



Education Service Plan 2018/19

Dr Grace Vickers
Head of Education
Midlothian Council
Fairfield House
8 Lothian Road
Dalkeith
EH22 3ZG

Table of Contents

1. Introduction
2. Overview of the Service
3. Activity review and Key successes in 2017/18
4. Challenges 2017/18
 - a. Budget and resource pressures
 - b. Legislation/National Policy changes
 - c. Management challenges
 - d. Delivering Excellence
 - e. Technology
 - f. Culture change
 - g. New initiatives
5. Consultation and Engagement
6. Equalities
7. Sustainability
8. Future Development of Service/Areas for Improvement
9. Management arrangements
 - a. Structure
 - b. Resources
 - c. Annual Scrutiny, Quality Assurance and Self-Assessment
 - d. Assessments / Accreditation
 - e. Partnership working
 - f. Performance Management / Balanced Scorecard / LGBF Indicators
10. Service Objectives
 - a. Appendix A: The overall set of Single Midlothian Plan outcomes and priorities for 2016-19
 - b. Appendix B: Key service priorities, actions and indicators for 2018/19 (spreadsheet)
 - c. Appendix C: Integrated Impact Assessment

1. Introduction

This document provides a clear picture of the Service's planned activities for the period 2018-19. The service plan contains:

- *Service Overview*: This should provide the reader with a basic understanding of the Service and its purpose.
- *Future Development of the Service*: This section identifies the key challenges facing the 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 Service and also identifying the focus of activities for the 2018/19 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 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 service. This provides direction and an overview of the service's plans to those within and out with the service.
2. Provide a basis for measuring and reporting on the progress of the 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.

2. Overview of the Service

(a) Our Vision and Aims

We 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:

- 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, in 2018/19 is *Adopting a one size fits one approach to closing the equity gap.*

As we continue to implement plans to deliver Equity and Excellence by raising attainment overall at the same time as closing the poverty-related attainment gap for young people, adults and families, all schools will also continue to utilise the Pupil Equity Fund in order to interrupt the cycle of poverty. We will also consider how we can build coherent learning pathways from 0 all the way through to our lifelong learning programmes in order to ensure that we continually address any gaps in learning which may be identified through a child/adult's learning journey. A key part of this work will be the continued development of systems to track skills for learning, life and work across schools and partners including consideration of how the curriculum can act as a hook to build powerful partnerships as we take a closer look at QI 2.7: how can enhanced partnerships help us to deliver tailor-made learning experiences that can act as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations. In 2018/19 we will also focus on mental health and wellbeing as part of QI 3.1. We will also continue to build on our collective expertise by growing excellent learning and teaching networks through Visible Learning and moving from last year's *I-Collaborate* Leadership Programme to the *We-Collaborate* programme as we continue to build independence in self evaluations through a wide range of strategies.

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). This will build on the previous work undertaken with Professor Stephen Heppell on our Inspiring Learning Spaces project which has been led by Primary Pupils who presented to Professor Heppell at the Midlothian/Edinburgh Learning Estate Conference held this year. In October 2017, pupils from Loanhead Primary School were awarded the Think Award at the NEC.

(b) Our Services and Teams

Education Service consists of the following services and teams.

| | |
|--|---|
| Early Learning and Childcare (ELCC) | <p>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:</p> <ul style="list-style-type: none">• 2 nursery schools;• nursery classes in 24 primary schools;• 22 private provider nurseries with whom we commission pre-school education places. |
| School Years | <p>Delivers the statutory duty to provide primary education through provision in 32 primary schools</p> <p>Delivers the statutory duty to provide secondary education through provision in 6 secondary schools.</p> |
| The Education Leadership Team | <p>Delivers the following services:</p> <ul style="list-style-type: none">• support and challenge of schools to improve the quality and consistency of service;• support for newly qualified teachers; policy development and quality assurance;• strategic leadership of the development of the curriculum & learning & teaching;• strategic planning and delivery of Career Long Professional Learning and support;• liaison with national groups and forums;• national and local policy relating to education;• strategic resource planning. |
| 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">• the use of technology to enrich learning and teaching in Midlothian schools;• Midlothian's Digital Learning Strategy;• professional learning 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 ASN;• assisting with developing Centres of Excellence;• assisting in new build and the correct technology for future learning. |

| | |
|---|--|
| <p>Educational Psychology Service (EPS)</p> | <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 and supports developments and projects as they emerge across the year. All work is done in partnership with others and those who access the service. We contribute to action plans in 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 and we embrace the 'drivers for improvement' 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 has been in existence for two years. This service 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. 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>This is done 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. |
| <p>Education Resources Team</p> | <p>The resources team are responsible for:</p> <ul style="list-style-type: none"> • Pupil Placement; • Pupil Projections; • Learning Estate Planning including school catchment areas; • Staffing allocations; • Scheme of devolved school budget management. |

3. Our Key Successes

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.
- Clear improvements to approaches to self-evaluation and quality improvement.
- A clear commitment to early intervention and prevention strategies.
- Strong focus on lifelong learning and employability.

(a) Early Years (EY)

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 were 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.

(b) Achievement and Attainment (Primary Education)

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. Practitioners in each school are receiving training in the gathering of quality evidence, including the use of holistic assessment in order to strengthen their ability to make robust judgements about children's progress and achievement. Below are listed the CfE levels achieved for 2016 and 2017:

| Level | Reading | Reading |
|-------------------|------------------|---------|
| Midlothian | 2016-17 | 2015-16 |
| Early | 76.1 (80) | 75.6 |
| First | 76.1 (77) | 71.8 |
| Second | 73.9 (76) | 64.5 |
| Third | 82 (90) | 75.05 |

| Level | Writing | Writing |
|-------------------|----------------|---------|
| Midlothian | 2016-17 | 2015-16 |
| Early | 71.2 (77) | 74.0 |
| First | 65.8 (71) | 63.9 |
| Second | 58.5 (69) | 54.0 |
| Third | 78.3 (89) | 71.21 |

| Level | Numeracy | Numeracy |
|-------------------|----------------|----------|
| Midlothian | 2016-17 | 2015-16 |
| Early | 76.2 (83) | 81.9 |
| First | 73.0 (75) | 69.0 |
| Second | 62.8 (70) | 61.0 |
| Third | 88.8* (88) | 84.31 |

| Level | Listening and Talking | Listening and Talking |
|-------------------|-----------------------|-----------------------|
| Midlothian | 2016-17 | 2015-16 |
| Early | 84.8 (85) | 83.9 |
| First | 78.4 (83) | 75.7 |
| Second | 74.3 (81) | 67.3 |
| Third | 83.5 (91) | 73.13 |

() denotes national average

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 Schools 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 and assessment 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.

