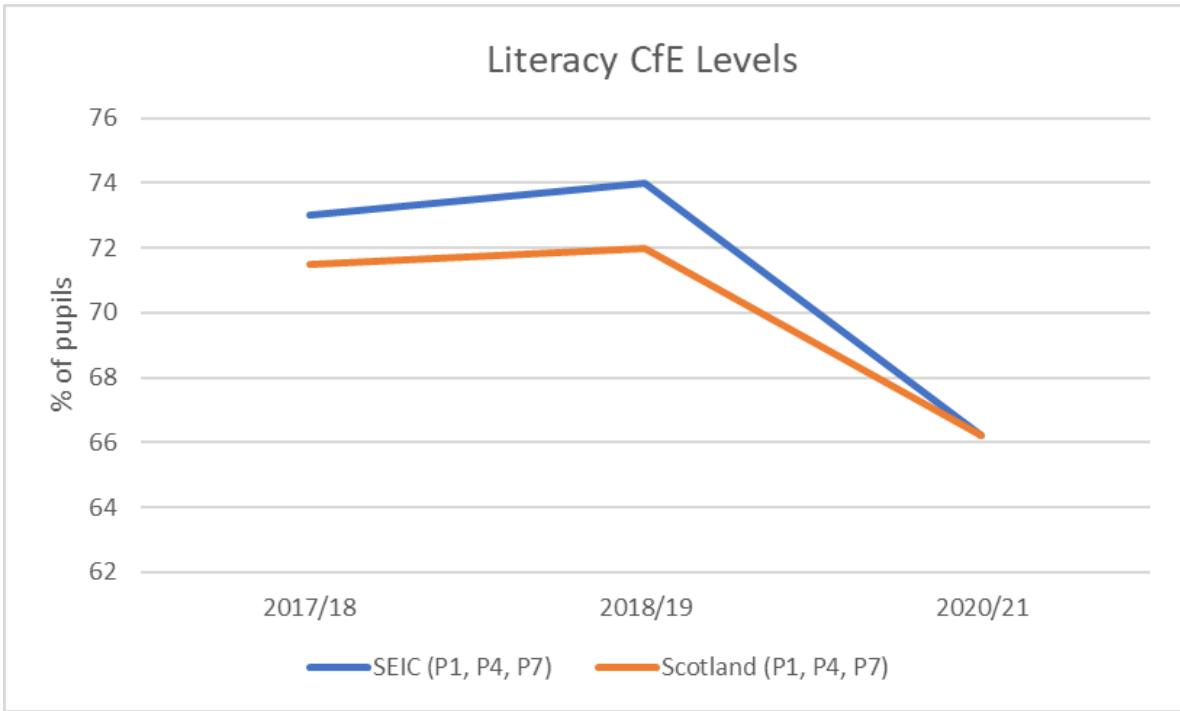
Facilitating and creating the conditions for impactful collaboration working between practitioners, schools and system leaders, including professional learning, innovation and the sharing of best practice."

Areas of Focus for 2022-23 – CASE FOR CHANGE

Self-evaluation at SEIC level, utilising available data and the direction of local and national policy have provided the basis for collaborative work for session 2022-23. Two key areas of focus have been agreed as shared local area priorities that local authorities have agreed as areas of collaboration across the region: literacy and learning pathways and positive destinations.

LITERACY:

The data below represents pupil performance across the SEIC over the past years. It demonstrates pupils' literacy achievement in P1, P4, & P7 has decreased in recent years. It is important to note that no performance data was collected in year 1 of the global pandemic and the second year of data may not be completely reliable.



Curriculum for Excellence Levels

The trend data for P1, P4 & P7 shows that SEIC has performed slightly below national level in the past years. For 2020/21, Literacy CfE levels for the SEIC region are similar to national level. However, Literacy CfE levels have been impacted from 2018/19 to 2020/21 (74% vs. 66.2%). The data supports the aim of SEIC to increase literacy achievements. Our RIC will add value through building networks and working collaboratively across our RIC and with partners we will further develop more bespoke collaborative opportunities to identify and share effective pedagogical and curricular approaches that can support recovery relating to literacy.

Links to Key NIF Priorities

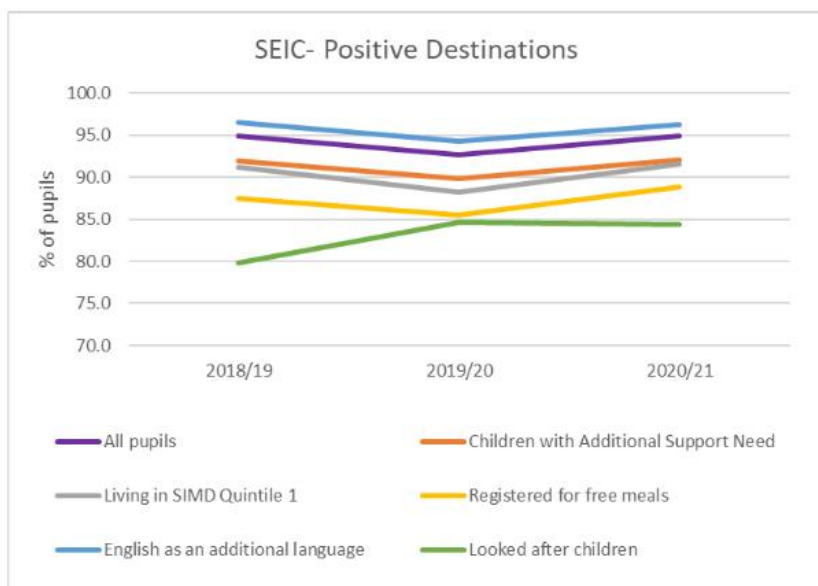
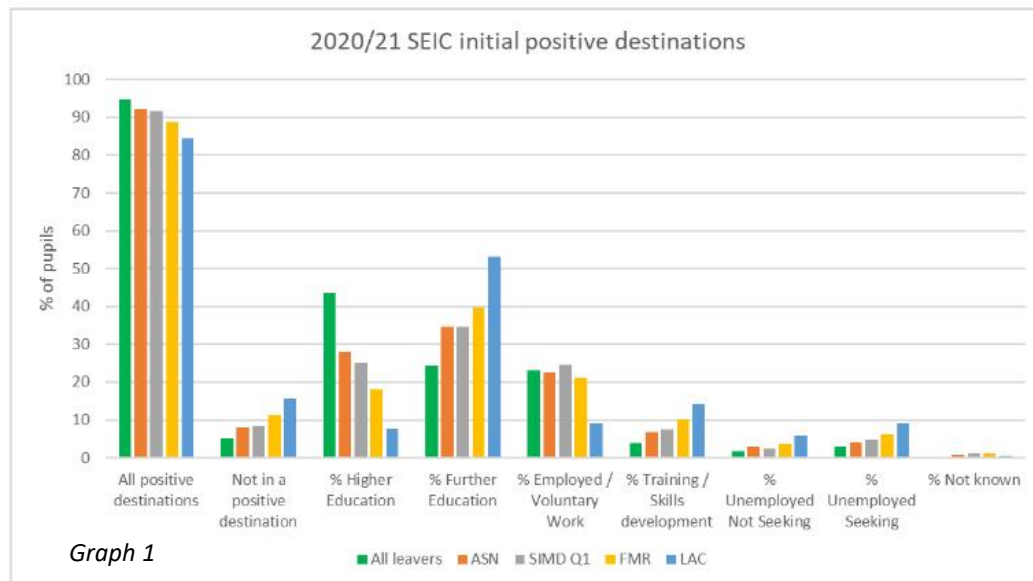
- Teacher & practitioner professionalism
- Curriculum and assessment
- School and ELC improvement
- Performance information
- School and ELC improvement

LEARNING PATHWAYS AND POSITIVE DESTINATIONS:

The data below represents the proportion of school leavers entering a positive destination from schools across the SEIC region.

Graph 1 shows the percentage of 2020/21 school leavers in the SEIC region broken down by initial destinations. The data indicates that the proportion of leavers entering a positive destination is lower for leavers with an additional support need, living in SIMD Q1, registered for free meals, and looked after pupils. However, the proportion of leavers who are unemployed is higher for leavers with an additional support need, living in SIMD Q1, registered for free meals, and looked after pupils.

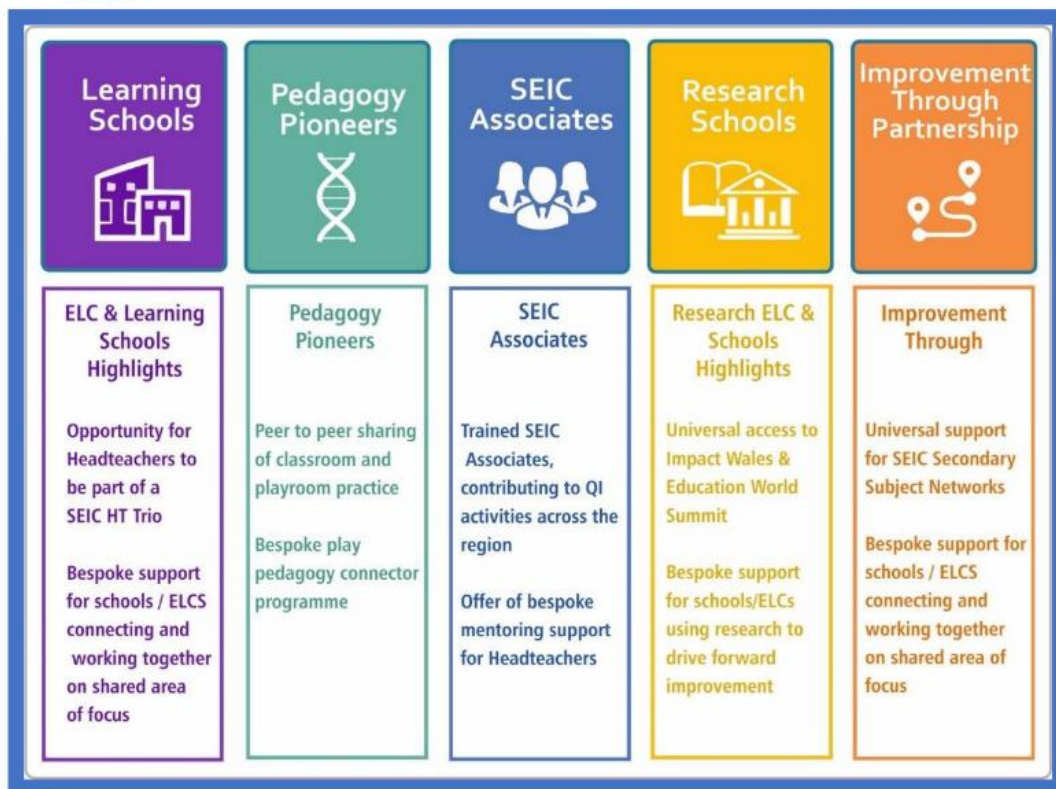
Graph 2 shows the percentage of school leavers entering a positive destination from schools across the SEIC region broken down by groups. The data indicates that the proportion of school leavers entering a positive destination is lower for pupils living in SIMD Quintile 1, registered for free meals, children looked after, and children with additional support needs.



Our RIC will add value by facilitating collaborative working across our RIC and with partner organisations including Education Scotland, colleges, universities, employers and qualification providers, we will support the development of relevant, engaging curricular experiences and pathways that meet the aspirational needs and skills development of all our children and young people, as well as ensuring more consistent approaches to transition that best places them to access high quality sustained, positive destinations in training, employment, Further and Higher Education.

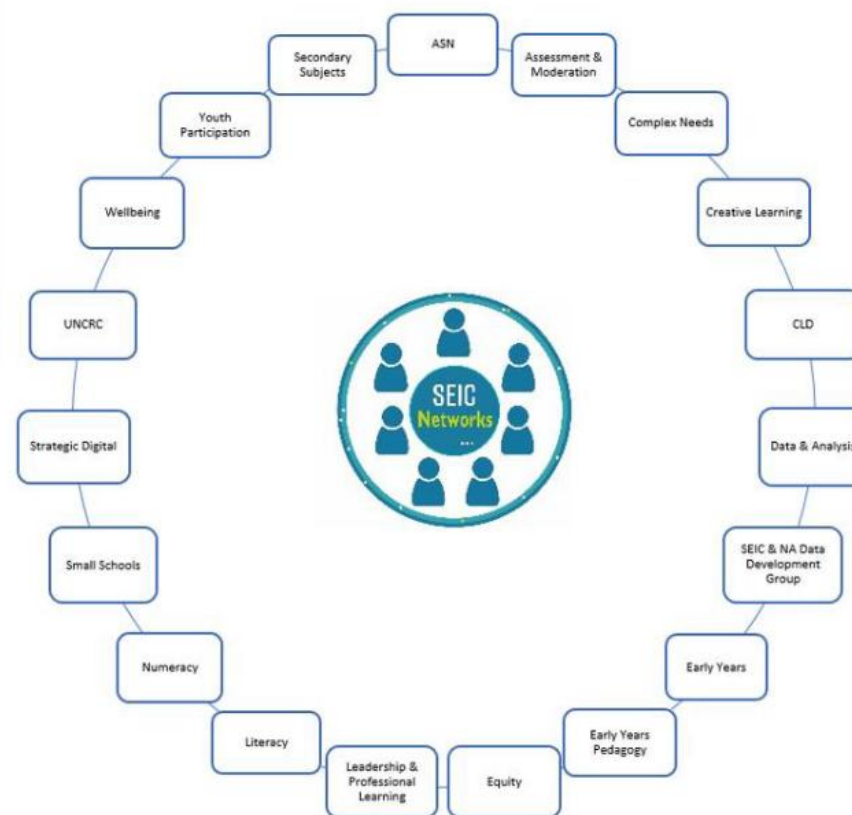
Links to Key NIF Priorities

- Human rights and learners at the centre
- School and ELC Leadership
- Parent/carers involvement and engagement
- Curriculum and assessment
- School and ELC improvement



The Empowered System 2022-23

This enables collaboration, builds capacity and provides opportunities for leaders, teachers and practitioners in all areas of the system to work together, share practice, and deliver improvement.



SEIC Networks 2022-23

SEIC Networks provide opportunities for collaboration on common areas of focus and need, and the sharing of approaches, ideas and practice.

All SEIC networks are self-sustaining which means that they set their own agenda, pace and areas of focus.

Tri Nation Collaboration



Grymuso ysgolion i wella deilliannau i bob dysgwr
Empowering schools to improve outcomes for all learners



A new collaboration across Northern Ireland, the South East of Scotland and Central South Wales has recently been established. A collaborative conference took place in June 2022 with delegates from across all three nations. Sharing of context, practice and approaches relating to recovery and particularly the use of digital technologies to enhance learning, as well as best use of support provisions to support the most vulnerable learners. Further collaboration will take place in 2022-23, building on the strong start to this new relationships across the nations.



SEIC and Northern Alliance Collaborative Data Development Project

This new cross RIC collaboration involves joint working to create the culture and conditions to support the use of data for improvement, and the development of a new data tool that can create a rounder picture of a learner, using live data, resulting in responsive, focused action & supports that lead to improved outcomes.

Data for Improvement:

Context

- understanding our children and young people and where they live

Awareness raising

- of pre-existing information and potential new data sets (e.g. health and wellbeing census)

Correlation

- how the identified data sets correlate with attainment and achievement through linkages with pupil level data, to augment SIMD

Insight

- derive more information by analysing pupil level wellbeing and learning data.

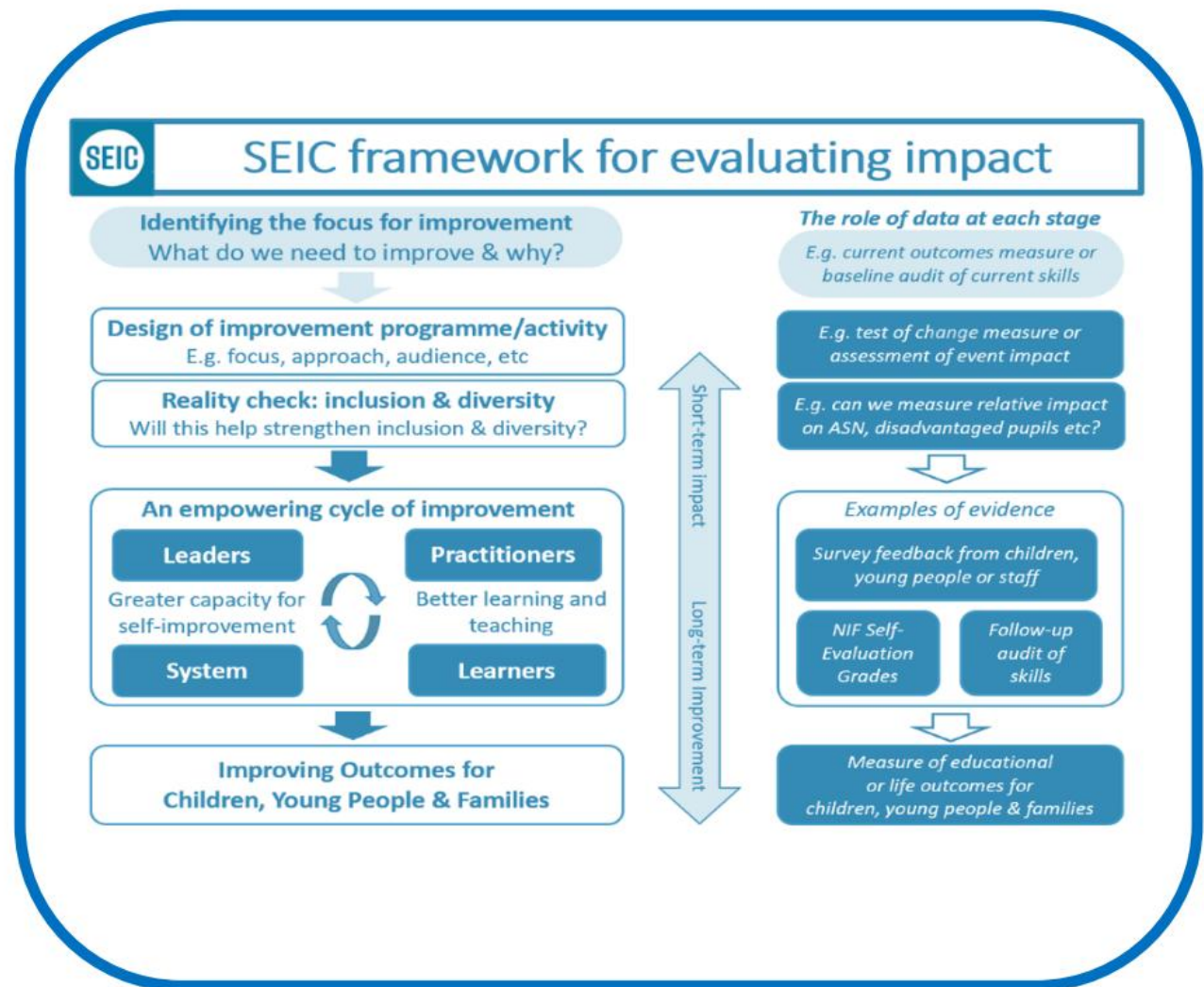
If practitioners had access to the right data, presented at the right level, in the right way, they would be better equipped to apply the most appropriate interventions to get it right for every child.

Measuring Impact

All contributors to the SEIC Plan for 2022-23 will report on progress and impacts on a regular basis, through the 5 Working Group Action plans, reflecting the universal and bespoke supports.

Settings involved in the bespoke supports will identify the specific outcomes they wish to shift by the end of the session and supports will be tailored to help achieve these individual goals. Supports will include effective writing of evaluative text to describe progress and impacts.

Collectively the shifting of outcomes will contribute to the improvements made by individual schools and at local authority level.



