



Education Service Plan 2019/20

Maria Lloyd
Acting Head of Education
Midlothian Council
Fairfield House
8 Lothian Road
Dalkeith
EH22 3ZG

Table of Contents

Section 1: Introduction

Section 2: Education Priorities for 2019-2020

Section 3: Overview of the Service

- 2.1 Our Vision and Aims
- 2.2 Our Services and Teams

Section 4: Our Key Successes

Section 5: Finance and Budget

Section 6: Education Priorities for 2019/20

- 6.1 Priority 1 – Improvement in attainment, particularly literacy and numeracy
- 6.2 Priority 2 – Closing the attainment gap between most and least disadvantaged children
- 6.3 Priority 3 – Improvement in children and young people’s health and wellbeing
- 6.4 Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people

Section 7: Annual Scrutiny, Quality Assurance and Self-Evaluation

Section 8: National Improvement Framework Drivers and National Improvement Framework (NIF) Plan 2019-20 (including SEIC Plan)

Section 9: Key Challenges and Opportunities

Section 10: Consultation and Engagement

Section 11: Equalities and Integrated Impact Assessment

Section 12: Sustainability

Section 13: Appendices:

- **Appendix A:** Organisation Chart
- **Appendix B:** Performance Management
- **Appendix C:** Midlothian Council Balanced Scorecard
- **Appendix D:** Statutory Performance Indicators – SOLACE Benchmark Indicators
- **Appendix E:** The overall set of Single Midlothian Plan outcomes and priorities for 2016-19
- **Appendix F:** Key service priorities, actions and indicators for 2019-20

Section 1: Introduction

This document provides a clear picture of our Education Service's planned activities for the period 2019-20. The service plan contains:

- **Overview of Service:** This should provide the reader with a basic understanding of the Education Service and its purpose.
- **Future Development of the Service:** This section identifies the key challenges facing the Education Service and also captures the areas for future development and improvement.
- **Service Priorities:** The information captured here is critical in terms of providing clarity of the priorities and outcomes being targeted by the Education Service and also identifying the focus of activities for the 2019/20 deliverables. Appropriate consideration of risks should also be captured as part of the service planning activities.
- **Management Arrangements:** This section gives a high level view of the management arrangements in place for the Education Service such as structure and resources but also includes information on scrutiny activity and performance management.

The purpose of a service plan is to:

1. Show clearly the key tasks and challenges of the Education Service. This provides direction and an overview of the Education Service's plans to those within and out with the service.
2. Provide a basis for measuring and reporting on the progress of the Education service in achieving its priorities.
3. Provide an overarching plan which supports the link between individual staff performance and development plans, work plans, team plans and Council and Community Planning priorities.

Section 2: Education Priorities 2019-2020

Priority 1 - Improvement in attainment, particularly literacy and numeracy

- *To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level.*
- *Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.*
- *All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator:*
 - *Level 3 Numeracy 98% Literacy 98%*
 - *Level 4 Numeracy 90% Literacy 90%*

Average tariff points	S4	S5	S6
Midlothian	352	615	837
National	357	655	893
Virtual	351	646	927

- *100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners*
- *That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all Schools*
- *Maximising the tariff scores for all learners in the Senior Phase*

Priority 2 - Closing the attainment gap between most and least disadvantaged children

- *Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3.*
- *Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator especially those who are care experienced.*
- *Deliver the requirements of the child poverty act through the local action plan developed with community planning partners including reviewing the Cost of the School Day which every school will have an action plan.*
- *Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.*

Priority 3 - Improvement in children and young people's health and wellbeing

- *Support schools and ELC settings to provide high quality EY services which:*
 - *Ensure children and families are offered appropriate, timely support*
 - *Encompass the requirements of the National Quality Standard*
 - *Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant*
- *Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding.*
- *Almost all young people with Additional Support Needs / Care Experienced are offered appropriate assessment which is timely and appropriate ensuring that barriers to learning are reduced.*
- *Achieve attendance targets:*
 - *for Primary to 95% overall*
 - *for Secondary to 91.5% overall with a reduction in unauthorised and unexplained absences*
- *Reduce exclusions:*
 - *Primary - below 15 per 1000*
 - *Secondary - below 40 per 1000*
 - *Care Experienced exclusions only in exceptional circumstances and following discussion with ASL Schools Group Manager*

Priority 4 - Improvement in employability skills and sustained, positive school leaver destinations for all young people

- *Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.*
- *Continue to offer a wider Secondary curriculum including a number of Modern Apprenticeships*
- *Deliver adult literacy & numeracy and family learning services.*

Section 3: Overview of the Service

(a) Our Vision and Aims

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

Our vision is to provide the highest quality inclusive education, learning and employability service for all individuals and families in Midlothian. To realise this vision we will support the Single Midlothian Plan around the Getting it Right for Every Child and will:

- give all our children the best possible start in life, providing an inclusive learning environment that builds resilience
- ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor who is healthy and happy, especially those who are care experienced;
- work with our communities to promote high expectations which deliver the best educational outcomes for all learners;
- 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 will focus on interrupt the cycle of poverty at the same time as improving attainment overall as indicated in both the Single Midlothian Plan and the National Improvement Framework used by the Scottish Government to assess school progress.

We will do this by being in clear in our priorities and focussing all we do on these:

- 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.

Midlothian is currently the fastest growing local authority and in September 2017, Council approved the Learning Estate Strategy which links the Midlothian Local Development Plan to the school estate strategic plan (2017-2045).

(b) Our Services and Teams

Education Service consists of the following services and teams.

Early Learning and Childcare (ELCC)	Delivers the statutory duty to provide ELCC to entitled two year olds and children from the term after their third birthday. In Midlothian we provide a flexible service for parents and children through provision in: <ul style="list-style-type: none">• 2 nursery schools;• Nursery classes in 27 primary schools;• 31 partner provider with whom we commission ELC places• Focus on Early Years (EY) expansion and delivery of 1140 hours
School Years	Delivers the statutory duty to provide primary education through provision in 32 primary schools Delivers the statutory duty to provide secondary education through provision in 6 secondary schools and 1 Special school.

The Education Leadership Team	<p>Delivers the following service as part of the Education (Scotland) Act:</p> <ul style="list-style-type: none"> • Improve the quality of schools through support and challenge of schools to improve to ensure a consistency of service; • support for probationers, newly qualified teachers; policy development and quality assurance; • strategic leadership of the development of the curriculum including literacy and numeracy • strategic direction of learning & teaching; • strategic planning and delivery of Career Long Professional Learning and Leadership; • liaison with national groups and forums for education • national and local policy relating to education; • strategic resource planning for schools • tracking and monitoring of pupils via attainment and achievement • prepare schools for inspection including care inspectorate • carry out schools reviews
Additional Support Needs (ASN)	<p>Delivers the statutory duty to ensure that additional support needs are met through:</p> <ul style="list-style-type: none"> • inclusive practices and support in all mainstream schools; • specialist provisions in 6 mainstream primary schools, 3 secondary schools and one special school; • Specialist outreach teachers and professionals supporting young people with specific additional needs.
Learning Technology Team	<p>Delivers the following services:</p> <ul style="list-style-type: none"> • advise on the use of technology to enrich learning and teaching in Midlothian schools; • implement and deliver Midlothian's Digital Learning Strategy; • professional learning delivery and sign posting for all school staff; • support the implementation of Glow and other online services and learning portals; • support for pupils and teachers in class; • assistive technology solutions for youngsters with additional support needs; • assisting with developing and implementing Centres of Excellence; • assisting in all new build schools and the digital technology for future learning; • filter and screen school use of websites and access, promoting safer internet; • provide a loanbank of equipment used intermittently in school (robotics, animation etc); • supporting the deployment of mobile devices including ipads and chromebooks; • advise and support schools on social networking and web technologies
Educational Psychology Service (EPS)	<p>The EPS applies psychology and uses research to make a positive difference to teaching, lifelong learning and overall wellbeing for children and young people.</p> <p>The work of the EPS embraces all areas of the Education Service including research based work and various developments and projects as they emerge across the year. All work is done in partnership with others and those who access the service and support links between children and families and education. We contribute to action plans in</p>