(c) Achievement and Attainment (Secondary Education) – Local 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

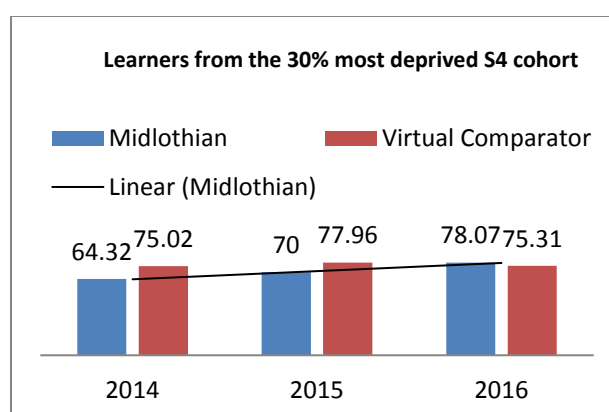


Figure 1: Literacy and Numeracy at level 4 – 30% most deprived

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

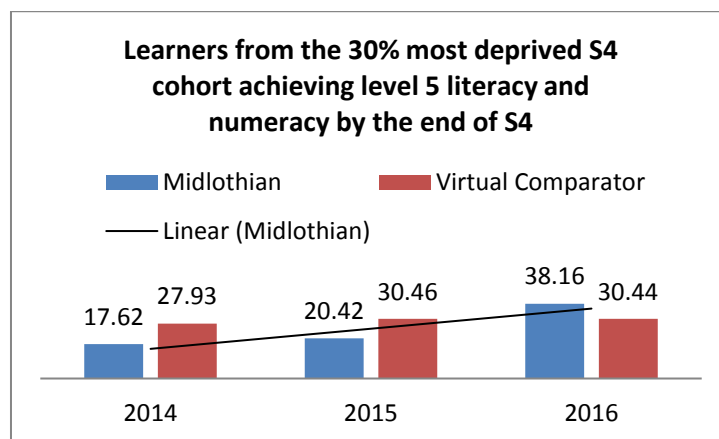


Figure 2: Literacy and Numeracy at level 5 – 30% most deprived

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 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):

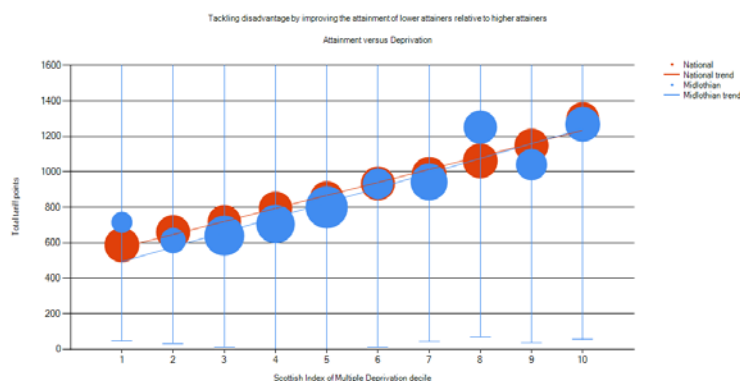


Figure 3: Attainment versus deprivation: tackling disadvantaged by improving the attainment of lower attaining pupils relative to higher attaining pupils based on the average total tariff score of pupils, by decile, using the Scottish Index of Multiple Deprivation (SIMD).

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

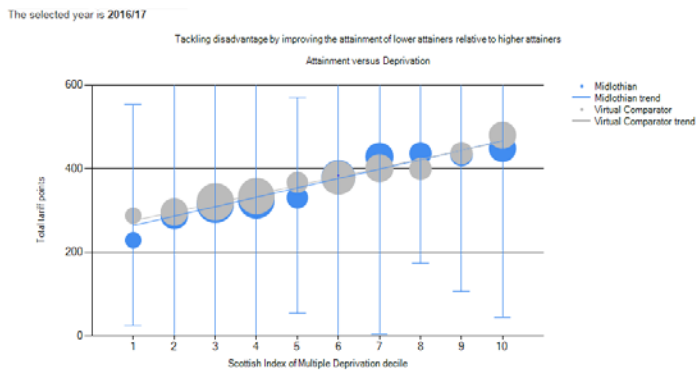


Figure 4: Local Measures: - Literacy and Numeracy (2013-2017)

S5

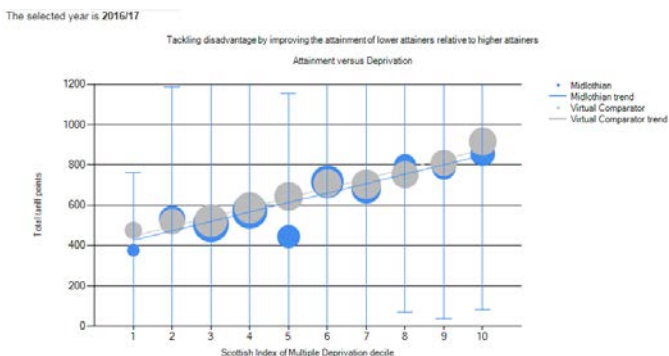


Figure 5: Local Measures: - Literacy and Numeracy (2013-2017)

The selected year is 2016/17

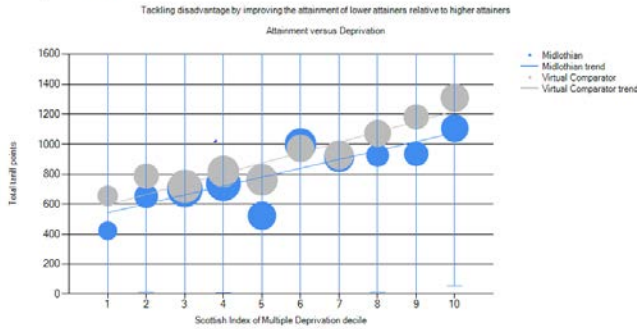


Figure 6: Local Measures: - Literacy and Numeracy (2013-2017)

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.

