Midlothian Council
Education Attainment and Achievement Report

December 2017

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Introduction

In Midlothian, we aspire to deliver a world-class education system through equity and excellence. Our vision is to provide the highest quality inclusive education and learning for all individuals and families in Midlothian. To realise this vision we will:

- give all our children the best possible start in life, providing a nurturing and inclusive learning environment;
- ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor;
- support adult returners to achieve their potential and secure positive outcomes including employment
- work with our communities to promote high expectations which deliver the best educational outcomes for all learners;
- celebrate diversity, reduce inequalities and remove barriers to learning.

As we continue to build on our ambition to create a world-class education system through equity and excellence, we are relentless in our focus to interrupt the cycle of poverty at the same time as improving attainment overall. Three core ingredients of the world-class strategy will remain central:

- to adopt an evidence-based practice approach to educational improvement based on the forensic use of data with clear improvements shared and understood by all;
- to create a leadership culture of continuing professional development where systems thinking becomes a habit focussed on delivering improved outcomes for every child;
- to embrace Jim Collin's *Good to Great* Strategy: keeping it simple through a commitment to continuous improvement delivering results that are always better than our previous best.

Building on our theme from last year, Closing the Gap – Creating a World-Class Education System for all ages, in 2017/18 our theme is *Mind the gap - Taking a closer look at Progression, Progression, Progression.*

Section 1: Our Strengths

- Clear strategic commitment to create a World-Class Education Service through Excellence and Equity;
- Strong and clear leadership across the partnership;
- A shared endeavour to interrupt the cycle of poverty;
- High quality partnership working delivering targeted interventions which are having life-changing impacts;
- A rich Early Years provision;
- A wide range of rich learning experiences for children and young people;
- Improving attainment in primary and secondary schools;
- Five year positive trend in sustained destinations for school leavers;
- High quality career-long professional development opportunities for staff;
- Growing empowerment of schools by growing Associated Schools Groups into Learning Communities.

Section 2: Performance Information

Section 2.1: Early Years

This section outlines the successes and achievements for Early Years:

- Early Years Support Teams and ASN: this team was set up to provide support to families and to assess children. This provision now includes ASD outreach and support for Bright Sparks. One hundred and fifty pupils benefit from this ASN support.

- Family Learning Centres: Loanhead Paradykes opened Summer 2017. Gorebridge Beacon due to open June 2018 (delayed due to fire). Planning work is currently ongoing at the Mayfield FLC.

- Parents involved in their children's learning: sessions running in Woodburn 3-5, Midlothian Surestart Family Learning Centres in Penicuik and Mayfield. Approximately 15 families are currently engaged.

- Co-location: 27-30 month health reviews by HV's being delivered at Woodburn Family Learning Centre. 'Learning is fun together' by Speech and Language therapy (SLT) is now being delivered at Woodburn FLC 0-3 and Paradykes Family Learning Centre.

- Sleep session: 136 families have attended a 45 minute, stage 1 session

- Big Bedtime Read (BBR): 22 Local Authority settings are running the BBR involving approx 1400 children between 0-5. 86% are currently getting a bedtime read 4 or more nights a week. Two Midlothian Sure Start Family Learning Centres are also involved.

- Partners: 5 Service Level Agreements covering Family Learning Centres, Play Therapy, Resource library, Speech and Language and Family Support

- Partnership Centres: 22 existing settings with 2 more at the application stage.

- Play Strategy: produced and published. Working group set up and held 1st meeting.

- Peep: 115% growth in number of groups running from 19 in 2015 to 42 in 2017. Two hundred and fifty children (approx) attend a peep session in a typical week.

- A good time to be 2: 141 children as of Sep 2017. Twenty-nine settings & nine childminders currently have children placed. All settings have received their annual QI visit and 2 settings are receiving individual support in an 8 week block.

- Froebel Training: 28 students currently undertaking training with Edinburgh University. New Froebel library developed.

- Childminders: 80 across Midlothian; 14 contracted to provide through 'A Good time to be 2'; new recruitment drive to meet 1140 requirements.

- Quality Improvement: 80+ visits carried out. 0-5 Self Assessment tool. Three Quality Floorbooks developed on 'Environments', 'Literacy' & 'Wellbeing'. Two sets of guidance developed – 'Planning and observation' & 'Tracking children's progress'. *Numeracy Floorbook currently being developed.* Recent external inspections have been rated good, very good and excellent.

- Workforce Development: 80 courses run Aug to Jun 17; 958 places taken up by 487 individual EY staff; 4 modern apprentice placements offered. Ninety-three percent reported positively that the outcomes where fully met, course will impact on practice and knowledge was greatly increased. Thirty-two individuals attended 5 or more courses.

- Midlothian Design Guide for Early Learning and Childcare shared with the Care Inspectorate, planning and architects.

- Early Years Learning Communities: 90% of staff in post supporting all Midlothian Council EL&C settings delivering training, supporting planning, observations and assessments. All staff trained in Starcatchers & Mindstretchers courses.

Section 2.2: Improvement in attainment, specifically in reading, writing and numeracy

Primary Sector (Assessment of Children's progress)

Progression through the Broad General Education is a key focus in 2017/18. In December 2016, the Scottish Government for the first time published Curriculum for Excellence (CfE) levels achieved by the end of P1, P4, P7 and S3. In most indicators Midlothian was below the national average. As a result our target for 2017/18 is to bring CfE levels in line with the national average at all stages. A comprehensive plan to improve teacher judgements is in place within each associated schools group which involves teachers across departments, schools and sectors sharing practice and moderating children's work in order to improve their knowledge of achievement of a level.

Conversely, the average standardised scores are as follows;
- the average standardised score at P4 Maths is above the national average;
- the average standardised score at P4 Reading is above the national average;
- the average standardised score at P7 Reading is above the national average.

Recognised for their work in reducing the poverty related attainment gap, Lawfield Primary school and the Lawfield Community project were praised for their work and were invited to present at the national launches of the Pupil Equity Fund.

Midlothian has a clear strategy for the improving literacy and numeracy, which will help to address the challenge of improving Maths at P7 and S2, as well as building on strong reading attainment in our primaries.

What are we going to do next in order to continuously improve?

● Clear schools targets set in order to ensure the percentage of students achieving their expected Curriculum for Excellence (CfE) level by the end of each stage is at or above the national average.
● Three distinct monitoring and tracking periods have been implemented which will provide data for School Group Manager attainment visits during these periods. Schools will be asked to demonstrate how they are actively intervening to ensure learners who are identified to be at risk of not achieving their expected level by the end of P1, 4 and 7 stage are supported to reach the required level for their stage of learning.
● Learning communities will be involved in developing moderation processes within their school and across schools to improve the confidence of staff working to make robust and reliable holistic judgements of learner progress at the appropriate CfE level.

Section 2.3: Secondary attainment - National Measures

Midlothian's secondary attainment performance in 2016 is shown below. Using the new *Insight* tool, Midlothian is able to compare its SQA performance not only with that of previous years, but also against a *virtual comparator* – i.e. a 'virtual' benchmark authority with a similar social and economic profile to Midlothian.

This data enables schools to review key outcomes such as improvements in levels of literacy and numeracy, attainment in national exams and leaver destinations.

Improving Literacy and Numeracy

	Year	Midlothian	Virtual Comparator
% Level 4 Literacy & Numeracy	2011	74.4	75.1
	2012	77.9	77.6
	2013	74.6	76.7
	2014	78.97	78.54
	2015	85.65	85.26
	2016	87.80	86.61
% Level 5 Literacy & Numeracy	2011	45.7	48.5
	2012	48.9	52.3
	2013	45.5	49.7
	2014	51.31	51.3
	2015	56.28	56.3
	2016	63.31	60.56

Table 3: National Measures: - Literacy and Numeracy (2011-2016)

This data in table 3 shows the following key strengths:
● Attainment in level 4 Literacy and Numeracy shows a positive improvement from 74.4% in 2011 to 87.8 % in 2016, an improvement of 14.4%.
● Attainment is 1.2% higher than the virtual comparator leavers group.
● Attainment in level 5 Literacy and Numeracy shows a positive improvement from 45.7% in 2011 to 63.31% in 2016 an improvement of 17.6%.
● Attainment is higher than the virtual comparator leavers group and 0.9% lower than the National leavers group.

The following measures show how the 30% most deprived learners in Midlothian are progressing compared to the virtual comparator in literacy and numeracy.

Outcomes by the end of S4: Literacy and Numeracy Outcomes by the end of S4 for the 30% most deprived learners
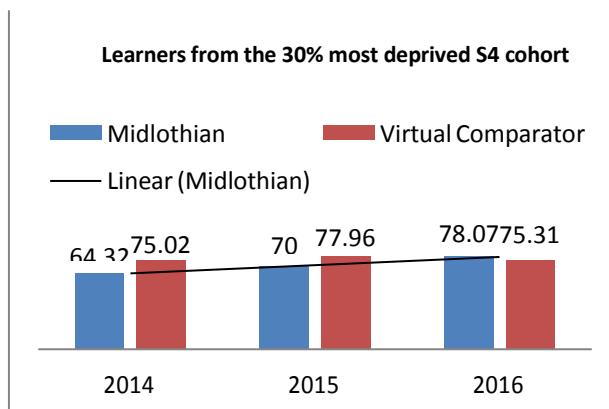
Level 4

Figure 1: Literacy and Numeracy at level 4 – 30& most deprived

Figure 1 shows a three year improvement trend for Literacy and Numeracy at level 4 for the 30% most deprived learners by the end of S4. Attainment in 2016 is now above both the virtual and the national average. Attainment at this level in 2016 is 8.07% higher than the previous year.
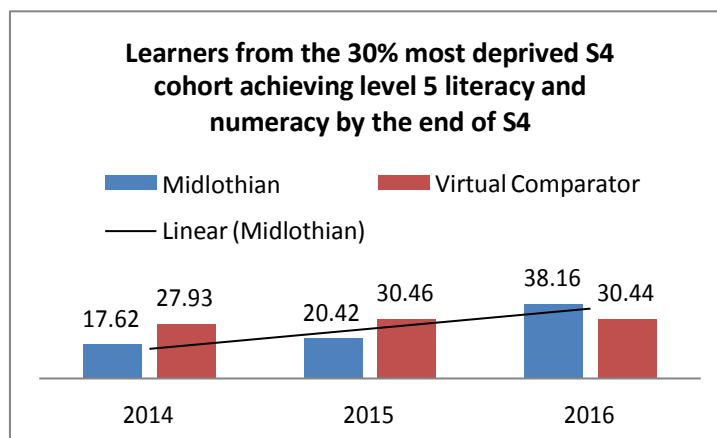
Level 5

Figure 2: Literacy and Numeracy at level 5 – 30& most deprived

Figure 2 shows a three year improvement trend for Literacy and Numeracy at level 5 for the 30% most deprived learners by the end of S4. Attainment in 2016 is now above both the virtual and the national average with attainment at level 5 in 2016 being more than double the percentage achieved in 2014.

What are we going to do next in order to continuously improve?

- Bring literacy and numeracy at levels 4 and 5 in line with national measures for all school leavers.
- Continue to support moderation practice in secondary schools to develop appropriate teacher judgements as part of holistic assessment within the broad general phase of education (BGE - S1-3).
- Continue to support moderation practice in secondary schools to develop appropriate teacher judgements as part of holistic assessment at the transition point from P7 into S1.

Improving Attainment for all

This measure shows the national benchmarking data for the average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by performance:

Year	Midlothian			Virtual Comparator		
	Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
2010/11	125	636	1676	131	684	1723
2011/12	143	697	1738	151	749	1768
2012/13	138	651	1663	146	711	1767
2013/14	146	710	1754	140	728	1798
2014/15	145	784	1742	155	789	1836
2015/16	161	802	1890	144	771	1805

Table 4: Improving attainment for all: the average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by performance.