	<p>relation to raising attainment, learning and teaching, literacy, numeracy and health and wellbeing in order to make a positive difference to the lives of children and young people. We work to ensure that evidence is used to inform and innovate to support the achievement of positive outcomes for Midlothian learners.</p>
<p>Lifelong Learning and Employability (LLE)</p>	<p>The Lifelong Learning and Employability Service (LLE) in Midlothian focuses on supporting local people to develop skills for learning, life and work. The service is required to support young people, adults and families to increase their skill and qualifications levels. Midlothian has less people with qualifications at specific levels than the national average and many earn less than in other parts of Scotland. It is important that we balance this with maintaining opportunities for local people who need support to take their first steps back into volunteering, work or learning through groups/opportunities which build confidence and self-esteem and where possible increase their skill and level of qualifications to gain better paid employment and access to higher education. The service comprises of staff from a range of backgrounds. Staff deliver a variety of learning, transitional, employability and vocational opportunities which support adults, families and young people to have improved life chances.</p> <p>As a result of budget decisions the LLE service and the communities' team of Communities and Economy will be merging into a new single service that will have a remit to deliver the legal duties set out in the Community Learning and Development Regulations 2013 and Community Empowerment Act 2015. This requires the service to deliver adult learning, youth work and community development actions.</p> <p>The new service will also continue to deliver vocational training and employability services where these are specifically funded.</p> <p>The merged service will do this through a range of programmes and interventions including:</p> <ul style="list-style-type: none"> • literacy, numeracy and English as a second or other language; • transitional work with adults and young people; • core skill development; • vocational opportunities, alternative curriculum and employability related qualifications; • accredited learning opportunities across a range of areas; • informal learning; • accessible supported pathways for those with additional support needs; • intergenerational work; • work experience; • street work; • family learning; • adult learning for a range of vulnerable adults • support for young people to achieve not currently in a positive destination • run some youth groups • implement the DYW recommendations with partners including schools • Deliver via equalities officer engagement with equalities groups • Delivery of asset transfer support to community groups • Delivery and monitoring of third sector grants • Bespoke support to community groups on legal compliance, development and external funding • Managing participation requests by community groups

	<ul style="list-style-type: none"> • Co designing locality outcome improvement plans (Neighbourhood plans) with public bodies and communities • Developing participatory budgeting • Development and delivery of Child Poverty Act duties • Delivery of Armed Forces covenant duties • Providing support and training to Community Councils as required by the Local Government Act
<p>Education Resources Team</p>	<p>The resources team are responsible for:</p> <ul style="list-style-type: none"> • Pupil Placement • Pupil Roll Projections • Partnership Nursery Payments • Learning Estate Planning including school catchment areas and advice on extensions; • Staffing allocations; • Scheme of devolved school budget management.(DSM) • Oversee school spend and purchase cards • Job sizing for teachers • School and Early Years (EY) staff recruitment • Project support for EYs expansion

Section 4: Our Key Successes

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 and achievement 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 developing Associated Schools Groups into Learning Communities;
- Robust and rigorous evaluation of service delivery

Section 5: Finance and Budget

Education, Communities and Economy

Education

	2018/19	2019/20
SERVICE FUNCTION	£	£
3-18 Improvement Team	1,106,586	992,174
Expressive Arts	365,277	326,962
ASN Resources	1,665,449	1,792,486
Early Years	6,134,173	4,725,684
Education ICT	182,292	190,524
Education Management	100,607	96,778
Educational Psychologists	465,322	474,974
Resource Planning	212,813	193,113
Lifelong Learning & Employability	2,114,957	1,582,492
Nursery Education	4,056,320	5,149,741
Primary Education	31,662,391	35,265,449
Secondary Education	29,983,260	30,698,183
Special Education	12,390,730	12,831,313
NET EXPENDITURE	90,440,177	94,319,873
SUBJECTIVE ANALYSIS		
Employee Costs	66,857,802	70,933,026
Premises Costs	3,962,848	4,241,858
Transport Costs	2,666,002	2,688,566
Supplies and Services Costs	2,409,049	11,033,377
Third Party Payments	17,790,429	17,992,555
Transfer Payments	141,000	187,000
GROSS EXPENDITURE	93,827,131	107,076,382
INCOME	(3,386,954)	(12,756,509)
NET EXPENDITURE	90,440,177	94,319,873

Physical:

- 2 Nursery schools, 27 nursery classes and 31 Partnership Centres (nurseries in the private and voluntary sectors and the local authority children and families centre to be known now as funded providers)
- 32 Primary schools; 6 with specialist provisions
- 6 Secondary schools; 3 with specialist provisions
- 1 Special School
- Lifelong Learning and Employability
 - Office and learning bases/shops
 - Vocational workshops

Section 6: Education Priorities 2019-2020

6.1 Improvement in attainment, particularly literacy and numeracy (Priority 1)

- To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level.
- Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure.
- All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator:
 - Level 3 Numeracy 98% Literacy 98%
 - Level 4 Numeracy 90% Literacy 90%

Average tariff points	S4	S5	S6
Midlothian	352	615	837
National	357	655	893
Virtual	351	646	927

- 100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners
- That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all Schools
- Maximising the tariff scores for all learners in the Senior Phase

6.1.1 CfE Levels

There continues to be a focus on Curriculum for Excellence (CfE) levels through tracking periods for all pupils but specifically for those 'unlikely' to achieve their expected level. This has been achieved by implementation of 3 curriculum for excellence tracking periods last session, robust monitoring and tracking and teacher training on achievement of a level and robust conversations with Managers and Headteachers.

Initial look at CfE figures from 17/18 against the National data:

Test type	Test year	Stage			
		P1	P4	P7	S3
Listening and Talking	Midlothian	92.68%	85.12%	83.63%	84.97%
	National	87.00%	85.00%	84.00%	91.00%
Numeracy	Midlothian	86.68%	78.81%	74.75%	87.90%
	National	85.00%	76.00%	75.00%	89.00%
Reading	Midlothian	87.21%	79.47%	79.19%	84.90%
	National	81.00%	77.00%	79.00%	90.00%
Writing	Midlothian	83.69%	76.37%	75.94%	81.80%
	National	78.00%	72.00%	73.00%	89.00%

The final levels have now been published nationally. Above the National in P1 + P4, broadly in line with National for P7 and below in all areas at S3.