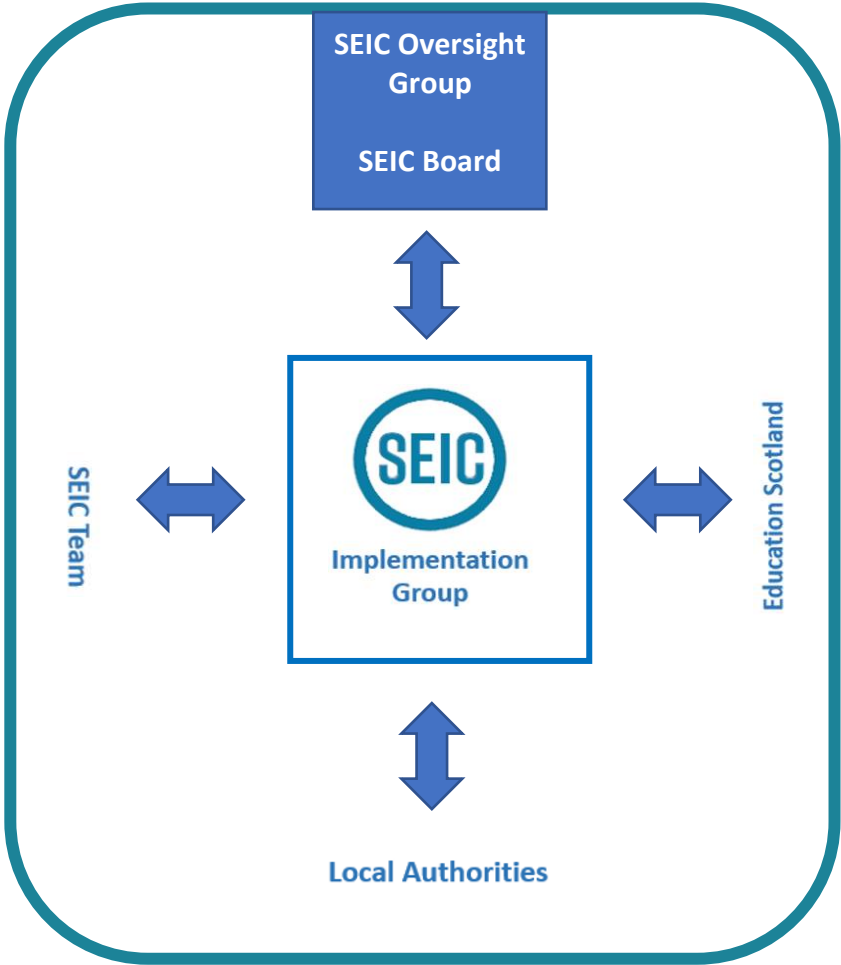
Governance Structure

The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland’s SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

The SEIC Implementation Group drives the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It will consist of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland’s SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

The SEIC Trade Union Group provides insight into member’s views and highlights any potential or real issues being experienced as a result of SEIC work. This group provides advice and support on ways of communicating key messages and offers of support for the benefit of their members.



Appendix 1

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

Key Risks	Mitigating Actions
<ul style="list-style-type: none"> • Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> • Ensure effective communication • Input locally and regionally for elected members • Local Authority Forums
<ul style="list-style-type: none"> • Sharing data sets 	<ul style="list-style-type: none"> • Data sharing agreement • Use of data already publicly available
<ul style="list-style-type: none"> • Seconded Staff Team 	<ul style="list-style-type: none"> • Clear communication about contract length • Time for quality transition • Staggered contracts to ensure some continuity
<ul style="list-style-type: none"> • CfE Data 	<ul style="list-style-type: none"> • Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> • Application of Children's Rights, specifically Article 29 	<ul style="list-style-type: none"> • Identification of outcomes and supports that will impact on learners
<ul style="list-style-type: none"> • Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> • Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities • Effective use of SEIC budget
<ul style="list-style-type: none"> • Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> • Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> • Further legislative changes in future 	<ul style="list-style-type: none"> • Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
<ul style="list-style-type: none"> • Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> • Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

Midlothian Families Project

Report by Derek Oliver, Chief Officer Place

Report for Decision

1 Recommendations

It is recommended that Cabinet:

- (a) Approves the use of the building to provide short term emergency accommodation to homelessness households with children or a pregnant person.
- (b) Approves funding the setting up of this project through the Ending Homeless Together Funding.

2 Purpose of Report/Executive Summary

The purpose of this report is to outline a proposal to utilise an existing council-owned building for use as temporary accommodation for homeless applicants with either a) dependent children; or b) a pregnant person within the household in Midlothian.

Date 28 September 2022

Report Contact:

Gillian McCusker, Senior Manager Housing and Wellbeing

Gillian.McCusker@midlothian.gov.uk

3 Background/Main Body of Report

- 3.1** In order to be compliant with the requirements of the revised Homeless Persons (Unsuitable Accommodation) (Scotland) Order 2020, Midlothian Council require families accommodation to be available for emergency use. Due to the exceptional population growth in Midlothian combined with cost of living challenges, it is highly likely there will be increased demand for homeless services.
- 3.2** Midlothian Council currently has two families' projects which provide fully furnished self-contained emergency accommodation. Onsite housing support is provided through a concierge service based within the building. This service is paid for through the service charge applied to these properties. Tenants remain in the accommodation for a very short period of time until they are provided with longer term temporary accommodation.
- 3.3** Cabinet approval was received for the first conversion to emergency family accommodation on 3 September 2019. This property comprises of 8 two bedroom properties. Cabinet approval was received for the second conversion to emergency family accommodation on 12th December 2020. This property comprises of 2 one bedroom flats, 1 two bedroom flat and 2 three bedroom flats.
- 3.4** Due to the tenant's support needs and sensitivity requirements in cases such as domestic violence (i.e. proximity to alleged perpetrator), it would be beneficial for the homeless service to have additional emergency family accommodation across Midlothian. Officers from Housing Services have identified a site which would be suitable for use as emergency homeless accommodation in the Midlothian area. The properties comprise of 2 three bedroom properties and 4 two bedroom properties.
- 3.5** At present all of the properties are unoccupied. The properties are in the process of being brought up to a lettable standard. All tenants who were previously resident in this property were awarded a management transfer and are suitably accommodated. We therefore have the opportunity to utilise the whole block for the provision of short term emergency accommodation.
- 3.6** The property is one which has been difficult to re-let through the usual route of allocation, resulting in extended void times and associated loss of rental income. This initial set up cost can be met through the funding received from the Scottish Government to fund Rapid Rehousing Transition Plan projects.

- 3.7** It is intended to provide an onsite concierge service. This is beneficial to facilitate the following:
- Enable prompt turnover of properties when they become vacant.
 - Ensure the safety of occupants, help to prevent instances of anti-social behaviour, and provide appropriate supervision to ensure residents are meeting the conditions of their occupancy agreement.

The cost of providing this service can be met through the service charge for the accommodation.

4 Report Implications (Resource, Digital and Risk)

4.1 Resource

The costs associated with setting up this project can be met through funding received from the Scottish Government's Ending Homeless Together Fund to support Local Authorities in the delivery of Rapid Rehousing Transition Plan activities and projects. The revenue generated by the project will support delivery of any concierge type service, and provision of replacement furnishings as a result of general wear and tear.

4.2 Digital

No impact

4.3 Risk

Use of the property reduces the risk of the council having to source accommodation in the private sector to meet its statutory homeless duties, undoing to achievements of ending the use of Bed and Breakfast accommodation. This also provides greater security to residents and ensures resident adhere to their occupancy agreement.

4.4 Ensuring Equalities (if required a separate IIA must be completed)

Social landlords perform all aspects of their housing services so that every tenant and other customer has their individual needs recognized, is treated fairly and with respect, and receives fair access to housing and housing services.

An Equality Impact Assessment was undertaken as part of the Rapid Rehousing Transition Plan ensuring all actions have taken account of the needs of equality groups in relation to homelessness.

4.4 Additional Report Implications (See Appendix A)

See Appendix A

Appendices

Appendix A – Additional Report Implications

Appendix B – Background information/Links

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

Midlothian Council and its Community Planning Partners have made a commitment to treat the following areas as key priorities under the Single Midlothian Plan:

- Reducing inequalities in the health of our population
- Reducing inequalities in the outcomes of learning in our population
- Reducing inequalities in the economic circumstances of our population

The themes addressed in this report impact on the delivery of the Single Midlothian Plan. Particularly in relation to the delivery of affordable housing, homelessness and health and social care outcomes.

A.2 Key Drivers for Change

Key drivers addressed in this report:

- ☐ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☒ Sustainable
- ☒ Transformational
- ☒ Preventative
- ☒ Asset-based
- ☐ Continuous Improvement
- ☒ One size fits one
- ☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- ☐ One Council Working with you, for you
- ☒ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious
- ☐ None of the above

A.4 Delivering Best Value

The proposed use of this building provides a use for an existing building in a residential area in Midlothian.

A.5 Involving Communities and Other Stakeholders

If approved, information will be presented to, and discussions held with, local ward Councillors.

A.6 Impact on Performance and Outcomes

Changing the use of the building for the provision of short term emergency temporary accommodation has a positive impact in terms of providing accommodation of an improved quality. Changing use will also reduce the risk of long term re-let times and the associated rent loss

A.7 Adopting a Preventative Approach

Addressing the needs of homeless clients at the earliest opportunity will assist in moving the balance of services and resources into preventing the need for longer term or future crisis support.

A.8 Supporting Sustainable Development

The proposed use of this building provides a use for an existing building in a residential area of Midlothian.

APPENDIX B

Background Papers/Resource Links - none

item	cost	quantity per property	2 bed cost	3 bed cost	total number req	total cost	Notes
washer	203.8	1	203.8	203.8	6	1222.8	
F/F	233.92	1	233.92	233.92	6	1403.52	
Hoover	65.54	1	65.54	65.54	6	393.24	could move from Gorebridge x4
Kettle	7.36	1	7.36	7.36	6	44.16	
chopping board	2.9	1	2.9	2.9	6	17.4	
dinner set	18.95	1	18.95	18.95	6	113.7	
cutlery	6.47	1	6.47	6.47	6	38.82	
pots	22.37	1	22.37	22.37	6	134.22	
Frying pan	4.29	1	4.29	4.29	6	25.74	
utensils	2.73	1	2.73	2.73	6	16.38	
tin opener	0.88	1	0.88	0.88	6	5.88	
bin	7.82	1	7.82	7.82	6	46.92	
pillow	1.79	dependent on size	7.16	10.74	22	39.38	4x2 bed / 2x3 bed
dbble bed and mattress	108.73	1	108.73	108.73	6	652.38	
dbble bed linen	15.52	1	15.52	15.52	6	93.12	
dbble duvet	10.43	1	10.48	10.48	8	62.58	
single bed and mattress	71.57	depends on size	143.14	286.28	16	1145.12	2 in 2 bed / 4 in 3 bed / may be able to move bunk beds
single bed linen	9.84	depends on size	19.68	39.36	16	157.44	2 in 2 bed / 4 in 3 bed
single duvet	7.26	depends on size	14.52	29.04	16	116.16	2 in 2 bed / 4 in 3 bed
cooker	175	1	175	175	6	1050	
sofas (2 seater)	240	depends on size	480	720	14	3360	2 in 2 bed / 3 in 3 bed
carpet per m2	6.77	depends on size					
vinyl per m2	7.12	depends on size					
TOTAL			1551.26	1972.18		10138.96	

Midlothian Council Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2021/22

Report by Chief Officer Place

Report for Decision**1 Recommendations**

1.1 It is recommended that Cabinet:

- (a) approves the Council's Report on Compliance with the Public Bodies Climate Change Duties for 2021/22; and
- (b) agrees to the submission of the report to Scottish Ministers by 30 November 2022.

2 Purpose of Report

2.1 The purpose of this report is to inform Cabinet of the Council's statement of compliance with its statutory climate change reporting duties for 2021/22, a copy of which is available in the CMIS Member's Library, and to recommend its submission to Scottish Government by the due date of 30 November 2022.

Date: 3 October 2022

Report Contact:

Richard Lamond, Research & Information Officer (Planning, Sustainable Growth and Investment Service)

richard.lamond@midlothian.gov.uk

3 Background

- 3.1 Since 2007, all Scottish local authorities have been signatories to Scotland's Climate Change Declaration; publicly committing themselves to reducing greenhouse gas emissions and taking steps to adapt to climate change impacts.
- 3.2 The Climate Change (Scotland) Act 2009 set economy-wide (not organisational) emissions reduction targets. It introduced a statutory requirement for public bodies to undertake 'climate change duties' and to operate in the way best calculated to contribute to delivering these targets and to help meet any Scottish programme for adapting to the impacts of a changing climate. The Scottish Government voted in 2019 to strengthen the Act's targets for cutting greenhouse gas emissions. It now requires a 75% cut in emissions by 2030 (compared to a 1990 baseline) and it set a net-zero emissions target for 2045. In 2019, Midlothian Council adopted a target of reaching net zero by 2030.
- 3.3 The Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015 requires local authorities and other major public bodies to report to Scottish Ministers each year on what they have done to comply with the above duties, the focus being estate and operational activity. Local authorities must submit reports by the end of November in respect of the preceding financial year.
- 3.4 The format of the report is prescribed by legislation and its administration is managed by the Sustainable Scotland Network (SSN). A copy of the Council's proposed submission is available in the CMIS Member's Library. This has been adapted from the exact proposed template return to SSN due to that spreadsheet pro-forma not being conveniently presentable for discussion at this Cabinet meeting. The version in the CMIS Member's Library is nevertheless an accurate representation of both the substance and spirit of the proposed return.
- 3.5 The sections of the report entitled 'Recommended Reporting: Reporting on Wider Influence' and 'Other Notable Reporting Activity' are non-statutory and often relate to activity and emissions beyond the Council's estate and operational activities (i.e. by others but able to be influenced by the Council).

4 Summary of the Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2021/22

- 4.1 This section provides a summary of the key findings of the Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties (PBCCD) 2021/22, hereafter referred to as the 'submission'.

STATUTORILY REQUIRED SECTION

PART 1: PROFILE OF REPORTING BODY

- 4.2 During the report year, the Council employed 4,032 full-time equivalent staff and its revised budget was £241,130,000.
- 4.3 According to the latest (mid-2021) estimates from National Records of Scotland (NRS), Midlothian Council provided services to 94,680 people. This was an increase of 1.6% on the mid-2020 estimate; the highest percentage increase of all Scottish local authorities over the period. Between now and 2031, NRS project that the population of Midlothian will grow by 13.5% compared to an equivalent Scotland-wide figure of 1.4%. This indicates the scale of growth locally and the attendant challenges and opportunities faced by the Council in addressing climate change.

PART 2: GOVERNANCE, MANAGEMENT AND STRATEGY

- 4.4 Political leadership in respect of climate change lies with a Cabinet of Elected Members drawn from the political administration. Council management and staff follow their directions. The Council's climate emergency motion of December 2019 is a primary driver for the response and how this is governed.
- 4.5 It led to the creation of the Climate Emergency Group to focus collective effort on meeting the commitments of the motion across Midlothian and within the Council. This is composed of representatives of the Council, industry, community groups and non-departmental bodies of the Scottish Government. Its work has led to several outcomes related to climate change forming part of the Single Midlothian Plan. The Plan in turn requires the Service Plans of Council departments to have regard to its aims, therefore service managers must take its commitments for carbon emissions into account when organising their activities.
- 4.6 The Council's Climate Emergency Motion of 2019 also led to the drafting of a new Climate Change Strategy and influenced the content of Midlothian's Covid-19 Route Map & Recovery Plan. A result of this is that the previous governance arrangements within the Council for climate change matters are set to be superseded by the introduction of a new Carbon Neutral by 2030 Board to fulfil the actions in the Strategy. It is intended that the Board will meet monthly, report to the Council's Business Transformation Board (chaired by the Chief Executive) and will comprise senior and service-level management from a range of teams that have a particular role in reducing the Council's carbon footprint.
- 4.7 While emissions reduction is a Council-wide priority, much of this activity is embedded within services in the Place Directorate, including:
- From Planning, Sustainable Growth and Investment – drafting the Council's new Climate Change Strategy and completing the annual PBCCD submission;

- From Property & Facilities – monitoring power/fuel use and take forward emissions reductions projects, including as part of the Council's Energy Services Company, Midlothian Energy Ltd;
 - From Neighbourhood Services – replacing street lights with low-energy LEDs and promoting sustainable and active travel; and
 - From Building Services - delivering the Energy Efficiency Standard for Social Housing (Passivhaus standard) and implementing the Local Authority Carbon Management Plan.
- 4.8 In the submission, Councils must identify specific climate change mitigation and adaptation objectives in its corporate plans. Those listed are:
- The Climate Emergency Declaration of December 2019 and the new Climate Change Strategy that was created in response to it;
 - The Single Midlothian Plan 2022/23, which aligns with the goal of the Declaration and has three overall priorities, one of which is 'significant progress is made towards net zero carbon emissions by 2030';
 - The Council's Capital Investment Strategy, as it includes objectives to promote low and zero-carbon technologies; and
 - Midlothian's Covid-19 Route Map & Recovery Plan, which promotes less carbon intensive work practices including 'digital by default'.
- 4.9 The submission requires the identification of other corporate documents and strategies that cover more specific areas of climate change work, such as adaptation, energy efficiency, transport and biodiversity. Those referred to include the Midlothian Active Travel Strategy, the Midlothian Local Development Plan and The Council's Procurement Strategy.

PART 3: EMISSIONS, TARGETS & PROJECTS

- 4.10 Estate/operational emissions for the purposes of the submission are those arising from the use of mains electricity, mains (i.e. natural) gas, mains water, heating and fuel oils, diesel and petrol. Table 3a of the submission shows that estate/operational emissions for 2021/22 were estimated to be 16,245 tonnes of carbon dioxide equivalent (tCO₂e). The table also shows that the trend in emissions is largely stagnant, with releases of CO₂ being around this level for the last four years. Table 3b of the submission breaks these overall emissions down into their component parts.
- 4.11 'Scope 1' emissions within tables 3a and 3b of the submission are those arising from the direct use (burning) of primary fuels by the Council. These increased by 461tCO₂e compared to the previous reporting year. This was due to natural gas consumption increasing by 4%, this being by far the biggest source of the Council's emissions. Other Scope 1 emissions are from:

- Gas oil use in Moorfoot Primary, Tynewater Primary and Vogrie Country House – a fall of 6% in emissions from this source on last year;
 - The use of fuels in the Council's vehicle fleet – a rise of 7% in emissions from this source; and
 - Claims for fuel used by staff in their own cars whilst on Council business – the 2021/22 reporting year is the first time that emissions from this source have been included. They totalled 18tCO₂e.
- 4.12 Electricity use in the Council's building portfolio accounted for most Scope 2 emissions and consumption of it increased by 7.5% over the previous year. The opening of the Danderhall Community Hub and Primary School was the single greatest change in power use by the Council in 2021/22 and so was a likely contributor. The other sources of Scope 2 emissions are from street lighting, which were similar to last year.
- 4.13 Scope 3 emissions are those resulting from electricity losses in the power network, water supply & treatment and those from homeworking employees. These are a minor component of the Council's emissions (6%) but it is worth highlighting that, using this methodology at least, organisations remain responsible for the carbon footprint of their employees work activities, wherever they are located. It should also be stated though that such a methodology does not factor in the emissions which have been avoided through employees not having to travel to and from work, which are likely to be substantial.
- 4.14 The submission also reports that 112,000kWh of renewable electricity was generated by the solar photovoltaic systems installed on the Council's estate. This avoided the release of 24tCO₂e from grid electricity not needing to be being imported.
- 4.15 It is important to consider the Council's emissions in the context of demographic trends. In 2014/15 for example, its carbon footprint was 23,500tCO₂e and Midlothian's population was 86,500. The respective figures for 2021/22 were 16,250tCO₂e and 94,680. This means that the carbon efficiency with which it has delivered its services over this time has improved dramatically, from 0.27tCO₂e annually per resident to 0.17tCO₂e – an improvement of 37%.
- 4.16 Another way of expressing the Council's carbon footprint would be to relate it to the size of its workforce. In 2014/15 this was 3,350, compared to around 4,030 in 2021/22. This means that the carbon footprint of its staff has reduced from 7.0tCO₂e per employee per year to 4.0tCO₂e per employee per year at present.

PART 4: ADAPTATION

- 4.17 This part of the submission sets out how the Council has assessed climate-related risks, arrangements for managing them and adaptation

actions. It references the role of the Midlothian Local Development Plan 2017 and its Strategic Flood Risk Assessment as well as the Forth Estuary Local Flood Risk Management Plan in determining risks (specifically flooding). The latter also assists in managing and adapting to such risks alongside internal Council plans which include the Severe Weather Plan and Winter Service Policy and Operational Plan. The submission also notes the role of the Midlothian Green Network Supplementary Guidance in enabling the natural environment to contribute to climate change mitigation and adaptation.

- 4.18 The Council's overall approach in the area of risk and accountability for it is outlined in its Risk Management Policy and Strategy which was reviewed in mid-2021 by a Risk and Resilience Group. This focuses on all risks that the Council may be exposed to and not exclusively on climate-related risks, though an objective of it is to anticipate and respond to environmental legislative requirements.
- 4.19 Part 4 of the submission also requires public bodies to demonstrate progress in delivering the goals of the Scottish Climate Change Adaptation Programme. The response on this topic highlights work in several areas: flood risk management projects, work to improve the energy efficiency of the Council's building stock and outdoor learning in nature. Further examples are provided of where the Council contributes to the goals of the Adaptation Programme in areas where local authorities are not specifically named.

PART 5: PROCUREMENT

- 4.20 The final mandatory part of the submission (other than validation and sign off information) sets out how procurement policies and activities contribute to compliance with climate change duties. It notes that environmental matters are addressed prominently within the Council's Procurement Strategy. It has five strategic themes to promote ethical standards, including staff in this area working to secure environmental benefits. In practical terms this may involve considering sustainability factors where appropriate in supplier selection and tender evaluation, and taking a whole lifecycle approach to costs. This section of the submission also refers readers onto relevant pages of the Public Contracts Scotland website where they can inspect the practical application of these principles.