The numbers shown in the table are total tariff points gained by Midlothian's lowest performing 20%, the middle performing 60% and the highest performing 20%. Each qualification attained by pupils is given a tariff score by SQA; highest performing 20% of students attain higher tariff scores as they tend to stay on to S6, complete more courses, and pass courses at higher levels.

The data in table 4 shows the following key strengths:

- Total tariff scores for the lowest performing 20% of leavers' shows positive progression from 125pts in 2010/11 to 161pts in 2015/16, an improvement of 36pts. This is higher than the virtual comparator performance of 144pts and 9 pts below the national average.

- Total tariff scores for the middle performing 60% of leavers' shows positive progression from 636pts in 2010/11 to 802pts which is 18pts higher than the previous year. This is higher than the virtual comparator on 771pts and 36pts below the national average.

- Total tariff scores for the highest performing 20% of leavers' shows positive progression from 1676pts in 2010/11 to 1890pts in 2015/16, an improvement of 114pts. This is above the virtual comparator on 1805pts and the national on 1822pts

What are we going to do next in order to continuously improve?

To reduce the gap between the highest and lowest performing leaver groups, we will implement a range of targeted curricular strategies and wider achievement opportunities in order to maximise tariff scores:

- Schools will continue to evaluate how they course students within the Secondary phase (S4-6) and support an integrated S4-6 senior phase model that delivers opportunities to maximise attainment and achievement.
- Schools will ensure tracking systems also include information about skills development and wider achievement options that may provide opportunities to gain additional tariff points.
- Schools will continue to develop tracking and monitoring systems and active interventions to ensure learners attain to the highest possible level within the senior phase at the point of exit.

Closing the attainment gap between the most and least disadvantaged children: Attainment versus Deprivation

This measure tracks disadvantage by improving the attainment of lower attaining pupils relative to higher attaining pupils based on the average total tariff score of pupils, by Decile, using the Scottish Index of Multiple Deprivation (SIMD):
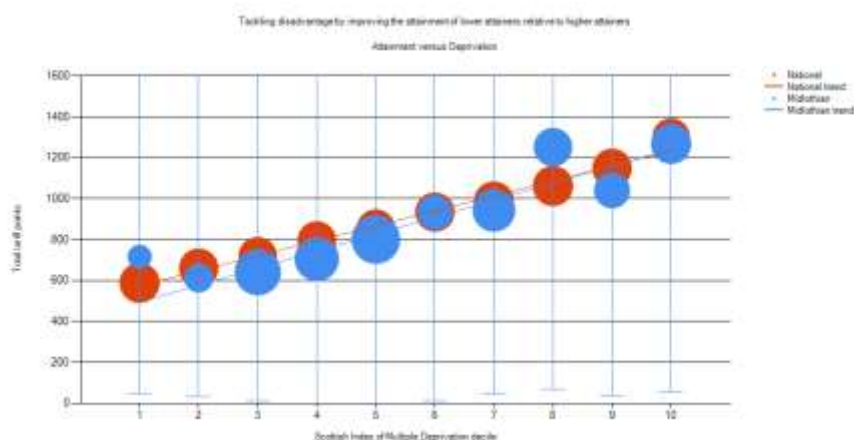

Figure 3: Attainment versus deprivation: tacking disadvantaged by improving the attainment of lower attaining pupils relative to higher attaining pupils based on the average total tariff score of pupils, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

The discs presented in figure 3 represent the relative performance of Midlothian leavers in each SIMD deciles compared with the virtual comparator group. The size of the disc gives a visual indication of the number of students in the decile. The gradient of the line indicates the relative level of attainment vs. deprivation for Midlothian leavers. The graph confirms that Midlothian leavers are broadly attaining in line with other similar leavers across the country.

- In 2015/16 Midlothian performance was generally better than the virtual comparator for deciles 1 and 8 and lower than the virtual comparator for deciles 3, 4 and 9.

What are we going to do next in order to continuously improve?

- On leaving school students in Decile 1 attained a tariff score of 992 which is 276 less than the 1268 accumulated by students in Decile 10. This data confirms that students from the least advantaged groups are leaving school earlier and as a result attaining fewer qualifications which undermine their ability to access a sustainable positive destination. For this reason, Midlothian's priority remains to maintain students from the least advantaged backgrounds in mainstream education and training until the end of S6. We aim to achieve this by developing progression pathways for all pupils and providing an educational experience which meets their needs and secures a positive destination.
- Schools will forensically examine data to know the nature of their attainment gap in relation to deprivation and actively plan to reduce the gap year-on-year.
- Continue to encourage students to stay on at school until the end of S6 in order to reduce the attainment versus deprivation gap. This will involve developing guidance approaches that are about nurture and provide *aspirational* pathways for learners.
- Schools will ensure tracking systems also include information about skills development and wider achievement outcomes that may provide opportunities to gain additional tariff points.
- Schools will continue to develop tracking and monitoring systems and active interventions to ensure learners attain to the highest possible level within the senior phase and at exit points and paying particular attention to SIMD.

Section 2.4: Secondary Attainment - Local Measures

This section includes the local measures for secondary attainment for examinations undertaken in session 2016/17. Local measures are cohort measures rather than leavers data which was presented in the previous section. Therefore this section will present S4, 5 and 6 cohort attainment data based on the examination results as published in Insight in September 2017.

Literacy and Numeracy (2016/17)

Establishment	Year	S4		S5		S6	
		% Level 4 Literacy & Numeracy	% Level 5 Literacy & Numeracy	% Level 4 Literacy & Numeracy	% Level 5 Literacy & Numeracy	% Level 4 Literacy & Numeracy	% Level 5 Literacy & Numeracy
Virtual Comparator	2013	65.1	27.4	79.91	51.1	78.6	53.7
	2014	79.9	40.7	81.23	53.7	81.06	55.7
	2015	84.2	45.2	87.19	61.1	82.09	57.6
	2016	83.8	49.4	88.91	62.9	87.66	64.7
	2017	85.2	51.4	88.62	65.3	89.28	66.3
	3yr avg	84.4	48.6	88.2	63.1	86.3	62.8
	4yr trend	5.0	6.0	2.2	3.5	2.7	3.2
Midlothian	2013	60.7	18.9	71.97	43.2	73.81	45.8
	2014	81.7	33.9	77.06	45.9	71.47	46.1
	2015	81.4	36.7	85.14	57.9	76.92	50.6
	2016	85.0	52.9	84.88	55.0	85.03	60.5
	2017	85.1	54.3	86.71	64.8	84.85	57.9
	3yr avg	83.8	48.0	85.6	59.2	82.3	56.3
	4yr trend	6.1	8.8	3.7	5.4	2.8	3.0

Table 5: Local Measures: - Literacy and Numeracy (2013-2017)

This data shows the following key strengths:

- Positive four year trend across all measures
- S4 Literacy and Numeracy at level 4: this is the highest recorded level achieved with 0.1% improvement on the previous year and a 24.4% improvement (2013-2017)
- S4 Literacy and Numeracy at level 5: this is the highest recorded level achieved with a 1.4% improvement on the previous year and 35.4% improvement (2013-2017)
- S5 Literacy and Numeracy at level 4: this is the highest recorded level achieved with a 1.8% improvement on the previous year and 14.7% improvement (2013-2017)
- S5 Literacy and Numeracy at level 5: this is our highest recorded level achieved with a 9.8% improvement on the previous year and 21.6% improvement (2013-2017)
- S6 Literacy and Numeracy at level 4: this shows a drop of 0.18% on the previous year but 11% improvement (2013-2017)
- S6 Literacy and Numeracy at level 5: this shows a drop of 2.6% on the previous year but 12.1% improvement (2013-2017)

What are we going to do next in order to continuously improve?

To ensure performance in literacy and numeracy exceeds the virtual comparator and national average we will:

- Continue to support moderation practice in Secondary schools that develops appropriate teacher judgements as part of holistic assessment of literacy and numeracy within the broad general phase of education (BGE - S1-3).
- Continue to focus on evidence based approaches to targeted interventions in literacy and numeracy that have a high effect size.
- Continue to use relevant SIMD and other data to ensure that we close the poverty related gaps in attainment in literacy and numeracy.

Improving Attainment for all (2016/17)

Establishment	Year	S4			S5			S6		
		Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%	Lowest 20%	Middle 60%	Highest 20%
Virtual Comparator	2013/14	124	380	618	173	645	1216	174	813	1816
	2014/15	122	381	603	175	665	1189	179	851	1853
	2015/16	119	383	601	169	662	1173	181	872	1842
	2016/17	120	376	578	160	671	1177	175	856	1820
	3yr avg	120	380	594	168	666	1180	178	860	1838
	4yr trend	-1.3	-1.3	-13.3	-4.3	8.7	-13.0	0.3	14.3	1.3
Midlothian	2013/14	128	395	627	131	544	1160	119	637	1704
	2014/15	113	356	563	144	646	1227	137	694	1715
	2015/16	123	381	559	127	573	1137	147	810	1878
	2016/17	123	371	564	131	623	1142	131	710	1767
	3yr avg	120	369	562	134	614	1169	138	738	1787
	4yr trend	-1.7	-8.0	-21.0	0.0	26.3	-6.0	4.0	24.3	21.0

Table 6: Local Measures: - Improving attainment for all (2013-2017)

This data shows the following key strengths:

- Positive four year trend for middle 60% in S5 and S6
- Positive four year trend for the highest 20% by the end of S6

What are we going to do next in order to continuously improve?

Schools are focussed on setting targets in relation to actively closing the gap between their school data and the virtual comparator, particularly by the end of S4. Strategies include:

- a local authority approach to opening up the curriculum to offer more wider achievement opportunities;
- development of tracking and monitoring systems together with active interventions to ensure learners attain to the highest possible level within the senior phase and at exit points and paying particular attention to SIMD;
- the implementation of the three year visible learning collaborative impact programme that focuses on practitioner enquiry to improve learner outcome;
- Senior Education Managers will be focusing on more forensic examination of school data and more regular support and challenge visits. This will include targeted visits to schools to support pupils at risk of achieving less than 5 or more at level 3+;
- Schools actively pursue targets in relation to improving their performance in the key indicators against their VC.
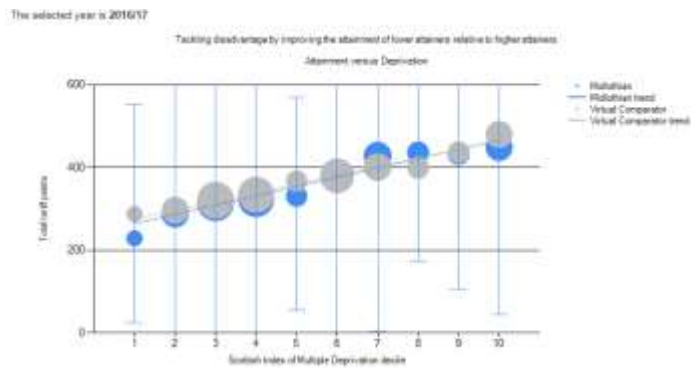
Attainment versus Deprivation (2016/17)

S4

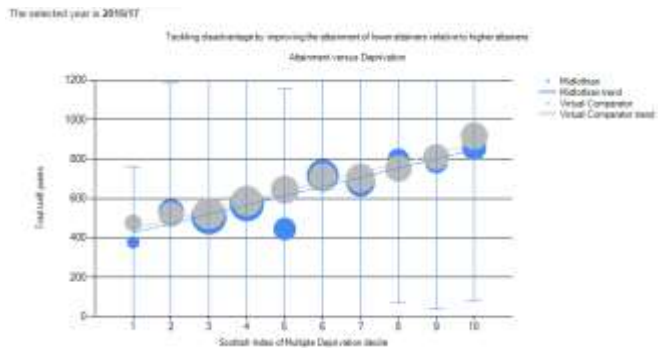*Figure 4: Local Measures: - Literacy and Numeracy (2013-2017)*

S5

Figure 5: Local Measures: - Literacy and Numeracy (2013-2017)
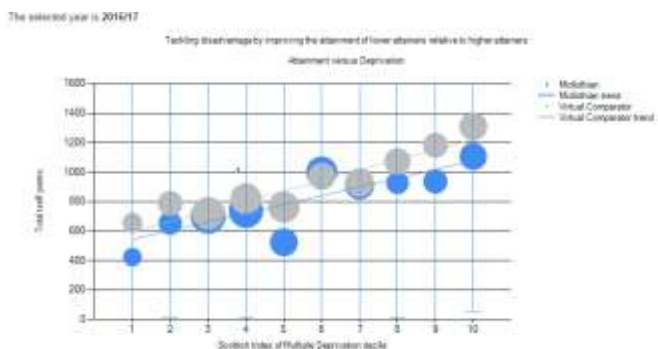
S6

Figure 6: Local Measures: - Literacy and Numeracy (2013-2017)

The data in figures 4-6 show the following key strengths:

- In line with virtual comparator for most deciles by the end of S4 and 5 with the exception of SIMD 1 and 5.