6.1.2 Literacy and Numeracy

Whilst the achievement of CfE level data for schools is still being dealt with as experimental by the Scottish Government, we have improved our performance across most of the literacy and numeracy measures from 2016/2017 at stages P1, P4, P7 and S3. The table in the full Attainment Report gives full details of attainment vs the three main SIMD band across two years, 2016-17 and 2017-18.

6.1.3 Calendar

All schools received a visit from Schools Group Managers at the beginning of the session during which their quality assurance and monitoring calendars were scrutinised and monitored. An exemplar primary and secondary version was issued in advance of the meeting to support this process. This ensures that schools continue to have a robust approach to self-evaluation, assessment and moderation.

6.1.4 Practitioner Enquiry

High quality professional learning helps to ensure that our staff are equipped to deliver excellent learning and teaching in Midlothian's schools and centres.

Teachers are now required to demonstrate a career-long commitment to professional learning, including continued engagement in professional review and development.

All teaching staff in Midlothian receive a wide range of professional learning opportunities. Newly qualified teachers are catered for through to school leaders, including authority-wide conferences, presentations from leading educationalists, coaching and mentoring sessions, as well as a range of leadership training events through SCEL and the University of Edinburgh.

Participation in Practitioner Enquiry will be a major focus in 2019-20, supported by our Education Support Officer (ESO), Leadership and Professional Learning.

6.1.5 Maximising the tariff scores for all learners in the Senior Phase

Maximising the tariff scores for all learners in the Senior Phase, as part of on-going curriculum review processes in our Secondary Schools they are exploring the nature of their curriculum offers and how these translate into progressive pathways that improve attainment for all. These tariff scores are based on the level of study as well as the grade awarded. Traditional pathways involving tariff bearing SQA certificated courses will run alongside other awards on the Scottish Credit and Qualifications framework (SCQF) e.g. national progression awards (NPA), that offer students who might struggle moving through courses at National 5 or Higher level the chance to build on learning over time in a wide range of subject areas that offer a positive leaver destination or the ability to access national 5 or Higher courses later in their school journey. The fact that these courses are more accessible also improves the grade they attain and prevents them failing and reaching a glass ceiling in terms of genuine progress. Young people may also gain tariff points through additional award schemes that schools are continuing to develop such as: John Muir Award, Duke of Edinburgh Award, Princes Trust, Youth Awards and Foundation Apprenticeships. Schools will be able to use such alternative tariff bearing point awards and courses to help reduce the poverty related attainment gap, improving equity for all learners.

6.2 Closing the attainment gap between most and least disadvantaged children (Priority 2)

- *Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3.*
- *Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator especially those who are care experienced.*
- *Deliver the requirements of the child poverty act through the local action plan developed with community planning partners including reviewing the Cost of the School Day which every school will have an action plan.*
- *Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.*

6.2.1 CfE Attainment and National Qualifications

See attached Attainment Report.



Attainment and
Achievement Report

6.2.2 Pupil Equity Funding (PEF)

Pupil Equity Funding (PEF) is additional funding from the Scottish Government's £750 million Attainment Scotland Fund, allocated directly to schools and targeted at closing the poverty related attainment gap. This funding is to be spent at the discretion of Head Teachers working in partnership with each other and their local authority. In 2017/18, Scotland's schools received a share of over £120 million, and in 2018/19 this increased to over £122 million.

A range of stakeholders were consulted about the use of PEF in schools. Use of this funding in Midlothian has supported schools to enhance teaching, support and specialist staffing and apply a range of interventions to support learners to attain and achieve, with most schools using it specifically to raise attainment and increase participation, leading to wider achievement. Use of PEF funding across Midlothian is shown in Exhibit 12. Schools have also developed shared use of PEF, for example Newbattle schools have top sliced their resources to fund staff to support schools and children across the whole area.

We have achieved the 5% increase in mostly all areas in relation to CfE levels. We have closed the gap in SIMD 1-2 in all measures except P7 Listening and Talking where there has been a decrease.

Through effective Partnership Working, we were able to drive forward many of the key national and local education priorities. Examples of effective collaboration include:

- The Children and Young Peoples 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 ELM group which will strategically improve provision for adults in relation to learning and employment.
- Improving Opportunities and GIRFEMC arms of the Community Planning partnership
- Locality outcome improvement plans (Neighbourhood plans)

Cost of the School Day and Implications of the Child Poverty Act

Participatory Budgeting gives local people the opportunity to decide how public money is spent in their communities. Communities set up events to discuss proposals put forward by local people, before people vote on which project should get the money. This is usually a small amount of money for small-scale projects. At least one per cent of local government budgets will be subject to a Participatory Budgeting approach by the end of 2021.

Eleven schools in the Newbattle/Dalkeith Learning Community were awarded monies through a Participatory Budgeting Award achieved by the Communities team. Schools worked closely with colleagues in the Communities team to consult with families on how the money should be spent. An example from Stobhill Primary who were awarded £7290 Participatory Budget shows greater parental involvement, parental and pupil voice and support. This project spent their money on reducing the cost of the school day which includes paying for breakfast clubs, paying for school trips and having an amount of money to help those families in need through paying for lunches and snacks and providing school uniform. These projects were agreed through a voting system put in place by Pupil Council and almost all parents responded either at parents evening or through a voting slip sent home and so this was a genuine Stobhill Community voice

This 'Cost of the School Day' participatory budgeting project in the 11 primary schools resulted in:

- 2448 voters (pupils parent and staff),
- 59 successful projects
- a positive evaluation by the Child Poverty Action Group national charity and a COSD toolkit designed for Midlothian

Subsequent impacts included:

- Dissertations for Good research with Edinburgh University reviewing the impact PEF and Free School Meals
- £268,000 secured in partnership with Surestart from Hunter Foundation and Scottish Government Child Poverty Innovation Fund.

6.2.3 Youth Work

All young people within Midlothian between the ages of 8 and 20 will have a Youth Work offer at low or no cost once per week in every geographical cluster. The Friday afternoon offer will be rolled out to all four geographical clusters. All Youth Work offers will include food availability, with a more concentrated offer in our more targeted areas. Youth Awards including Duke of Edinburgh will have a 5% increase every year in community groups.

6.3 Improvement in children and young people's health and wellbeing (Priority 3)

- *Support schools and ELC settings to provide high quality EY services which:*
 - *Ensure children and families are offered appropriate, timely support*
 - *Encompass the requirements of the National Quality Standard*
 - *Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant*
- *Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding.*
- *Almost all young people with Additional Support Needs / Care Experienced are offered appropriate assessment which is timely and appropriate ensuring that barriers to learning are reduced.*
- *Achieve attendance targets:*
 - *for Primary to 95% overall*
 - *for Secondary to 91.5% overall with a reduction in unauthorised and unexplained absences*
- *Reduce exclusions:*
 - *Primary - below 15 per 1000*
 - *Secondary - below 40 per 1000*
 - *Care Experienced exclusions only in exceptional circumstances and following discussion with ASL Schools Group Manager*

6.3.1 Early Years

Early Learning and Childcare and Family Learning

More than 2,000 three and four year old children in Midlothian receive high quality early learning and childcare (ELC) provided by our team of committed early years staff.