RECOMMENDED REPORTING (NON-STATUTORY) PARTS

- 4.21 Table 1a of this part of the submission shows that Midlothian's per capita level of greenhouse gas emissions (those considered by the UK Government to be at least influenced by the Council) have reduced from 5.95tCO₂e in 2009 to 3.56tCO₂e in 2020 (the latest year for which an official figure is available). This equates to a reduction of 40%. The table also shows that the Midlothian's total emissions have fallen from 487,000tCO₂e in 2009 to 331,000tCO₂e in 2020. Most sectors have seen substantial falls over this timescale. Reductions in emissions

from transport however, one of the largest contributors to emissions, have been modest¹. This implies that continued work in this area is required, such as the roll-out of electric vehicle charging infrastructure and the continued promotion of active travel over motorised alternatives.

- 4.22 Under 'Other Notable Reporting Activity', table Q5 sets out climate change actions that are not readily amenable for inclusion elsewhere within the submission. Examples provided include work to improve biodiversity, investment in energy efficiency and renewable energy projects using Salix funding (Government funding to the public sector) and activities of the Council's Waste staff. The single largest component of table Q5 is given to the extensive work performed by Council staff in promoting active and low carbon transport, including promoting behavioural change, work done in schools to introduce children to active travel at a young age and efforts to encourage active travel amongst Council staff. This is particularly valuable given the difficulties of reducing emissions from this source.

5 Report Implications (Resource, Digital, Risk and Equalities)

Resource

- 5.1 Previous reporting to management noted that the Council's services were not adequately resourced to fulfil the requirements of the Climate Change (Scotland) Act. This was highlighted by an Internal Audit report in 2018 which noted that governance arrangements – specifically the Carbon Management Board and Climate Change & Sustainable Development Group – were not being put into practice. Implementing the actions within the Council's Climate Change Strategy, particularly the inception of the Carbon Neutral by 2030 Board and the recruitment of a Climate Change Officer, would help address this. The resourcing of this group and post, and the cascading of information from them is integral to future PBCCD submissions. These points were also highlighted in further work conducted by the Council's Internal Audit staff during the reporting year.
- 5.2 Similarly, the full completion of other portions of the pro-forma relies on the collaboration of managers and staff across the Council's services to support the work of the proposed Board and to ensure compliance with our statutory duties and avoid the risks noted below.

Digital

- 5.3 None.

¹ While transport emissions in Midlothian did fall from 151tCO₂e in 2019 to 118tCO₂e in 2020, this was likely due to reduced journeys over the periods of the Covid lockdowns rather than any transition to more sustainable travel options.

Risk

- 5.4 Under the Climate Change (Scotland) Act, Scottish Ministers may instruct investigations into PBCCD reports. The Scottish Government may assess them in relation to their compliance to monitor progress and their guidance conveys the message that responsibility for compliance with the public bodies' climate change duties rests with the reporting organisation, who risk legal challenge or reputational damage if this cannot be demonstrated.
- 5.5 Other scrutiny in this area has come from the local and national press, with some of their work focussing on Midlothian's activities or having been critical of the extent to which local authorities in general are accurately reporting on their emissions. Similarly, Audit Scotland released an investigation into public sector climate change duties compliance in September 2022. In 2019, a group of environmental lawyers wrote to 100 local authorities in England to warn them of the risk of legal action should they not adequately address their climate change obligations.
- 5.6 Though the content of the reporting template has remained largely similar over the last few years, expectations for what is included increased substantially prior to that. For example, the 2018/19 guidance stated that 'it is untenable for a public body not to have some form of [carbon reduction] target set and monitored'. This implies that alterations in what is required in future returns may expose any deficiencies in resourcing of climate change work within the Council.
- 5.7 This year's, and past submissions, demonstrate the wide range of activities that the Council has done to reduce its emissions. It should be borne in mind however, that part of the reduction in its carbon footprint since reporting began is due to the decarbonisation of grid electricity, a factor that it is not responsible for. 0.49kg of CO₂ equivalent was emitted per kWh of electricity generated in 2014/15, and in 2021/22 this figure was 0.23kg of CO_{2e}/kWh, a fall of 57%. This implies that should this trend stagnate, so too would any fall in Midlothian Council's emissions resulting from it. This can be countered by the Council generating more of its own renewable electricity and reducing its overall use too.

Ensuring Equalities

- 5.8 Not applicable. The people implications of this report relate to moderate aspects of the working practices of a limited number of staff and are primarily dealt with in relation to the Council's new Climate Change Strategy.

Additional Report Implications

- 5.9 For additional report implications see Appendix A.

Appendices

Appendix A – Additional Report Implications

Appendix B – Background Papers/Resource Links

APPENDIX A – Additional Report Implications

A.1 Key Priorities within the Single Midlothian Plan

Midlothian Council and its Community Planning Partners have made a commitment to reducing the impact of climate change as a key priority under the Single Midlothian Plan.

The recommendations of this report will assist in reporting on progress towards this goal.

A.2 Key Drivers for Change

Key drivers addressed in this report:

- ☒ Holistic Working
- ☐ Hub and Spoke
- ☐ Modern
- ☒ Sustainable
- ☐ Transformational
- ☒ Preventative
- ☐ Asset-based
- ☒ Continuous Improvement
- ☐ One size fits one
- ☐ None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- ☒ One Council Working with you, for you
- ☒ Preventative and Sustainable
- ☐ Efficient and Modern
- ☐ Innovative and Ambitious

A.4 Delivering Best Value

The PBCCD submission has been expanded in recent years to provide a more thorough account of activities that the Council has been doing in relation to climate change. This has been done partly through the use of information within existing department Service Plans and Performance Reports, ensuring that this expansion in the content of the submissions has been done in a manner which is as efficient as possible for staff. It has not involved the use of additional financial or equipment resources.

A.5 Involving Communities and Other Stakeholders

Not applicable – producing the PBCCD submission is an internal Council process.

A.6 Impact on Performance and Outcomes

The submission of the report will demonstrate compliance with climate change legislation. The comprehensive nature of the submission demonstrates commitment to go beyond the minimum requirements in this regard.

A.7 Adopting a Preventative Approach

The timely and thorough completion of the PBCCD submission reduces the likelihood of legal challenge or investigations into the Council regarding non-compliance with the requirements of climate change legislation. The participation of Council staff in making future submissions as comprehensive as possible is necessary in maintaining this position.

A.8 Supporting Sustainable Development

This report only concerns sustainable development in that it reports on what the Council is doing to promote it.

APPENDIX B – Background Papers/Resource Links

Midlothian Council Statutory Report to Scottish Ministers on Public Bodies Climate Change Duties 2021/22 – CMIS Library

2021-22 CLIMATE CHANGE ANNUAL REPORT TO SCOTTISH GOVERNMENT

PART 1 – PROFILE OF REPORTING BODY

1(a) Name of reporting body

Midlothian Council

1(b) Type of body

Local Government

1(c) Highest number of full-time equivalent staff in the body during the report year

4,032

1(d) Metrics used by the body

Specify the metrics that the body uses to assess its performance in relation to climate change and sustainability.

Metric	Unit	Value	Comments
			Midlothian Council did not use any such metrics to assess the climate change and sustainability performance of its estate/operations during the report year. Where the Council previously reported performance against its Carbon Management Plan (there was no such plan for this report year), this was simply in terms of tonnes of carbon dioxide equivalent (tCO ₂ e) by emission source (grid electricity, natural gas, diesel, etc.) without the use of any special metrics to relate emissions to floorspace, population, or such like.

1(e) Overall budget of the body

Specify approximate £/annum for the report year.

Budget	Budget comments
£241,129,666	This is the 'revised budget' figure. It is from the Council final outturn report and is a statement of the amount of budget allocated in line with Council governance. At the time of writing, the 21/22 financial statements are going through the audit process from external auditors Ernst & Young.

1(f) Report type

Specify the report year type

Report type	Report year comments
Financial	This report covers the 2021/22 financial year.

1(g) Context

Provide a summary of the body's nature and functions that are relevant to climate change reporting.

During the reporting year, Midlothian Council was responsible for the utility/fuel costs of:

- A building portfolio of around 200 premises that includes:
 - o 3 major administration offices (all located in Dalkeith)
 - o 4 works depots
 - o 9 libraries
 - o 39 schools
 - o 7 leisure centres and swimming pools (some of which are co-located on school premises)
- 19,895 street lighting points
- 948 signs
- 709 street lighting control cabinets
- 626 bollards
- 43 CCTV cameras and associated equipment
- 34 sets of traffic signal crossings and associated equipment
- 76 sets of traffic signals and associated equipment
- 275 vehicles, including those on a long-term lease. 21 of these are electric, of which 11 are leased. These include taking delivery in 2021/22 of four electric vans which were part funded by the Scottish Government's "Switched on Fleets" grant.
- 25 public electric vehicle charging points
- 2 pool bikes
- Various stair lighting and door entry systems, as well as Christmas/festive lighting.

According to the latest population estimates from National Records of Scotland (NRS), which are from mid-2021, Midlothian Council provided local authority services during the report year to a population of 94,680. This was an increase of 1.6% on the mid-2020 estimate; the highest percentage increase of all Scottish Local Authorities over the period. From mid-2011 to mid-2021, Midlothian has experienced the highest such population increase in Scotland at 13.5%, ahead of Edinburgh (10.5%) and some distance ahead of the third-fastest growing area (East Lothian, at 9.7%). Between now and 2031, NRS project that the population of Midlothian will grow to 107,000, which amounts to an increase of 13.5%. This compares to an equivalent Scotland-wide figure of 1.4% and is the greatest expected increase of any local authority nationwide. These figures are indicative of the scale of growth locally and the attendant challenges and opportunities faced by the Council in addressing climate change.

Further information on Midlothian Council is available at the ['Your Council'](#) page of our website.

PART 2 – GOVERNANCE, MANAGEMENT & STRATEGY

2(a) How is climate change governed in the body?

Provide a summary of the roles performed by the body's governance bodies and members in relation to climate change. If any of the body's activities in relation to climate change sit outside its own governance arrangements (in relation to, for example, land use, adaptation, transport, business travel, waste, information and communication technology, procurement or behaviour change), identify these activities and the governance arrangements. Provide a diagram / chart to outline the governance structure within the body.

Political leadership in respect of climate change lies with a Cabinet of Elected Members drawn from the political administration. Council management and staff follow their directions in relation to climate change mitigation and adaptation. The Council's motion of December 2019 declared a climate emergency and set the goal of making its activities net zero carbon by 2030 and has therefore become a primary driver for the response and how this is governed.

It led to the creation of the Climate Emergency Group to focus collective effort on meeting the commitments of the motion across Midlothian and within the Council. This is composed of representatives of the Council, industry, community groups and non-departmental bodies of the Scottish Government. The Group was convened by the Community Planning Partnership, who draw together public, voluntary and private sector bodies with local communities to deliver a shared plan to improve the lives of local people. In Midlothian, this is called the Single Midlothian Plan (SLP). Although this covers the whole of the area and not just the Council's activities, the SLP is approved by Elected Members and requires Council departments to have regard to its aims when creating their annual Service Plans. Therefore, since an outcome of the Single Midlothian Plan is for 'significant progress [being] made towards net zero carbon emissions by 2030', this means that relevant Service Managers within the Council must take its commitments for carbon emissions into account when organising their activities.

The Council's Climate Emergency Motion of 2019 also led to the drafting of a new Climate Change Strategy and influenced the content of Midlothian's Covid-19 Route Map & Recovery Plan. A result of this is that the previous governance arrangements within the Council for climate change matters are set to be superseded. These consisted of:

- The cross-divisional Climate Change & Sustainable Development Group, chaired by the head of the Council's Planning service which reported to senior management and Cabinet: and
- The Carbon Management Board, comprising Directors and the head of the Property & Facilities Management service, whose department previously produced two Carbon Management Plans and chaired cross-divisional meetings that reported to the Carbon Management Board.

These governance arrangements are therefore set to be superseded by the introduction of a new Carbon Neutral by 2030 board to fulfil the actions in the Strategy. It is intended that this new Board will meet monthly, report to the Council's Business Transformation Board (chaired by the Chief Executive) and will comprise senior and service-level management from a range of teams that have a particular role in reducing the Council's carbon footprint. It will also involve representation from Community Planning Partners.

Finally, governance of climate change matters can also come from the Council's Performance Review and Scrutiny Committee (PRSC), which is composed of Elected Members and is responsible for reviewing performance against policy objectives and commenting on decisions, policies and their impact. Cabinet has previously referred the Council's Public Bodies Climate Change Duties (PBCCD) report to the PRSC for evaluation. Through quarterly reporting, Cabinet and the PRSC receive summaries on performance in relation to the Single Midlothian Plan and corporate/service level actions and indicators. These include those that aim to reduce the Council's carbon footprint.

2(b) How is climate change action managed and embedded by the body?

Provide a summary of how decision-making in relation to climate change action by the body is managed and how responsibility is allocated to the body's senior staff, departmental heads etc. If any such decision-making sits outside the body's own governance arrangements (in relation to, for example, land use, adaptation, transport, business travel, waste, information and communication technology, procurement or behaviour change), identify how this is managed and how responsibility is allocated outside the body. Provide a diagram to show how responsibility is allocated to the body's senior staff, departmental heads etc.

While emissions reduction is a Council-wide priority, the governance structures described in 2(a) have allocated particular duties to some departments within its Place Directorate, namely:

- Planning, Sustainable Growth and Investment;
- Property & Facilities Management; and
- Neighbourhood Services.

Below are examples of the obligations that Managers of these services have taken on and have allocated to their staff.

Planning Sustainable Growth and Investment:

- The Planning Manager directed the content of the Council's Climate Change Strategy and its accompanying actions, including liaising with senior management on it. It is intended that this post will be a core member of the new Carbon Neutral by 2030 Board (see 2(a) above);
- A Lead Officer within the department organises the Climate Emergency Group and resulting actions;
- Its Researcher & Information Officer compiles the Council's annual Public Bodies Climate Change Duties (PBCCD) report, with input from many other services.

Property & Facilities Management:

- One of its service priorities is to reduce emissions from the Council's estate and work with partners to develop renewable power/heat and energy efficiency projects;
- The Energy Officer in this department monitors power and fuel use, provides input on this for the annual PBCCD report and implements energy reduction projects; and

- A Project Manager in this department progresses various energy efficiency and emissions reduction schemes, including as part of Midlothian Energy Ltd (MEL, the Council's Energy Services Company).

Neighbourhood Services:

- Their Roads Lighting team are pursuing an energy efficiency drive to replace existing street lights with low-energy LED equivalents;
- Several staff promote sustainable and active travel, including in schools, and also work on expanding the use of electric/low-emissions vehicles and improving charging infrastructure; and
- A Waste Services team who encourage recycling and resource efficiency, raise awareness and reduce the climate impact of their service delivery.

Other examples of how climate change action is embedded in the Council are:

- Building Services, who deliver the Energy Efficiency Standard for Social Housing scheme and will implement the Local Authority Carbon Management Plan;
- Procurement: see the dedicated section elsewhere in this report for more; and
- Land & Countryside Services, whose work involves ecological conservation, promoting biodiversity and reducing food emissions through local growing.

Further examples are provided in the Council's [Service Plans](#) that were in place for the reporting year. 'Integrated Impact Assessments' accompany these when they are agreed by Council and are completed by the relevant manager or lead officer and identify whether proposals for Council service delivery will have environmental impacts, including those relating to emissions.

2(c) Does the body have specific climate change mitigation and adaptation objectives in its corporate plan or similar document?

Provide a brief summary of objectives if they exist.

Wording of objective	Name of document	Document link
<ul style="list-style-type: none"> • The motion declares a climate emergency. • It aims to make the Council's activities net-zero carbon and achieve 100% clean energy across the Council's full range of functions by 2030. • It proposes producing an Action Plan to achieve this within 12 months. • It proposes the creation of: <ul style="list-style-type: none"> o A Citizen's Assembly to identify how the Council's activities might be made net-zero carbon by 2030; o A Climate Change Partnership Group, involving Councillors, residents, young citizens, climate science and solutions experts, businesses, Citizens Assembly representatives and other relevant parties. They will consider actions being developed by the Council and other partner organisations and develop a strategy in line with a target of net zero emissions by 2030; 	Council Climate Emergency Motion	Council's Climate Change Web Page

<ul style="list-style-type: none"> • The motion extends beyond Council activities – it has the aim of working towards making the Midlothian area zero carbon by 2030. 		
<ul style="list-style-type: none"> • Community Planning Partnerships draw together public, voluntary and private sector bodies, and local communities to deliver a shared 'plan' to improve the lives of local people based on evidence. In Midlothian, the plan is called the Single Midlothian Plan (SMP). This is what Midlothian calls its Local Outcome Improvement Plan, which is a legally required document. • It has three 5-year outcomes, one of which is: 'Significant progress is made towards net zero carbon emissions by 2030'. • It has five themes of work that will be carried out to achieve these outcomes, one of which is 'Sustainable Growth', which is the most important for the above outcome. There are several priorities in this theme, including: <ul style="list-style-type: none"> o Climate emergency awareness raising and community engagement; o Development of renewable energy; o Support and promotion of biodiversity; and o Sustainable transport. • The Council's Service Plan goals are aligned with those of the SMP and therefore help to achieve them. 	Single Midlothian Plan 2022/23	Community Planning in Midlothian
<ul style="list-style-type: none"> • The Capital Investment Strategy sets out the vision for capital planning in Midlothian based on the areas of work within the Single Midlothian Plan, one of which is 'Sustainable Growth'. • Under this theme, the Capital Investment Strategy includes various environmental objectives. The ones relevant to climate change are: <ul style="list-style-type: none"> o 'Promote sustainable energy solutions where this can be achieved in a manner acceptable in terms of the environment'; o 'Seek to achieve a high quality of design in all new development, including measures to promote community safety, low and zero-carbon technologies and resilience to the impacts of a changing climate'; o 'Safeguard and enhance biodiversity and take full account of development impact on the water environment whilst consideration is taken for its improvement'. 	Capital Investment Strategy 2018 – 2028	Capital Investment Strategy 2018 – 2028
<ul style="list-style-type: none"> • This contains a set of objectives that are structured around the Council's Climate Emergency Motion of 2019. • It identifies existing Council plans and strategies that will make a contribution to reducing its greenhouse gas emissions. • It looks at the breadth of areas in which the Council can help mitigate and adapt to climate change, including energy efficiency, recycling and waste treatment, sustainable development, sustainable travel and business processes. <ul style="list-style-type: none"> o Cross-service activities – both new and ongoing – that contribute to reducing the Council's carbon footprint in these areas are set out in an Action Plan that accompanies the Strategy. 	Scotland's Changing Climate – Midlothian's Climate Change Strategy	Council's Climate Change Web Page

<ul style="list-style-type: none"> o For each of these actions, the Council service responsible is identified and a timetable and desired outcome is specified. • The Strategy was approved by Council in August 2020. 		
<ul style="list-style-type: none"> • This is a Council-wide plan for how it will deal with the Coronavirus situation going forward. It was approved in June 2020. • It has six interventions intended to support Midlothian's recovery from the effects of the Coronavirus pandemic. These include a new effort to embed less carbon intensive work practices called 'digital by default, remote working and carbon neutral by 2030 approaches to the workplace and active travel'. o This aim is included in all four phases of the Route Map out of the situation. 	Midlothian's Covid-19 Route Map & Recovery Plan	Midlothian Covid Route Map

2(d) Does the body have a climate change plan or strategy?

If yes, provide the name of any such document and details of where a copy of the document may be obtained or accessed.

Yes. This is referred to in question 2(c), which provides a summary of its content. The Strategy can be found at the [Council's Climate Change Web Page](#).

2(e) Does the body have any plans or strategies covering the following areas that include climate change?

Provide the name of any such document and the timeframe covered.

Note that documents below may have expired or been superseded, however they are included as they were applicable during the reporting year.