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:

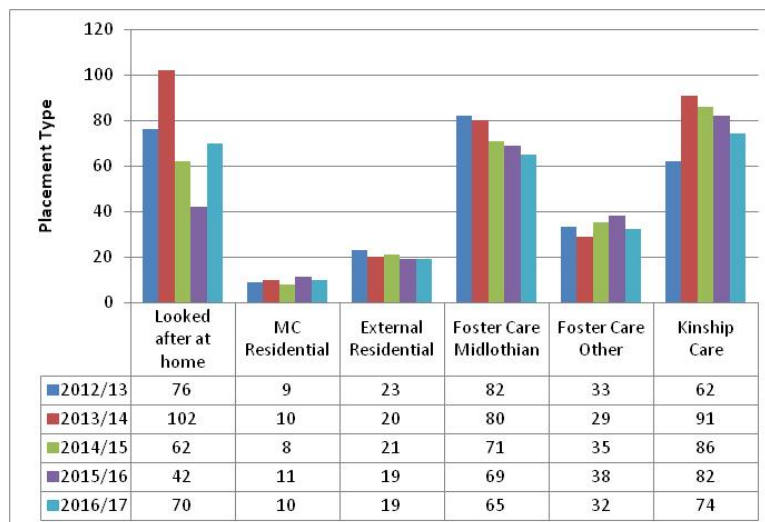


Figure 7: Local Measures: - Looked after Learners (2013-2017)

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 supporting local people to achieve, has been validated by the Autumn 2016 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.

(d) 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 evaluated 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.

The Employment and Learning (ELM) Conference 2017 has prioritised and relaunched the Midlothian's Technology steering group which will review technological learning pathways offer out with schools to increase access and progress routes at a local level to key areas for example cyber security, mobile technology.

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.

- 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.
- 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 of 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.

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.

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.

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.

(e) 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:

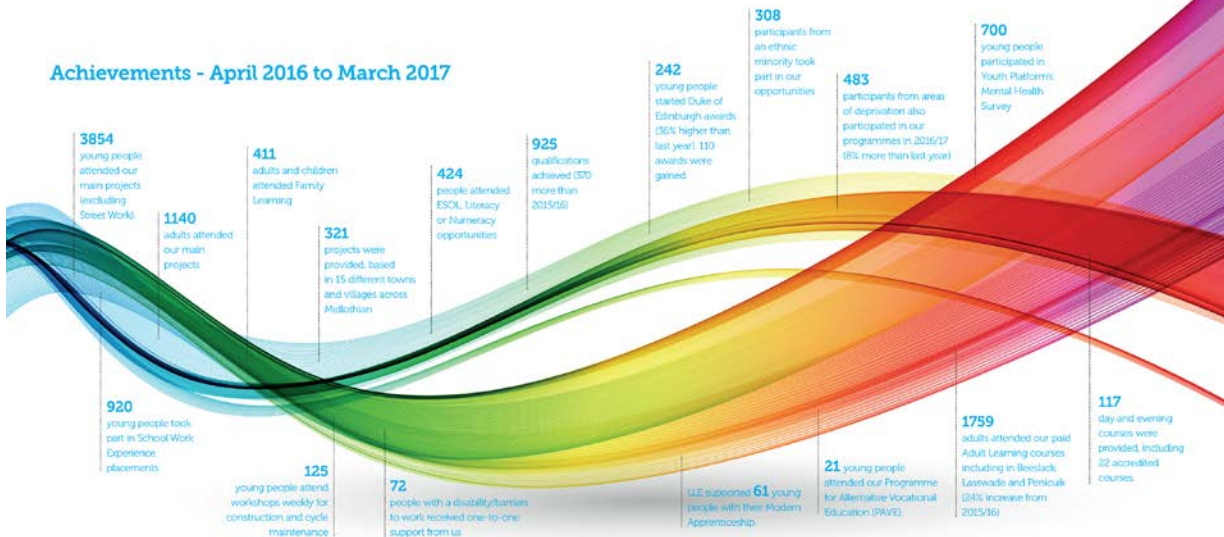
- The Children and Young People Improvement Collaborative
- Partnership with Education Scotland
- School Improvement Partnership Programme
- Primary Quality Improvement Partnerships
- Partnership with the business community of Midlothian
- Partnership with support agencies including NHS Lothian, Children's 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
- DYW Regional Group is helping us develop further effective Business Partnerships with Secondary schools. This will help us to improve outcomes for learners.

(f) 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:

Achievements - April 2016 to March 2017



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 11 targeted programmes. 209 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 employment 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, Employment, Army, Sport and Wellbeing, Music, Rural Skills, Independent Tenancy, Young Mums, PK2, 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 hire company, and gained his Nat 3 in Maths and English. He was accepted on a Light Mechanics Maintenance course at college with a promise of a mechanics apprenticeship.

Clark struggled to maintain attendance at school due to his behaviour. With substantial support from LLE Key Workers, Clark successfully improved attendance. In LLE PAVE 2 and gained Nat 4s. He completed 40 hrs of volunteering locally, gained new interview skills, and successfully secured a place in the army.