Our vision sets out a quality universal provision and a family learning approach of high quality, multi-agency, child-centred provisions, tailored and responsive to the needs of the communities in which they sit. The vision brings together the expertise of early learning and childcare professionals, detailed knowledge of our communities and the priorities of our Community Planning Partnership (CPP) of prevention, early intervention and community capacity building. We are now revisiting our ELC values in light of expansion in early learning and childcare to 1140 hours by 2020.

Good Time To Be 2

An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC continues to ensure we have families who take up this offer. NAMS (Nursery Administration Management System) shows that 150 children have benefited from AGTTB2 funding this session.

Expansion

By 2020 all Midlothian Early Learning and Childcare settings will be providing 1140 hours flexibly to meet families' needs, to a high quality, fully accessible and affordable.

Early Years Workforce

Expansion provides an opportunity to grow our own workforce ensuring that our vision of Early Learning and Childcare is delivered by effective practitioners. This session we appointed our very first Modern Apprentices (MA) in ELC. We are now working with our fourth cohort of MAs and all 65 are placed in our settings. Our MA cohorts are supported by our central Workforce team, colleagues in Lifelong Learning and Employability and the SVQ assessment team.

Play Strategy

Midlothian has its own Play Strategy which aims to make Midlothian a great place to play for all children and young people. The Midlothian Play Forum continues to drive developments and has representation from across Midlothian's private, voluntary and public sector.

6.3.2 Improving Mental Health in our School Communities

Our vision for Midlothian is echoed in the World Health Organisation's (WHO) Mental Health Action Plan 2013-2020, for children and young people to have:

...A positive sense of identity, the ability to manage thoughts, emotions, as well as to build social relationships, and the aptitude to learn and to acquire an education, ultimately enabling their full active participation in society. (WHO, 2013: page 6)

There is strong evidence that well-being is central to learning and school improvement. Schools that focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, they directly support the promotion of effective learning.

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

Work also continues to build confidence and support the social and emotional of our children and young people through the level and quality of physical education pupils receive, which can have a significant impact on their health, educational attainment, and life chances. All our primary schools meet the national target of two hours of PE each week, and secondary students receive a minimum of 50 minutes.

Children and young people also take part in interventions such as the *Growing Confidence* programme, play therapy and nurture groups.

6.3.3 Reducing barriers to learning

A child or young person is said to have additional support needs if they need more (or different) support to what is normally provided in schools to children of the same age. This applies to children who have long-term learning difficulties or disabilities, and also to those who may need additional support at particular times during their education.

In addition to our specialist school at Saltersgate, Midlothian provides additional specialist support at other establishments:

- Primary ASN provisions at Burnbrae, Cuiken, Gore Glen, Hawthornden and St Andrew's
- I Can Unit at Mayfield Nursery
- Speech and Language at Mayfield Primary
- Secondary ASN provisions at Dalkeith, Lasswade, Newbattle and St Davids

Saltersgate School



Our aim is to ensure that all young people with additional needs are fully supported to get the most out of their education and reach their fullest potential.

Within Midlothian 26.53% of all pupils have an additional support for learning need, this is above the national average of 24.89% and as the fastest growing local authority we understand that in turn the level of pupils requiring additional support will increase with that. As a service we are planning for the future to ensure we can support all children and young people regardless of level of additional needs.

For those children and young people affected by disability and who require additional supports around them transitioning from school into adulthood we work closely with adult services to provide enhanced positive destinations. We know from experience and recent studies that this can be a

very difficult period for carers and young people alike as they leave the safe and consistent educational environment and enter a world that does not offer the same level of support.

GIRFEC awareness and good practice continues to be a key focus for schools, using the well-being indicators. There is full awareness of Safeguarding and Child Protection and all schools are using wellbeing concern forms to raise issues. Staff are aware of the wellbeing indicators.

We have further strengthened our support for both complex needs and enhanced nurture provision within Midlothian, ensuring that all pupils gain equity of educational provision.

Staff training will continue to be an important part of working in Midlothian Councils ASN service, building confidence and capacity in all staff working with our pupils.

The Educational Psychology Service (EPS) provides a regular, reliable and valued service to all schools in Midlothian. The Service is now in the second year of a rigorous and robust three year cycle. The focus on service delivery continues to be ensuring consistency and high quality consultation assessment, intervention and training to schools and other partners. A sharper focus on impact data gathered from Mosaic, through casework evaluation on Care Experienced young people, school reviews and in-service training will ensure that Educational Psychologists (EPs) are having a positive impact on children and young people as well as the relevant adults working with them.

Improved partnership working with LLE, Children and Families remains an important feature of the Service Improvement Plan. A targeted intervention to raise attendance and close the attainment gap for children in transition to High school has been jointly delivered and is being evaluated with LLE.

6.3.4 Attendance and Exclusion

QI 3.1 Ensuring wellbeing, equity and inclusion In Q2 Exclusions fell by 32 incidents in Secondary and by 9 incidents in Primary. Attendance levels for Q2 in Primary and Secondary are the same as last year, this is a focus at Headteacher meetings.

The attendance policy is being more consistently followed. At every Headteacher meeting (10 annually) figures are being shared and compared. In addition there is a tableau sent to schools every second week with attendance and exclusions figures.

An attendance strategy and scrutiny group has been established and led by the Principal Educational Psychologist. A well-established Secondary DHT Pupil support network also work with senior staff to address attendance and exclusion issues. A focus on 0% attendance following every holiday to ensure there are no Children missing from Education.

School Type	% Attendance 18/19 so far	Exclusions per 1,000	Attendance as at last year 17/18	Exclusions per 1,000 17/18	Attendance as at 2 yrs ago 16/17	Exclusions per 1,000 16/17
Primary	94.46	6.4	94.32	6.57	94.74	9.72
Secondary	89.92	25.4	89.84	37.75	90.10	38.01

In December 2018 we were able to appoint a Virtual Headteacher for Care Experienced children and young people from Scottish Government funding. This will enable improved tracking of the performance and wellbeing of those children and young people in conjunction with Children's Services.

6.4 Improvement in employability skills and sustained, positive school leaver destinations for all young people (Priority 4)

- Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.
- Continue to offer a wider Secondary curriculum including a number of Modern Apprenticeships
- Deliver adult literacy & numeracy and family learning services.

6.4.1 Positive Destinations

As reported to Council on 2 October 2018. Sustained positive destinations were published in June 2018 with 94.4% of pupils now achieving a sustained positive destination which is up 10 percentage points since 2010/11 and up 1.4 percentage points on the previous year. Midlothian is now above the National average. Positive Destinations have shown an ongoing improvement trend for the last 5 years. The new participation measure published actually includes 16 – 19 year olds and this is 94.3%. This is the highest recorded figures for Midlothian. We are now 1.5% higher in school leaver destinations and 2.5% higher than the National average. Gives us 8th place overall.

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%

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. Our participation figure has improved since 2015-16 and is well above the national average, ensuring that almost all learners are maintaining suitable and sustainable destination pathways, post school.