Topic area	Name of document & link to it	Time period covered	Comments
Adaptation	Midlothian Green Network Supplementary Guidance	2018 until new Local Development Plan is adopted	<ul style="list-style-type: none"> • The Midlothian Green Network Supplementary Guidance (2018) supports the maintenance and expansion of the green network in the area. This will enable the network to provide the best possible contribution to climate change mitigation and adaptation through its various functions, such as: <ul style="list-style-type: none"> o Ensuring habitat connectivity to allow species to adapt to climate change through movement; o Encouraging retention and expansion of plants and trees to provide opportunities for carbon trapping or sequestration; and o Providing sustainable drainage and water attenuation opportunities to reduce the impact of storm events. • Its aims are delivered through planning applications, which are assessed in relation to whether they are compatible with the Guidance's goals.
Business Travel	Business Travel & Subsistence Policy - this is available internally for staff from the Council's intranet pages	2019 onwards	<p>One of the goals of this policy is to ensure that opportunities for reducing carbon emissions from business travel are maximised. It achieves this by:</p> <ul style="list-style-type: none"> • Encouraging employees to consider whether travel is necessary;

			<ul style="list-style-type: none"> • Promoting a travel hierarchy that encourages green transport modes; and • Paying cycle mileage to promote active travel use for business purposes.
Staff Travel	School Travel Plans - These are available from individual schools, some of which publish them on their website. They are also obtainable from the Council's School Travel Plan Co-ordinator: Gillian.Bathgate@midlothian.gov.uk	Individual School Travel Plans each cover a two year period	<ul style="list-style-type: none"> • Every Midlothian school has a School Travel Plan, and they are available from those individual schools. • They are traditionally updated every two years, though in recent times this cycle has been interrupted by the Covid pandemic, such as schools being closed and travel modes being altered. Staff are catching up with the Plans delayed during this period. • School Travel Plans enable the Council to monitor travel modes and are used to ask questions relating to active travel and what would encourage it over car use. This means that barriers preventing walking and cycling to school can be identified and tackled. They apply to both staff and pupils, with parents and staff in primary schools and pupils and staff in secondary schools being involved.
Energy Efficiency	Place Directorate Annual Performance Report / Place Directorate Service Plan	Updated Annually, but see the 'comments' to the right	<ul style="list-style-type: none"> • The Place Directorate Annual Performance Report and Service Plan both identify 'service priorities' for its departments. Many of these are related to energy efficiency, including: <ul style="list-style-type: none"> o Delivering the Energy Efficiency Standard for Social Housing programme; o Implementing the Local Authority Carbon Management Plan; and o Managing and monitoring energy usage and costs, and developing renewable energy and heat projects. • An Annual Performance Report and Service Plan were both in place for 2021/22. No Service Plan was produced for 2022/23 due to the change in political administration associated with the 2022 Council elections.
Fleet Transport	Place Directorate Annual Performance Report / Place Directorate Service Plan	Updated Annually, but see the 'comments' to the right	<ul style="list-style-type: none"> • The Place Directorate Annual Performance Report and Service Plan both identify 'service priorities' for its departments. Many of these are related to emissions reductions from fleet operations, these being the responsibility of the Neighbourhood Services Team. They include: <ul style="list-style-type: none"> o Promoting the use of environmentally friendly, low-emission vehicles; o Increasing the rates of active travel; and o Supporting the delivery of the Council's Climate Change Strategy and exploring options funding for electric vehicles and their charging infrastructure. • An Annual Performance Report and Service Plan were both in place for 2021/22. No Service Plan was produced for 2022/23 due to the change in political administration associated with the 2022 Council elections.
ICT	Digital Midlothian	2021 - 2023	<ul style="list-style-type: none"> • This Strategy was produced in 2021, partly in response to the Coronavirus pandemic. It proposes changes to the Council's working practices to use technology to deliver services more effectively and cost-efficiently. • It recognises that these changes are desirable for numerous reasons that include lowering the Council's carbon footprint, particularly by reducing the need for office-based working and staff transport – this goal is embedded in the Strategy.

Renewable Energy	Place Directorate Annual Performance Report / Place Directorate Service Plan	Updated Annually, but see the 'comments' to the right	<ul style="list-style-type: none"> The Place Directorate Annual Performance Report and Service Plan both identify 'service priorities' for its departments. Many of these are related to energy efficiency, including: <ul style="list-style-type: none"> Delivering the Energy Efficiency Standard for Social Housing programme; Implementing the Local Authority Carbon Management Plan; and Managing and monitoring energy usage and costs, and developing renewable energy and heat projects. An Annual Performance Report and Service Plan were both in place for 2021/22. No Service Plan was produced for 2022/23 due to the change in political administration associated with the 2022 Council elections.
Sustainable / Renewable Heat	Midlothian Local Development Plan	2017 onwards	<ul style="list-style-type: none"> The Midlothian Local Development Plan supports renewable and low carbon heating projects via policy NRG5 ('Heat Supply Sources and Development with High Heat Demand') and NRG6 ('Community Heating'). More detailed 'Supplementary Guidance' will also be produced on this to further support these projects. The Plan specifically identifies housing sites in the Shawfair area as locations where community heating is presumed. The Plan is the framework for development across Midlothian as a whole and is not limited to the Council's estate/operational interests. These will be taken forward by parts of the Council's Place Directorate and their Service Plan notes that the introduction of renewable technologies (including heat) is a 'Service Priority'.
Waste Management	Midlothian Council Waste Strategy - this document has yet to be finalised. It will be made publically-available after this takes place.	N/A - in draft form	<ul style="list-style-type: none"> This proposes changes to the Council's waste collection services to meet the Scottish Government's target of 70% recycling and composting of household waste and to enable compliance with the Household Recycling Charter for Scotland. It contains various recommended changes for waste services to ensure they are operating in the most efficient way possible and that they take environmental and climate change issues into account. Some of these recommendations may be listed as targets in future Public Bodies Climate Change Duties reports when the Waste Strategy is adopted.
Water and Sewerage	None		
Land Use	Midlothian Local Development Plan	2017 onwards	<ul style="list-style-type: none"> The Midlothian Local Development Plan contains many policies that support the sustainable development of land, renewable & low carbon heating projects and the promotion of active travel. These include: <ul style="list-style-type: none"> NRG5 – 'Heat Supply Sources and Development with High Heat Demand'; NRG6 – 'Community Heating'; NRG2 – 'Wind Energy'; ENV5 – 'Peat and Carbon Rich Soils', and; TRAN1 – 'Sustainable Travel'. The Plan is the framework for development across Midlothian as a whole and is not limited to Midlothian Council estate/operational interests. As such, the Council's Service Plans identify the

			roles of its various departments in applying the Plan's framework to the Council's interests, such as its own low carbon housing or renewable energy projects.
Adaptation	Winter Service Policy and Operational Plan	Winter 2021 - 2022	<ul style="list-style-type: none"> • The purpose of this Plan is to demonstrate that the Council has taken reasonable steps to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads, to fulfil its Statutory responsibilities as defined in Section 34 of the Roads (Scotland) Act 1984. • The Plan also specifically references climate change and notes that it can be implemented at any time of year. It notes that such instances are likely to occur with increased frequency and intensity due to climate change. It should be read in conjunction with the Council's Severe Weather Plan (both are updated every winter). This is referenced below.
Adaptation	Severe Weather Policy & Resources	Winter 2021 - 2022	<p>A variety of resources on severe weather are available on the Council intranet, including:</p> <ul style="list-style-type: none"> • A guide from the Met Office for Responders to National Severe Weather Warnings; • A SEPA/Met Office Flood Guidance Statement User Guide; • The Council's Severe Weather Plan, which provides: <ul style="list-style-type: none"> o A summary of the Met Office National Severe Weather Warning System and guidance on resulting action; and o A flexible framework for the management of a co-ordinated response by Midlothian Council and partner organisations to an emergency caused by severe weather. • The Council's Adverse Weather Policy for Schools and Community Learning Centres. This includes a number of key principles to assist decision-making by Head Teachers during adverse weather, as well as a communications protocol, transport procedures and information on health and safety criteria for taking the decision to close a school due to severe or hazardous weather.
Adaptation	Local Flood Risk Management Plan – Forth Estuary Local Plan District	2016 - 2022	<ul style="list-style-type: none"> • The Local Flood Risk Management Plan helps to implement the Flood Risk Management (Scotland) Act 2009. It translates this legislation into actions and covers tasks identified in the first planning cycle from 2016 to 2022. • Its objectives are to reduce overall flood risk (including to people) and to reduce economic damage to properties caused by flooding. • Adopting the plan and realising its outcomes will increase the Council's understanding of sources of flooding, the areas at risk and level of risk. Furthermore, it allows Council resources for managing flood risk and implementing and maintaining flood protection measures to be better prioritised and targeted. • Midlothian Council is involved in developing the replacement of the Plan, which is due to be published in late-2022.
Adaptation	Midlothian Local Biodiversity Action Plan	2019 - 2024	<ul style="list-style-type: none"> • The Local Biodiversity Action Plan identifies priorities and actions for improving biodiversity in Midlothian. It was produced by the Midlothian Biodiversity Partnership (which includes Midlothian Council) and was adopted by the Council in February 2019. • It focuses on six priority areas and identifies actions required of each group involved in the Partnership. It also must be considered in the assessment of planning applications in Midlothian.

			<ul style="list-style-type: none"> • It relates to climate change in terms of: <ul style="list-style-type: none"> o Promoting actions to enhance wildlife corridors so that biodiversity is more resilient to its impacts. o Suggesting a variety of water management actions so that water courses and bodies adapt to climate change.
Adaptation	Biodiversity Duty Report	2017 – 2020 (see comments)	<ul style="list-style-type: none"> • The Nature Conservation (Scotland) Act 2004 requires public bodies to further the conservation of biodiversity in delivering services, having regard to the Scottish Biodiversity Strategy. The Wildlife and Natural Environment (Scotland) Act 2011 requires public bodies to publish a 'Biodiversity Report' every three years that sets out the actions taken by the public body in carrying out its biodiversity duty. The latest report was presented to the Council's Cabinet meeting of December 2020. • The report has a section which describes how the Council has integrated biodiversity into nature-based solutions to the climate emergency.
Staff Travel	Flexible Working Policy - this is available internally for staff from the Council's intranet pages.	2020 onwards	<p>Midlothian Council's Flexible Working Policy includes the provision for employees to request to work from home for all or part of their role. It thereby enables the Council to decrease the emissions resulting from its staff commuting to and from work.</p> <p>It has applied since 2014 and was updated in early 2020. Its aims have been partly superseded by the 'digital by default' approach where home-working is recommended for most staff following the Coronavirus pandemic. It is one of several strategies and initiatives aimed at addressing the impact of staff travel on the Council's carbon footprint. Others are described regularly throughout this document, including elsewhere in the answer to this question.</p>
Land Use	Shawfair Sustainable Growth Agreement	2019 onwards	<ul style="list-style-type: none"> • Sustainable Growth Agreements (SGAs) are voluntary, non-legally binding, formal agreements through which organisations and SEPA can explore new and innovative ways to improve environmental performance and focus on practical actions that deliver environmental, social and economic success. • An SGA for Shawfair was agreed between the Council, Shawfair LLP and SEPA in December 2019. It identifies opportunities for increased collaboration in low carbon heating, sustainable working practices, and the promotion of active travel. <ul style="list-style-type: none"> o One of the SGA's key projects is the planned district heating system for Shawfair town centre. This will be powered by surplus, zero carbon heat from the nearby recycling and energy recovery centre.
Energy Efficiency	Effective Working in Midlothian Strategy (EWiM) / Council Building Rationalisation	2007 onwards	<ul style="list-style-type: none"> • EWiM refers to the rationalisation of the Council's office and depot estate. It involved establishing operating costs, staff occupancy and service delivery, but also had indirect benefits for energy efficiency and emissions. This was because one of its goals was to achieve the cost-effective use of Council property, which led to improved building occupancy levels (creating efficiencies regarding

			<p>the heat and power used in them) and flexible working (that reduced staff travel and the emissions associated with it).</p> <ul style="list-style-type: none"> • The pandemic accelerated the adoption of remote working and enhanced digital capability across the Council's estate and EWIM's general principles were part of plans for Building Rationalisation that were put to Council in June 2021. • The Council is taking these principles forward by looking at developing a hybrid model of working to better utilise office space. As part of this, data is being gathered to inform and prioritise the most effective way forward in order to efficiently use working space and to address the Council's Net Zero aim.
Energy Efficiency	Local Housing Strategy 2021 – 2026	2021 - 2026	<ul style="list-style-type: none"> • One of the intended outcomes of the Local Housing Strategy is that 'housing in all tenures will be more energy efficient and fewer households will live in, or be at risk of, fuel poverty'. It includes several 'Key Actions' that the Council will pursue to achieve this: <ul style="list-style-type: none"> o Target energy efficiency advice at households most at risk of fuel poverty; o To achieve Passivhaus standard on all directly commissioned housing in order to meet the Scottish Government's New Build Heat Standard; o Improve knowledge of the levels, extent and nature of fuel poverty and energy efficiency of housing, with a focus on older properties; o Promote the support available from the Scottish Government to help owners transform their properties and meet the minimum energy efficiency standards for the private and social rented sectors by 2030; and o Continue to provide/facilitate services to maximise household income and reduce fuel poverty.
Energy Efficiency	Strategic Housing Investment Plan (SHIP) 2022/23 - 2026/27	2022/23 - 2026/27	<ul style="list-style-type: none"> • SHIP developments help to fulfil the aims of the Local Housing Strategy, one of which is to increase the energy efficiency of homes. • Projects are scored on their environmental impact, which includes the use of renewable technologies. This helps to ensure that projects with better environmental credentials are prioritised for development ahead of other less sustainable alternatives. • The latest SHIP details potential sites for 2,602 new affordable homes to be built between 2022/23 and 2026/27. Of these, 965 units are expected to receive additional funding due to them meeting the 'greener homes' standard - this number is likely to increase as renewable technology becomes more commonplace in new housing designs.
Energy Efficiency	Net Zero Housing Design Guide	N/A	<ul style="list-style-type: none"> • The Council agreed at its meeting of 29/03/2022 that all new Council houses shall be built in line with this. • It was developed in cooperation with Smith Scott Mullan Associates and is intended to give designers, consultants, developers, contractors and others a clear briefing on the standards that Midlothian Council is seeking to achieve in new developments. These are in line with wider national and local policies, along with Midlothian Council's commitment to become a net zero carbon Council by 2030.

			<ul style="list-style-type: none"> • The Design Guide incorporates best practice on how to achieve net zero in housing developments, including through a series of checklists which developers will use to demonstrate how their project meets a comprehensive range of sustainability and low carbon criteria.
Energy Efficiency	Midlothian Council Building Heating Policy - this is an internal Council document	2019 onwards	<ul style="list-style-type: none"> • The aim of this policy is to set and control building temperature ranges in the heating season (approximately 13th October – 31st May) in order to help manage the Council's carbon footprint. • The policy applies to all workplaces where Midlothian Council has control and sets minimum, maximum and ideal temperatures for different building types (e.g. schools, offices and leisure centres).
Energy Efficiency	Midlothian Health and Social Care Partnership Strategic Plan	2019 - 2022	<ul style="list-style-type: none"> • The Midlothian Health & Social Care Partnership brings together parts of Midlothian Council and NHS Lothian. It is governed by the Integrated Joint Board and provides services that enable people to live longer, healthier lives. • Their Strategic Plan acknowledges the housing-related challenges in achieving their aims. The Board recognise the importance of improving the energy efficiency of homes and reducing fuel poverty in particular, and identify this as a 'key housing-related action'. • Work has begun work on a replacement Strategic Plan, with a draft going out to public consultation in early 2022.
ICT	IT Procurement Frameworks	Various, depending on equipment type.	<ul style="list-style-type: none"> • Almost all Council desktop, laptop and monitors are bought through Scottish Government frameworks. The predominant ones used are those for desktop client devices, workstation client devices, mobile client devices, web based and proprietary devices, and office equipment. <ul style="list-style-type: none"> o Corporate Solutions and Digital services have used these to continue their rolling refresh of hardware with significant numbers of older, less energy efficient devices being replaced year on year. • These ensure that the Council's carbon footprint from its purchase of IT equipment is as small as possible as the latest energy efficiency and environmental accreditations are incorporated into the minimum specification in the frameworks.
Other	Economic Growth Strategy 2020 - 2025 (+ Midlothian Economic Renewal Strategy)	2020 - 2025	<p>Topic area covered: sustainable development.</p> <ul style="list-style-type: none"> • The Strategy contains several 'Strategic Priorities', one of which is to improve the vibrancy of Midlothian's town centres and make them more environmentally-friendly. • There are several 'key actions' that aim to promote this goal: <ul style="list-style-type: none"> o Creating low carbon/energy efficient business co-working space at Shawfair; o Reducing CO₂ emissions per capita; o Developing a Carbon Charter and aiming to sign up new businesses to it; and o Identifying a site for a modern, light industrial use and low carbon business park. • The Economic Renewal Strategy is an addendum to the original Strategy. It was created in response to the economic challenges resulting from the Coronavirus pandemic. It has several environmental objectives including:

			<ul style="list-style-type: none"> o Supporting businesses to do sustainable travel options appraisals; o Targeting increased referrals to Zero Waste Scotland/Resource Efficient Scotland for free environmental audits; and o Launching the Midlothian Carbon Charter.
Other	Midlothian Community Planning Partnership - Strategic Assessment	2019 – 2022	<p>Topic areas covered: biodiversity, transport, energy efficiency.</p> <ul style="list-style-type: none"> • The aim of the Strategic Assessment is to provide an insight into the main issues that present a threat or risk to the communities within Midlothian. It does this using 'PESTEL' analysis – topics are broken down into political, economic, social, technological, environmental and legal themes. The environmental component of this examines issues such as biodiversity, waste and transport. • The Strategic Assessment guides the Community Planning partners when setting outcomes and indicators of the legally required Local Outcomes Improvement Plan which in Midlothian is the Single Midlothian Plan.
Other	Midlothian Physical Activity, Sport and Health Strategy	2018 - 2023	<p>Topic areas covered: staff travel, business travel, active transport.</p> <p>The Midlothian Physical Activity, Sport and Health Strategy 2018 - 2023 aims to encourage everyone in Midlothian to be more active whether this is through work, play, sport, travel or leisure. The strategy provides direction for the Council's approach to raising awareness of the benefits of physical activity and encouraging the people of Midlothian to be more active.</p> <p>Though much of the focus of the strategy is on increasing participation in physical activity and sport, it also has a strand that is aimed toward increasing the amount of active travel that people do, including to work.</p>
Other	Midlothian Compact Agreement	2020 – 2025	<p>Topic area covered: various areas of work on climate change.</p> <ul style="list-style-type: none"> • The Midlothian Compact is an agreement and plan for how the Council will work together with its third sector partners. • It recognises that climate change is one of the key challenges that work between the Council and its third sector partners must address. It outlines several actions for this area of work, which include the need to create new networks and opportunities to bring community members, the third sector and the public sector together to address climate change.
Other	Midlothian Active Travel Strategy	2018 - 2021	<p>Topic areas covered: staff travel, business travel, active transport.</p> <ul style="list-style-type: none"> • The Active Travel Strategy has nine objectives and an accompanying action plan, which are geared towards increasing walking and cycling and therefore reducing motorised transport and the associated greenhouse gas emissions. It contains a map of the region and settlements, showing existing infrastructure and identifies routes for new infrastructure and the priority level of these

			<p>projects. It also contains details on cross-border routes and specifies national, regional and local policies that contributed to its development.</p> <ul style="list-style-type: none"> • The action plan contains a set of actions covering topics such as infrastructure and network development and school engagement. Some of the objectives are also linked to monitoring activities and targets. • Work on updating the Active Travel Strategy is underway: <ul style="list-style-type: none"> o An initial consultation took place over winter 2021/22 which included an Active Travel Survey of Council staff; o The findings of the consultation report as well as other analysis will be used to create a new strategy and action plan. The latter will include a prioritised list of infrastructure projects to support walking, wheeling, cycling and multi-modal journeys; and o The updated strategy will inform the new Midlothian Local Development Plan and the proposed new Local Transport Strategy.
Other	Midlothian Council Procurement Strategy 2018 - 2023	2018 - 2023	<p>Topic area covered: procurement.</p> <ul style="list-style-type: none"> • There are five strategic themes to the Procurement Strategy, one of which is 'environmental benefits'. This is detailed on page 17, in relation to the Sustainable Procurement Duty. It specifically references consideration of the impact of procurement activities in relation to climate change. • The importance of the environmental credentials of suppliers are also emphasised elsewhere by Procurement, such as on the overview of the tender process web page and within the Terms and Conditions for the Purchase of Goods. The latter specifies, for example, that contracts with both suppliers to the Council and their sub-suppliers may be terminated if obligations relating to environmental law are not fulfilled. • Updating the Procurement Strategy is a service priority for Legal and Procurement Services, as stated in the Corporate Solutions Performance Report for 2021/22.
Other	Midlothian Council Local Procurement Strategy 2021	2021 until superseded	<p>Topic area covered: procurement.</p> <p>This helps to further the aims of the Council's overall 2018 – 2023 Procurement Strategy (see above) and also:</p> <ul style="list-style-type: none"> • Sees the Council use its spend to actively encourage and support a growing, diverse and resilient local business base, to work towards its Carbon Neutral by 2030 ambitions; • Places more emphasis on considering any negative externalities of procurement, for example the impact on the environment; and • Further promotes the use of local suppliers where appropriate, to help reduce the carbon footprint of the Authority's activity, such as those associated with transport which would otherwise be higher if less local alternatives were used.