Coleen and Stuart were a young homeless couple living in a B&B, using food banks to get by. Stuart was supported into a trial placement with MARC Recycling earning the living wage, and his attendance after 6 months stands at 100%.

Josie had been doing nothing for 18 months. Within days of a knock on the door from an LLE Worker, she was on the Green Outdoor Pathways progressing to a college course. She is taking diving lessons and looking for part time work. Josie's Mum says "the difference is unbelievable, she 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 more talkative, and is studying for his driving theory test.

Midlothian Snow Sports Centre (MSSC) Through the MYJET Programme, one young person was 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 hygiene course whilst still at school.

LLE's Vocational Learning Heather has attended a 6 week beauty therapy pilot programme at Dalkeith High School. During the course she learned about different skin types and what products to use for each, how to apply make-up and care for nails. She was able to practice these new skills on other pupils in the class, carrying out professional treatments, working as a team and developing communication skills. "I can see her confidence growing before my eyes".

"I can see her confidence growing 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, where he gained advice and support. John commenced a structured work placement within Midlothian Council. Within 3 months of starting this programme, John successfully secured a full time permanent position with NHS Lothian.

LLE FOCUS 1:1 Employability Service

Julie is a lone parent and is dealing with bereavement and severe financial hardship. She was in arrears with childcare costs and was awaiting benefit outcomes as well as trying to hold down her job. Our Working For Families fund helped with childcare costs for a month and with vouchers for food to keep her in employment.

Pat "I have mental health issues but with support from the Focus service I've set up my own business. I'm still seeking support when I need it to keep healthy. It's a struggle but I'm doing well".

LLE Staff as Mentors through Career Ready

Keira has been to three master classes and developed "a fab relationship" with her mentor. "I'm so much more inspired and confident, can't thank you enough Lily thanks for being 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 confidence, 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 confidence in IT, writing & typing skills. She now successfully volunteers in a Salvation Army shop and has applied to support other people with Connect Online as a volunteer. Margaret is working towards an SQA Communications qualification and hopes to get paid work in an office.

Aim High Construction

Bob said that the Aim High programme has helped him to be more confident and has allowed him to be able to speak and work with new people. The course has given him skills, including how to behave in the work environment.

Gilly "Coming to the construction workshops has been a massive boost to my confidence and the support that the staff gives you is great. I'm the only girl in a group of 11 boys and coming to the workshops and challenging myself on the construction based tasks has shown me that I can do this every bit as good if not better than them. Construction is not just for boys, more girls should do it as well".

LLE Job Club

"I took my 16 year old son up to the job club in order to get help with making a CV. While we were

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 cafe in December 2016, and now works in the kitchen for around 10 hours a week. Ali is working hard to improve his English and wants to get work in a garage in the future.

The Young People's ESOL "Speakeasy" group supports 55/56 learners and unaccompanied young asylum seekers, all with limited English. Currently there are two Polish migrants and three Vietnamese in the group. The young people were lacking in confidence, but with regular attendance, they have improved in all skills. Throughout, the ESOL service has liaised closely with the schools, foster carers and social work in order to provide the best support possible for these vulnerable youngsters.

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

After several years as a stay at home mum, **Jean** discovered some locally-run courses, beginning with a parents' group. She took part in a new 'Starting with Psychology' course. She then joined the community-based Introduction to Sociology Course run by QMU. She completed 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 is born in a diverse country, where it is common for people to speak multiple languages fluently. 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 "Cale has helped me with patterns that I have been having problems with, have also picked up a lot of good tips from the other ladies in class".

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

Live Jobs Roadshow feedback:

Emma Jones, Ernst & Young "The feedback from the Careers Team attending the roadshows was phenomenal. I haven't heard staff enjoy a careers fair so much before, and we got a superb list of genuinely interested students".

Kerr Wishart, Aldi Stores

"I was really impressed by organisation, layout and quality of candidates involved in the event".

Lynn Brown, Aberdeen Asset Management PLC

"We were really impressed with the calibre of the students especially the two who have been put through to the next stage of our apprenticeship selection process".

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:

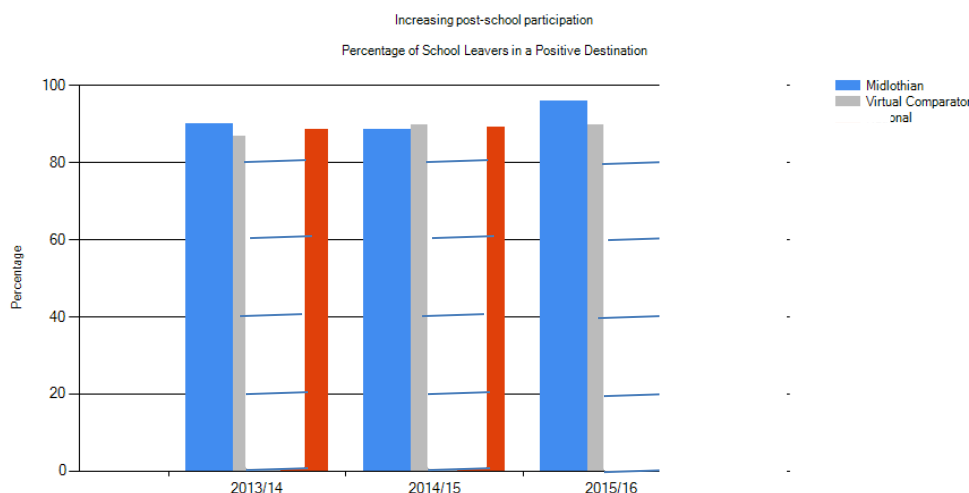


Figure 8: Increasing post school participation for the 30% most deprived

What are we going to do next in order to continuously improve the Lifelong Learning and Employability Outcomes?