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What are we going to do next in order to continuously improve?

- Implement targeted interventions in order to improve outcomes in SIMD 1 and 5 by the end of S4, 5 and 6.
- Implement targeted pace and progression routes to improve SIMD 8, 9 and 10 by the end of S6. This will include a pilot research programme to look at factors affecting the progress and attitudes of learners within this SIMD in order to look at a variety of ways to improve their performance. It is known that 50% of the variance in learner outcomes is due to how learners behave and of they perceive themselves as successful learners so it is vital we tackle this aspect as well as teacher efficacy.
- Ensure that the curriculum at BGE level is allowing students to progress into and succeed within the senior phase in schools.

Improving outcomes for Looked after learners

The following data provides a breakdown of Midlothian's care experienced population and the shifting trends over the last 4 years:

	Looked after at home	MC Residential	External Residential	Foster Care Midlothian	Foster Care Other	Kinship Care
2012/13	76	9	23	82	33	62
2013/14	102	10	20	80	29	91
2014/15	62	8	21	71	35	86
2015/16	42	11	19	69	38	82
2016/17	70	10	19	65	32	74
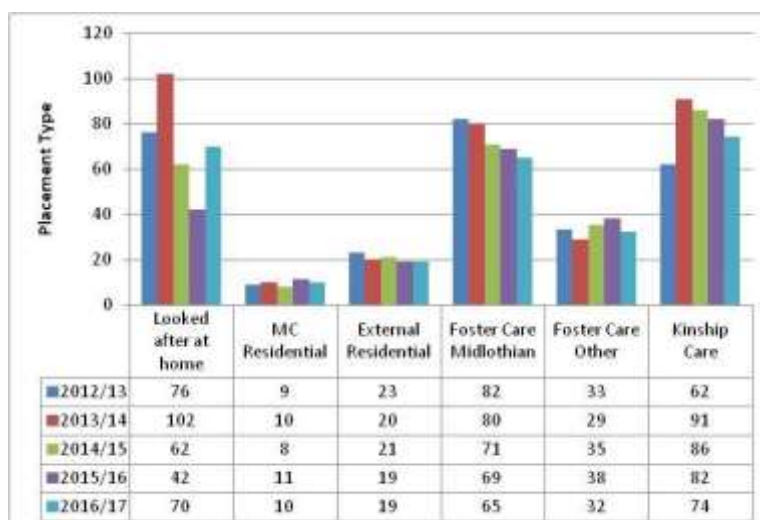
Figure 7: Local Measures: - Looked after Learners (2013-2017)

The data in figure 7 illustrates the changing pattern and trends in relation to Midlothian Council's looked after children and care leaver population over the last 4 years. Overall our Looked After at Home population has seen an increase over the past year in particular which supports a shift in the balance of care towards family care and towards earlier intervention, intensive outreach and strengthening family resilience. Our residential statistics for our own residential houses remain fairly static over the years. Both our external residential placement placements and external foster carer placement have reduced over the past four years which is attributed towards building local capacity and capability within our communities.

What are we going to do next in order to continuously improve?

Improving outcomes for looked after learners is a key priority for 2017/18. We are focussing on strategies to both improve attendance. In addition the local authority and schools are working together to develop flexible learning pathways to ensure that there are tailor-made options for our most vulnerable learners building on the success of the approaches utilised to improve positive destinations.

Breadth and Depth Measures: S4 Performance in SQA 2017 Examinations (based on S4 % Candidates)

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	98.6%	98.6%	98.6%	95.4%	76.7%	0.6%	0.0%
		2015	97.7%	97.7%	97.6%	95.1%	74.0%	0.1%	0.0%
		2016	98.4%	98.4%	98.4%	95.5%	78.6%	0.5%	0.0%
		2017	98.6%	98.6%	98.5%	94.7%	80.4%	2.2%	0.0%
		3 yr avg	98.2%	98.2%	98.2%	95.1%	77.6%	0.9%	0.0%
		4 yr trend	0.0%	0.0%	0.0%	-0.2%	1.2%	0.5%	0.0%
1 or more	Virtual Comparator	2014	96.6%	96.6%	96.5%	94.9%	80.1%	1.2%	0.0%
		2015	96.8%	96.7%	96.6%	95.0%	81.5%	1.3%	0.0%
		2016	97.0%	97.0%	97.0%	95.6%	81.8%	1.4%	0.0%
		2017	97.3%	97.1%	97.0%	95.1%	82.4%	1.3%	0.0%
		3 yr avg	97.0%	96.9%	96.9%	95.2%	81.9%	1.3%	0.0%
		4 yr trend	0.2%	0.2%	0.2%	0.1%	0.8%	0.0%	0.0%
3 or more	Midlothian	2014	94.3%	94.3%	94.3%	90.4%	54.9%	0.0%	0.0%
		2015	92.7%	92.7%	92.6%	90.0%	54.6%	0.0%	0.0%
		2016	95.1%	95.1%	95.1%	89.1%	59.9%	0.0%	0.0%
		2017	94.6%	94.3%	94.2%	90.0%	60.8%	0.0%	0.0%
		3 yr avg	94.1%	94.0%	94.0%	89.7%	58.4%	0.0%	0.0%
		4 yr trend	0.1%	0.0%	0.0%	-0.1%	2.0%	0.0%	0.0%
3 or more	Virtual Comparator	2014	93.0%	93.0%	92.9%	90.0%	59.3%	0.0%	0.0%
		2015	93.3%	93.2%	93.0%	90.3%	62.5%	0.0%	0.0%
		2016	92.9%	92.8%	92.6%	89.9%	62.9%	0.0%	0.0%
		2017	93.1%	93.0%	92.7%	89.6%	63.3%	0.0%	0.0%
		3 yr avg	93.1%	93.0%	92.8%	89.9%	62.9%	0.0%	0.0%
		4 yr trend	0.0%	0.0%	-0.1%	-0.1%	1.3%	0.0%	0.0%
5 or more	Midlothian	2014	90.6%	90.6%	90.6%	83.4%	40.3%	0.0%	0.0%
		2015	88.5%	88.5%	88.4%	84.0%	38.3%	0.0%	0.0%
		2016	91.3%	91.3%	91.3%	83.9%	44.9%	0.0%	0.0%
		2017	88.7%	88.7%	88.7%	81.1%	42.0%	0.0%	0.0%
		3 yr avg	89.5%	89.5%	89.5%	83.0%	41.7%	0.0%	0.0%
		4 yr trend	-0.6%	-0.6%	-0.6%	-0.7%	0.6%	0.0%	0.0%
5 or more	Virtual Comparator	2014	86.6%	86.6%	86.5%	81.5%	42.2%	0.0%	0.0%
		2015	87.4%	87.3%	87.2%	82.5%	44.3%	0.0%	0.0%
		2016	86.2%	86.2%	86.0%	81.5%	46.4%	0.0%	0.0%
		2017	83.6%	83.5%	83.3%	78.7%	44.8%	0.0%	0.0%
		3 yr avg	85.7%	85.7%	85.5%	80.9%	45.2%	0.0%	0.0%
		4 yr trend	-1.0%	-1.0%	-1.1%	-0.9%	0.9%	0.0%	0.0%

Table 7: Local Measures: - Breadth and Depth (2014-2017)

This data in table 7 shows the following key strengths:

- 5 or more at level 4 is 2.4% higher than the virtual comparator
- 5 or more at level 5 has a 4 year trend is positive at 0.6%

What are we going to do next in order to continuously improve?

As per the earlier section on improving attainment for all, schools are continuing to focus on setting targets in relation to actively closing the gap between their school data and the virtual comparator. Strategies for the local measures include:

- Improving attainment in five or more qualifications by the end of S4.
- Continue to develop tracking and monitoring systems together with active interventions to ensure learners attain to the highest possible level within the senior phase and at exit points and paying particular attention to SIMD.
- Continue to develop consistency in teaching and learning through the three year visible learning collaborative impact programme that focuses on practitioner enquiry to improve learner outcomes.
- Senior Education Managers will be focusing on more forensic examination of school data and more regular support and challenge visits. This will include targeted visits to support schools to close the poverty related attainment gap.
- Schools will be expected to actively pursue targets in relation to improving their performance in the key indicators against their virtual comparator particularly where there is a four year negative trend.

S5 Performance in SQA 2017 Examinations (based on S4 % Candidates)

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	98.3%	98.3%	98.3%	96.6%	79.7%	48.5%	0.7%
		2015	97.9%	97.9%	97.9%	95.0%	81.8%	55.3%	0.3%
		2016	97.3%	97.3%	97.1%	95.1%	81.1%	51.4%	0.1%
		2017	97.6%	97.6%	97.6%	95.0%	82.0%	55.5%	0.0%
		3 yr avg	97.6%	97.6%	97.6%	95.0%	81.6%	54.1%	0.1%
		4 yr trend	-0.2%	-0.2%	-0.2%	-0.5%	0.8%	2.3%	-0.2%
1 or more	Virtual Comparator	2014	98.6%	98.5%	98.5%	97.0%	85.4%	56.4%	0.5%
		2015	98.1%	98.1%	98.1%	96.7%	87.4%	61.0%	0.6%
		2016	97.9%	97.8%	97.7%	96.3%	87.1%	60.9%	0.4%
		2017	97.9%	97.8%	97.7%	96.4%	86.9%	61.5%	0.6%
		3 yr avg	98.0%	97.9%	97.8%	96.4%	87.1%	61.2%	0.5%
		4 yr trend	-0.2%	-0.2%	-0.3%	-0.2%	0.5%	1.7%	0.0%
3 or more	Midlothian	2014	92.7%	92.7%	92.7%	90.2%	63.7%	26.1%	0.0%
		2015	93.7%	93.7%	93.7%	91.0%	70.7%	34.2%	0.0%
		2016	93.2%	93.2%	93.0%	90.2%	66.6%	31.3%	0.0%
		2017	94.6%	94.6%	94.6%	88.9%	68.2%	35.6%	0.0%
		3 yr avg	93.8%	93.8%	93.8%	90.0%	68.5%	33.7%	0.0%
		4 yr trend	0.6%	0.6%	0.6%	-0.4%	1.5%	3.2%	0.0%
3 or more	Virtual Comparator	2014	96.9%	96.8%	96.8%	93.0%	70.1%	36.5%	0.0%
		2015	96.0%	95.9%	95.8%	93.4%	73.3%	40.2%	0.0%
		2016	95.4%	95.3%	95.1%	92.8%	74.2%	40.1%	0.0%
		2017	94.8%	94.8%	94.6%	92.3%	73.9%	41.3%	0.0%
		3 yr avg	95.4%	95.4%	95.2%	92.8%	73.8%	40.5%	0.0%
		4 yr trend	-0.7%	-0.7%	-0.7%	-0.2%	1.3%	1.6%	0.0%
5 or more	Midlothian	2014	88.7%	88.7%	88.7%	81.0%	48.6%	12.1%	0.0%
		2015	90.3%	90.3%	90.3%	84.7%	54.1%	17.1%	0.0%
		2016	88.4%	88.4%	88.4%	85.1%	50.1%	12.4%	0.0%
		2017	91.5%	91.5%	91.4%	84.9%	53.7%	14.5%	0.0%
		3 yr avg	90.0%	90.0%	90.0%	84.9%	52.6%	14.7%	0.0%
		4 yr trend	0.9%	0.9%	0.9%	1.3%	1.7%	0.8%	0.0%
5 or more	Virtual Comparator	2014	94.4%	94.3%	94.3%	86.6%	56.3%	18.4%	0.0%
		2015	92.0%	91.9%	91.8%	88.0%	57.0%	20.0%	0.0%
		2016	91.6%	91.5%	91.3%	87.9%	57.9%	19.1%	0.0%
		2017	90.4%	90.3%	90.1%	86.7%	59.5%	20.3%	0.0%
		3 yr avg	91.3%	91.2%	91.1%	87.5%	58.1%	19.8%	0.0%
		4 yr trend	-1.3%	-1.3%	-1.4%	0.0%	1.1%	0.7%	0.0%