6.4.2 Wider Achievement and Educational Opportunities

Schools continue to offer a range of wider achievement options through their wider curriculum and schools report on this through their own annual Standards and Quality reports, school newsletters, websites and through social media.

Some wider achievement options are part of the formal curriculum and offer various stand alone, non-certificated awards, including tariff bearing courses through various award bodies in secondary schools. These courses develop a range of learners' skills and offer other pathways to positive destinations that are not necessarily through traditional academic pathways. Some are described as vocational and involve modern or foundation apprenticeships. The Insight data we use incorporates the outcomes of all courses that are certificated and non-certificated and are part of the Scottish Credit and Qualifications framework and attract tariff points.

All Schools also offer a wider curriculum through pupil leadership roles in schools, through participation in activities, trips and events in the wider community, through the development of wider personal interest and through access to inter-disciplinary learning opportunities that give both breadth and depth to learning. This section of the report will highlight some other areas that contribute to the development of skills for life, learning and work.

6.4.3 Adult Learning

The service engages with adults and families through our *Aim High Learning Programme* which includes courses ranging from: first steps back to learning and interest classes to qualifications, family learning activities which allow parents/carers and children to learn together (see section on *Family Learning*), vocational learning, employability programmes and support, adult literacy and numeracy classes and English for Speakers of Other Languages (ESOL). It also offers one to one employability support, particularly for those with multiple barriers to employment, learning and training, through Activity Agreements, the Focus Team and European Social Fund and Employability Fund projects. As a service bids are made for contracts including Modern Apprenticeships, European Social Funding and for other funding to ensure that local people have access to a wide range of opportunities. 94% of LLE participants completing our end of course survey said they were highly satisfied with the programme and 72% reported an improvement in one or more key skills.

6.4.4 Summary of Other Achievement Awards Courses provided year on year by Midlothian Secondary Schools

Year	Courses offered	Number of Resulted Entries	Number of Passes
2014	46	98	79
2015	59	132	69
2016	95	212	159
2017	64	196	133
2018	80	208	128

The table above indicates that the number of Other Achievement awards offered in schools, has nearly doubled over the last five years, although a slight dip in numbers is noted in 2017. This represents the changing patterns of curriculum pathways in schools that are now more diverse and flexible, assisting schools to offer courses that add to skills and lead to better positive destination outcomes. Much of the improvement in positive destination is down to this hard work in our Secondary Schools working with SDS and partners. Examples of other award areas are shown below

Employability Award	Sports Coaching: Teaching Aquatics (UKCC Level 1)
Bronze Youth Achievement Award	Health and Social Care
Steps to Work Award	Personal and Vocational Skills
Personal Development Award	SVQ in Social Services (Children and Young People)
Engineering Systems	Wellbeing Award
Acting and Performance	SVQ in Food Preparation and Cooking
Construction	Certificate of Work Readiness
Award in Volunteering Skills	Health and Safety in a Construction Environment
Creative Industries: Media and Communication	Enterprise and Employability

Highlights in terms of wider achievement and educational opportunities in schools includes:

- The number of young people achieving accreditation through LLE organised Youth Achievement Awards, Saltire and Dynamic Youth Awards continues to rise with 137 gaining awards in 2017/18. Duke of Edinburgh Awards have increased by 29% with 156 Awards gained. Young people who are not traditionally involved with Duke of Edinburgh have accessed our Open programmes leading to increased confidence and skills for those taking part. Volunteer Duke of Edinburgh leaders in Midlothian contributed over 36,873 hours equating to £368,730 of time donated
- 939 young people from all Midlothian high schools were supported in school work experience placements by LLE
- LLE have dedicated a developmental role for Science, Technology, Engineering and Maths into one of our Delivery Worker's roles. This has resulted in increased awareness of STEM and engagement with schools and Edinburgh University to utilise their facilities for staff

training and CPD. Science Insights programmes are open to S5 pupils and S6 MYJET STEM programme offer pupils the opportunity to source STEM placements and we have successfully run STEM talks in primary schools based on Human Library approach which challenges traditional stereotypes. STEM Ambassadors promote STEM in a variety of settings

- Funding for over 60 Modern Apprenticeships was secured by LLE, including 20 places to support the workforce expansion required in early years settings. This will increase further in 2018/19
- LLE workshop staff delivered Skills for Work qualifications to over 130 high school pupils each week
- LLE this year also secured funding for 3 Foundation apprenticeships and will coordinate delivery next year with Schools and Edinburgh College

The Human Library Equalities project developed by LLE has engaged very successfully with schools and had a positive impact on increasing awareness and understanding and celebrating diversity. It involves local people telling their story so that others can put themselves in their shoes and see their reality. One teacher commented that "It was one of the most meaningful workshops I have ever seen in education".

Section 7: Annual Scrutiny, Quality Assurance and Self-Evaluation

The best performing schools have strong and effective systems of self-evaluation. Only by knowing our strengths and areas for development can we improve educational outcomes for young people. There continues to be an increased focus on self-evaluation in all Midlothian schools, using a new quality assurance framework and school improvement partnerships. A School Review programme has been developed in response to the new reporting responsibilities required in the new National Improvement Framework (NIF), and to the increased number of Education Scotland inspections. An annual NIF report will be presented to cabinet and Council each year, which will help to illustrate our progress in terms of how well we are meeting the requirements of this framework.

During calendar year 2018/19 there were 4 Education Scotland Inspections using HGIOS 4: one full model inspection for a Secondary school, 2 full model primary school inspections, and 1 short model primary school inspection (with nursery class). In addition we have had one follow through primary inspection. The Local Authority has also been inspected as part of a thematic study by Education Scotland on Readiness for Empowerment, which gained very positive feedback. The evaluations for these five inspections were:

Secondary School: 2018 Full model inspection

Establishment	Leadership of Change	Learning, Teaching and Assessment	Raising Attainment and Achievement	Ensuring Wellbeing, Equality and Inclusion
Dalkeith Community High School	Good	Good	Good	Satisfactory

Primary School and Nursery Class: 2017 Short model inspection

Short model inspection

Establishment	Self-Evaluation for Self-Improvement	Raising Attainment and Achievement
Bilston PS	Satisfactory	Satisfactory
	Self-Evaluation for Self-Improvement	Securing Children's Progress
Nursery Class	Good	Good

Primary School and Nursery Class: carried out at the end of 2018 Short model inspection

Establishment	Learning, Teaching and Assessment	Raising Attainment and Achievement
Bonnyrigg PS	Good	Good
	Learning, Teaching and Assessment	Securing Children's Progress
Nursery Class	Satisfactory	Satisfactory

Primary School and Nursery Class: Full model inspection carried out at the end of 2018

Establishment	Leadership of Change	Learning, Teaching and Assessment	Raising Attainment and Achievement	Ensuring Wellbeing, Equality and Inclusion
Paradykes PS	Good	Good	Satisfactory	Good
	Self-Evaluation for Self-Improvement	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
Nursery Class	Good	Good	Good	Good

Primary School and Nursery Class: Full model inspection carried out in January 2019

Establishment	Leadership of Change	Learning, Teaching and Assessment	Raising Attainment and Achievement	Ensuring Wellbeing, Equality and Inclusion
Gorebridge PS	Satisfactory	Satisfactory	Satisfactory	Satisfactory
	Self-Evaluation for Self-Improvement	Learning, Teaching and Assessment	Securing Children's Progress	Ensuring Wellbeing, Equality and Inclusion
Nursery Class	Satisfactory	Satisfactory	Satisfactory	Satisfactory

Primary School follow through by Education Scotland: 2019

Establishment	Self-Evaluation for Self-Improvement	Raising Attainment and Achievement
St Lukes PS	Good	Good
	Self-Evaluation for Self-Improvement	Securing Children's Progress

All of the Inspection results are reported to Cabinet. Full inspection reports and Summarised Inspection Findings SIFs) can be found on the Education Scotland website.