- In partnership we will evaluate and produce a new three year CLD Regulations plan to ensure we meet our statutory duty to provide adequate and efficient provision of community learning and development within Midlothian. This plan sets clear improvement targets and identifies unmet need and is based on shared partnership performance information.
- Increase initial and sustained destinations of young people through existing programmes and partnership working for example LLE work related pathways.
- Maintain and develop universal youth work programmes jointly with partners.
- Support young people to influence decision making.
- Midlothian's Developing Young Workforce Board will focus on improving the DYW offer in relation to: disability, employer engagement out with schools, volunteering leading to employment, school college partnerships, vocational pathways, work experience, apprenticeships, STEM and School Business Partnerships.
- 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 and the expansion of learning pathways for adults will also support progress to Further and Higher Education.
- Improve skills for learning, life and work through LLE programmes including community based adult and family learning, ESOL, Adult Literacy and Numeracy, certificated courses and vocational learning. These will include specific areas for example: an increased individual training account programme of opportunities, repackaging and target of construction opportunities; an increase in the number of modern apprenticeships (early years, health and social care).
- Diversify activity to maintain income targets including the establishment of a Skills and Crafted in Midlothian Charity.
- Maximise opportunities to support adults to secure employment and progress in their career including in work support.

(g) Improving attendance and reducing exclusions

Attendance: Primary

| Primary | Attendance as % of possible half days | |
|---------|---------------------------------------|----------|
| | LA | National |
| Year | | |
| 2009/10 | 94.92 | 94.90 |
| 2010/11 | 94.79 | 94.78 |
| 2011/12 | Available from LA | |
| 2012/13 | 94.58 | 94.92 |
| 2013/14 | Available from LA | |
| 2014/15 | 94.97 | 95.07 |
| 2015/16 | Available from LA | |

Attendance: Secondary

| Secondary | Attendance as % of possible half days | |
|-----------|---------------------------------------|----------|
| | LA | National |
| Year | | |
| 2009/10 | 91.05 | 91.20 |
| 2010/11 | 90.89 | 91.10 |
| 2011/12 | Available from LA | |
| 2012/13 | 91.49 | 91.93 |
| 2013/14 | Available from LA | |
| 2014/15 | 90.51 | 91.84 |
| 2015/16 | Available | From LA |

Attendance: Special

| Special | Attendance as % of possible half days | |
|---------|---------------------------------------|----------|
| | LA | National |
| Year | | |
| 2009/10 | 93.57 | 90.63 |
| 2010/11 | 92.16 | 90.04 |
| 2011/12 | Available from LA | |
| 2012/13 | 91.96 | 90.46 |
| 2013/14 | Available from LA | |
| 2014/15 | 93.01 | 90.68 |
| 2015/16 | Available from LA | |

Exclusions: Cases of exclusions per 1,000 pupils

| Year | Primary | | Secondary | | Special | |
|---------|---------|----------|-------------------|----------|---------|----------|
| | LA | National | LA | National | LA | National |
| 2009/10 | 17.3 | 12.1 | 80.1 | 81.6 | 31.9 | 174.1 |
| 2010/11 | 20.3 | 11.5 | 90.0 | 72.2 | 31.9 | 147.6 |
| 2011/12 | | | Available from LA | | | |
| 2012/13 | 16.1 | 10.4 | 63.2 | 58.3 | 0.0 | 148.1 |
| 2013/14 | | | Available from LA | | | |
| 2014/15 | 12.2 | 9.0 | 78.3 | 49.5 | 0.0 | 126.4 |
| 2015/16 | | | Available from LA | | | |

(h) Self-evaluation for continuous improvement

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. During 2016/17, all schools took part in a review. This will build on the work of the previous year where there was an increased focus on self-evaluation in all Midlothian schools, using a new quality assurance framework and school improvement partnerships. During 2016/17, quality improvement materials were brought in line with the new HGIOS 4 and a School Review programme was also developed. This will help to complement the ongoing Validated Self-evaluation and Quality Improvement Partnership (QIPs) working. The decision to implement a school review programme was in response to the new reporting responsibilities required in the new National Improvement Framework (NIF). An annual NIF report will also be presented to cabinet and Council each year, this will help to illustrate our progress in terms of how well we are meeting the requirements of this new framework.

During calendar year 2016 there were three Education Scotland Inspections using HGIOS 3: one nursery inspection, one primary school inspection (with nursery class) and one inspection of community learning and development. In 2017 there were two primary school inspections using

HGIOS4 and one try-out short inspection using the new short inspection model. There were no secondary school inspections. The evaluations for these five inspections were:

Nursery:

| Establishment | Improvements in Performance | Children's Experiences | Meeting Learning Needs | Curriculum | Improvement through self-evaluation |
|------------------|-----------------------------|------------------------|------------------------|------------------|-------------------------------------|
| Mayfield Nursery | <i>Very Good</i> | <i>Very Good</i> | <i>Excellent</i> | <i>Very Good</i> | <i>Excellent</i> |

Primary School and Nursery Class (HGIOS 3 2016):

| Establishment | Improvements in Performance | Learners' Experience | Curriculum | Meeting Learning Needs | Improvement through self-evaluation |
|----------------|-----------------------------|------------------------|-------------|------------------------|-------------------------------------|
| Mauricewood PS | <i>Good</i> | <i>Good</i> | <i>Good</i> | <i>Very Good</i> | <i>Satisfactory</i> |
| | Improvements in Performance | Children's Experiences | Curriculum | Meeting Learning Needs | Improvement through self-evaluation |
| Nursery Class | <i>Very Good</i> | <i>Very Good</i> | <i>Good</i> | <i>Good</i> | <i>Satisfactory</i> |

| Establishment | Leadership of change | Learning, Teaching and Assessment | Securing Children's progress | Ensuring wellbeing, equality and inclusion |
|---|----------------------|-----------------------------------|------------------------------|--|
| Hawthornden PS | <i>Satisfactory</i> | <i>Satisfactory</i> | <i>Satisfactory</i> | <i>Satisfactory</i> |
| Roslin PS | <i>Good</i> | <i>Very Good</i> | <i>Good</i> | <i>Good</i> |
| Roslin PS Nursery Class | <i>Good</i> | <i>Good</i> | <i>Good</i> | <i>Good</i> |
| St Luke's PS (Short Inspection model Try-out) | <i>Satisfactory</i> | - | <i>Weak</i> | - |