2(f) What are the body's top 5 priorities for climate change governance, management and strategy for the year ahead?

Provide a brief summary of the body's areas and activities of focus for the year ahead.

- 1) To finalise the governance and membership arrangements for and then commence the work of the Council's Carbon Neutral by 2030 Board;
- 2) To put in place a 'Net Zero Expert' service within Economic Development. This is a function that will sit in the Council's Economic Development team which will aim to provide a specialist business support service to local companies to assist the transition to net zero and complement the work already performed in this area by Business Advisors.
- 3) To co-ordinate and participate in the Midlothian Community Planning Climate Emergency Group alongside community partners to pursue climate change related action across Midlothian.
- 4) For Council development planners to work more closely with Midlothian Energy Limited to help progress their various emissions reductions and renewables projects, including to integrate their work into the relevant parts of the next Local Development Plan and its associated output.
- 5) Introduce a recurring monthly feature on climate matters within the All Staff Weekly Email to increase awareness of the topic amongst Council staff.

2(g) Has the body used the Climate Change Assessment Tool (a) or equivalent tool to self-assess its capability / performance?

If yes, please provide details of the key findings and resultant action taken.

(a) This refers to the tool developed by Resource Efficient Scotland for self-assessing an organisation's capability / performance in relation to climate change.

Midlothian Council used the Climate Change Assessment Tool for the first time in the previous reporting year. It provides an overall rating of capability/performance and ratings for five areas within an organisation. The results were:

- Governance – a score of 13 out of 28 (or 46%);
- Emissions – a score of 8 out of 30 (or 27%);
- Adaptation – a score of 10 out of 28 (or 36%);
- Behaviour – a score of 10 out of 20 (or 50%); and
- Procurement – a score of 6 out of 16 (or 38%).

The overall rating was a score of 47 out of 122 (or 39%).

2(h) Supporting information and best practice

Provide any other relevant supporting information and any examples of best practice by the body in relation to governance, management and strategy.

The Council's Internal Auditors have undertaken a planned audit of the Council's climate change work, including the most recent PBCCD report. They also scrutinised a past report in a similar manner. This work has led to recommendations in relation to governance, management and strategy for how the Council should proceed with future PBCCD reports and work in sustainability and climate change matters more generally.

PART 3 – CORPORATE EMISSIONS, TARGETS AND PROJECT DATA

3(a) Emissions from the start of the year which the body uses as a baseline (for its carbon footprint) to the end of the report year

Complete the following table using the greenhouse gas emissions total for the body calculated on the same basis as for its annual carbon footprint / management reporting or, where applicable, its sustainability reporting. Include greenhouse gas emissions from the body's estate and operations (a) (measured and reported in accordance with Scopes 1 & 2 and, to the extent applicable, selected Scope 3 of the Greenhouse Gas Protocol (b)). If data is not available for any year from the start of the baseline year to the end of the report year, provide an explanation in the comments column.

(a) No information is required on the effect of the body on emissions which are not from its estate and operations.

(b) This refers to the document entitled "The greenhouse gas protocol. A corporate accounting and reporting standard (revised edition)", World Business Council for Sustainable Development, Geneva, Switzerland / World Resources Institute, Washington DC, USA (2004), ISBN: 1-56973-568-9.

Year	Year type	Scope 1	Scope 2	Scope 3	Total	Units	Comments
2016/17	Financial	10,726	8,949	5,287	24,962	tCO ₂ e	This year is used as the default baseline year as it was the first year following the expiration of the Council's last Carbon Management Plan.
2017/18	Financial	11,418	9,730	1,036	22,184	tCO ₂ e	
2018/19	Financial	10,191	5,459	641	16,290	tCO ₂ e	
2019/20	Financial	10,587	4,874	590	16,051	tCO ₂ e	
2020/21	Financial	10,904	4,085	976	15,965	tCO ₂ e	
2021/22	Financial	11,364	3,914	967	16,245	tCO ₂ e	Relates to emissions detailed in table 3b, which include gas and electricity consumption in estate buildings, fuel use by the Council's fleet and electricity consumption associated with street lighting.

3(b) Breakdown of emission sources

Complete the following table with the breakdown of emission sources from the body's most recent carbon footprint (greenhouse gas inventory); this should correspond to the last entry in the table in 3(a) above. Use the 'Comments' column to explain what is included within each category of emission source entered in the first column. If there is no data consumption available for an emission source enter the emissions in kgCO₂e in the 'Consumption' column of one of the "Other" rows and assign the scope and an emission factor of 1.

(a) Emissions factors are published annually by the UK Department for Business, Energy & Industrial Strategy

Emission source	Scope	Consumption data	Units	Emission factor	Units	Emissions (tCO ₂ e)	Comments
Grid electricity (generation)	Scope 2	13,279,175	kWh	0.21233	kg CO ₂ e/kWh	2,819.6	This data relates to Council estate buildings for which it is responsible for the utilities cost. These include (but are not limited to) schools, offices, leisure centres and libraries. The data also encompasses consumption from stair lighting, door entry systems, car charging points and Christmas lighting.
Grid electricity (transmission & distribution losses)	Scope 3	13,279,175	kWh	0.01879	kg CO ₂ e/kWh	249.5	This data relates to Council estate buildings for which it is responsible for the utilities cost. These include (but are not limited to) schools, offices, leisure centres and libraries. The data also encompasses consumption from stair lighting, door entry systems, car charging points and Christmas lighting.
Grid electricity (generation)	Scope 2	5,152,254	kWh	0.21233	kg CO ₂ e/kWh	1,094.0	Refers to powered assets such as street lights, road signs and traffic signal equipment.
Grid electricity (transmission & distribution losses)	Scope 3	5,152,254	kWh	0.01879	kg CO ₂ e/kWh	96.8	Refers to powered assets such as street lights, road signs and traffic signal equipment.
Natural gas	Scope 1	49,920,955	kWh	0.18316	kg CO ₂ e/kWh	9,143.5	This data relates to Council estate buildings for which it is responsible for the utilities cost. These include (but are not limited to) schools, offices, leisure centres and libraries, as well as Bonnyrigg District Heating.
Water - supply	Scope 3	121,217	m ³	0.11	kg CO ₂ e/m ³	13.3	Refers to all of the Council's estate.
Water - treatment	Scope 3	11,515	m ³	0.23	kg CO ₂ e/m ³	2.6	Refers to all of the Council's estate.
Gas oil kWh	Scope 1	860,586	kWh	0.25679	kg CO ₂ e/kWh	221.0	Relates to gas oil consumption within Moorfoot Primary School, Tynewater Primary School and Vogrie Country House.
Petrol (average biofuel blend)	Scope 1	16,891	litres	2.19352	kg CO ₂ e/litre	37.1	Relates to fuel consumption from the Council's vehicle fleet.
Diesel (average biofuel blend)	Scope 1	674,473	litres	2.51233	kg CO ₂ e/litre	1,694.5	Relates to fuel consumption from the Council's vehicle fleet.
Gas oil litres	Scope 1	90,638	litres	2.75857	kg CO ₂ e/litre	250.0	Relates to fuel consumption from the Council's vehicle fleet.
Average car – unknown fuel	Scope 1	107,018	km	0.17148	kg CO ₂ e/km	18.4	Relates to staff mileage claims – using their own vehicles to fulfil their employment duties - in 2021/22.
Homeworking emissions	Scope 2	0.5	of staff	0.3	tCO ₂ e/FTE/yr	605.0	This figure is based on a figure of 50% of full-time equivalent (FTE) staff working from home during 21/22. This percentage is an estimate.

3(c) Generation, consumption and export of renewable energy

Provide a summary of the body's annual renewable generation (if any), and whether it is used or exported by the body.

Technology	Renewable Electricity		Renewable Heat		Comments
	Total consumed by the body (kWh)	Total exported (kWh)	Total consumed by the body (kWh)	Total exported (kWh)	
Solar photovoltaics		112,042			<p>The systems that generated this electricity total 100kW of installed capacity. They are:</p> <ul style="list-style-type: none">• Gore Glen Primary School (capacity 6.25kW, commissioning date 09/2016);• Bilston Primary School (capacity 3.75kW, commissioning date 09/2016);• Roslin Primary School (capacity 6.24k, commissioning date 03/2017);• Penicuik Pool & Library (capacity 11.55kW, commissioning date 03/2019);• Loanhead centre (capacity 12.03kW, commissioning date 10/2018);• Bonnyrigg Primary School (capacity 11.55 kW, commissioning date 03/2019);• Cuiken Primary School (capacity 12.38kW, commissioning date 03/2019);• St Andrew's RC Primary School (capacity 12.38kW, commissioning date 03/2019);• Woodburn Primary School (capacity 11.55kW, commissioning date 03/2019);• Lasswade Campus (capacity 12.10 kW, commissioning date 03/2019). <p>The majority of these systems were installed during 2018/19 year as part of a package of measures under the Non-Domestic Energy Efficiency scheme.</p>

3(d) Organisational targets

List all of the body's targets of relevance to its climate change duties. Where applicable, targets for reducing indirect emissions of greenhouse gases, overall carbon targets and any separate land use, energy efficiency, waste, water, information and communication technology, transport, travel and heat targets should be included. Where applicable, you should also provide the body's target date for achieving zero direct emissions of greenhouse gases, or such other targets that demonstrate how the body is contributing to Scotland achieving its emissions reduction targets.

Name of target	Target	Boundary / scope of target	Target completion year	Progress against target	Comments
Number of street lights replaced with LED lanterns	700 lighting columns replaced with LED versions	Scope 2	2022/23	740 replaced in 2020/21, 702 replaced in 2021/22 (saving 1,256 tonnes of CO ₂).	Each LED light replaced reduces energy consumption by a factor of five, compared with standard units.
Develop proposals for a district heating network and energy centre at Shawfair.	Negotiate proposals with Planning Officers to enable a planning application for the energy centre to be submitted and approved.	All emissions	2022/23	Application for the energy centre submitted in July 2022. Application for the pipework consented in January 2022.	Developing the plant will save around 2,000tonnes of CO ₂ per year, compared with non-renewable heat sources.
Progress two separate pilot social housing projects adopting Passivhaus design standards	30 housing units built	Energy use in buildings	2022/23	Construction underway on both sites. Units due for occupation in 2022/23	Other Passivhaus developments are being and will be taken forward throughout Midlothian by the Council too.
Energy Efficiency Delivery Plan for the Council's social housing	Set up a project team with budget and governance to oversee the development of an Energy Efficiency Delivery Plan	Energy use in buildings	2022	Report to Council with recommendations for next steps submitted in March 2022.	This work involves investigating options around achieving the best practical solutions and feasibility of achieving net zero carbon or better across the housing estate by 2030.
The percentage of Council fleet which is 'Green'	8% of vehicles	Transport	2021/22	8.2%	Reported in the Place Directorate Annual Performance Report.

3(d)(a) How will the body align its spending plans and use of resources to contribute to reducing emissions and delivering its emission reduction targets?

Provide any relevant supporting information

Midlothian Council delivers its priorities through the Single Midlothian Plan (SMP). This has several aims in relation to emissions reduction, including the development of renewable energy, climate emergency awareness raising and promoting sustainable transport.

Service Plans and Performance Reports for each Council department outline the priorities for their staff and the resources at their disposal, together with measurement indicators to determine progress. These documents are expected to show connections to the SMP and therefore must outline how services are using and will use their resources to meet the SMP's climate change related objectives. The Council's Capital Investment Strategy sets out the vision for capital planning in Midlothian and discusses how resources are allocated to align with the themes of the SMP. Accordingly, it includes the objectives of 'promoting sustainable energy solutions' and 'low and zero-carbon technologies and resilience to the impacts of a changing climate', therefore these areas will be particular targets for investment.

Reports presented to meetings of Midlothian's Council and Cabinet also outline how the matters/actions they describe support sustainable development and the use of the Council's resources in doing so.

3(d)(b) How will the body publish, or otherwise make available, its progress towards achieving its emissions reduction targets?

Provide any other relevant supporting information. In the event that the body wishes to refer to information already published, provide information about where the publication can be accessed.

Given that they contain data on the Council's current emissions volume and sources, together with data for previous years, the annual Public Bodies Climate Change Duties Return will document progress towards achieving Midlothian Council's emissions reduction targets. These reports are presented to the Council's Cabinet each year prior to submission and such items are publically-available via a '[Council, Cabinet and Committees](#)' webpage. The Council's '[Sustainable Development and Climate Change](#)' web page will also be updated each year with the latest submission.

3(e) Estimated total annual carbon savings from all projects implemented by the body in the report year

If no projects were implemented against an emissions source, enter "0".

If the body does not have any information for an emissions source, enter "Unknown".

If the body does not include the emissions source in its carbon footprint, enter "N/A".

Emissions source	Total estimated annual carbon savings (tCO ₂ e)	Comments
Electricity	2	These figures refer to the projects detailed in question 3f. Savings are from Salix projects. For more details on this scheme, see the 'Other Notable Reporting Activity' table at the end of this document.
Natural gas	20	

3(f) Detail the top 10 carbon reduction projects to be carried out by the body in the report year

Provide details of the 10 projects which are estimated to achieve the highest carbon savings during report year.

Project name	Funding source	First full year of CO ₂ e savings	Capital cost (£)	Project lifetime (years)	Primary fuel/emission source saved	Estimated carbon savings per year (tCO ₂ e/annum)	Estimated costs savings (£/annum)	Comments
St David's Primary School	Salix	2021/22	2,151	20	Grid electricity	1.5	894	Refers to the installation of external LED lighting in a project that will save 30tCO ₂ e over its lifespan.
Penicuik High School	Salix + capital	2021/22	7,259	20	Natural gas	20	4,183	Refers to the installation of thermostatic radiator valves in a project that will save 135tCO ₂ e over its lifespan.

3(g) Estimated decrease or increase in the body's emissions attributed to factors (not reported elsewhere in this form) in the report year			
If the emissions increased or decreased due to any such factor in the report year, provide an estimate of the amount and direction.			
Emissions Source	Total estimated annual emissions (tCO₂e)	Increase or decrease in emissions	Comments
Estate changes	15	Increase	Of this increase, around 8.5 tonnes was due to increases in electricity use at Council sites, particularly the opening of the Danderhall Community Hub and Primary School. This was partially offset by closures and reductions in use elsewhere, such as the former Danderhall Primary School, Danderhall Leisure Centre and Danderhall Library. Changes in gas consumption led to the increase of the remaining 6.5 tonnes. This was mainly underpinned by the same estate changes as noted above for electricity, though the closure of the former St. Mary's Primary School was also a contributory factor.
Service provision			
Staff numbers	3.5% (not tCO ₂ e)	Decrease	Staff numbers reported in Part 1 of this report are 4,032. The equivalent number for the previous report was 3,824. Total emissions for these respective years are 16,269tCO ₂ e and 15,965 tCO ₂ e. This equates to a 3.5% year-on-year decrease in emissions per member of staff.
Other (specify in comments)			

3(h) Anticipated annual carbon savings from all projects implemented by the body in the year ahead		
If no projects are expected to be implemented against an emissions source, enter "0". If the organisation does not have any information for an emissions source, enter "Unknown". If the organisation does not include the emissions source in its carbon footprint, enter "N/A".		
Emissions source	Total estimated annual carbon saving (tCO₂e)	Comments

3(i) Estimated decrease or increase in emissions from other sources in the year ahead			
If the body's corporate emissions are likely to increase or decrease for any other reason in the year ahead, provide an estimate of the amount and direction.			
Emissions source	Total estimated annual emissions (tCO₂e)	Increase or decrease in emissions	Comments

3(j) Total carbon reduction project savings since the start of the year which the body used as a baseline for its carbon footprint

If the body has data available, estimate the total emissions savings made from projects since the start of that year ("the baseline year").

Total savings	Total estimated emissions savings (tCO ₂ e)	Comments
Total project savings since baseline year	886	Refers to savings made since 2016/17 from the implementation of emissions reductions projects across the Council's estate. These are taken from the entries made for question 3e for each of those reporting years. Respectively, these are 68, 55, 407, 93 and 263 tCO ₂ e in those years. These are savings made from Salix, capital and Non Domestic Energy Efficiency Framework projects.

3(k) Supporting information and best practice

Provide any other relevant supporting information and any examples of best practice by the body in relation to corporate emissions, targets and projects.

The energy consumption and emissions data in this section was provided by the Energy Assistant Development Officer from the Council's Property & Facilities Management department. They monitor energy consumption across the Council's buildings on a monthly basis. Accurate monitoring is aided by automatic read meters installed and improvements in data capture enabling the remote monitoring of the readings.

Midlothian Council has been taken part in 'Green Heat in Green Spaces / Park Power'. This is a project from Greenspace Scotland that has involved half of Scotland's councils and public sector bodies exploring how urban greenspaces can be used to transition to low carbon heat. Work has involved:

- o Midlothian Council participating as a 'Core Partner' to identify potential opportunities and develop proposals for a project feasibility report;
- o Discussions with Park Power and early feasibility work into incorporating renewables into a town centre regeneration project and a small district heating scheme for Council buildings using a ground source heat pump; and
- o Focussing on the Council's non-housing building portfolio to establish the extent of the enhancements required to make these green heat sources viable and the relevant cost/benefit of the interventions in order to prioritise resources.

This work has been shared with Midlothian Energy Ltd (MEL, the Council's joint venture energy company with Vattenfall) who are taking it forward as part of district heating projects and the findings will also feed in to the Council's Local Heat and Energy Efficiency Strategy.

MEL are also planning a number of other carbon reduction projects. These include solar PV, electric vehicle charging, direct wire electricity, Non-Domestic Energy Efficiency Framework measures, hydroelectric and hydrogen. It is estimated that such schemes will lead to an investment of £90 - £100m over the next five years. There is also the potential to expand the district heating project in Shawfair, which is going through planning, into neighbouring sites. MEL also intend to engage with various departments from Councils in Edinburgh and East Lothian to scope the potential for cross-boundary emissions reductions projects too.

PART 4 – ADAPTATION

4(a) Has the body assessed current and future climate-related risks?

If yes, provide a reference or link to any such risk assessment(s).

The Council produced an updated Climate Change Risk Assessment in 2021/22 to assess its exposure in this area. The assessment is based on:

- The categories of risk identified in the UK Climate Change Risk Assessment 2017 – Summary for Scotland, produced by the UK government's Committee on Climate Change;
- An additional criteria – 'Compliance, Governance & Management Risks'; and
- Midlothian Council's Climate Change Strategy – the document assesses the risk to the Council associated with the targets and actions in this, noting the impact and likelihood of failing to meet the Strategy's actions in a risk assessment matrix.

During the 2021/22 reporting year, The Council's Internal Audit department also assessed the risks to the Council of not meeting its climate change obligations.

Current and future climate-related risks due to flooding have been assessed through the risk assessment and Strategic Environmental Assessment of the Midlothian Local Development Plan 2017. The Strategic Flood Risk Assessment identifies the area's functional flood plain and collates information on all sources of flood risk, including the Scottish Environment Protection Agency (SEPA) Indicative River and Coastal Flood Risk Maps. It was used to inform the development strategy of the Plan and these documents are available [here](#) and [here](#).

The Council also assessed climate-related flooding risks when preparing the [Forth Estuary Local Flood Risk Management Plan 2016 - 2022](#), which helps to implement the Flood Risk Management (Scotland) Act 2009 and translates it into actions. Its objectives are to reduce overall flood risk to people and to reduce economic damage to properties caused by flooding. Adopting the plan and the realisation of its outcomes has increased the Council's understanding of sources of flooding and the areas at risk and level of risk. Ongoing risk assessment also takes place via meetings with Scottish Water, NatureScot and SEPA. These often cover issues such as flood risk and habitat/species which are at risk due to climate change.

Current and future climate-related risks are also covered by the Midlothian Community Planning Partnership [Strategic Assessment](#). It aims to provide an insight into the main issues that present a threat or risk to communities within Midlothian. It does this using 'PESTEL' analysis, and environmental issues – such as climate change – are examined as part of this. For example it discusses the implications for the Council of the Climate Change (Scotland) Act 2009 and The Climate Change (Emissions Reduction Targets) (Scotland) Act 2019. It guides Community Planning partners on the content of the Local Outcomes Improvement Plan.

Climate change-related risks are also assessed when various Council policies are drafted - see question 4b below.

4(b) What arrangements does the body have in place to manage climate-related risks?

Provide details of any climate change adaptation strategies, action plans and risk management procedures, and any climate change adaptation policies which apply across the body.

Midlothian Council Winter Service Policy and Operational Plan:

- The purpose of this Plan is to demonstrate that the Council has taken reasonable steps to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads, to fulfil its Statutory responsibilities as defined in Section 34 of the Roads (Scotland) Act 1984.
- The Plan also specifically references climate change and notes that it can be implemented at any time of year. It notes that such instances are likely to occur with increased frequency and intensity due to climate change. It should be read in conjunction with the Council's Severe Weather Plan (both are updated every winter).