Numerous Care Inspectorate inspections are carried out regularly for a range of funded providers, including private nurseries and local authority settings. This year there have been 13 since June 2017 until end of November 2018 with the following results.

Quality Indicator	Total no. of settings inspected on this indicator	Excellent	Very good	Good	Adequate	Weak	Unsatisfactory
Care and support	13	0	8	4	1	0	0
Environment	7	0	5	2	0	0	0
Staffing	6	0	3	3	0	0	0
Leadership and Management	2	0	1	0	1	0	0

More information on the above is detailed in the January 2019 Cabinet paper. A summary of the Care Inspectorate Inspections of Day Care of Children was also presented for June 2018-November 2018.

National Standard and Funding Follows the Child. Recent guidance has been published by Scottish Government to ensure that there is a national standard that ensures quality as we move to expanded hours in 2020.

This approach ensures that parents and carers will be able to make informed choices about where their child takes their funding entitlement of ELC. It is defined by a provider neutral approach which allows parents to choose providers. If the setting meets the National Standard, has a place available and is willing to enter into a contract with the Local Authority.

The Local Authority is the guarantor of quality and the enabler of flexibility and choice within this approach.

Section 8: National Improvement Framework Drivers and National Improvement Framework (NIF) Plan 2019-20



Section 8 - National Improvement Frame



Section 8a - SEIC Plan.pdf

Section 9: Key Challenges and Opportunities



Section 9 - Key Challenges and Opp

Section 10: Consultation and Engagement



Section 10 - Consultation and Er

Section 11: Equalities and Integrated Impact Assessment



Section 11 - Equalities and Integ

Section 12: Sustainability

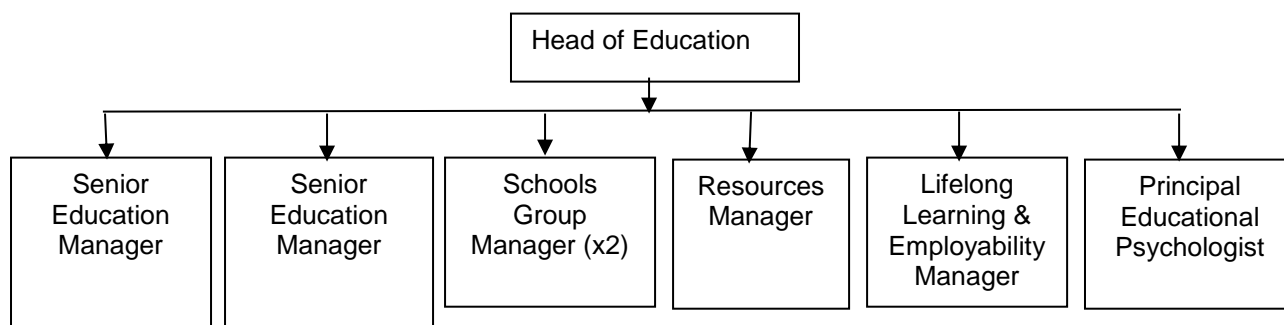


Section 12 - Sustainability.docx

Section 13: Appendices:

- **Appendix A:** Organisation Chart
- **Appendix B:** Performance Management
- **Appendix C:** Midlothian Council Balanced Scorecard
- **Appendix D:** Statutory Performance Indicators – SOLACE Benchmark Indicators
- **Appendix E:** The overall set of Single Midlothian Plan outcomes and priorities for 2016-19
- **Appendix F:** Key service priorities, actions and indicators for 2019-20

Appendix A: High Level Organisation Chart



Wider Central Team:

Learning through Technology

Innovative use of technology transforms learning and improves educational outcomes and opportunity for young people. In 2018/19 we continued our support of digital in the classroom, focussing on the use of mobile technology and cloud applications. A lot of time and effort this session was spent preparing for the opening of the Newbattle Digital Centre of Excellence, as part of our aspiration to achieve a world class education for all, develop and deliver an enhanced range of learner pathways and more positive destinations.

Midlothian now has working partnerships to support Digital with several departments in the Universities of Edinburgh and Heriot Watt, Edinburgh College and many local, national and international businesses to take forward research projects in a number of areas including pedagogy, data science and cyber resilience.

The lessons learned from the Newbattle Digital Centre of Excellence will be shared across Midlothian schools and beyond, finding new, creative and innovative uses of digital technology for life, learning and work, enabling future generations to access high quality, high paid jobs.

Creative Arts and Performance

All pupils receive arts as part of the school curriculum. In addition we have additional music instruction for pupils from P5 onwards. This contributes to extending the opportunities for pupils to specialise in an instrument and in many cases become part of a school or local band.

Lifelong Learning and Employability

Midlothian's Lifelong Learning and Employability (LLE) Service aims to improve life chances for people of all ages through the development of skills for learning, life and work. Partnership work is a key element of what it does (see Partnership working section) and a 2016 HMIE Inspection highlighted the learning and development work of all partners as very good and having life changing impacts.



Career Ready Pupils

LLE provides a wide range of learning and training opportunities and support to all age groups. Children and young people are supported through our learning pathways, transition programmes with schools, Programme for Alternative Vocational Education (PAVE and PAVE 2) provision, youth clubs, Awards work, vocational opportunities in our LLE Workshops and school work experience programme.

Appendix B: Performance Management

Service performance is reported internally via quarterly performance reports.

The Insight senior phase benchmarking tool uses demographic information and SIMD data to find pupils across Scotland who are equivalent to pupils in Midlothian schools. For every one Midlothian pupil 10 comparator pupils are selected and these are combined to create “virtual” schools that allow us to benchmark our performance. You will see these used as outcome indicators further on in this plan. Note that we do not have any access to the comparator pupils’ personal information. In addition, we will be implementing the new HGIOS 4 framework. Lifelong Learning and Employability have reviewed performance indicators for the service and are piloting in April 2017 onwards using Cognisoft as the main management information system.

Lifelong Learning and Employability have 15 performance indicators which track a range of key performance measures including number of participants, SIMD, income, qualifications, improved skills, sustained outcomes and satisfaction.

Performance and spending information is published in the Midlothian News (e.g. annual performance supplement in the autumn) and on our website at:

http://www.midlothian.gov.uk/info/691/performance_and_spending

Appendix C: Midlothian Council Balanced Scorecard

The Balanced Scorecard approach provides the Council with a strategic performance management tool which allows each service area to consider and contribute to core Council priorities in terms of planning and performance management.

The following shows the Balanced Scorecard perspectives that are applicable across the Council's services.