Community Learning and Development:

| Inspection | Improvements in performance | Impact on the local community | Delivering the learning offer with learners | Leadership and Direction |
|------------------------------------|-----------------------------|-------------------------------|---|--------------------------|
| Community Learning and Development | <i>Very Good</i> | <i>Very Good</i> | <i>Very Good</i> | <i>Very Good</i> |

Teacher Professionalism: High Quality Learning and Teaching

Excellent learning and teaching is at the heart of a world-class education system. Visible Learning is a key driver for excellence in Midlothian and this approach provides a clear framework for delivering the national and local priorities. Visible Learning focuses us all on the central work of ensuring greatest impact for all learners based on self-evaluation and the application of research about what works best.

Midlothian practitioners continue to be invited to present at the Visible Learning World conferences. Building on what Hattie calls collective expertise, our pioneering work in adopting a collective approach across the whole authority will be further strengthened through the implementation of Impact Cycle training for staff which will help practitioners to evaluate the impact of their interventions. Our theme for 2017/18 is *Mind the gap: taking a closer look at progression*,

progression, progression. This focus on progression has helped us to adopt a coherent approach to ensuring that all learners, regardless of background, achieve one year's progress for one year's input.

In addition the new learning technologies vision was created through a major consultation exercise with pupils, parents and staff in order to ensure that we are at the leading edge in terms of the 21st century technologies.

Teacher Professionalism: Professional Learning

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.

In 2017/18 Midlothian continued to provide a wide range of professional learning opportunities for newly qualified teachers 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.

Leadership

The quality of leadership makes a significant difference to educational outcomes for learners and Midlothian is committed to providing opportunities to develop leadership at all levels. Our leadership development pathway targets early, middle, and senior leaders through a planned programme of professional learning. Year two of the Uplifting Leadership programme, based on the book by Hargreaves, Boyle and Harris was rolled out to all Head Teachers and the Depute Head/Principal Teachers' network. The range of leadership opportunities offered include:

- The Uplifting Leadership Programme for Head Teachers
- The Uplifting Leadership Programme for the newly formed PT and DHT network
- Newly Qualified Teachers - we continue to offer an excellent programme for our NQTs and provide opportunities for them to develop leadership skills.
- Our *Early Leadership Group* provides teachers in Years 1-3 of their teaching careers with opportunities to develop their leadership skills through professional reading, practitioner enquiry and sharing practice.
- *Into Headship* is a leadership programme for aspiring head teachers.
- *Coaching for Leaders* is a diploma course which develops coaching skills.
- A cohort of class teachers and principal teachers are undertaking Masters level modules in partnership with University of Edinburgh.
- *Coaching for Leaders* is a diploma course which develops coaching skills.
- *An LLE asset based approach to training has enabled all LLE staff to contribute to and take part in LLE CPD which is also open to all partners.*
- *Strong and Clear Leadership across the partnership was identified as a key strength in the 2016 Community Learning and Development Inspection.*

In session 2018/19, we will implement the We-Collaborate Programme which will build on the 2017/18 I-Collaborate programme. Further development of a leadership pathway which will allow us to continue to 'grow our own' leaders will continue in Session 2017/18 including delivery of "Leadership Matters" to current Principal Teachers by current Depute Head Teachers, and "Aspiring to be a PT" by Education Team staff and current Principal Teachers. As approximately 40% of our Head Teachers have less than 3 years' experience in their roles, we continue to offer enhanced support in the form of a quality improvement partnership for them, through which they learn about enhanced systems leadership as well as senior operational roles and responsibilities.

In 2017/18 leaders also gained the opportunity of taking part in the personal leadership reflection tool which will include an individual leadership action plan.

(i) Excellence in Learning and Teaching

Excellent learning and teaching is at the heart of a world-class education system. Visible Learning is a key driver for excellence in Midlothian and this approach provides a clear framework for delivering the national and local priorities. Visible Learning focuses us all on the central work of ensuring greatest impact for all learners based on self-evaluation and the application of research about what works best.

Building on the 2016 Midlothian Council together with Osiris Educational co-hosted the first ever Scottish Visible workshops. In addition, Midlothian practitioners continue to be invited to present at the Visible Learning World conferences. Building on what Hattie calls collective expertise, our pioneering work in adopting a collective approach across the whole authority will be further strengthened through the implementation of Impact Cycle training for staff which will help practitioners to evaluate the impact of their interventions. Our theme for 2017/18 is *Mind the gap: taking a closer look at progression, progression, progression*. This focus on progression will help us to adopt a coherent approach to ensuring that all learners, regardless of background, achieve one year's progress for one year's input.

In addition the new learning technologies vision was created through a major consultation exercise with pupils, parents and staff in order to ensure that we are at the leading edge in terms of the 21st century technologies.

(j) High Quality Leadership

We provided many high quality, leadership opportunities which support us in building leadership capacity at all levels:

- The Uplifting Leadership Programme for Head Teachers
- The Uplifting Leadership Programme for the newly formed PT and DHT network
- Newly Qualified Teachers - we continue to offer an excellent programme for our NQTs and provide opportunities for them to develop leadership skills.
- Our *Early Leadership Group* provides teachers in Years 1-3 of their teaching careers with opportunities to develop their leadership skills through professional reading, practitioner enquiry and sharing practice.
- *Into Headship* is a leadership programme for aspiring head teachers.
- *In Headship* is a postgraduate programme for new head teachers which supports them to develop and continue to build the necessary knowledge, skills and understanding required of head teachers
- *Excellence in Headship* enables school leaders to build capacity in critical self-awareness, leadership of learning, leading system change, organisational effectiveness and working beyond the school with community champions.
- *Coaching for Leaders* is a diploma course which develops coaching skills.
- A cohort of class teachers and principal teachers are undertaking Masters level modules in partnership with University of Edinburgh.
- *Coaching for Leaders* is a diploma course which develops coaching skills.
- *An LLE asset based approach to training has enabled all LLE staff to contribute to and take part in LLE CPD which is also open to all partners.*
- *Strong and Clear Leadership across the partnership was identified as a key strength in the 2016 Community Learning and Development Inspection.*

(k) Partnership Working

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.
- Education Scotland Inspection of Community Learning and Development which found 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.