Table 8: Local Measures: - Improving attainment for all (2013-2017)

This data shows the following key strengths:

- 1 or more at level 6 is our highest recorded level to date and is 4.1% higher than the previous year and 7% improvement (2014-2017) resulting in a positive 4 year trend of 2.3%.
- 3 or more at level 6 is our highest recorded level to date and is 4.3% higher than the previous year and 9.5% improvement (2014-2017) resulting in a positive 4 year trend of 3.2%.
- 5 or more at level 6 is our second highest recorded level and is 2.1% higher than the previous year and 2.4% improvement (2014-2017) resulting in a positive 4 year trend of 0.8%.

What are we going to do next in order to continuously improve?

- Building on the improvements at one or more and three or more qualifications at level 6 by the end of S5, we will target performance at five or more at level 6+ to bring in line with the virtual comparator.

S6 Performance in SQA 2017 Examinations (based on S4 % Candidates)

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	97.4%	97.4%	97.4%	95.0%	79.7%	50.7%	16.9%
		2015	98.4%	98.4%	98.4%	96.6%	80.5%	55.1%	16.1%
		2016	98.1%	98.1%	98.1%	95.1%	82.6%	60.4%	20.3%
		2017	97.5%	97.5%	97.3%	95.3%	81.8%	56.0%	17.6%
		3 yr avg	98.0%	98.0%	97.9%	95.7%	81.6%	57.1%	18.0%
		4 yr trend	0.0%	0.0%	0.0%	0.1%	0.7%	1.8%	0.2%
1 or more	Virtual Comparator	2014	98.6%	98.6%	98.6%	97.1%	85.7%	61.7%	20.6%
		2015	98.6%	98.5%	98.5%	97.1%	86.2%	63.1%	22.2%
		2016	98.2%	98.1%	98.1%	96.8%	87.8%	65.9%	23.1%
		2017	97.9%	97.8%	97.7%	96.4%	87.6%	65.3%	21.7%
		3 yr avg	98.2%	98.2%	98.1%	96.7%	87.2%	64.8%	22.3%
		4 yr trend	-0.2%	-0.3%	-0.3%	-0.3%	0.6%	1.2%	0.4%
3 or more	Midlothian	2014	92.3%	92.3%	92.3%	88.1%	62.9%	36.4%	2.1%
		2015	92.6%	92.6%	92.6%	90.2%	66.2%	40.2%	3.2%
		2016	93.7%	93.7%	93.7%	91.1%	72.3%	43.9%	4.0%
		2017	93.3%	93.3%	93.1%	90.7%	69.1%	40.9%	3.0%
		3 yr avg	93.2%	93.2%	93.1%	90.6%	69.2%	41.7%	3.4%
		4 yr trend	0.3%	0.3%	0.3%	0.9%	2.1%	1.5%	0.3%
3 or more	Virtual Comparator	2014	96.9%	96.9%	96.9%	93.1%	72.6%	46.1%	2.7%
		2015	97.1%	97.0%	97.0%	93.4%	72.9%	47.7%	3.4%
		2016	96.1%	96.0%	95.9%	93.6%	75.5%	50.7%	3.4%
		2017	95.5%	95.4%	95.2%	93.0%	76.0%	49.7%	2.8%
		3 yr avg	96.2%	96.2%	96.0%	93.3%	74.8%	49.4%	3.2%
		4 yr trend	-0.5%	-0.5%	-0.6%	0.0%	1.2%	1.2%	0.0%
5 or more	Midlothian	2014	86.7%	86.7%	86.7%	77.3%	49.9%	26.2%	0.0%
		2015	88.3%	88.3%	88.3%	80.8%	54.2%	24.0%	0.0%
		2016	89.5%	89.5%	89.5%	84.2%	58.4%	29.5%	0.0%
		2017	88.0%	88.0%	88.0%	84.9%	54.3%	26.1%	0.0%
		3 yr avg	88.6%	88.6%	88.6%	83.3%	55.6%	26.5%	0.0%
		4 yr trend	0.4%	0.4%	0.4%	2.5%	1.5%	-0.1%	0.0%
5 or more	Virtual Comparator	2014	94.6%	94.6%	94.5%	86.7%	60.0%	32.6%	0.0%
		2015	94.8%	94.7%	94.7%	87.3%	61.4%	33.7%	0.0%
		2016	92.5%	92.5%	92.3%	88.7%	62.3%	36.0%	0.0%
		2017	92.0%	91.9%	91.7%	88.5%	63.1%	35.1%	0.0%
		3 yr avg	93.1%	93.0%	92.9%	88.1%	62.2%	34.9%	0.0%
		4 yr trend	-0.9%	-0.9%	-0.9%	0.6%	1.0%	0.9%	0.0%

Table 9: Local Measures: - Improving attainment for all (2013-2017)

The data in table 9 shows the following key strengths:

- 1 or more at level 6 is our second highest recorded level but is 4.4% lower than the previous year and 5.3% improvement (2014-2017) resulting in a positive 4 year trend of 1.8%.
- 3 or more at level 6 is our second highest recorded level but is 3% lower and 4.5% improvement (2014-2017) resulting in a positive 4 year trend of 1.5%.
- 5 or more at level 6 is our second highest recorded level but 3.4% lower than the previous year which was our record high of 29.5%.

What are we going to do next in order to continuously improve?

We will target all measures by the end of S6 but in particular we will focus on the following:

- Improve the percentage of pupils achieving five or more qualifications at level 6 by the end of S6 to bring in line with the virtual comparator.

Section 2.5: Positive Destinations

Increasing post-school participation: this measure shows the National benchmarking data for the percentage of pupils either staying on at school or in a positive initial destination:

% of School Leavers in a Positive Destination	Midlothian	Virtual Comparator
2010/11	85.2	89.3
2011/12	85.8	89.6
2012/13	89.2	91.4
2013/14	94.2	91.6
2014/15	93.4	92.8
2015/16	95.06	92.7

Table 10: Increasing post-school participation: this measure shows the National Measure for the percentage of pupils either staying on at school or in a positive initial destination.

Table 10 shows the following key strengths:

- The percentage of school leavers entering a positive destination has improved from 85.2% in 2010/11 to 95.06% in 2015/16. This is the highest recorded positive destinations and ranks Midlothian in the top 5 local authorities at joint 5th place.
- Midlothian is now performing above the virtual comparator leaver cohort of 92.67%.

Continuing Participation (16-19 year olds)

Whilst it is important that our young people achieve positive destinations when they leave school, it is also important that they continue to remain in positive destinations, and the term given to this is *continuing participation*.

Annual Participation %	2015/16	2016/17
Midlothian	88.7%	93.6%
National	90.4%	91.1%

Table 11: Continuing Participation measures: 2015/16 and 2016/17)

Helping our young people, adults and families to increase their skills for learning, life and work is a key priority for Midlothian Council. The Scottish Government report, *Initial Destinations of Senior Phase School leavers*, published on 7 March 2017 provides information on initial destinations of school leavers and outlines the performance across the 32 local authorities with Midlothian now ranking joint 4th place with 93.6% of school leavers now in a positive destination. This is the highest recorded figure that Midlothian has ever achieved with Midlothian school leaver destinations now 1.8% higher than the national average.

The number of working age adults has increased their level of qualifications at key stages including the number of local people who have no qualifications. Moving forward, we are ambitious and want to get to a stage where all young people, families and adults are supported to achieve and sustain a positive destination. The progress the Lifelong Learning and Employability (LLE) service and partners have made in support local people to achieve has been validated by the recent Education Scotland Inspection which rated all indicators as very good and found the service to be achieving life changing impacts.

What are we going to do next in order to continuously improve?

- There are relatively low numbers of leavers going into Higher Education. Therefore the priority to raise attainment by the end of S5 and S6 should help to build the bank of qualifications learners require to access higher education.

Section 3: Celebrating Wider Achievement

3.1 Learning through Technology

Innovative use of technology transforms learning and improves educational outcomes for young people. In 2016/17 pupils from St David's Primary School and Loanhead Primary School represented Midlothian at the VEX Robotics UK competition and Loanhead were awarded the prize for the Think Award at the NEC.

Through the implementation of the new Digital Learning Strategy, our young people and their teachers are developing skills in using computer programs and software, iPads, digital cameras, robots and web-based applications. The development of Glow (Scotland's education intranet), Google apps and other web-based tools has created a new and exciting landscape for digital learning which promotes creativity and innovation in schools.

This year our primary schools took part in a project called *Inspiring Learning Spaces* – this was very positively evaluation and has enabled them to use some of the leading edge technologies which will help young people develop the skills they require for learning life and work in the digital age. In June 2018, the new Newbattle Community High School will open as our first Centre of Excellence, this will be designated a Centre of Excellence in Digital Learning.

3.2 Expressive Arts and Performances

Midlothian has a proud heritage in expressive and performing arts, and session 2016-17 featured a wide range of performance-related activities. Here are just some of our achievements.

Support to Community Arts Festivals
Expressive Arts Team members were involved in supporting various community events including Mayfield and Newtongrange Winter Festivals, Midfest, and Newtongrange Children's Gala Day to name but a few.

Midlothian Instrumental Music Service (MIMS)

- After 3 months of intensive after-school rehearsals, led by their MIMS Instructors, 450 young musicians, in 11 county-wide ensembles, performed in front of a sell-out audience at the Usher Hall as part of the *21st Midlothian Schools' Festival of Music*, in November 2016.

Midlothian Schools' Festival of Music Finale
Usher Hall, Edinburgh, November 2016

- The ***Voices of Midlothian*** concert was a memorable evening, which showcased the vocal talents of our young people when, led by professional choirmaster, Stephen

Deasley, MIMS's Voice Instructor Fiona Mitchell and 5 classroom music teachers, the voices of over 200 young people filled the Queens Hall in Edinburgh covering a broad range of songs from classical, jazz, pop and hip-hop genres. The young singers were supported by a house band made up of MIMS Instructors and classroom music teachers.

Voices of Midlothian Choir Concert Finale
Queen's Hall, Edinburgh, April 2017

- The Midlothian Senior and Junior percussion ensembles finished 1st and 2nd respectively in the SBBA Scottish Youth Percussion Championships. This was the Senior Ensembles 5th victory out 5 entries in this prestigious competition.