Customer/Stakeholder	Financial Health
<ul style="list-style-type: none">• Improving outcomes for children, young people and their families• Ensuring Midlothian is a safe place to live, work and grow up in• Creating opportunities for all and reducing inequalities• Growing the local economy and supporting businesses• Responding to growing demand for Housing and Adult Social Care services	<ul style="list-style-type: none">• Maintaining financial sustainability and maximising funding sources• Making optimal use of available resources• Reducing costs and eliminating waste

Service Improvement	Learning and Growth
<ul style="list-style-type: none">• Improve Community engagement• Strengthen partnerships• Improve and align processes, services and infrastructure• Manage and reduce risk	<ul style="list-style-type: none">• Develop employee knowledge, skills and abilities• Improve engagement and collaboration• Develop a high performing workforce

Each of the perspectives shown above are supported by a number of measures and indicators which ensures that the Balanced Scorecard informs ongoing performance reporting and public performance reporting throughout the 2015/16 cycle and also help identify areas for further improvement throughout the year.

Appendix D: Statutory Performance Indicators – SOLACE Benchmarking Indicators

The following details those indicators applicable to the Service performance reporting process

Reference	Description
Children's Services CHN1	Primary Education - Cost per pupil
Children's Services CHN2	Secondary Education - Cost per pupil
Children's Services CHN3	Pre- Primary Education - Cost per pupil
Children's Services CHN10	Percentage of Adults satisfied with local schools
Children's Services CHN11	Proportion of Pupils Entering Positive Destinations
Children's Services CHN4	% of Pupils Gaining 5+ Awards at Level 5
Children's Services CHN5	% of Pupils Gaining 5+ Awards at Level 6
Children's Services CHN6	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 5 (SIMD)
Children's Services CHN7	% of Pupils from Deprived Areas Gaining 5+ Awards at Level 6 (SIMD)
Children's Services CHN12a	Overall Average Total Tariff
Children's Services CHN12b	Average Total Tariff SIMD Quintile 1
Children's Services CHN12c	Average Total Tariff SIMD Quintile 2
Children's Services CHN12d	Average Total Tariff SIMD Quintile 3
Children's Services CHN12e	Average Total Tariff SIMD Quintile 4
Children's Services CHN12f	Average Total Tariff SIMD Quintile 5
Children's Services CHN17	% of children meeting developmental milestones
Children's Services CHN18	% of funded early years provision which is graded good/better
Children's Services CHN19a	School attendance rates (per 100 pupils)
Children's Services CHN19b	School attendance rates (per 100 'care experienced children')
Children's Services CHN20a	School exclusion rates (per 1,000 pupils)
Children's Services CHN20b	School exclusion rates (per 1,000 'care experienced children')
Children's Services CHN21	Participation rate for 16-19 year olds (per 100)

Appendix E: Midlothian Single Plan

Midlothian Community Planning Partnership Board agreed that all partners will focus for the 3 years from 2019 until 2022 on how they can contribute to the following outcomes:-

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

Each Thematic group has identified their draft 2019/20 priorities which link to the 3 agreed outcomes stated above.

ADULT HEALTH AND CARE (2019/22)

A new 3 year IJB strategic document is being drafted in a parallel process, no 3 year outcomes are as yet available, but topic areas that have been focused on in the public engagement are

- Prevention
- Short Term/Urgent Support
- Long Term Support
- Choice and Control
- Information about services/support

COMMUNITY SAFETY and JUSTICE draft outcomes (2019/22)

- Fewer people are victims of crime, abuse or harm
- People feel safe in their neighbourhoods and homes
- Communities take a positive role in shaping their future

GETTING IT RIGHT FOR EVERY MIDLOTHIAN CHILD (2019/20 – will be revised with new children and young people's service plan 2020/23)

- Children and young people are supported to be healthy, happy and reach their potential
- Inequalities in learning outcomes have reduced
- All Midlothian children and young people are being offered access to timely and appropriate support
- All care experienced children and young people are being provided with quality services
- Children in their early years and their families are being supported to be healthy, to learn and to be resilient.

IMPROVING OPPORTUNITIES FOR PEOPLE IN MIDLOTHIAN (2019/22)

- Poverty levels in Midlothian are reduced
- Midlothian residents are successful learners and young people go on to positive destinations when they leave learning
- Health inequalities are reduced and the health of people in Midlothian is improved
- The public is informed and engaged in service development and delivery

SUSTAINABLE GROWTH in MIDLOTHIAN (2019/22)

- The local economy is more productive and inclusive
- The benefits of the Borders Railway have been maximised
- Midlothian Science Zone has developed benefitting the local economy and community
- Sustainable town centre regeneration is visible
- More social housing has been provided taking account of local demand
- Homelessness has reduced, and people can access advice and support
- Environmental limits are better respected, especially in relation to waste, transport, climate change and biodiversity

Appendix F: Education Service Plan 2019/20

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
GIRFEMC - Inequalities in learning outcomes have reduced						
To build excellence by raising attainment overall	31/03/19	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P1	Above the National average		<u>2018 Figures</u> Reading 87.2% Writing 83.7% Listening and Talking 92.7% Numeracy 86.7%	Performance Officers; School Group Manager
		Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P4	Above the National average		<u>2018 Figures</u> Reading 87.2% Writing 76.4% Listening and Talking 85.1% Numeracy 78.8%	Performance Officers; School Group Manager
		Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P7	Above the National average		<u>2018 Figures</u> Reading 79.2% Writing 75.9% Listening and Talking 83.6% Numeracy 74.8%	Performance Officers; School Group Manager
		Improve primary school attendance	95.5%		<u>2017/18 Figures</u> 94.42%	Performance Officers; School Group Manager
		Improve secondary school attendance	91.0%		<u>2017/18 Figures</u> 89.23%	Performance Officers; School Group Manager

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
		Reduce exclusion in primary schools	80			Performance Officers; School Group Manager
		Reduce exclusion in secondary schools	200			Performance Officers; School Group Manager
To close the gap between the least and the most disadvantaged.	31/03/19	Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P1 (Pupil Equity Fund)	5%		<u>2018 Figures</u> Reading 76.5% Writing 75.0% Listening and Talking 87.9% Numeracy 79.6%	Performance Officers; School Group Manager
		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P4 (Pupil Equity Fund)	5%		<u>2018 Figures</u> Reading 72.1% Writing 67.1% Listening and Talking 77.1% Numeracy 79.6%	Performance Officers; School Group Manager
		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in P7	5%		<u>2018 Figures</u> Reading 60.6% Writing 65.4% Listening and Talking 68.3% Numeracy 56.7%	Performance Officers; School Group Manager
		Increase the number of children from SIMD 1+2 achieving the expected level of Reading, Writing and Numeracy in S3 (Pupil Equity Fund)	5%		<u>2018 Figures</u> Reading 79.8% Writing 78.6% Listening and	Performance Officers; School Group Manager