(I) Meeting Learners Needs

Additional Support Needs Service (ASN)

- GIRFEC awareness and good practice continues to be a key focus for schools, using the well-being indicators.
- The Council Inclusion review stage 1 was completed in academic session 2016-2017, the recommendations from this review are being evaluated throughout session 2017-2018 and will be refined and further developed as we move into stage 2 in academic session 2018-2019.
- 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.
- Outreach capacity has increased with a focus on communities having more responsive access to support.
- Development of nurturing schools approaches will be taken evaluated, measured and then a formal plan will be developed to begin in session 2018-2019.
- 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.

Educational Psychology Service

The Educational Psychology Service (EPS) has provided a regular, reliable and valued service to all schools in Midlothian. The EPS implemented a rigorous and robust service cycle of evaluation from August 2017 spanning three years. The focus on service delivery has been 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 Looked After young people, school reviews and in-service training has ensured that Educational Psychologists (EPs) are having a positive impact on children and young people as well as the relevant adults working with them.

EPs have been key in improving the mental health and wellbeing of young people and in providing training to staff in schools on related areas such as Nurture, Attachment and Restorative Practice. The quality of these training sessions has been rated very highly by participants. There are very high levels of satisfaction from schools with respect to the service they receive from the EPS, particularly in regard to identifying children's needs, and providing advice and strategies to meet those needs successfully within a Midlothian placement. The EPS has been key in supporting the development of Person Centred Planning Approaches across Midlothian as a tool to eliciting the voice of the child in planning for their educational needs.

Improved partnership working with LLE, Children and Families and CAMHS has been a key feature since August 2017. Joint working on a targeted intervention to raise attendance and close the attainment gap is being planned with LLE for June 2018. Development activities with social work colleagues are also underway in order to improve understanding of roles and share

knowledge. Joint work with CAMHS will be reviewed once the CAMHS Recovery Plan has been completed in April 2018. Facilitation and support for the Lasswade Community Partners Action group has been provided by the Principal Educational Psychologist. This has led to ambitious plans for partners to collaborate in providing a programme for mental health education and a conference next year.

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

- Early Years continue with commitment to early intervention and prevention work with development of Family Learning Centres and co-location of services. Review of EY Learning Community teams to ensure focus on quality to show measurable impact. Planning towards implementation of 1140 hours with pilots being carried out successfully in small number of settings.
- Implement Year 2 of the evaluation cycle with a specific focus on gathering the views of parents
- Develop use of SEEMIS and Mosaic data to ensure EPS is working across all SIMD deciles.
- Focus EP development work on NIF 2 Closing the Attainment Gap
- Embed joint project with LLE on Family Learning
- Develop Practitioner Enquiry relating to literacy within the authority
- Develop EP role for Looked After Children and young people, supporting the residential units Lady Brae and Pentland Way from January 2018
- Deliver authority wide training jointly with MiSpace teachers and support evaluation of the MiSpace project
- Continue to support authority wide training- NQTs, Learnpro, Visible Learning
- Facilitate, support and deliver within the Lasswade Community Partners Action Group

(m) Learning Estate

- In August 2017, the new Roslin and Paradykes opened.
- In September 2017 Council (elected members) agreed the recommendations in the School Estate Strategy (2017-45).
- Plans for the replacement of Newbattle High School are developing. Newbattle is identified to be a Centre of Excellence in Digital and is due to open in March 2018.
- In 2017, the new Woodburn Learning and Employability shop was officially opened.
- Inspiring Learning Spaces project was implemented in Primary Schools which provided the opportunity to work with Professor Stephen Heppell. In 2017, pupils of Loanhead Primary School were awarded the prize for the Think Award at the NEC.

4. Key Challenges and Opportunities

The Service faces a number of key challenges and opportunities during the period of this plan:

(a) Budgets and Resourcing

- Ensuring preventative spend to reduce attainment gaps; in particular resourcing schools where learners and families have particular socio-economic challenges.
- Extending the number of Early Learning and Childcare places available for eligible 2 year olds and plan for implementation of 1140 hours with phased pilot sites
- Staff development and resourcing to support ongoing assessment and moderation through the Broad General Education
- Providing high quality learning environments in all of our schools through a planned programme of capital replacement.
- Planning for the impact of increased school populations and demographic growth

- Ongoing implementation of the legislative changes affecting education as outlined in the Education Governance Review and the Education (Scotland) Bill 2017.
- Investing to support our future vision for ICT, to meet the needs of 21st century learners

(b) Managing Change

- Fiscal Constraints
- Implementation of the Education (Scotland) Act 2016, the new National Improvement Framework and HGIOS4 and the new Education (Scotland) Bill 2017 including the new Regional Improvement Collaboratives.
- Ensuring very strong and consistent leadership supported by the capacity to provide effective leadership and delivery of change.
- Challenges of implementing 1140 hours with impact on learning estate and workforce development.
- Maintaining a highly skilled workforce with a high quality continuous professional development framework.
- Supporting the implementation of Professional Review & Development, Professional Update and Making Performance Matter
- Developing further and embedding approaches to quality improvement in line with the NIF and Tackling Bureaucracy.
- Managing the implementation of the Integrated Support Service to maintain high quality support.
- Ensuring that the ICT infrastructure is fit for purpose and that the Learning Technologies Strategy ensures that our children, young people and our wider community is well served to play a full, active and productive place in society in the 21st Century.
- Developing and maintaining partnerships (both internal and external) that support key service priorities.