- Midlothian schools' music ensembles, led by their music instructors, performed at 33 school concerts and community events, including Midfest and various Winter Festivals/Xmas Lights Ceremonies.

- Midlothian high schools put on 6 school-based performances of stage musicals which attracted sell-out audiences.

- Over 2500 primary school pupils, below Primary 6, received music instruction in instruments as diverse as Djembe Djembe drums, cajons, brass, violin, viola, cello, double bass, guitar and ukulele via MIMS and funded via a grant from Creative Scotland's Youth Music Initiative.

- Music instructors supported learners in achieving their SQA results. Last year (2016-17) 266 pupils achieved SQA qualifications in National 5 – Advanced Higher

- MIMS and LLE actively, and financially, support the *Friday Night Music Project* (FNMP) delivering evening Rock & Pop Schools in Newbattle and Lasswade High School's. FNMP currently has around 60 participants between the 2 sites, however, such is their reputation for mentoring aspiring rock and pop musicians that pupils travel from all over Midlothian to participate. FNMP, supported by MIMS.

Midlothian Dance Development Programme:

As part of increasing the range of qualifications and therefore learners' pathways for our pupils our Dance Development Officer (DDO) liaises with schools and community groups to promote and support dance and cultural activity. An annual programme of high quality projects, professional dance residencies, workshops, performance opportunities and CPD for schools from primary through to senior secondary supports the delivery of National Qualification dance courses in the majority of secondary schools. Over the past 2 years 6 of our former dance pupils have gone on to study dance on a full-time basis.

The DDO works in partnership with relevant school staff continuously throughout the year and supports learners in achieving their qualifications. This includes delivering dance blocks for all S1 and S2 pupils including a dance element at Saltersgate School to become part of their regular expressive arts options.

3.3 Improvement in children and young people's health and wellbeing

In November 2016 the inclusion review was launched facilitated by Inclusive Solutions. This review is designed to further improve inclusive services to pupils in Midlothian.

The level and quality of physical education pupils receive can have a significant impact on their health, educational attainment, and life chances. All our schools meet the national target for PE.

Children and young people in Midlothian enjoy a wide range of sporting and leisure activities to help promote active and healthy lives.

Work also continued to build confidence and support the social and emotional wellbeing of our children and young people through interventions such as the *Growing Confidence* programme*,* play therapy and nurture groups.

3.4 Outdoor Learning

Outdoor Learning provision and Educational visits continue to be a powerful and important part of our approach to learning and teaching in Midlothian and supports engagement as part of schools self-improvement journey.

Continued growth in use of outdoor learning is reflected in the increase year on year in the number of educational visits and demand for support by educational establishments through the Midlothian Outdoor Learning Service.

Outdoor Learning is embedded within the Curriculum for Excellence and is specifically a focus in the children and young people having access to high-quality learning in all curriculum areas and through outdoor learning. Schools are increasingly using educational visits and outdoor learning as part of the educational mix to improve both academic attainment and health and wellbeing of our pupils from early years to the senior phase.

- **Growth** – **92%** increase from 2014 to 2017 in Midlothian Outdoor Learning Service (MOLS) sessions delivered.
- **Participation** - **3200+** pupil participant days using MOLS + **1800** pupils attended annual Midlothian "Discover" events and Festivals 2016/17 – (Discover sessions open to all Primary schools).
- **Educational establishments** – 34 Primary and Secondary schools using Outdoor Learning Service (excludes LLE).
- **Educational Visits** - over **9000** recorded for 2016/17 period (via new EVOLVE online visit planning and approval system introduced 2015.)
- **Continue Lifelong Professional Learning** - **104** Visit Leaders & **42** Visit Coordinators trained across Midlothian since 2015 using nationally accredited course. A total of 52 sessions delivered by MOLS staff for other CLPL and 152 further participants trained.
- **Training** - **900** First Aid Certificates issued since 2014 with successful SQA accreditation achieved for first aid qualifications delivered by MOLS from 2017.
- **Pupil Safety** - continued successful Adventure Activities (AALS) licence inspections & new activities added in 2017. Improving safety of educational visits supported (via new EVOLVE online educational visit planning and approval system introduced 2015).
- **Supporting partnerships** - **88%** of schools using service - growing demand for wider achievement programmes with schools (e.g. Duke of Edinburgh, JASS Schools, John Muir Award).
- **Financial Assistance** - Continuing management and use of Outdoor Learning financial assistance fund to support eligible learners within Midlothian (annual 5k fund available). 158 pupils accessed this fund in 2016/17.

3.5 The Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award Scheme continues to grow in Midlothian. Over the last year the following improvement trend is notable.

- 242 young people started the Duke of Edinburgh Award Scheme. This is a 36% improvement when compared with the previous year. There was improved uptake from Lasswade High School, Newbattle High School and the Open group in particular.

- 110 awards were presented during 2016/17 with notable increase in awards gained at Beeslack High School.
- Overall there was a very positive increase in the number of young people from the lowest 30% SIMD areas taking part in the programme.

3.6 Partnership Working

Partnership working was found to be a key strength in Midlothian in the recent Education Scotland Inspection of Community Learning and Development. Through effective partnership working, we were able to drive forward many of the key national and local education priorities. Examples of effective collaboration included:

- The Early Years Collaborative
- Partnership with Education Scotland
- School Improvement Partnership Programme
- Primary Quality Improvement Partnerships
- Partnership with the business community of Midlothian

- Partnership with support agencies including NHS Lothian, Children's Services, 3rd Sector
- University of Edinburgh Teacher Education Partnership
- Developing Midlothian's Young Work Force and the newly formed ELM group which will strategically improve provision for adults in relation to learning and employment.

Section 4: Lifelong Learning and Employability – Celebrating Successes in Adult Learning

Midlothian's Lifelong Learning & Employability (LLE) Service aims to improve life chances for people of all ages through the development of skills for learning, life and work.

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. We do this by providing access to: qualifications, informal learning for all, vocational learning, employability support, positive destinations support, youth work, adult learning, training, family learning, ESOL, literacy and numeracy support and one to one employability support. We also win contracts and bid for funding to ensure local people have access to wider opportunities including European Funded Employability Projects. Here are just a few of our achievements in 2016/17:

The people behind our statistics – LLE changing Lives

(All participant names have been changed)

"I can see her confidence growing before my eyes"

A full copy of the LLE Report is filed as Appendix 2.

In September and October 2016, the Education Scotland Inspection of Community Learning and Development evaluated the service as very good across all indicators and reported on the following key strengths: an ethos of shared endeavour; strong and clear leadership across the partnership; ambitious and enthusiastic staff and volunteers and a range of targeted learning programmes leading to life-changing impacts.

In addition, this service has made significant improvements to positive destinations in particular for the most deprived 30%. Graph 6 shows significant improvement when comparing 2015/16 with the previous year for the 30% most deprived:
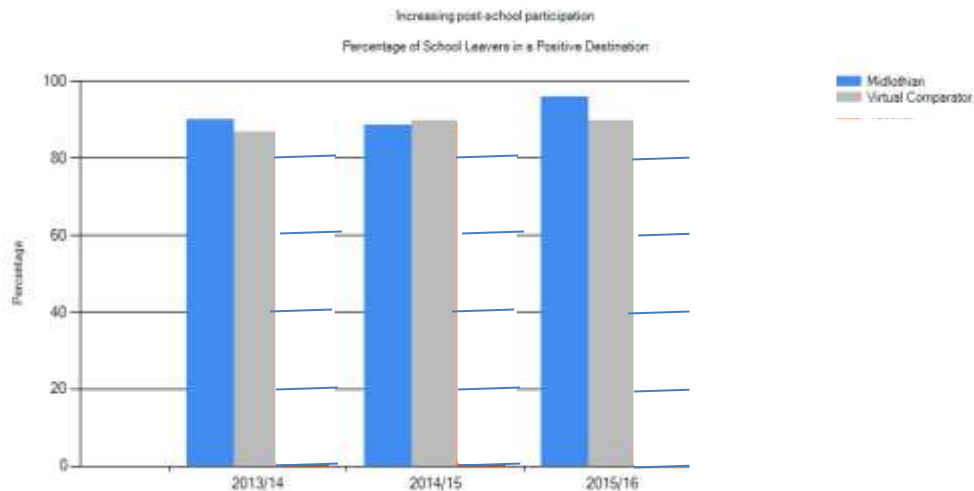
Figure 8: Increasing post school participation for the 30% most deprived

Section 5: What we need to do next in order to continuously improve - Our Priorities for 2017/18

As part of our commitment to build a World-Class Education Service, our self-evaluation processes have identified clear priorities for continued improvement. We have now transformed these priorities into clear plans of action, and have agreed three main priorities areas for the year ahead:

1. **Raising Attainment and Achievement (NIF: Performance Information and School Information):**
   - To bring CfE levels in line with the national average in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4, P7 and S3
   - 2% increase in attendance
   - 2% decrease in exclusions
   - Each secondary school have individualised targets for the senior phase
   - 5% increase in the number of children from SIMD 1 and 2 achieving the expected level in Reading, Writing, Listening and Talking, Numeracy and Maths by the end of P1, P4, P7 and S3
   - Each secondary school have individualised targets for the senior phase

2. **Learning Provision**
   Curriculum as a hook – the power of learning pathways:
   - BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners.
   - Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.

Learning Teaching and Assessment (NIF: Assessment of Children's Progress):
- To continue to support schools with moderation, tracking and assessment of progress through the BGE
- To continue to implement Visible Learning including Impact Cycle Training
- To share best practice in learning and teaching
  Ensuring wellbeing, equity and inclusion.

3. **Self-evaluation for Self-Improvement and Leadership of Change (NIF: School Leadership and Teacher Professionalism):**
   I-Collaborate
- Creating a Collaborative Leadership Culture at all levels by continuing to grow our ASGs into Learning Communities and building the professional networks
- Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan

   Self Evaluation for self improvement
   Developing independence in self-evaluation for self-improvement through
   - Reviews – theme or other
   - Inspections- Learning communities
   - HMIe inspections
   - Toolkit evaluation
   - Challenging conversations and support

A full copy of our NIF Plan is included in Appendix 1.

Midlothian Council Education Service

National Improvement Framework Improvement Plan

August 2017 – July 2018

Theme for 2017/18: *Mind the Gap – Taking a closer look at progression, progression, progression*

Theme for 2017/18: Mind the Gap - Taking a closer look at progression, progression, progression

In August 2017, the following key requirements as outlined in the Education (Scotland) Act 2016 came into force: pupils experiencing inequalities of outcome; National Improvement Framework; Planning and Reporting. This National Improvement Plan for the Education Service provides a detailed narrative on the actions which were previously outlined in the Education service plan which was published in March 2017.

The new duties which have come into force fall under section 13 of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act") as amended by section 4 of the Education (Scotland) Act 2016 ("the 2016 Act"). Section 13 enables the Scottish Ministers to issue guidance to education authorities in relation to their functions under section 3 to 8 of the 2000 Act, and education authorities are required to have regard to this guidance in discharging these functions.

The new duties relate in particular on education authority duties which are designed to enhance equity and support improvement within schools and across education authorities as provided for in the following statutory provisions:

• Section 3B of the 2000 Act: imposes duties on education authorities which are designed to promote a reduction in inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage.

• Section 3D of the 2000 Act: imposes a duty on education authorities, in discharging their duty under section 3(2) of the 2000 Act (to secure improvement in the quality of school education) to do so with a view to achieving the strategic priorities of the National Improvement Framework

• Sections 3F, 3H and 6 of the 2000 Act: impose duties on education authorities in relation to annual planning and reporting; and annual school improvement planning.

The NIF plan has been developed in line with the Single Midlothian Plan; the GIRFEC (Children's services plan 2017-2020) and the Education Service Plan (2017-18).