Midlothian Council Severe Weather Policy & Resources:

- A variety of resources on severe weather are available on the Council intranet, including:
- A guide from the Met Office for Responders to National Severe Weather Warnings;
- A SEPA/Met Office Flood Guidance Statement User Guide;
- The Council's Severe Weather Plan, which provides:
 - A summary of the Met Office National Severe Weather Warning System and guidance on resulting action; and
 - A flexible framework for the management of a co-ordinated response by Midlothian Council and partner organisations to an emergency caused by severe weather.
- The Council's Adverse Weather Policy for Schools and Community Learning Centres. This includes a number of key principles to assist decision-making by Head Teachers during adverse weather, as well as a communications protocol, transport procedures and information on health and safety criteria for taking the decision to close a school due to severe or hazardous weather.

Local Flood Risk Management Plan – Forth Estuary Local Plan District:

- The Local Flood Risk Management Plan helps to implement the Flood Risk Management (Scotland) Act 2009. It translates this legislation into actions and covers tasks identified in the first planning cycle from 2016 to 2022.
- Its objectives are to reduce overall flood risk (including to people) and to reduce economic damage to properties caused by flooding.
- Adopting the plan and realising its outcomes will increase the Council's understanding of sources of flooding, the areas at risk and level of risk. Furthermore, it allows Council resources for managing flood risk and implementing and maintaining flood protection measures to be better prioritised and targeted.
- Midlothian Council is involved in developing the replacement of the Plan, which is due to be published in late-2022.

Integrated Impact Assessments:

- Integrated Impact Assessments are systematic, evidence-based checks to consider the risks and impacts of policies and decisions on legal duties in relation to equality, human rights, sustainability and the environment.
- In relation to the environment, they require the author to identify and examine impacts of decisions on:
 - Reducing greenhouse gas emissions;
 - Planning for and adapting to climate change;
 - Air, water and soil pollution;
 - The efficient use of energy and materials; and
 - Enhancing biodiversity.

The Council's new Climate Change Strategy proposes the creation of a Carbon Neutral by 2030 board (see part 2 of this report). Its exact remit is to be determined, but it is likely that it would also be a key channel for managing climate-related risks to Council activities in future.

4(c) What action has the body taken to adapt to climate change?

Include details of work to increase awareness of the need to adapt to climate change and build the capacity of staff and stakeholders to assess risk and implement action. The body may wish to make reference to the Scottish Climate Change Adaptation Programme ("the Programme").

Midlothian Council's Climate Change Strategy raises awareness amongst staff of the need to adapt to climate change. It contains a section on mitigation and adaptation measures, which result in specific goals being set in its Action Plan. It also proposes a Carbon Neutral by 2030 board (see part 2 of this report) and it is likely that it would be a channel for building the capacity of staff and stakeholders to assess risk and implement actions relating to climate change. This has also been furthered by the completion during the reporting year of the Council's new Climate Change Risk Assessment.

Assessing risk and implementing action to adapt to climate change will also be enhanced by the Council's Risk Management Policy and Strategy, which provides a systematic and formalised framework for determining and responding to risks such as those posed by climate change (see also question 4e). It was drafted following a proposal put to the Midlothian Council meeting of August 2021 to hold a seminar for Elected Members on the current contingencies in planning arrangements for Council Services and to use this forward planning opportunity to assess strategic threats facing Midlothian Council, such as climate change.

Adaptation actions are promoted through the Midlothian Local Development Plan, which proposed developments must adhere to. It identifies locations for developments that require Flood Risk Assessments, watercourse buffer strips and Sustainable Urban Drainage Systems to avoid surface water flooding.

The Midlothian Green Network Supplementary Guidance provides a framework to enable green networks to help climate change mitigation and adaptation through its various functions. These include:

- Ensuring habitat connectivity to allow species to adapt to climate change through movement;
- Encouraging the retention and expansion of plants and trees to provide opportunities for carbon sequestration; and

- Providing water attenuation opportunities to reduce the impact of storm events.

These aims form a list of 'Design Principles for the Green Network' that are used to assess planning applications.

Raising awareness of climate change amongst staff is also done via:

- A dedicated web page on the topic which includes a presentation on the science of climate change, what actions the Council is doing to mitigate and adapt to it and how staff can play their part; and
- Announcements in staff communications of climate change related events such as advice sessions on saving energy and using active transport.

Wider awareness raising is performed by providing guidance to Midlothian residents via the Council website. This includes:

- Information on flooding, such as contact details to report surface water drainage issues and referring readers to other sources of information, including live flooding updates (via Floodline.org.uk) and guidance on flood preparedness; and
- Information on severe weather events, including school closure updates, the Council's Winter Service Policy and a 'Frequently Asked Questions' page which includes relevant Council service contact numbers. Links to external websites are also provided, and cover issues such as advice on travel and the loss of utilities.

4(d) Where applicable, what contribution has the body made to helping deliver the Programme?

Provide any other relevant supporting information.

The Second Scottish Climate Change Adaptation Programme 2019 – 2024 lists various policies that will help to achieve its outcomes, together with owners of these policies. The text below lists contributions made by Midlothian Council to the policies against which Local Authorities are marked as owners.

Flood Risk Management Strategies

- [A Strategic Flood Risk Assessment](#) accompanies the Midlothian Local Development Plan. It collates information on all sources of flood risk, including SEPA Indicative River and Coastal Flood Risk Flood Maps, and was used to inform the development strategy of the Plan.
- Planning staff are in regular contact with SEPA to obtain and be informed about the latest flood risk data. This is being used in producing the next Local Development Plan to inform discussions with staff who specialise in flooding matters.
- Policy ENV 10 (Water Environment) of the Midlothian Local Development Plan helps implement the objectives of the River Basin Management Plan: it states that development proposals that contribute to the aims of the River Basin Management Plan will be supported.
- Midlothian Council supported the development of the [Forth Estuary Local Flood Risk Management Plan](#). It was adopted by the Council's Cabinet in 2016. The Council's Place Directorate Annual Performance Report identifies assisting the preparation of the second Flood Risk Management Plan as a priority of Neighbourhood Services staff. Midlothian Council is involved in developing the replacement of the Plan, which is due to be published in late-2022.

- Midlothian Council's Planning Team and a representative of the Roads Service regularly meet with Scottish Water to discuss matters such as the management of surface water to ensure that sewer systems are resilient to climate change. Similar meetings also take place with Scottish Natural Heritage and the Scottish Environment Protection Agency.

Energy Efficient Scotland

- An aim of the Council's [Local Housing Strategy](#) is that homes will be more energy efficient. This will be achieved via means such as using the 'Passivhaus' low energy design standard on all directly commissioned Council housing projects, promoting support available from the Scottish Government to help owners transform their properties and meet the minimum energy efficiency standards for the private and social rented sectors by 2030; and targeted energy efficiency advice.
- Midlothian Council's Building Services has been and continues to be involved in projects to improve the energy efficiency of buildings alongside Changeworks (an environmental charity).
- In the 2021/22 reporting year, the Council developed a [Net Zero Housing Design Guide](#) that applies to all new Council houses and it also reported on its intentions to set up a group to oversee the development of an Energy Efficiency Delivery Plan to deliver the Energy Efficiency Standard for Social Housing 2. This will be part of Midlothian's Local Heat & Energy Efficiency Strategy.
- The Council's Property & Facilities Management Service progress work in this area through the development of renewable energy projects in the Council's building estate.

Tolerable Standards and Scottish Housing Quality Standards

- The Council's Building Services staff progress work towards the Scottish Housing Quality Standards and have various performance indicators that relate to it. These include the percentage of the Council housing stock meeting the criteria in general as well as specific aspects of it such as the percentage meeting the 'modern facilities & services', 'free from serious disrepair' and 'healthy, safe and secure' criteria. The percentage of Council dwellings that are energy efficient is also a corporate indicator.

Water Refill Locations: Local Development Plans

- This is being taken forward as part of the review of the Midlothian Local Development Plan following guidance and requirements on the topic from the Planning (Scotland) Act 2019 and the resulting Local Development Planning Regulations & Guidance Consultation.

Outdoor Learning in Nature

- The Midlothian Ranger Service performs a variety of [educational activities](#) based on the Curriculum for Excellence from the Early through to the Senior phase. It organises and leads free curriculum based education for schools and groups involving teaching to inspire pupils about nature, their local environment and the world around them. These include:
 - The [Midlothian Outdoor Festival](#) where they partner with volunteers to produce an annual programme of walks and cycles, a wildlife recording workshop, talks & video presentations and river discovery events which look at aquatic biota and water quality.

- Vogrie Outdoor Early Learning & Childcare Centre, which opened in 2019, is an outdoor nursery located within the grounds of Vogrie Country Park that provides care for children up to three days a week. It aims to generate an interest in the natural world amongst children to create environmental awareness. Its vision is 'learning and growing together through nature, nurture and play'. During the 2021/22 reporting year, the Centre was rated as 'very good' during an unannounced visit by the Care Inspectorate for supporting children during pandemic.
- As of August 2022, there were 65 schools and nurseries in Midlothian (including private facilities) registered for Eco-Schools, which is the largest sustainable schools programme in the world and is managed in Scotland by Keep Scotland Beautiful. It involves schools forming an Eco-Committee which then completes an Environmental Review, to investigate the current situation in the school. The results are used to create an Action Plan of projects on litter and two other topics (from a choice of ten). The Action Plan will include ways of measuring the progress of projects and ideas for future development. Projects should be linked to the curriculum, with the school and wider community given the opportunity to take part. This work is recognised by the Green Flag Award, which is a visible indication of a school's commitment to learning about sustainability, and an internationally recognised accreditation. It is renewed every two years through a repeat of the Eco-Committee/Environmental Review/Action Plan process. 12 of the 65 participants in Midlothian have been awarded Green Flag status.
- Doors Open Days are a range of events coordinated by the Scottish Civic Trust. They run throughout Scotland every September as part of European Heritage Days and Midlothian Council's Planning staff help co-ordinate this work. The events are primarily about celebrating heritage and the built environment by offering free access to venues across Midlothian, however some of the events are environment-themed. For example, the 2022 Doors Open Day will include a bat walk at Straiton Pond and opening The Wildlife Information Centre office to the public (Midlothian Council have a service level agreement with them to provide various biodiversity related work).

There are other policies within the Second Scottish Climate Change Adaptation Programme 2019 – 2024 that although they do not list local authorities as owners, nevertheless overlap with their work and which Midlothian Council are therefore helping to progress. These are:

- Cleaner Air for Scotland Strategy (progressed by the Midlothian Council's Protective Services);
- Electric Vehicle Charging Network through ChargePlace Scotland (Neighbourhood Services);
- Building Regulations/Standards (Building Services);
- Scottish Water Surface Water Policy (Planning, Sustainable Growth and Investment; and Projects (via the Edinburgh and Lothians Strategic Drainage Partnership)); and
- Blue-Green Infrastructure (Planning, Sustainable Growth and Investment).

4(e) What arrangements does the body have in place to review current and future climate risks?

Provide details of arrangements to review current and future climate risks, for example, what timescales are in place to review the climate change risk assessments referred to in Question 4(a) and adaptation strategies, action plans, procedures and policies in Question 4(b).

The items discussed in questions 4a and 4b are periodically updated, often annually, and will therefore be used to review current and future climate risks.

Climate-related risks are continually reviewed as part of Integrated Impact Assessments and Strategic Environmental Assessments as these are required on policy decisions that may have consequences for the environment.

The Council's overall approach in the area of risk and accountability for it is outlined in its Risk Management Policy and Strategy. It was reviewed in mid-2021 by a Risk and Resilience Group that included Chief Officers, Senior Managers and its Audit Service. It is due to be reviewed in two years. This focuses on all risks that the Council may be exposed to and not exclusively on climate-related risks, though an objective of it is to anticipate and respond to environmental legislative requirements. It also states that, in the area of risk management, the Council seeks to safeguard and enhance the quality of Midlothian's environment.

4(f) What arrangements does the body have in place to monitor and evaluate the impact of the adaptation actions?

Please provide details of monitoring and evaluation criteria and adaptation indicators used to assess the effectiveness of actions detailed under Question 4(c) and Question 4(d).

The Council monitors the significant environmental effects of the implementation of every strategic action for which it has carried out a Strategic Environmental Assessment. This is done using criteria which enables the Council to identify any unforeseen adverse effects at an early stage; and undertake appropriate remedial action.

The impact of adaptation actions identified in individual workstreams are monitored and evaluated through the periodic reviews of those workstreams and the tasks they involve. For example, climate change adaptation is a goal of the Council's Local Biodiversity Action Plan and its impacts will be monitored and evaluated through reviews of the Plan, meetings with partners that contributed to it and via the Council's statutory Biodiversity Duty Reports (which are presented to Cabinet for discussion).

Measures to adapt to climate change as outlined in the Midlothian Local Development Plan are monitored and evaluated through regular meetings of the Development Plan Monitoring Group. This assesses progress being made towards the environmental goals of the Plan and lessons learned for future Plans. Similar arrangements are in place regarding other planning guidance, such as that on Green Networks.

4(g) What are the body's top 5 climate change adaptation priorities for the year ahead?

Provide a summary of the areas and activities of focus for the year ahead.

- 1) For the Council as a whole to implement ecological adaptation measures identified in Midlothian's Local Biodiversity Action Plan, including with partner organisations such as TWIC (the Wildlife Information Centre) and the Council's Ranger Service.
- 2) To set up governance to oversee the development of an Energy Efficiency Delivery Plan for the Council's social housing to deliver compliance with the Energy Efficiency Standard for Social Housing 2 standard.
- 3) Continue the Ranger Service's engagement work with communities and volunteers on the conservation of specific sites throughout Midlothian to help volunteer hours in the countryside rebound towards pre-Covid levels.

- | |
|---|
| <p>4) Apply the principles from the Draft National Planning Framework 4 on nature-based solutions for climate change and identify sites or policy requirements from them as part of the review of the Midlothian Local Development Plan.</p> <p>5) To identify then implement suitable projects for Nature Restoration Fund support to restore wildlife and habitats in Midlothian.</p> |
|---|

4(h) Supporting information and best practice
--

Provide any other relevant supporting information and any examples of best practice by the body in relation to adaptation.
--

<p>The information and examples provided in questions 4(a) to 4(g) above are accompanied by links to documents which provide supporting information, if required. However, a further notable project that the Council is taking forward in relation to climate change adaptation is the regeneration of Dalkeith town centre. A report was presented to the Council meeting of December 2021 which provided a proposal to take forward a Stage 2 Masterplan and Outline Business Case. It recommends that achieving climate change benefits is a central priority of this work, as it will involve:</p>

- | |
|--|
| <ul style="list-style-type: none">o The replacement of dated, costly commercial and housing stock with energy efficient buildings that are fit for purpose;o Integration of green/blue infrastructure into the town centre to support climate change mitigation / adaptation measures; ando Enhancement of the town centre to embed 20-minute neighbourhood principles and local, sustainable living patterns. |
|--|

PART 5 – PROCUREMENT

5(a) How have procurement policies contributed to compliance with climate change duties?

Provide information relating to how the procurement policies of the body have contributed to its compliance with climate changes duties.

The Midlothian Council Procurement Strategy 2018 - 2023 and derived policy and procedures reflect European (Directives 2014/24/EU, 2014/23/EU and 2014/55/EU), national (Procurement Reform (Scotland) Act 2014 and Scottish Procurement Policy Notes) and local (Single Midlothian Plan) objectives, including sustainability considerations.

The Council notes the importance of environmental matters prominently within its Procurement Strategy, which has five strategic themes to promote ethical standards. Whilst this encompasses social and economic matters, the Strategy also notes that environmental opportunities are of 'equal importance' and this includes considering the impact of purchases on, for instance, climate change, waste production or scarce materials. In practical terms, this may involve:

- Collaborating with partners to share good practice and maximise opportunities when procuring from the same suppliers;
- Undertaking soft market testing to understand the potential for innovation and what the market can offer in terms of sustainable solutions;
- Considering environmental sustainability in the early stages of each project, identifying goods, works and services with significant impact;
- Including appropriate standards, requirements and targets in contracts;
- Considering environmental factors where appropriate in supplier selection and tender evaluation; and
- Taking a whole lifecycle approach to costs.

2021 also saw the adoption of a new Local Procurement Strategy. This is not only helping to further the aims of the Council's overall Procurement Strategy but will also:

- See the Council use its spend to actively encourage and support a growing, diverse and resilient local business base, to facilitate its Carbon Neutral by 2030 ambitions;
- Place more emphasis on considering any negative externalities of procurement, for example the impact on the environment; and
- Further promote the use of local suppliers where appropriate, to help reduce the carbon footprint of the Authority's activity, such as that associated with transport which would otherwise be higher if less local alternatives were used.

To assist the aims of the Local Procurement Strategy, the Council's Procurement Team worked alongside the Economic Development department to launch the Midlothian Business Carbon Charter. It supports businesses to operate in environmentally friendly and low-carbon ways, for example by signposting information, expert advice from partner agencies, and funds to facilitate energy efficiencies. Businesses signing up are directed to a range of advice on how to achieve the Charter's aims, including by developing travel plans and energy, waste and water audits. Those adopting it will therefore be in a better position to comply with the Council's procurement standards and the new Local Procurement Strategy.

5(b) How has procurement activity contributed to compliance with climate change duties?

Provide information relating to how procurement activity by the body has contributed to its compliance with climate changes duties.

Tender processes use the Single Procurement Document (SPD), which includes standard question sets on environmental compliance and policy to help ensure tenderers have an appropriate history and overall approach to environmental considerations. Invitations to Tender issued by Midlothian Council also specify environmental considerations/requirements (including those relating to carbon emissions) that tenderers must comply with. Where proportionate to the nature of the contract, environmental considerations will go further and make up part of the award criteria through specific questions or requirements within the Technical Response.

Examples of the application of these procedures and procurement activities contributing to compliance with climate change duties during the 2021/22 reporting year are:

- An Invitation to Tender for a contract to extend Woodburn Primary School in manner consistent with the Council's 2030 Carbon Target, with the design incorporating renewable technologies and built to 'Passivhaus' standards;
- The contracts for the provision of drainage works which required tenderers to have appropriate environmental/energy management systems in place such as UKAS (or equivalent) accredited independent third party certificate of compliance with BS EN ISO 14001 (or equivalent) or a valid EMAS (or equivalent) certificate;
- An Invitation to Tender for the provision of home to school taxi services, which, as part of the award criteria, required tenderers to provide a statement on their efforts to meet the Scottish Government's emissions targets and on any monitoring methods employed by them to measure their carbon footprint reduction; and
- Requiring parties bidding for a contract for early learning and childcare services to detail their approach to sustainability, including their response to the national climate emergency and their climate resilience and ability to respond to a changing climate.

Full details on these and other Contract Notices published by Midlothian Council, including those archived from previous years, are available at [Public Contracts Scotland](#).

5(c) Supporting information and best practice

Provide any other relevant supporting information and any examples of best practice by the body in relation to procurement.

Resource efficiency and climate change considerations (including adaptation to it) are part of procurement decisions for both goods & services and also decisions about capital and maintenance budget expenditure. In relation to the former, a whole life cost approach to contract development is included within tender documents and commodity strategies. This involves considering low carbon alternatives for selected goods and services that may have a high emissions profile (e.g. timber). For the latter, larger projects that are subject to financial appraisal are also subject to carbon appraisal, including whole lifecycle costing and consideration of alternative low carbon methods. In practical terms, there are numerous services procured via various Framework Agreements such as Scotland Excel frameworks, where the framework contracts have climate related inclusion for suppliers to have carbon considerations or environmental/sustainability commitments within the commissioning. Category/Commodity Strategies also entail climate and sustainability risk assessment work being carried out as part of them.

Midlothian Council's procurement Terms & Conditions contain provisions that allow for the termination of contracts if obligations under the European Communities Act 1972 have not been met. This includes events where the supplier has failed to comply in the performance of the Contract with legal obligations in the fields of environmental law. Suppliers themselves must include the same provision within their various sub-contracts. These requirements are stated within the Council's Terms & Conditions, i.e. those for the purchase of goods, for the purchase of services, for the use of consultancy services and for the supply of goods.

In 2021, The Council's Procurement Team also completed the relevant portion of Resource Efficient Scotland's Climate Change Assessment Tool to review their performance in relation to compliance with public sector climate change duties.

The Council provides an [overview of the tender process](#), which specifically emphasises the importance of environmental considerations in bids made for goods and services.

The Council's Procurement Strategy and Terms & Conditions of business are available on the [Council website](#) and the former specifically references climate change matters as an influencing factor in procurement decisions.

The Procurement pages on the Council's website also direct potential suppliers to the [Midlothian Business Carbon Charter](#) (as mentioned above).