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
					Talking 77.4% Numeracy 80.5%	
AHC - Engaged and supported workforce						
Learning Teaching and Assessment	31/03/19	To Grow our ASGs into Learning Communities in order to continue to build the self-improving system updating resources in line with HGIOS 4, National Improvement Framework (NIF) and the Pupil Equity Fund (PEF).	100%			Performance Officers; School Group Manager
GIRFEMC - Children in their early years and their families are being supported to be healthy, to learn and to be resilient						
To increase the availability of Early Learning and Child Care (ELCC) for 2 year olds to meet the requirements of the Children and Young People (Scotland) Act from August 2015.	31/03/19	Number of eligible 2 year olds in receipt of Early Learning and Child Care	200			Children's Services; Performance Officers
GIRFEMC - Children and young people are supported to be Healthy, happy and reach their potential						
05. SMP GIRFEC -Raise the educational attainment and achievement of children and young people, including improving the numbers going on to positive destinations after leaving school	31/03/19	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 3+ (Insight National benchmarking measure)	97.39%		97.39% Midlothian; 94.36% Virtual comparator; 94.64% National average (Insight national benchmarking data)	Performance Officers; School Group Manager
		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	91.61%		91.61% Midlothian; 88.33% Virtual comparator; 89.15% National average (Insight national benchmarking data)	Performance Officers; School Group Manager

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	66.45%		66.01% Midlothian; 62.94% Virtual comparator; 66.45% National average (Insight national benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the National comparator	120		120 Midlothian; 105 Virtual; 105 National (Insight Local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for middle 60% of learners by the end of S4 to bring in line with the National comparator	384		357 Midlothian; 357 Virtual; 367 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for highest 20% of learners by the end of S4 to bring in line with the National comparator	578		568 Midlothian; 578 Virtual; 587 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for lowest 20% of learners by the end of S5 to bring in line with the National comparator	173		159 Midlothian; 173 Virtual; 177 National (Insight local benchmarking data)	Performance Officers; School Group Manager

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
		Increase the average total tariff score for middle 60% of learners by the end of S5 to bring in line with the National comparator	714		695 Midlothian; 714 Virtual; 729 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for highest 20% of learners by the end of S5 to bring in line with the National comparator	1,187		1178 Midlothian; 1176 Virtual; 1187 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for lowest 20% of learners by the end of S6 to bring in line with the National comparator	491		439 Midlothian; 524 Virtual; 491 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for middle 60% of learners by the end of S6 to bring in line with the National comparator	1,221		1,220 Midlothian; 1,221 Virtual; 1,213 National (Insight local benchmarking data)	Performance Officers; School Group Manager
		Increase the average total tariff score for highest 20% of learners by the end of S6 to bring in line with the National comparator	1,969		1,944 Midlothian; 1,964 Virtual; 1,969 National (Insight local benchmarking data)	Performance Officers; School Group Manager

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
		Increase the % of leavers (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average	96%		94.17% Midlothian 91.28% Virtual 92.52% National average (Insight national benchmarking data)	Performance Officers; School Group Manager
		Percentage of Midlothian Care Experienced school leavers progressing to positive destinations	96%		76.92% Midlothian 86.15% Virtual 76.36% National average (Insight national benchmarking data)	Children's Services; Performance Officers
		Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5	46.62%		43.38% Midlothian 46.62% Virtual 48.33% National average (Insight local benchmarking data)	Performance Officers; School Group Manager

Appendix D: Equalities and Integrated Impact Assessment Form

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

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability



Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	Education Service Plan 2019-2020
Completion Date	26 February 2019
Completed by	Maria Lloyd
Lead officer	Maria Lloyd

Type of Initiative:

Policy/Strategy

Programme/Plan

Project

Service

Function

Other Statement of Intent.....

New or Proposed

Changing/Updated

Review or existing

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

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

The Education Service Plan offers a clear picture of the service's planned activities for the period 2019-20. This clearly states the strategic direction to the service and provides clarity about what we are doing and why, the overview of our work and direction to those within and out with the service. These priorities link directly to the National Improvement framework, the Single Midlothian Plan and Getting it right for Every Child (GIRFEC). There are also clear targets set in order to measure success to enable clear reporting back.

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

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

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

No

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

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

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

Evidence	Comments: what does the evidence tell you?
Data on populations in need	The plan links to the Single Midlothian Plan, the priorities of which arose from a major public consultation exercise. The plan is based on careful consultation, within the immediate team and further beyond. The evidence is used as part of our self-evaluation which informs next steps for improvement
Data on service uptake/access	Education is a universal service and therefore we track attendance and exclusions daily in schools and bi-weekly as a service. The evidence tells us that we need to improve attendance overall and reduce exclusions as indicated in Priority 3.
Data on quality/outcomes	The service plan is outcomes driven. The data tells us that we have an improving trend in national measures but need to focus on improving breadth and depth measures, outcomes for care experienced learners with ASN and complex needs and CfE levels across the broad general education.
Research/literature evidence	Stakeholder surveys have been used in the self-evaluation exercise which tells us that we need to further improve our service areas, these are actioned at school and service levels.
Service user experience information	Pupil voice has been a focus this year for schools and '5a day' type activities are underway in most secondary schools to constantly hear from pupils. There are Pupil Councils in almost all schools.
Consultation and involvement findings	
Good practice guidelines	
Other (please specify)	
Is any further information required? How will you gather this?	

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

	Comments – positive/ negative impact
<p>Those vulnerable to falling into poverty</p> <ul style="list-style-type: none"> • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the criminal justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students 	<p>Positive destinations planning has had a significant impact on this group.</p> <p>A focus on SIMD 1 and 2 is closely monitored and last year's plan had a positive impact on SIMD1 in national measures and in literacy and numeracy.</p> <p>Adult learning service focus on literacy and numeracy with high success rates.</p>
<p>Geographical communities</p> <ul style="list-style-type: none"> • Rural/ semi-rural communities • Urban Communities • Coastal communities 	<p>The education service plan is split into 4 Associated School Groups (ASGs) which mean they support the same families throughout their school life. This makes it easier to support families in their communities.</p>

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

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

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

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

N/A

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

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

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

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Equity and equality are cornerstones of this plan to ensure that there is enhanced support for areas of disadvantage and the important work being carried out in the early years e.g. through the Early Years Collaborative. A focus on Quality Indicator 3.1 has meant a greater understanding in this area. Therefore we are confident that staff are aware of the importance of this in all they do.
Promotes good relations within and between people with protected characteristics and tackles harassment	
Promotes participation, inclusion, dignity and self-control over decisions	
Builds family support networks, resilience and community capacity	
Reduces crime and fear of crime	
Promotes healthier lifestyles including <ul style="list-style-type: none"> diet and nutrition, sexual health, substance misuse Exercise and physical activity. Life skills 	In Priority 3 we are addressing these areas.

Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	N/A
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	Participatory Budgeting has been used in a school to involve the Community more in decision making. Improved use of local Community Information has improved our focus in schools to link directly with this.
Helps young people into positive destinations	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.
Supports local business	The service has a DYW group which is attended by a range of business partners and schools with a focused action plan to address DYW recommendations.
Helps people to access jobs (both paid and unpaid)	This is a major focus of this plan and the service have established an improving trend in literacy and numeracy.
Improving literacy and numeracy	The LLE plan centers of this including educational support for in work poverty.
Improves working conditions, including equal pay	
Improves local employment opportunities	

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

N/A

11. Action Plan

Identified negative impact	Mitigating circumstances	Mitigating actions	Timeline	Responsible person

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

Name



Date 05.03.19