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2017/18)

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 *(1b) Measuring with Meaning:* To develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions. This will be supported by the new Centre for Research and Innovation in Learning (1c) To continue to implement Visible Learning including Impact Cycle Training (1d) BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. (1e) To continue to support schools with moderation, tracking and assessment of progress through the BGE (1f) To share best practice in learning and teaching	(2a) Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 (2b) Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap (2c) Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap (2d) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 through the P1 network (2e) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian (2f) Increase % National Qualifications with a focus on level 3 and 4; raising attainment for looked after, particularly those looked after at home	(3a) Taking a closer look at 3.1 – sharing best practice (3b) Child Health and Wellbeing PEF Project (3 target communities) (3c) Implement the outcomes of the Inclusion Review in order to ensure Children with ASN are offered timely and appropriate interventions (3d) Further Improve attendance and reduce exclusions (3e) Reduce the rate of child protection referrals connected with parental alcohol or drug misuse (3f) Reduce the alcohol related youth calls (rate per 10,000 population aged 8-17) (3g) Reduce the percentage of repeat child protection referrals within a 12 month period (3h) Support girls and young women to enable them to reach their full potential through teenage pregnancy pathways (3i) Reduce the number of young people referred to CAMHS by providing alternative support	(4a) Secure a three year pattern of 96% Sustained Positive Destinations (4b) Implement the Centres of Excellence model commencing with Newbattle Digital Centre of Excellence. (4c) Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations. (4d) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT OPERATIONAL TEAM PLAN
August 2017-July 2018

PRIORITY AREAS	KEY DRIVERS
1. Improvement in attainment, particularly in literacy and numeracy	School Leadership
2. Closing the attainment gap between the most and least disadvantaged children	Teacher Professionalism
3. Improvement in children and young people's health and wellbeing	Parental Engagement
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	Assessment of Children's Progress
	School Improvement
	Performance Information

Priority 1:   Improvement in attainment, particularly literacy and numeracy

Area for improvement	Key Actions	By Whom/ By When	Impact Evidence
• To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 **Key Drivers:** **Teacher Professionalism** **Assessment of Children's Progress** **Single Midlothian Plan:** Improving outcomes *GIRFEC Plan:* *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➤ Ensure Early Years Learning Community team focus on the development of literacy rich and numeracy rich environments in all early years settings. ➤ Revisit teachers' planning, assessment and moderation support in order to ensure that all teachers are designing courses based on schools' own curriculum rationale and progressive programmes that enable almost all children to achieve the expected level by the end of P1, P4, P7 and S3 ➤ Design and implement rigorous tracking and monitoring systems including links to longitudinal progress over time for year groups ➤ Continue to promote the work of the QAMSOs to support planning and holistic assessment towards achievement of a level, based on use of Literacy and Numeracy Benchmarks ➤ Implement robust strategies to identify early gaps and to close these as soon as they are detected (Mind the gap: taking a closer look at progression, progression, progression). ➤ Early intervention and prevention strategies in plan for 0-5 ➤ implementation of the revised 0-5 Quality Improvement Framework during the programme of QI visits across all EYs settings, input from the EY Learning Community team and the EY Support team to give targeted support through early intervention ➤ Continued input by Lifelong Learning and Education (LLE) to support young people with literacy and numeracy qualifications who are not in fulltime school education	Led by Nicola McDowell June 2018 3 visits by School Group Managers in Sept 2017/Jan 2018 and April 2018	➤ EYs Learning Community teachers able to evidence impact of inputs. ➤ CfE Attainment in BGE is line with the national average for reading, writing, listening and talking; and numeracy in P1,P4, P7 and S3 ➤ Early identification of additional need allows appropriate universal or targeted support to be put in place. ➤ Young people gain awards in Literacy and Numeracy (LLE awards)

Priority 1:	Improvement in attainment, particularly literacy and numeracy		

Area for improvement	Key Actions	By Whom/ By When	Impact Evidence
• *Measuring with Meaning:* To develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions. • To continue to implement Visible Learning including Impact Cycle Training **Key Drivers:** **Teacher Professionalism** **Assessment of Children's Progress** **Single Midlothian Plan:** Improving opportunities	➢ Share VL EYs good practice from Nursery School settings and work with Ed Psychologist ➢ Ensure that Visible Learning (VL) Action plans and schools and practitioner enquiry has literacy and numeracy as a focus. ➢ Support collaborative practice through the VL ➢ Collaborative impact programme that directly impacts on learner attainment and achievement and meets or exceeds appropriate targets set with Secondary schools and the Local Authority ➢ Establish the new Centre for Research and Innovation in learning in partnership with the University of Edinburgh	Led by Craig Biddick by June 2019 Head of Education; Craig Biddick January 2018	➢ Progress and impact of the *Visible Learning Collaborative Impact Programme* will follow the process for monitoring and impact including: All Secondary schools will report via direct survey that 100% of their staff in faculty/departments are using Insight to analyse attainment data and improve outcomes for learner cohorts. ➢ Audit of School SQIP documents show that all schools are setting clear targets in relation to the NIF priorities and reporting on the degree to which they have closed the identifiable gap within their school. ➢ Progress and impact of the *Visible Learning Collaborative Impact Programme* will follow the process for monitoring and impact including: *Full evaluative reports will feed into our evaluation of progress in relation to the*

Priority 1:   Improvement in attainment, particularly literacy and numeracy

Area for improvement	Key Actions	By Whom/ By When	Impact Evidence
			NIF priorities ➢ Schools attainment targets based on analysis of Insight data and agreed with the Authority are met or exceeded ➢ New Centre for Research and Innovation in learning established
BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. **Key Drivers:** **Teacher Professionalism** **School Improvement** **School Leadership**	➢ Introduction of developmental milestones in one EYs Learning Community ➢ Collate information on current transition practice in Associated School Groups (ASGs) from first entry to EY settings to High School including the use of Profiles for S1 and S3 ➢ Collate information on current transition practice in Associated School Groups (ASGs) including the use of Profiles for S1 and S3 ➢ Evaluate learner's experiences of Transitions in their learning in S1 and use the information gained from this evaluation. Carry out a pilot on Transition in an ASG. ➢ Share this model of Transition as good practice across ASGs ➢ Use learners' pathways in Secondary reviews for the curriculum to evaluate progression for learners. Include a	Led by Maria Lloyd by May 2018	➢ Impact of home visits at entry to ELC ➢ Transfer of learning across settings, into school and across stages ➢ Improved use of Profiles in Secondary school ➢ More coherence for learners in Secondary BGE with clear progression in S1-S3 ➢ Lessons observed in school visits for QI 2.3 include reference to skills ➢ Curriculum models are based on a clear vision

Priority 1:   Improvement in attainment, particularly literacy and numeracy

Area for improvement	Key Actions	By Whom/ By When	Impact Evidence
Single Midlothian Plan: Improving opportunities	range of partners in this. ➢ Further promote the Midlothian employability skills to staff, learners and parents		have sound rationales and take account of the 7 design principles, learners' entitlement and the 4 capacities.
To share best practice in learning and teaching **Key Drivers:** **Teacher Professionalism** **Single Midlothian Plan:** Improving opportunities	➢ 'I Collaborate' approach used to share best practice across early years, primary and secondary networks including: 　　o　Early Years Learning Community Team 　　o　Leadership Learning Community Meetings 　　o　PT/DHT Network Meetings 　　o　Quality Improvement Partnerships 　　o　Early Leadership Group 　　o　Literacy Champions 　　o　Numeracy Coordinators 　　o　Subject Leaders 　　o　ASG shared CAT Sessions 　　o　Primary Networks ➢ Practitioner enquiry approach to develop leadership of school projects	Led by Nicola McDowell by June 2018 Led by Leisa Randall and EPS by June 2019	➢ Best practice is shared and improvement evidenced through SGM Theme Visits, in-school monitoring and evaluation ➢ Evidence from individual project managers within own school context
To continue to support schools with moderation, tracking and assessment of progress through the BGE **Key Drivers:** **Assessment of children's progress** **Teacher Professionalism**	➢ To continue to build capacity and expertise through the development of a number of assessment and moderation approaches to develop a shared understanding of the standard and new Benchmarks in Literacy and Numeracy, for example: 　　o　Across Early Years settings moderation with EY Learning Community team 　　o　In school, cross-stage moderation 　　o　ASG moderation	Led by Nicola McDowell by May 2018	➢ CfE levels are brought in line with the national average at all stages. ➢ Assessment using benchmarking will be evident in teachers forward plans in Primary Schools

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**

Single Midlothian Plan:
 	
Improving opportunities
	○ Authority wide moderation
	   ○ Holistic assessment training and implementation
	   ○ Network opportunities to share practice
	
	➢ Advice on tracking and monitoring is routinely reviewed to reflect the most up to date guidance, including training in the use and implementation of, and interrogating the reports resulting from the new Scottish National Standardised Assessments		

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 **Key Drivers:** **Teacher Professionalism** **Assessment of children's progress** **Single Midlothian Plan:** Improving opportunities *GIRFEC Plan:* *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap Ensure Pupil Equity Fund/SAC funding is used to effectively and measurably close the attainment gap Monitor the impact of PEF	Led by Nicola McDowell June 2018	5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3
Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 through the P1 network **Key Drivers:** **Teacher Professionalism** **Assessment of children's progress**	Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 through the P1 network.	Led by Julie Fox by March 2019	➢ NLC focus on attendance across all EYs settings and schools ➢ Developmental milestones pilot in Lasswade ASG EYs settings ➢ Mayfield NS and Mount Esk NS use VL approaches/SSTEW/Echers ➢ Identification of gaps using PIPs assessments in all P1 classes ➢ As part of the CYPIC work tests of change being carried out across various EY settings

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Single Midlothian Plan: Improving opportunities *GIRFEC Plan: Children in their early years and their families are being supported to be healthy, to learn and to be resilient*			and schools eg P1 phonics test of change at Gorebridge PS
Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian **Key Drivers:** **Parental engagement** **Performance information** **Assessment of children's progress** **Single Midlothian Plan:** Improving opportunities *GRFEC Plan: Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	• Family Learning Board to be set up to co-ordinate joint working with EYs, LLE and our third sector partners • Family Learning Centre model of provision developed in each Learning Community • Co-location of services within FLCs • Parents Involved in Children'' Learning (PICL) approach developed across two EY Learning Communities • PEEP rolled out across all EY Learning Communities with development of creative approach with Peep in the Woods and Peep in the Park • 27-30 month health checks carried out in FLC's initially in WFLC and rolling out across session • Continue to develop key partnerships and offer an increase in the range of course for families, through EYs Parenting work and LLE.	Led by GIRFEC board and Julie Fox by January 2019	➢ Quarterly reports from MSS shows evidence of impact of joint working with MLC ➢ Tests of change model used to measure impacts with PICL, PEEP and LIFT project ➢ Data shows increase in percentage of families taking up training opportunities and attendance maintained for duration of course ➢ Increased uptake of offer and increased attendance at first appointment ➢ Improved scores at 27-30 month check
Increase % National Qualifications with a focus on level 3 and 4; raising attainment for looked after, particularly those looked after at home **Key Drivers:** **School Leadership** **Teacher Professionalism**	➢ Improve schools understanding of the BGE and the need for early learners pathways for all by taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. ➢ Focus 3.2 attainment meetings with Secondary schools in order to agree aspirational targets	Led by Maria Lloyd by June 2018	➢ Increase in flexible pathways for learners in the Senior curriculum ➢ Targets met by schools ➢ More young people achieve level 3 and 4 awards- with a focus on improvement for LAAC.