PART 6 – VALIDATION & DECLARATION

6(a) Internal validation process		
Briefly describe the body's internal validation process, if any, of the data or information contained within this report.		
<p>Much of the data within this submission was obtained from reports that were presented to Council meetings during the reporting year, including Service Plans and Performance Reports. Other data was validated directly with the relevant Council services to ensure its accuracy.</p> <p>The data in part 3 was compiled and reviewed by the Council's Energy Officer while the overall report was reviewed by the Planning Manager (who has departmental responsibility for the authoring officer).</p> <p>The Council's Internal Audit staff have also played an indirect role in validation. They have scrutinised two PBCCD reports, making recommendations both on the procedural aspects of how the report is compiled and on the work of the Council's climate change response which underpins it. Their most recent investigation was undertaken and completed during the 2021/22 reporting year. As per their instructions, this year's proposed PBCCD report was presented to the Council's Cabinet for scrutiny and approval prior to its submission.</p>		
6(b) Peer validation process		
Briefly describe the body's peer validation process, if any, of the data or information contained within this report.		
No peer validation took place.		
6(c) External validation process		
Briefly describe the body's external validation process, if any, of the data or information contained within this report.		
No external validation took place.		
6(d) No validation process		
If any information provided in this report has not been validated, identify the information in question and explain why it has not been validated.		
N/A - our validation process is outlined in 6a.		
6e - Declaration		
I confirm that the information in this report is accurate and provides a fair representation of the body's performance in relation to climate change.		
Name	Role in the body	Date
Peter Arnsdorf	Planning, Sustainable Growth and Investment Manager	22/09/2022

RECOMMENDED REPORTING: REPORTING ON WIDER INFLUENCE

Q1 Historic Emissions (Local Authorities only)

Please indicate emission amounts and unit of measurement (e.g. tCO₂e) and years. Please provide information on the following components using data from the links provided below. Please use (1) as the default unless targets and actions relate to (2).

(1) UK local and regional CO₂ emissions: **subset dataset** (emissions within the scope of influence of local authorities):

(2) UK local and regional CO₂ emissions: **full dataset**:

Local Authority (please state): Midlothian

BEIS Dataset (full or sub-set): Subset

Table 1a – Subset (units are ktCO₂, except for *, which is tCO₂)

Sector	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Comments
Total emissions	487.11	513.70	456.75	496.63	491.30	433.07	431.19	419.69	402.86	391.93	380.88	331.30	
Industry and commercial	105.24	116.86	94.16	117.11	114.23	95.73	91.67	81.96	76.95	74.53	64.83	54.94	
Domestic	180.59	195.92	171.25	184.07	180.60	153.17	155.10	144.65	139.05	136.18	136.52	131.23	
Transport total	160.79	156.73	154.51	151.06	152.57	147.23	148.55	160.49	155.37	151.81	150.55	118.32	
Per capita	5.95	6.24	5.47	5.90	5.80	5.02	4.93	4.74	4.47	4.29	4.12	3.56	
Waste (total)*	-	-	96,008	97,863	98,602	92,297	91,431	95,307	98,178	91,864	91,551	97,890	Figures are from https://informatics.sepa.org.uk/HouseholdWaste/
Waste (per capita)*	-	-	1.17	1.16	1.16	1.07	1.05	1.08	1.09	1.01	0.99	1.05	Figures are from https://informatics.sepa.org.uk/HouseholdWaste/

Q2a - Targets

Please detail your wider influence targets

Sector	Description	Start year	Target	Target / End Year	Comments
Other	Agree and implement a standard methodology and tool(s) for measuring and accounting for carbon emissions in Midlothian.	2021	Review the range of extant carbon calculation methodologies and tools in use in government, academia and the private sector.	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.
Transport	Work with partners to promote the '20 minute neighbourhood' concept, including identifying opportunities for new local premises to serve unmet need - work to producing a directory highlighting Midlothian produce and how/where it can be obtained.	2021	<ul style="list-style-type: none"> Promotional work and awareness raising undertaken with relevant partners. Engagement has taken place with local shop owners and service providers and the directory is in production. 	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.
Other	Climate emergency awareness raising and community engagement. To include a sustained social media	2021	<ul style="list-style-type: none"> Promotion group established and is operational 	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the

	presence and investigation of setting up Climate Emergency Hubs, developing locally-owned Climate Emergency projects and involvement work with Midlothian Council education services and youth platforms to engage young people.		<ul style="list-style-type: none"> • Work progressed to take forward development of locally-owned Climate Emergency projects; • Relevant projects identified and understood; and • Climate Emergency group partners liaise with Midlothian Council Education service. 		Midlothian Climate Emergency Group under the Sustainable Growth theme.
Energy	Develop renewable energy by: <ul style="list-style-type: none"> • Developing a plan for decarbonising the electricity and hot water output from the Millerhill Energy from Waste Plant; • Review electricity local grid capacity, identify bottlenecks and engage with relevant bodies to invest in upgrades ; and • Identify potential sites on Council and other partner's land for renewable energy generation. 	2021	<ul style="list-style-type: none"> • Work undertaken with Midlothian Energy to take forward the action; • Assess electricity grid capacity in Midlothian; and • Consideration given by partners to potential sites for renewable energy • . 	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.
Other	Promote biodiversity by working with schools on local projects, taking forward community driven citizen science projects and promoting wildlife corridors and local food growing.	2021	<ul style="list-style-type: none"> • Liaise with the Council's Education service and other relevant bodies; • Establish a promotional group; • Work to take forward development of locally-owned Climate Emergency projects; and • Take forward the Midlothian allotment and food growing strategy. 	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.
Homes & Communities	Place the Climate Emergency as the Central Theme of the next Midlothian Local Development Plan, including investigating possibilities for peer review of the climate emergency credentials of it.	2021	Climate Emergency Group members to work with Midlothian Council (Planning) to take forward.	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.
Transport	Work with car dealers, approved electric vehicle (EV) charger installers and the Energy Saving Trust to establish a 'one stop shop' for EV buyers in Midlothian to improve uptake and the availability of charging infrastructure.	2021	Work undertaken with car dealers to investigate how the purchase of electric vehicles can be simplified.	March 2023	Included in the 2022/23 Single Midlothian Plan as a priority for the Midlothian Climate Emergency Group under the Sustainable Growth theme.

Q2b) Does the organisation have an overall mission statement, strategies, plans or policies outlining ambition to influence emissions beyond your corporate boundaries? If so, please detail this in the box below.

Yes - see the answers to questions within the 'Governance, Management & Strategy' section. Many of the documents listed there for questions 2c, 2d and 2e extend beyond the Council's corporate boundary, as do many of the activities listed in the 'Other Notable Reporting Activity' section below. The requirements of the Council in relation to sustainable procurement also assist in influencing emissions beyond its boundaries.

Midlothian Council's declaration of a 'climate change emergency' in 2019 includes the aim of encouraging emissions reductions across the region – it stated that 'the council will support and work with other agencies towards making the entire area zero carbon within the same timescale [by 2030]'. To assist in achieving this, a Climate Emergency Group started during the previous reporting year. It has seen the Council collaborate with partners in Midlothian to

pursue emissions reductions and as a result, several goals for this are contained within the latest Single Midlothian Plan. These are detailed in question 2a above.

Q3) Policies and Actions to Reduce Emissions													
Sector	Start year for policy / action imple - mentation	Year that the policy / action will be fully imple - mented	Annual CO ₂ saving once fully imple - mented (tCO ₂)	Latest year measured	Saving in latest year measured (tCO ₂)	Status	Metric / indicators for monitoring progress	Delivery role	During project / policy design and implementation, has ISM or an equivalent behaviour change tool been used?	Please give further details of this behaviour change activity	Value of investment (£)	Ongoing costs (£/ year)	Primary funding Source for implementation of policy / action

Please provide any detail on data sources or limitations relating to the information provided in Table 3

The Council has not completed this question for this report year. It is hoped to do so for future report years as data and information becomes more readily available and resources allow, in particular, the preparation and approval of a new Carbon Management Plan. Many entries that could go in it are nevertheless included in Section 3 (particularly 3d) and the 'Other Notable Reporting Activity' section below, while carbon reduction targets that extend beyond the Council's own emissions are included in Q2a in this section.

Q4) Partnership Working, Communication and Capacity Building.

Please detail your Climate Change Partnership, Communication or Capacity Building Initiatives below.

Key Action Type	Description	Organisation's Project Role	Lead Organisation (if not reporting organisation)	Private Partners	Public Partners	3 rd Sector Partners	Outputs	Comments
								These actions are detailed in the 'Other Notable Reporting Activity' table below, especially Midlothian Energy Ltd.

OTHER NOTABLE REPORTING ACTIVITY

Q5) Please detail key actions relating to Food and Drink, Biodiversity, Water, Procurement and Resource Use in the table below.			
Key Action Type	Key Action Description	Organisation's Project Role	Impacts/Comments
Air Quality	Air Quality Annual Progress Reports	Lead	<ul style="list-style-type: none"> • Air Quality Annual Progress Reports set out the results of air quality monitoring carried out by Midlothian Council and consider the potential impacts from a range of sources such as road traffic and other transport emissions, industrial processes, commercial and domestic fuel use and fugitive emission sources. They also note the relevance of air quality issues to climate change, for example as covered by the Clean Air for Scotland Strategy. • Monitoring activity is performed in relation to nitrogen dioxide, which can contribute to climate change since it is a precursor of ozone (a greenhouse gas). The reports also document progress on measures to improve air quality which result in reduced emissions of greenhouse gases too, for example efforts to reduce vehicle idling.
Air Quality	East Central Scotland Vehicle Emissions Partnership	Participant	<ul style="list-style-type: none"> • Midlothian Council forms part of the East Central Scotland Vehicle Emissions Partnership, together with the Councils of West Lothian, East Lothian, Falkirk and Stirling as well as the Scottish Government. • The remit of the group is to help reduce vehicle emissions by encouraging drivers to switch off their engine whenever possible, educating the general public and by handling idling complaints. • They provide a range of services to discourage idling around schools and have information on fuel efficient driving on their website.
Biodiversity	Midlothian Ranger Service	Lead	<ul style="list-style-type: none"> • The Midlothian Ranger Service manages the countryside in Midlothian for the benefit of people and wildlife, via work in the following three areas and accompanying objectives: <ul style="list-style-type: none"> o Recreation (access) - to encourage participation in Midlothian's countryside and to improve the path network through work with volunteers and in partnership with communities; o Education - to help everyone learn about Midlothian's countryside and heritage; and o Conservation (biodiversity) - to conserve and enhance Midlothian's natural environment and cultural heritage and work with volunteers and partners to effect change. • The Ranger Service produce Management Plans for the six sites they care for which outline the measures taken to maintain and enhance their biodiversity.
Biodiversity	Midlothian Local Biodiversity Site System	Lead	<ul style="list-style-type: none"> • The Midlothian Local Biodiversity Site System is run by The Wildlife Information Centre (TWIC), who fulfil the Council's obligation for sites to be assessed in terms of the health of their species and habitats. • There are currently over 50 designated local biodiversity sites in Midlothian and TWIC maintain records of flora and fauna, site boundaries and survey information for both existing and proposed sites. These are assessed using a methodology overseen by the Midlothian Local Biodiversity Site Steering Group which is chaired by the Council and its members include volunteer local botanical experts, representatives of the Scottish Wildlife Trust and the Botanical Society of the British Isles. NatureScot is also corresponding member.
Biodiversity	Planning Application Biodiversity Screening	Participant	Planning applications received by the Council are assessed in respect of their impact on biodiversity and compliance with guidance on it (the Local Biodiversity Action Plan). This takes place via the Wildlife Information Centre, who the Council have a service agreement with and who provide screening reports and views on biodiversity information submitted in support of proposals. Consultation responses from staff in the Conservation & Environment Section of the Planning department assist in this area. These sources will contain information, suggestions and requests and ensure that biodiversity issues are taken into account in determining the application.
Biodiversity	Nature Restoration Fund Projects	Lead	<ul style="list-style-type: none"> • In 2021/22, £81,000 of Scottish Government grant money for Nature Restoration Fund projects was awarded and spent on:

			<ul style="list-style-type: none"> o 'Bug Hotels' for biodiversity education in primary schools; o A specialist grass cut trailer machine, lift & gator and accessory equipment - these will help implement grass cutting regimes and management to foster greater habitat and wildlife biodiversity value on Council owned land; and o Planting in Dalkeith, to promote and safeguard long-term biodiversity value in a public park. The selected species, hornbeam and rowan, were chosen for their biodiversity value and will eventually connect to adjacent wildlife corridors. <p>• The Council also has a grant of £103,000 from the Nature Restoration Fund to be spent in 2022/23. Work is ongoing as of August 2022 to identify projects.</p>
Energy efficiency, renewable energy/low carbon heat	Energy Services Company - Midlothian Energy Ltd	Participant	<ul style="list-style-type: none"> • In November 2020, the Midlothian Council / Vattenfall Energy Services Company (ESCo) called Midlothian Energy Ltd. was formally launched. It is a 50/50 joint-venture. • Their work will initially focus on the Shawfair district heating scheme. This is expected to save 2,000tonnes of CO₂ per year and the Council will also sign a 40 year agreement with the ESCo to supply heat to the public buildings which will be built at Shawfair. • Following this project, the ESCo will move on to other renewables/low carbon developments. It is anticipated that these will be of over £100 million in total value over the lifetime of the ESCo.
Energy efficiency, renewable energy /low carbon heat	Local Heat & Energy Efficiency Strategy	Lead	<ul style="list-style-type: none"> • The concept of Local Heat and Energy Efficiency Strategies (LHEES) was introduced in 2016 as part of the Energy Efficient Scotland programme. They aim to establish local authority plans for systematically improving the energy efficiency of buildings and decarbonising heat. • The Local Heat and Energy Efficiency Strategies (Scotland) Order 2022 came into force on 21/05/2022. It sets out a legal requirement for local authorities to produce a LHEES and an Energy Efficiency Delivery Plan (EEDP) by 31/12/2023 and update them every five years. • The LHEES will identify opportunities for energy efficiency improvements and heat decarbonisation in Midlothian. Work so far has included collaboration with the Scottish Government, other Councils and Changeworks. • Midlothian's LHEES is being taken forward by its Property & Facilities department. Information on it is contained in a report to Council on 29/03/2022. This states that: <ul style="list-style-type: none"> o The EEDP will be one of the core plans supporting it; o The LHEES will start to be developed in the next year; o Midlothian Energy Ltd (MEL) and Changeworks will be assisting the Council with the LHEES; and o Various projects have been identified for consideration in the next 5 years of the MEL business plan and should be taken account of as part of the development of LHEES and the EEDP.
Energy efficiency	Salix Energy Efficiency Projects	Participant	<ul style="list-style-type: none"> • Salix are public sector energy efficiency financiers who are working with the Scottish Government to support continued investment of former Central Energy Efficiency Fund (CEEF) money. CEEF was a Scottish Government scheme to reduce public sector carbon emissions, and when it was abolished in 2016, Councils were permitted to retain their funding. Salix are supporting the continued investment of this money via match-funding Council investment with interest-free conditional grants. • Salix projects in Midlothian have covered the installation of a range of technologies to reduce the energy consumption and carbon output of the Council's estate. Examples include fitting Building Energy Management Systems, new boilers and LED lighting. Those installed in the current reporting year are detailed in tables 3e and 3f of this report.
Energy efficiency	Scottish Energy Officers Network	Participant	A member of staff from the Council's Property & Facilities department takes part in this. It involves all 32 Scottish Councils and is a community for people working in or who have an interest in the Public Sector Energy Management field so as to share best practice and disseminate information. They meet every two months.

Energy efficiency	Penicuik Town Hall Renewables	Lead	<ul style="list-style-type: none"> • The Council successfully applied for funding from the Town Centre Capital Fund for various works to Pencuik Town Hall. The report to the Council meeting of 25/08/20 notes that these are: <ul style="list-style-type: none"> o A new gas boiler; o A combined heat and power system; o Solar photovoltaic panels; and o Loft insulation • These cost a total of around £300,000 • They were complete by November 2021, when there was an opening event at the Town Hall.
Energy efficiency	IT Power Down Activities	Lead	<ul style="list-style-type: none"> • The vast majority of the Council's desktop and laptop equipment in both corporate and school buildings is set to power down at 7.30pm each evening if not in use. There are a very few exceptions where the hardware has to be kept alive for operational reasons. • All monitors go into a low energy consumption sleep mode (.45W) if not connected and can be manually turned off by users.
Energy efficiency, fuel poverty	Affordable Warmth Services (with Changeworks)	Supporting	<ul style="list-style-type: none"> • Changeworks is an environmental charity that runs low carbon living and fuel poverty services in Midlothian, either alongside the Council or promoted by it. These include: <ul style="list-style-type: none"> o Warm and Well. This is funded by Midlothian Council for its tenants and involves Changeworks providing advice to help them reduce their energy bills and have warmer homes. This may involve assistance with Warm Home Discount applications, negotiating with energy suppliers to resolve billing issues, choosing energy suppliers and tariffs and understanding energy bills. This supported 18 clients in 2021/22, saving 500kg of CO₂. o Melville Housing Project. This was financed in 2021/22 by the Midlothian Council Poverty Fund with additional money from Melville Housing Association. The latter will fund this solely in 2022/23. This supported 71 clients in 2021/22, saving 2,500kg of CO₂. o Aim High, which is an affordable warmth project funded by the NHS and is a partnership between Changeworks, Sure Start and Midlothian Citizens Advice Buro (CAB). It seeks to help prevent child poverty by supporting low income families to better manage their home budgets by tackling two of the largest household bills – energy and food. Support is provided from the CABs Income Maximisation Officer and fuel poverty advice services from Changeworks. The service is integrated into Sure Start Midlothian and is delivered through the Sure Start centres in Midlothian. This supported 75 clients in 2021/22, saving 1,160kg of CO₂. • Advice in this area can also be provided: <ul style="list-style-type: none"> o By Changeworks delivering online or in-person workshops or attending events with their energy advice stalls; and o Via the Council website.
Food & Drink	Allotment & Food Growing Strategy 2020 - 2030	Lead	<ul style="list-style-type: none"> • This was created in response to the Community Empowerment (Scotland) Act 2015 which places a duty on local authorities to publish a food growing strategy for their area. • The implementation of the Strategy will help to reduce the carbon footprint and food miles of Midlothian's residents. • The Strategy also recognises the contribution that allotments make to biodiversity. It therefore includes an action to prepare a biodiversity gardening leaflet for new plot-holders so that these benefits are maximised.
Raising Awareness	Council E-Training Module and Climate Change Web Page	Lead	<ul style="list-style-type: none"> • The Climate Change page of the Council's web site was given an overhaul in 2021, with it now containing an 'e-learning' course (primarily for staff, but also of interest to the wider public) and the Council's Climate Change Strategy amongst other things. • The 'e-learning' module contains details on the science of climate change, the Council's commitments in this area and what people can do to reduce their emissions. It asks employees to take a 'pledge' to reduce their carbon footprint.

Transport	Electric Vehicle Charging Infrastructure	Lead	<ul style="list-style-type: none"> • The Council hosts 25 public access charging points, including 4 rapid chargers, 16 fast chargers and 5 destination chargers. There are also non-public access (workplace) chargers at the Bonnyrigg Depot, Midlothian House and Stobhill Depot to promote the use of electric vehicles for Council business trips. • Two staff members share responsibility for public electric vehicle charging including strategy and policy, maintenance and funding. One focuses more on charging in new developments/planning and the other on public charging network expansion and existing charger maintenance. • Funding: <ul style="list-style-type: none"> o Chargers were initially funded by the Local Authority Investment Programme (LAIP), under which Councils could receive 100% capital grants for chargers. o The Council's 2021/22 LAIP fund (£72,777) has been carried over into 22/23 where three new chargers are planned as well as the retrofitting of the 4 rapid chargers to enable contactless function. o Transport Scotland replaced the LAIP after 2021/22 with the Electric Vehicle Infrastructure Fund (EVIF) which will run until 2025/26 and Councils have been offered £60,000 under this for developing a Council Electric Vehicle Strategy, a draft of which must be submitted by 30/09/2022. Use of the funds will be subject to approval of Council Strategy as per Transport Scotland requirements. • Policy: <ul style="list-style-type: none"> o The Council currently has an electric vehicle policy which was developed by Planning, Sustainable Growth and Investment staff. A working group has been formed to update this, including minimum standards, designs for new charging facilities in general and specific to new developments.
Transport	Switched on Fleets	Lead	<ul style="list-style-type: none"> • Switched on Fleets (SoF) is a fund managed by the Energy Saving Trust on behalf of Transport Scotland for workplace chargers and decarbonising workplace vehicles. • SoF funding from 2020/21 was accrued into 2021/22 where staff claimed £105,470 for two Renault Zoe Vans, two Fiat E-Ducato Vans and the supply & installation of eight electric vehicle charging points at the Stobhill Depot, four at Midlothian House and two at the Fushiebridge Depot. • £1,429 was claimed under SoF in 2021/22 for the supply and installation of residential charger at a new care home in Bilston. • The Council is investigation placing a bid for SoF in 22/23 to replace two workplace vehicles within the Waste Management and Ground Maintenance teams.
Transport	Staff Cycling Facilities	Lead	<ul style="list-style-type: none"> • Lockers are available on a first-come, first-served basis for staff that cycle to work. These are available in Fairfield and Midlothian Houses. • Cycle parking facilities include an externally-funded covered cycle shelter in the car park behind Midlothian House and rails behind Fairfield House. • A successful application was made to Cycling Scotland for funding to upgrade the Council's staff shower facilities and there are now two for staff use – in Fairfield House and in the Old Fairfield building. <ul style="list-style-type: none"> o A small amount of the Cycling Scotland fund remains available and staff are investigating using it to acquire new/improved cycle storage for staff around Fairfield/ Midlothian House. • Because of the above initiatives, Midlothian Council was awarded 'Cycle Friendly Employer' status by Cycling Scotland. It is valid until February 2024.
Transport	Council Pool Bikes	Lead	<ul style="list-style-type: none"> • The Council has pool bikes for staff to use for business purposes - there are two standard pool bikes and an electric cargo bike to allow staff that need to carry heavy items to use an active travel mode for their journey. These were partly unavailable during the reporting year but the pool bikes will be made ready and re-advertised in due course.