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Performance information **Assessment of children's progress** **Single Midlothian Plan:** Improving opportunities	delivering better than our previous best. Targets set. LAAC interventions discussed and implemented in Secondary schools.		
Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 through the P1 network **Key Drivers:** **Parental engagement** **Performance information** **Assessment of children's progress** **Single Midlothian Plan:** Improving opportunities *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ NLC focus on attendance across all EYs settings and schools ➢ Developmental milestones pilot in Lasswade ASG EYs settings ➢ Mayfield NS and Mount Esk NS use VL approaches/SSTEW/Echers ➢ Identification of gaps using PIPs assessments in all P1 classes ➢ As part of the CYPIC work tests of change being carried out across various EY settings and schools e.g. P1 phonics test of change at Gorebridge PS	Led by Julie Fox by Dec 2018	➢ Attendance across all settings shows a percentage increase – what? ➢ Developmental milestones support identification of possible gaps and action plan then put in place ➢ Nursery schools have evidence of focused deep literacy learning through use of EYs tools ➢ Identified P1 pupils with low PIPS scores have action plans in place ➢ CYPIC work gives data that shows improvement in attainment and confidence

Priority 3:	Improvement in children and young people's health and wellbeing		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
Improve mental health and wellbeing for children and young people Reduce the number of young people referred to CAHMS by providing alternative support **Key Drivers:** **Teacher Professionalism** **School leadership** **Single Midlothian Plan:** **Children's Services Plan:** *GIRFEC* *Children and young people are supported to be healthy, happy and reach their potential*	➢ Casework in schools e.g. developing attention control ➢ Develop guidance for dealing with anxiety for teachers and parents, and training for schools ➢ Develop training for schools around self-harm and suicide ➢ Develop nurturing approaches in schools across Midlothian ➢ Ensure alternative support is responsive and holistic enabling children and young people to engage in education ➢ Develop through the DHT network meetings, alternative support pathways for children and young people who are struggling to engage in education. ➢ Establish partnership working to maximise school attendance, income maximising for families and children and young people's well being. ➢ Agree key messages and provide training for guidance staff on young people's risk taking behaviours	Led by Leisa Randall ASN Officer 2017-2020 CAMHS/ASN officer Led by; Andrew Sheridan and GIRFEC Strategic Groups by June 2018	➢ Attendance and exclusion figures will have improved ➢ Evaluations from individual schools ➢ Reduction in number of CAHMS referrals from 689 to 650 ➢ Reduction in waiting times to ensure that 90% are seen within 18 weeks (current baseline is 33.98%)
Child Health and Wellbeing PEF Project (3 target communities) **Key Drivers:** **Teacher Professionalism** **School leadership** **Single Midlothian Plan:**	➢ Team Around the Child revised model now in place to be reviewed in Dec 2017. This will ensure children and young people receive appropriate services and timely interventions ➢ NLC Wellbeing project – as in NLC joint plan NLC attendance focus for all EYs settings and schools ➢ Co-ordinator appointed and team of HSPs in place ➢ Shared experience of Lawfield Community Project	Led by: GIRFEC Strategic Groups June 2018	➢ System clear, understood and being used ➢ Children receiving appropriate interventions that improve their wellbeing Data from CYPIC tests of change measures impact Report of interventions – successes and next steps ➢ Improved attendance across

Improving opportunities **Children's Services Plan:** *GIRFEC* *Children and young people are supported to be healthy, happy and reach their potential*	and identify items to take forward for NLC Wellbeing Project ➤ Joint working with Empowering Families Project team. ➤ Referral process defined and underway and well being meetings held across all settings ➤ Baseline data to be collected and shared with all NLC SLTs. Analysis of data for attainment, attendance, exclusion, positive destinations in line with PEF proposal ➤ Links made with various third sector partners that can support health and wellbeing for families ➤ CAT session held for all NLC staff with NHS ➤ Poverty proofing plan in place		all NLC EYs settings and schools ➤ Action plans in place to support attendance issues Improved tracking of the referral process – monitoring number of families, exclusion, attainment, attendance, number of children timescale of intervention
Further Improve attendance and reduce exclusions **Key Drivers:** **School leadership** **Performance information** **Assessment of children's progress** **Single Midlothian Plan:** Inequalities in learning outcomes have reduced.	➤ Attendance: ASL Development officer will track attendance looking for patterns and identify early intervention opportunities for schools. Specific focus on LAAC. The ASL Development officer will be the link to all schools. ➤ New attendance policy completed and implemented ➤ Weekly checks by SGM of attendance and focus at ASGs ➤ Exclusions: Two new enhanced nurture provisions have been established in the Newbattle Community to target high levels of exclusions, one primary and one in	Led by Andrew Sheridan by Sept 2018 January 2018 Weekly August 2017	➤ Attendance and Exclusion data. Schools will show increase in attendance and reduction in exclusions from the year before. ➤ LAAC attendance will increase ➤ Consistent approach being used in schools to address attendance ➤ Secondary exclusions reduced to under 49 cases per 1,000

	Secondary. This will result in reduced exclusion levels.		
	➢ Weekly checks by SGM of exclusions and focus at ASGs	Weekly	
	➢ Improve attendance at S1. Investigate attendance patterns in P6/ P7 and plan for improved transition package for S1	Leisa Randall	➢ Improved attendance in S1
Reduce the alcohol related youth calls (rate per 10,000 population aged 8-17) **Key Drivers:** **Performance informati**on **Single Midlothian Plan:** **Children's Services Plan:** All Midlothian children and young people are being offered access to timely and appropriate supports	➢ Implement appropriate learning pathways to promote healthy lifestyles in line with Education Scotland guidance	GIRFEC sub group By June 2019	➢ Alcohol related youth calls (Rate per 10,000 population aged 8-17 yrs). Data will show intervention impact.
Reduce the percentage of repeat child protection referrals within a 12 month period **Key Drivers:** **Performance information** **Single Midlothian Plan:** **Children's Services Plan:** *Inequalities in learning outcomes have reduced*	➢ Implement appropriate learning pathways to promote healthy lifestyles in line with Education Scotland guidance	Children Services Managers	➢ Percentage of repeat CP referral within 12 month period data will show impact.

Support girls and young women to enable them to reach their full potential through teenage pregnancy pathways **Key Drivers:** **Parental engagement** **Single Midlothian Plan:** **Children's Services Plan:** ***GIRFEC*** *Inequalities in learning outcomes have reduced*	➢ Support girls and young women to enable them to reach their full potential through teenage pregnancy pathways, through engagement by Midlothian Young People's Advisory Service, Schools, Children's service staff, and young people.	Led by NHS in conjunction with GIRFEC sub group by June 2019	➢ NHS Lothian data over time.
Taking a closer look at 3.1 – sharing best practice **Key Drivers:** **School Improvement** **Parental engagement** **Assessment of children's progress** **Single Midlothian Plan:** **Children's Services Plan:** All Midlothian children and young people are being offered access to timely and appropriate supports	➢ Develop and implement the 3.1 improvement packs to assist with robust self evaluation of 3.1 ➢ Share best practice in order to build consistency of application	Led by Andrew Sheridan by June 2018	➢ Schools evaluations of QI3.1 will have more depth with robust evaluations. ➢ Inspection reports will reflect an improvement in this area in Midlothian.

Implement the outcomes of the Inclusion Review in order to ensure Children with ASN are offered timely and appropriate intervention **Key Drivers:** **School Leadership** **Assessment of children's progress** **Performance information** **Single Midlothian Plan:** **Children's Services Plan:** *GIRFEC* *All Midlothian children and young people are being offered access to timely and appropriate support*	➢ Ongoing review and evaluation of outcomes of the Inclusion review throughout the academic year 17/18. Working groups established to lead on key recommendations. ➢ Complete the work of the resources group and implement recommendations	Led by Andrew Sheridan by June 2018	➢ Tracking document of pupils with ASN. Working group oputputs

Priority 4:	Improvement in employability skills and sustained, positive school leaver destinations for all young people		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**

Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations.
 	
Key Drivers
 	
Performance Information
 	
School leadership
 	
School Improvement
 	
Parental engagement
 	
Single Midlothian Plan:
 	
Improving outcomes
	➢ Strengthen Business school partnerships
	
	➢ Further develop Midlothian Science Zone Educational Offer linked to the new Easter Bush Science Outreach Centre
	
	➢ Schools strategic contribution to the digital skills lifeline pathways provision through initial participation at the ELM Conference
	
	➢ LLE awards provision sustained
	
	➢ Joint celebrations of achievements through year of young people 2018
	
	➢ Address the 9 priority areas identified by the DYW Midlothian Board:-
	    • **Disability/ASN**- work experience model, deliver mentoring support, improve transportation
	    • **Employer Engagement out with schools**- Create clear strategic relationships with employers to provide guidance on priority areas
	    • **School/College Partnerships**- Establish levels of demand. Expand the vocational provision for schools in accessible venues
	    • **School/Business Partnerships**-Support developments between schools and businesses. Further develop the Market Place resource for Midlothian schools
	    • **Work Experience**- Increase the number of learners receiving a Work Placement unit or course award
	    • **Foundation Apprenticeships**- Guidance and training of staff in the new standard,
		Led by Maria Lloyd & Annette Laing /Regional DYW and Schools DYW Group by June 2019	➢ Secure and sustain 96% Positive Destinations
			➢ Impact evaluations
			➢ Market Place Data
			➢ LLE awards data
			➢ Better progression to FE and HE for STEM subjects
			➢ Midlothian DYW Scorecard trend data
			➢ Education and Industry Partnership model.
			➢ School visits
			➢ Staff engage fully with the DYW Standards for Career Education and the National Standards for Work Placements to support all young people to a sustained destination.
			➢ Evaluation of school SQIPS
			➢ DYW audit outcome and next steps
			➢ Insight awards data
			➢ QI 3.3 evaluations in Secondary
			Increased number of wider achievement awards being accredited from last year
			More personalisation and choice for learners in the curriculum at our Secondary school

| | | raising awareness amongst pupils and parents

• **STEM**- Develop partnerships with Midlothian Science parks, Increase partnership working with Universities and Colleges in developing new course for STEM

• **Volunteering leading to PD**- Identify, track and Promote progressive volunteering pathways for those at risk of a n negative destination, increase the variety of supported volunteering for young people with support needs

• **Vocational Pathways**- Carry out an audit of DYW in Secondary schools to ensure improved understanding of Career Education standards (skills) and DYW

➢ Increase awareness the number of Wider achievement awards including vocational course available to schools and being accredited appropriately

➢ Review current curriculum Senior Phase models

➢ Use the learners pathways for QI 2.2 in curriculum review to evaluate where schools are at in terms of learners progressions

➢ Increase awareness for Secondary subject teachers on skills. | | |

Secure and sustain a three year pattern of 96% Sustained Positive Destinations **Key Drivers** **Performance Information** **School Leadership** **School Improvement** **Single Midlothian Plan:** **Improving outcomes**	➢ Sustain targeted approach to those in unknown destination through partnership working with LLE and SDS ➢ Increased number of Market Place offers and increased the use of Market Place and the Guarantee by schools and other partners ➢ Increased use of recruitment centres at Fort Kinnaird and Airport Pave 2 sustained ➢ LLE Pathways sustained ➢ Further strengthen the partnerships with Schools and Colleges, review the SQA courses on offer and ensure we can offer courses that are progressive and coherent for pupils ➢ Increase number of learners achieving 3 or more Highers, therefore increasing the opportunity to attend University	Led by: Annette Lang by March 2018 Led by Maria Lloyd Dec 2020	➢ Weekly analysis of the data hub statistics Ongoing quarterly themed weeks for joint action ➢ Annual publication of participation measure statistics currently 16 -19 year olds ➢ Market Place and Guarantee Data demonstrating positive trends ➢ Impact evaluations ➢ Course information booklets ➢ Uptake of college courses ➢ Insight information ➢ FE and HE PD figures ➢ Increase in the uptake of course related to STEM

Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes **Key Drivers** **Performance Information** **School Leadership** **School Improvement** **Single Midlothian Plan:** **Improving outcomes**	➢ Continue to work with LEAPS/SHEP Board to ensure targeted approach for specific groups of learners and particularly Group 1 schools ➢ Monitor those learners on extended work placements to ensure their progress is being monitored ➢ Closely track learners on Activity Agreements and the PD of Looked after children	Led by Maria Lloyd by January 2018 Led by Annette Lang	➢ LEAPS summer school update ➢ Evaluation of Extended Work Placements and Awards related to these ➢ Positive Destinations results for LAC ➢ Data hub
Implement the Centres of Excellence model commencing with Newbattle Digital Centre of Excellence **Key Drivers** **Parental engagement** **School Leadership** **School Improvement** **Single Midlothian Plan:** **Improving outcomes**	➢ Develop the Centres of Excellence model in partnership with the University of Edinburgh ➢ Implement phase 1: Digital Centre of Excellence for the new Newbattle High School: ➢ Create a Community of Interest to drive innovative practice surrounding centres of excellence ➢ Begin to create and implement new learner pathways that are progressive in Digital learning with Edinburgh University and other partners ➢ Develop training for staff and pupils at Newbattle and beyond ➢ Develop the 'Demontrator Project' with City Deal partners for learners to showcase of digital technology at its best. ➢ Implement aspects of the Midlothian Digital Learning Strategy	Led by Head of Education Led by Maria Lloyd; Gib McMillan & Tommy Lawson June 2018 Dec 2018	➢ Wider community engages effectively with the project ➢ Curriculum is progressive ➢ Achievement of the Digital schools award ➢ New Newbattle High School opens as a Centre of Excellence in June 2018 ➢ Schools report via Standards and Quality reports note more learners using digital technology as part of their learning

Aim High

Lifelong Learning and Employability
Midlothian Council
Annual Report 2016/17

Midlothian

Lifelong Learning and Employability is part of the Education Service in Midlothian Council.

We support young people, adults and families to improve their life chances through the development of skills for learning, life and work.

We also work with key partners to implement initiatives such as Developing Scotland's Young Workforce, Positive Destinations and Employability.

Our off

ACCESS TO LEARNING

The chance to get back into learning

IMPROVE QUALIFICATIONS

The chance to improve your qualifications

HELP WITH POSITIVE DESTINATIONS

Help towards a positive destination — getting a job, entering a training course, going to college or university or volunteering

LOTS OF DIFFERENT OPPORTUNITIES

Lots of different opportunities — youth work, adult learning, vocational training and work experience

Achievements - April 2016 to March 2017

3854 young people attended our main projects (excluding Street Work).

1140 adults attended our main projects

411 adults and children attended Family Learning

321 projects were provided, based in 15 different towns and villages across Midlothian

424 people attended ESOL, Literacy or Numeracy opportunities

925 qualifi achieved (370 more than 2015/16)

242 young people started Duke of Edinburgh awards (36% higher than last year). 110 awards were gained.

308 participants from an ethnic minority took part in our opportunities

483 participants from areas of deprivation also participated in our programmes in 2016/17 (8% more than last year)

700 young people participated in Youth Platform's Mental Health Survey

920 young people took part in School Work Experience placements

125 young people attend workshops weekly for construction and cycle maintenance

72 people with a disability/barriers to work received one-to-one support from us

LLE supported **61** young people with their Modern Apprenticeship.

21 young people attended our Programme for Alternative Vocational Education (PAVE).

1759 adults attended our paid Adult Learning courses including in Beeslack, Lasswade and Penicuik (24% increase from 2015/16)

117 day and evening courses were provided, including 22 accredited courses.

Positive destinations and employability

Young people

Every young person in Scotland is entitled to help towards learning, training, employment or volunteering (a positive destination).

- We assist young people towards employment or learning through Youth Activity Agreements and 1:1 targeted programmes. **205** Youth Activity Agreement referrals led to **129** offers, of which **69** new agreements were taken up.
- **71** young people moved on to positive destinations: **29** in employment, **12** in employability training, **7** in further education, **3** in modern apprenticeships and **20** other.
- Over **90%** of PAVE participants gained five or more qualifications and moved onto positive destinations: **52%** into college, **12%** into employment, **12%** into Transition Group at PAVE and 18% to either Activity Agreements, LLE Pathway or other training programmes.
- We have supported **165** young people to secure a positive destination by means of our new pathways in: Child Care, Retail, College, Youth Work, Employability, Army, Sport and Wellbeing, Music, Rural Skills, Independent Tenancy, Young Mums, PX2, Green and Beauty Therapy.

- Duke of Edinburgh (DoE) is coordinated by LLE. In 2016/17 young people contributed **4,141** hours of volunteering which was worth to **£17,176** of social value. DoE Leaders contributed **27,689** hours worth **£276,890**.

Adults with Mental Health Issues

- We have supported **37** adults with mental health issues to work towards gaining employment through specialist one-to-one and group work support. **81%** secured a positive outcome, including employment, training, educational opportunities, volunteering or college.

Adults with Disabilities

- **72** people with a disability or barrier to work received 1:1 support in our FOCUS/WFF projects. **13** people moved into supported employment, **5** into further education, 2 into volunteering and the others received practical financial support through WFF.

The people behind our statistics – LLE changing Lives

(All participant names have been changed)

Supporting Young People back into learning and work

One to One Support, Pave. Pave 2, Pathways and youth projects.

Albert had been out of school for nearly two years due to traumatic events. With his LLE Key Worker he completed a work placement with a local tool hi... company, and gained his ... ths and English. ...
a Light Mecha... ...ance course at colle... ...promise... a mechanics a... ...ech...

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to a d... ...ge course. S... ...aking
drivin... ...ssons and lo... ...g for part
time w... ...Mur... ...ys "the
differ... ...believa... ...has

gone from lying around all day, being depressed and unhappy to having more spring in her step ....I'm really glad you knocked on the door".

Matt was disengaged from school and was uncommunicative. He was volunteering for his brother's company. His LLE Worker obtained funding for training, helped him study for his construction safety test and secured a modern apprenticeship for him. He works full time plus some weekends with 100% attendance. He is m... talkative, and is studying for his driving theory test.

**Midlothian Snow Sports ...
(MSSC)** Through the MYJ...
Programme, one young person wa...
given a one-day a week over the past year with MSSC. They were so impressed by him that he has successfully secured paid hours. He's also doing his food hygie... course whilst still at school.

LLE's Vocational Learning ...

Heather has attended a 6 ...
beauty therapy pilot progra...
at Dalkeith High School. D...
the course she learned ab...
different skin types and w...
products to use for each, ...
apply make-up and care f...
She was able to practice t...
new skills on other pupils...
class, carrying out profes...
treatments, working as a... ...and
developing communica... ...s.
"I can see her confiden... ...ing
before my eyes".

Supporting Adults, Families and Young People through Employability, Lifelong and Vocational Learning.

Employability Programme

John had struggled to secure permanent employment since being made redundant in 2011. He was referred to the CWP programme, whe... ...ined advice and support.
Jo... ...ed a structured w... ...t within Midlothian ... 3 months of starting ..., John successfully ... ...ne permanent ... ...S Lothian.

...l Employability

... ...parent and is dealing ... ...ment and severe ... ...ship. She was in ... ...childcare costs and ... ...ting benefi... outcomes ... ...as trying to hold down her ... ...Working For Families fund ... ...with childcare costs for a ... ...and with vouchers for foo... ...o her in employment.

... ...have mental health issues ... ...th support from the Focus ... ...e I've set up my own ... ...ess. I'm still seeking support ... ...I need it to keep healthy. It's a... ...gle but I'm doing well."

...taff as Mentors through ...r Ready

... ...has been to three master ... ...s and developed "a fab ... ...ship" with her mentor. "I'm so ... ...more inspired and confi... ...thank you enough Lily thanks ... ...ing there egging me on."

Corinne's mentor placed her with a photographer where she spent 4 weeks learning the craft of photography. This opened her eyes to other avenues available to her, gave her valuable skills and self assurance. She spoke at this year's launch event with confi... and networked a room of business people at a DYW event – not something we would have thought possible before Career Ready.

LLE Aim High Core Skills for Employability

Margaret, 53 is a mum of 4. Since leaving school she's brought up her children and worked, but is currently unemployed. Margaret attends the Aim High on a one to one basis. 'Being on the course has really improved my confi... in I... writing & typing skills'.

She now successfully volunteers in a Salvation Army shop and has applied to support older people with Connect Online as a vol... ...argaret is working towards ... ...ommunications qualifi... ...es to get paid work in ...

...High Construction

... ...said that the Aim High ... ...amme has helped him ... ...confi... and has allo... ...be able to speak and ... ...new people. The course ... ...him skills, including how ... ...ve in the work environme...
... Coming to the construc... ...ops has been a massive ... ...o my confi... and t... ...port that the staff gives yo... ...at. I'm the only girl in a gro... ...boys and coming to the ... ...kshops and challenging m... ...e construction based task... ...wn me that I can do this ev... ...good if not better than th... ...uction is not just for boy... ...rls should do it as well.'

...o Club

"... ...y 16 year old son up to ... ...lub in order to get help ... ...ing a CV. While we wer...

there I told her I was thinking about taking a night class to brush up on my computer skills in order to get a better job and found one at Penicuik High School. Susan showed me how to apply for funding for the course and I am now attending. My son has also started a new job after school and is keeping his CV up to date".

English for Speakers of other Languages

Ali is 33 years old. He came to Scotland in April 2016 as a refugee from Syria with no English at all. He attended ESOL classes with his wife and is now able to communicate in basic English. He started volunteering in a local ... in December 2016, and now ... in the kitchen for around 10 ... a week. Ali is working hard to ... ve his English and wants to ... ork in a garage in the future.

...ung People's ESOL

..." group supports S5/ ... ...nd unaccompanied ... ...seekers, all with ... ...h. Currently there ... ...sh migrants and ... ...mese in the group. ... ...people were lacking ... but with regular ... ...they have improved ... ...Throughout, the ESOL ... ...s liaised closely with ... ...s, foster carers and ... ...k in order to provide ... ...ort possible for these ... ...youngsters.

Progress through Learning Midlothian – from community based learning to university.

A... ...eral years as a stay at h... ...um, **Jean** discovered some ... ...un courses, beginning with ... ...s' group. She took part in ... ...Starting with Psychology' ... She then joined the ... ...unity-based Introduction ... ...ology Course run by QMU ... ...ompleted an Open University

course after which she secured a job at the local primary school. She has now applied to become a local Councillor, and is grateful to Lydia of PTLM for her support throughout.

LLE Family Languages

Nadia I was born in a diverse country, where it is common for people to speak multiple languages fl... ly. The Family French Learning Program at Loanhead library gave my daughter the opportunity to experience a new language, in a casual and friendly environment with other families.

LLE Knitting Group

Annie "Carle has helped me with patterns that I have been having problem... ...have also picked up a lot o... ...... from the other ladies...

LLE Working with Employers – Developing Scotland's Young Workforce.

... ...eedback:

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... ...rentices... ...ection process"

Young People – Democracy in Action

Hilda – I had my plans for what I wanted to do and my LLE Worker supported me completely, going as far as to get me a role creating a history project for LLE from my internship. It was amazing and made me realise that being a teacher was not for me. And then I went through something that scared me a lot - my house was broken into and I made a lot of decisions in that aftermath when I realised that life was too short and my LLE Worker once again supported and gave me the space that I needed so that I could sort my head out. Then she decided that I needed to be pushed back into society, or at least that is how it felt to me, and she got me to attend the Midlothian Youth Platform where I have met several amazing people. She used this to restore my faith in people and I don't know if she knows how much it had helped me but I can honestly say I will never be able to express it in words.

Contact us to fi out more and see what's on offer for 17/18.

Lifelong Learning and Employability

Central Support

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http://www.facebook.com/llemidlothian

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