Transport	Staff Bike Loan Scheme	Lead	<ul style="list-style-type: none"> • 13 bikes are available for staff on a rolling basis for commuting in this project which is funded by Cycling Scotland. People are lent a bike for free for up to two months, after which it will go to another member of staff. Bikes are reserved on a first-come basis but a waiting list is also in place. • It is hoped that the initiative will encourage staff to buy their own bike and change their travel behaviour after the hire period. • A member of staff is currently working on promoting this scheme and is also looking into funding streams with a view to adding electric bikes to it.
Transport	Active/Sustainable Travel Maps	Lead	<ul style="list-style-type: none"> • The Council produces a range of mapped resources that allow people to find out about local active travel infrastructure and journey times. These encourage both staff and Midlothian's residents to use active travel. These include an active travel map created by Spokes (a Lothian-wide cycle campaign) which the Council placed on its interactive consoles around Midlothian to support more accurate travel planning and sustainable journeys. • Walking and cycling maps are provided on a regular basis to libraries/ leisure centres and health centres around Midlothian.
Transport	Go e-Bike	Supporting	<ul style="list-style-type: none"> • In June 2021, two e-bike hubs were launched as part of this project, at Jarnac Court in Dalkeith and Edinburgh College at Hardengreen. Along with two other locations in East Lothian, they form a mini network of public hire stations, with 40 e-bikes allowing for journeys between transport interchanges and town centres. • This is an externally-led project (by SEStran) but with Midlothian Council supporting it. • In early 2022, the Jarnac Court station was removed due to vandalism but Council staff are working with SEStran to identify new locations including an alternative around Dalkeith as a replacement. Other locations are at Shawfair and Roslin. • Staff are also intending on doing joint promotion of the Go E-bike scheme with East Lothian Council in 2022/23 using Smarter Choices Smarter Places funding as well as engaging with Edinburgh College to promote the bikes to staff and students there.
Transport	Places for Everyone	Participant	<ul style="list-style-type: none"> • This is a fund administered by Sustrans. • One proposal (for £40,000) is Designing & Aligning Midlothian's Strategic Place with Sustainable/Active Travel & Public Transport. This involves commissioning Living Streets to do a desk-based study focussing on a number of major developments in Midlothian to assess a number of things including accessibility by walking, wheeling, cycling and public transport as well as assessing the proximity of local services that can be reached by active travel means. The project is currently in its early stages. • Council staff have recently submitted four new applications involving infrastructure projects across Midlothian to the Places for Everyone fund and are waiting to hear back about whether the bids have been successful.
Transport	Smarter Choices, Smarter Places (SCSP)	Participant	<ul style="list-style-type: none"> • This is administered by Paths For All and has a Local Authority Fund which Councils can apply for to implement active and sustainable travel projects. Overview reports are available on this. • The Summary of Awards for 2021/22 states that Midlothian Council was awarded £80,000 for: <ul style="list-style-type: none"> o An Active Travel Marketing Officer, who will coordinate all active travel initiatives and engagement, including promotion and marketing of active travel options. o An Active Travel Marketing Officer for Schools, who will provide engagement, active travel education including supporting Bikeability and promotional events for primary and secondary schools. The School Streets project will also be implemented at a primary school location. o Phase 1 of a new Active Travel Strategy which was the winter 21/22 consultation. Phase 2 of this has now commenced and does not involve SCSP funding. • SCSP 22/23 projects include:

			<ul style="list-style-type: none"> o Schools projects such as Walk to School week, Bike to School week, delivering Bikeability, Walking Battle, Smoothie Bike, road safety activities, School Streets, working with Junior Road Safety Officers in schools for Park Smart initiatives and more; and o Community initiatives such as organising and promoting public cycle training courses in collaboration with the Council's Communities, Lifelong Learning and Employability team, Step Count Challenge for Council staff, Go E-bike scheme promotional activities, organising led walks and led cycles in the community including for the Midlothian Outdoor Festival. The latter will involve bike maintenance sessions, handing out active travel promotional materials and a family led bike ride.
Transport	Various Other Active Travel Events	Participant	<ul style="list-style-type: none"> • The Council participated in various events in 2021/22 to promote active travel in Midlothian. These included: <ul style="list-style-type: none"> o 'Sustrans Big Walk and Wheel'. Formerly called 'Big Pedal', it took place from 21/03/2022 to 01/04/2022, this being the 11th year it had been run. It is the UK's largest inter-school walking, wheeling, scooting and cycling challenge and aims to get pupils active during the school run. During the two-week challenge, schools compete to record the greatest number of pupils walking, using a wheelchair, scooting and cycling to school, whilst learning about the benefits of active travel along the way; o Promoting 'Cycle to Work Day' via the Wednesday Weekly All Staff Email, which also promoted the Council's other activities to encourage cycling at the same time. Cycle to Work 2022 day was 04/08/2022; and o The 2022 Active Travel Survey. This was to get views of residents and staff on encouraging walking, cycling and active travel generally in Midlothian. Results will be used to update the Council's Active Travel Strategy, due to be published in 2022/23. • Similar plans for 2022/23 include: <ul style="list-style-type: none"> o The Step Count Challenge in February/March 2023. Walk Leaders training has been completed for this and it is planned to offer lunch time walks in different areas to cater for the hybrid working system which is in place for staff; o Working with the Healthier Lives working group and the See Me group, staff are delivering walks in various areas of Midlothian areas on 06/10/2022, to promote the importance of active travel and mental health; and o More work on looking at ways to promote walks to the public and staff.
Transport	Active Travel Officer – Schools	Lead	<ul style="list-style-type: none"> • The role of this post is to promote cycling, scooting and walking to all schools across Midlothian to increase active travel. This involves projects such as: <ul style="list-style-type: none"> o Providing led rides as part of PE lessons and the Duke of Edinburgh's Awards in high schools. 15 of these took place at Dalkeith High School in 2021/22; o Organising the Midlothian Walking Battle, a project to increase the amount that pupils walk to school. They are provided with pedometers to count their steps and they compete to see which class can walk the farthest. 462 pupils participated in the walking battle across six different schools in 2021/22. This cost £1,440 for 100 pedometers and o Running the 'Smoothie Bike' within Midlothian Schools to promote cycling and healthy living. 742 pupils from 10 different schools were reached in 2021/22.
Transport	Bikeability & Bike Maintenance Classes	Lead	<ul style="list-style-type: none"> • This is cycle training in primary schools. • It requires the Active Travel Officer - Schools coordinating and managing the school bike loan service and volunteers, as well as delivering the training to school staff as part of their CPD. 968 pupils took part in this in 2021/22; • The sessions were supported by the Officer leading bike maintenance classes for schools to train pupils and ensure bikes were in a working and safe condition. These were ran at 12 schools with around 140 pupils taking part in 2021/22.
Transport	Play on Pedals	Participant	<ul style="list-style-type: none"> • This is a project done in collaboration with Playbase and Cycling Scotland that delivers balance bike activities to 3 to 5 year olds in nurseries and aims to get them used to cycling and bikes from a young age so they use them for transport later in life.

			<ul style="list-style-type: none"> • Bikes were maintained regularly for Midlothian Playbase for them to be distributed out to nurseries. Midlothian Council's fleet of Play on Pedals bikes were given to Woodburn Primary School on a long loan, to be used by the nursery children there throughout the year.
Transport	School Streets	Lead	<ul style="list-style-type: none"> • This is an initiative that addresses issues with parking and traffic to support more children to walk, cycle, scoot or wheel to school – 'School Streets' are roads outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times. It involves providing accessible information and guidance to empower local communities who want to see such schemes implemented. • The project was recently rolled out at Strathesk Primary School in Penicuik, with the next school streets going to be implemented at St Mary's Primary School in 2022/23.
Transport	Walk to School Week / WOW	Participant	<ul style="list-style-type: none"> • Walk to School Week is organised by Living Streets, a charity whose objective is to promote walking in the UK. It is a five-day walking challenge that ran from the 16th to the 20th of May 2022. Its purpose is to encourage children to travel to school sustainably. They track their progress each day on a wallchart, unlocking information as they go. Individual activity diaries, daily stickers and end of week pupil rewards complement the activities, reinforcing the benefits and keeping children engaged. • It is part of a larger campaign by Living Streets called WOW - a year round walk to school challenge where participating schools award badges to kids who walk to school regularly.
Transport	Staff Cycling Training Sessions	Lead	<ul style="list-style-type: none"> • There was a session for 'Absolute Beginners' that was held in November 2021 as part of Cycling UK's Shift programme and run by Council staff. Bikes were provided to those who didn't have one. • A 'Dr Bike' cycle maintenance session was also run in October 2021 as part of this as well as purchasing equipment for the upkeep of staff bikes. • There were another two sets of similar events held in February and March 2022, which included sessions geared towards on-road cycling too. There were more sessions in September 2022 with Cycling Scotland-approved trainers delivering each session. Council staff hope to run more staff cycle training sessions in future but are currently focussed on training sessions for the public.
Transport	Cycle Solutions / Cycle to Work Scheme	Supporting	<ul style="list-style-type: none"> • This started in March 2019 and is a Government-backed initiative that enables people to obtain a bike and/or cycling accessories to use for riding to work whilst making tax and National Insurance savings from their gross pay. • The Council's Employment and Rewards staff administer the scheme. • Prior to Covid, there were regular pop-up shops and exhibits for this, such as at Fairfield House. These are advertised via emails to Council staff. The scheme is also advertised via leaflets in Council offices and on the Council Intranet.
Waste	Millerhill Zero Waste Parc	Participant	<ul style="list-style-type: none"> • There are two major waste processing facilities at the Millerhill Zero Waste Parc: <ul style="list-style-type: none"> o The Recycling and Energy Recovery Centre, which is a 25 year joint venture with the City of Edinburgh Council. Much of Midlothian's residual waste is processed here and is used to generate electricity at the facility. There are also plans to use the heat from it in a local district heating system; and o An Anaerobic Digester, where Midlothian's food waste is broken down to produce fertiliser and biogas (which is used to generate heat and electricity). • This is part of a wider strategy to reduce waste to landfill and no waste is disposed of directly to landfill in Midlothian. The work has assisted in lowering CO₂ emissions from waste in Midlothian from 1.17 tonnes of CO₂ per person in 2011 to 1.05 tonnes in 2020, a fall of 10%.
Waste	Household Waste Recycling Centres	Lead	<ul style="list-style-type: none"> • There are two Household Waste Recycling Centres in Midlothian, at Stobhill and Penicuik. • These allow the public and local businesses to dispose of waste where it can then be recycled. • The Penicuik centre was refurbished and re-opened in April 2021 and the Stobhill Depot trialled a 'Re-Use Cabin' in 2021. It allowed people to drop off unwanted items for others make use of, thereby promoting the 'circular economy'

			principle and reducing waste, including to landfill. During the pilot, the cabin diverted around 500kg of waste for re-use each month.
Waste	Food Waste Collection in Rural Areas	Lead	<ul style="list-style-type: none"> • In November 2021, the Council's Waste Team received £132,085 in Scottish Government funding to offer a food waste recycling service in some rural areas of Midlothian. The money will be used to buy an additional vehicle and to provide food waste caddies. • No final decision on routes has been taken, but the service is likely to cover an additional 1,800 properties that were initially excluded because of their location. The intention is to implement this from mid 2023.
Waste	Waste 'Digital Depot'	Lead	<ul style="list-style-type: none"> • Waste staff received funding of £34,000 from the Scottish Government's Recycling Improvement Fund to introduce a 'Digital Depot' for the management of the service and the collection of waste. • This will allow better route optimisation, so that less mileage can be travelled per amount of waste collected, therefore reducing emissions. The technology also offers the potential to improve recycling by monitoring waste contamination and can allow targeted recycling intervention as it can help identify areas where recycling is not as widely adopted. • It is intended that this will be implemented by mid-2023.
Waste	Waste Education	Lead	<ul style="list-style-type: none"> • The Waste Aware Team can provide a range of advice, guidance and support on waste, waste minimisation and recycling. <ul style="list-style-type: none"> o This can be done with schools and youth groups, involving a range of activities that can be arranged to meet the specific age group, level of awareness and number of participants. These include waste audits, recycling activities and games. o Other activities are geared towards adult groups. These include seminars and discussion sessions to allow people to ask specific questions on all aspects of recycling and waste management. • The Waste Aware Team also has a range of educational materials, posters and literature, which can be displayed in work places or community venues.
Waste	Household Recycling Charter for Scotland	Participant	<ul style="list-style-type: none"> • The Scottish Government, Zero Waste Scotland and COSLA agreed a Household Recycling Charter and Code of Practice which set out a framework for implementing consistent recycling collections across Scotland. The Code of Practice specifies the material streams that should be collected separately and the specific items that will be accepted within each stream through standardisation of the specification for recyclable materials. • The Household Recycling Charter identifies a number of collection strategies to improve recycling performance and develop a consistent national system, whilst leaving scope for Councils to design services around their local context. • Midlothian Council agreed to sign the Charter in 2016 and it will be a key driver of the Council's Waste Strategy, when approved.
Waste	Council Food Waste Recycling	Lead	<ul style="list-style-type: none"> • In 2019, food waste collection bins were introduced in Fairfield House and Midlothian House for staff to use. These are located around the kitchen areas in these buildings together with other recycling bins, meaning that staff have the opportunity to recycle as many as possible components of the waste they may produce. • The food waste is taken to a local anaerobic digester that converts the waste heat generated during the decomposition of the food to energy. The residue is used as an agricultural fertiliser.
Various	Changeworks in Dalkeith	Supporting	<ul style="list-style-type: none"> • This is a three year project delivered by Changeworks. They will be working with local community groups and hosting events to raise awareness of the climate emergency and help people save money and carbon. It is funded by Midlothian Council with match funding from Changeworks - £48,670 split over the project lifetime and £16,140 in 2022/23.

			<ul style="list-style-type: none"> • The project launched with a drop-in event in Dalkeith in July 2022 where passers-by on Buccleuch Street could get advice on how to save carbon and save money. Other events include those on active travel (September 2022), hard to heat homes (January 2023) and renewable heating options for domestic properties (March 2023). • Changeworks' Key Performance Indicators for the project are to reach 2,000 individuals in Dalkeith and surrounds across three years. Of these, 80% will have increased confidence in taking climate action and 1,000 will take positive action that drive us towards net zero.
Miscellaneous	Midlothian Business Carbon Charter / Midlothian Green Pledge	Lead	<ul style="list-style-type: none"> • This aims to encourage local businesses to contribute towards Midlothian Council's Net Zero 2030 goal whilst often benefiting from cost efficiencies at the same time. • Signing the pledge involves companies agreeing to undertake various commitments such as switching to a 100% renewable energy supplier, reducing their energy use and encouraging employees to use active transport such as walking or cycling to work. Businesses signing up are directed to a range of advice on how to achieve the Charter's aims, including developing travel plans and energy, waste and water audits. • The Business Gateway Midlothian team work with signatories to review their operations and help create a bespoke Green Action Plan for their business. They also receive other benefits such as them being highlighted on the Locate in Midlothian website and the Locate in Midlothian and Business Gateway Midlothian's social media channels, as well as receiving dedicated adviser support and access to environmental partners via Business Gateway Midlothian. • It was launched in July 2021. To date (July 2022), 20 businesses have signed up to the Charter and have been featured as green champions across Locate in Midlothian digital profiles with detailed articles.
Miscellaneous	Net Zero Virtual Coffee Morning (on Climate Change Issues)	Lead	<ul style="list-style-type: none"> • Virtual Coffee Mornings are online events hosted by Council Economic Development staff. This one in July 2021, focussed on climate change and what it means for businesses. 16 businesses attended to hear about: <ul style="list-style-type: none"> o How Midlothian Council is responding to climate change; o Exploring the simple steps businesses can take to become more environmentally friendly; and o The 'Circular Economy' from Zero Waste Scotland. • Three Midlothian businesses also spoke about their own climate actions: <ul style="list-style-type: none"> o Terry Healy Group on the impact the climate emergency has on their business, how they've responded and their plans for the future; o Skyrora, who are pioneering technology to convert non-recyclable plastic into high-grade, in-demand aerospace fuel; and o Seilich introduced their work on carbon capture while creating wildlife friendly beauty products using their own grown wildflowers.
Miscellaneous	Weekly All Staff Emails	Lead	<ul style="list-style-type: none"> • The Weekly All Staff Email is regularly used as a means by which to communicate details of and promote Council initiatives that are relevant towards climate change mitigation. Examples include: <ul style="list-style-type: none"> o The email of 21/07/2021 advertised 'Cycle to Work Day' and used it to promote the Council's Staff Bike Loan Scheme; o The email of 22/09/2021 advertised National Recycling Week as well as 'Dr Bike' bicycle maintenance sessions available for staff outside Fairfield House. This was run with assistance from the West Lothian Bike Library; o The email of 15/06/2022 advertised Clean Air Day and promoted simple steps that we can all take to cut down on air pollution; and o The email of 24/08/2022 advertised advice that Citizens Advice Scotland, Energy UK and Ofgem have produced to help domestic energy customers save energy and help manage their bills.
Miscellaneous	Participation in Earth Hour	Participant	<ul style="list-style-type: none"> • The Council supports Earth Hour, with Midlothian residents being encouraged to follow suit in switching off lights and appliances.

			<ul style="list-style-type: none"> • In 2020, Council staff put together a Communications Plan for the event. • In 2022, the event was advertised on the Council's Twitter and Facebook pages as well as to staff via the Weekly All Staff Email. Residents are also directed to the WWF website for further information.
Miscellaneous	Energy Efficiency Advice Sessions	Participant	<ul style="list-style-type: none"> • The Council regularly has events on saving energy at home. These have previously been seminars or Q&A sessions in the Council offices, but are now held online. They include: <ul style="list-style-type: none"> o Home energy savings tips and the energy efficiency services of Home Energy Scotland and Changeworks in October 2021; o Moneyworks financial wellbeing webinars in February 2022 on managing energy costs; and o A webinar held by Money Advice Scotland on electric car use and benefits in May 2022.
Miscellaneous	Large Grants Allocation 2022 - 2025	Lead	<ul style="list-style-type: none"> • The Council's Large Grants Allocation funded projects which demonstrated how they achieved the aims of the Single Midlothian Plan. Accordingly, one of the judging criteria was projects that reduce carbon emissions. • Three grants were awarded under this category, totalling an allocation of £134,000. These were: <ul style="list-style-type: none"> o Create and develop a food forest with orchard, a training and demonstration site, at the Midlothian Community Hospital (£37,000); o Develop and support community climate action in the Dalkeith area to take action to address the climate emergency (£49,000); and o Deliver a range of activities centred around food growing and supporting people to grow their own and learn what to do with the produce (£48,000).
Miscellaneous	Small Grants and Community Council Grants 2022-2023	Lead	<ul style="list-style-type: none"> • The Council's small grants scheme is available to voluntary and community organisations on an annual basis to deliver services across four funding streams to meet the priorities and outcomes of the Community Planning Partnership and the Single Midlothian Plan. One of the themes that applications must address is reducing carbon emissions. • Two projects were awarded £6,000 for helping to achieve this theme: <ul style="list-style-type: none"> o PlayBase scio - resource boxes to support and promote learning for sustainability which will be borrowed by Early Learning and Childcare settings in Midlothian, and; o Gorebridge Community Development Trust - funding to continue Growgetters – monthly child and family growing sessions focusing on growing your own food, connection to nature and the outdoors, and gardening for wildlife.

Q6) Please use the text box below to detail further climate change related activity that is not noted elsewhere within this reporting template