(c) Legislation and National Initiatives

- Education (Scotland) Bill 2017
- Education Governance Review (Next Steps): June 2017
- Education (Scotland) Act 2016
- National Improvement Framework
- Delivery Plan for Education
- HGIOS 4
- Implementation of 1140 hours by 2020
- Ongoing implementation of the New Qualifications for the Senior Phase
- Ongoing support for assessment and moderation through the Broad General Education
- Children and Young People (Scotland) Act 2014
 - Getting It Right for Every Child (GIRFEC)
 - Named Person legislation
 - Corporate Parenting
- Developing Scotland's Young Workforce
- Coordinated support plans.
- Equality Act 2010
- The (Specific Duties) (Scotland) Regulations 2012.
- CLD Regulations – Amendment to the Education Act (1980)
- Statement of Ambition for Adult Learning
- Adult Literacy in Scotland 2020
- Scotland's ESOL Strategy
- National Youth Work Strategy 2014 to 2019
- Work Health and Disability Consultation 2018
- Food & Nutrition Act (2007)
- National Guidance for Child Protection in Scotland (2014)

- Inter-agency Child Protection Procedures Edinburgh and Lothians.

5. Future Development of Services

(a) Our Key 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;
- Clear improvements to approaches to self-evaluation and quality improvement;
- A clear commitment to early intervention and prevention strategies;
- Strong focus on lifelong learning and employability.

(b) What we plan to do

The theme for 2017/18 is *Mind the Gap: taking a closer look at progression, progression, progression*. The strategic outcomes set out below are central to supporting learning and development, wider achievement and ensuring that the needs of all learners are met. In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key outcomes in session 2017/18:

- **Excellence through raising attainment:** Raise attainment in literacy, numeracy
- **Close the Gap:** Achieve equity by close the gap between the most and the least disadvantaged children
- **GIRFEC:** To improve children and young people's health and wellbeing including the implementation of the named person
- **Positive destinations for all:** Continue to improve employability skills and sustained, positive destinations for all young people, adults and families

Our 2018/19 plan includes:

| Year | 2018-19 |
|----------------------------|--|
| Theme | Creating a World-Class Education System through Excellence and Equity: |
| | <i>Theme: Adopting a One Size fits one approach</i> |
| Priority 1 | 3.2 Raising the attainment and Achievement: (NIF: Performance Information and School Improvement) <ul style="list-style-type: none"> • 2% increase CfE in Literacy and Numeracy by the end of P1, P4, P7 and S3 in order to ensure CfE levels are above the national average • PEF: Interrupting the cycle of poverty: Further 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 |
| Successes and Achievements | <ul style="list-style-type: none"> • Increase % National Qualifications as per individual school targets • Secure a three year pattern of 96% Sustained Positive Destinations <p>Key Tools – A Collaborative Impact approach:</p> <p>Utilising the VL Collaborative impact cycle training, the programme for this year will take a closer look at year-on year progress. We will evaluate practitioner enquiry and reflective practice and how this feeds into New Centre for Research and innovation in learning</p> |

| Year | 2018-19 |
|------|---------|
|------|---------|

| | |
|---------------------------|---|
| Priority 2 | <p>2.2 and 2.7 Curriculum as a hook – the power of partnerships (NIF: Assessment of Children’s Progress)</p> <ul style="list-style-type: none"> BGE: Taking a closer look at QI 2.7 - how can enhanced partnerships help us to deliver a tailor made 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 QI 2.7: how can enhanced partnerships help us to deliver a tailor made curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations. |
| Learning Provision | |
| | <p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> To share best practice in 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 |

| Year | 2018-19 |
|--|---|
| Priority 3 | <p>3.1 Ensuring wellbeing, equity and inclusion</p> <ul style="list-style-type: none"> Monitor the ongoing implementation of the Inclusion Review Taking a closer look at Mental Health and Wellbeing Child Health and Wellbeing PEF Project (3 target communities) Further improve attendance and reduce exclusions |
| Priority 4 for Learning Communities | <p>1.3 Leadership of change and 1.1 Self-evaluation for self-improvement (NIF: School Leadership and Teacher Professionalism)</p> <p>We-Collaborate</p> <ul style="list-style-type: none"> Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks As collaboration is a key focus within impact focus of VL programme we should try and run a two year programme and look for sustainability <p>1.1 Self Evaluation for self improvement</p> <p>Continuing to build independence in self evaluation for self improvement through</p> <ul style="list-style-type: none"> Reviews – theme or other Inspections- Learning communities HMIe inspections Toolkit evaluation Challenging conversations and support Shared practice forums – self evaluation – cluster or trio |
| Leadership and Management | |

**Further secondary school targets for the Senior Phase and Positive Destinations will be agreed with each individual secondary school.*

In addition we will:

- Continue to give children the best possible start in life through our partnership work in the early years with focused planning for the introduction of expansion to 1140 hours.
- Complete the review of Inclusion in order to build on existing, good multi-agency practice in terms of Getting it Right for Every Child (GIRFEC) and early intervention to provide the right help at the right time to assist vulnerable children to achieve positive outcomes.
- Further strengthen our partnership work, particularly with parents and the business community of Midlothian in order to improve positive destinations for all.
- Implement the Strategic Learning Estate Strategy.
- Secure these improvements whilst reducing unnecessary bureaucracy in the work of teachers and schools.
- Respond to further guidance on the implementation of the Education (Scotland) Bill 2017.
- Commence the implementation of Midlothian’s Centres of Excellence programme by establishing a Digital Centre of Excellence at Newbattle High School.
- Implement the Council’s new Digital Learning Strategy.

6. Consultations/ Engagement

The expectations outlined in the National Improvement Framework, The Delivery Plan for Education, outcomes from ongoing robust self evaluation across the Education service together with the findings of Education Scotland Inspections have been used to shape this service plan and to define the priorities for the coming year.

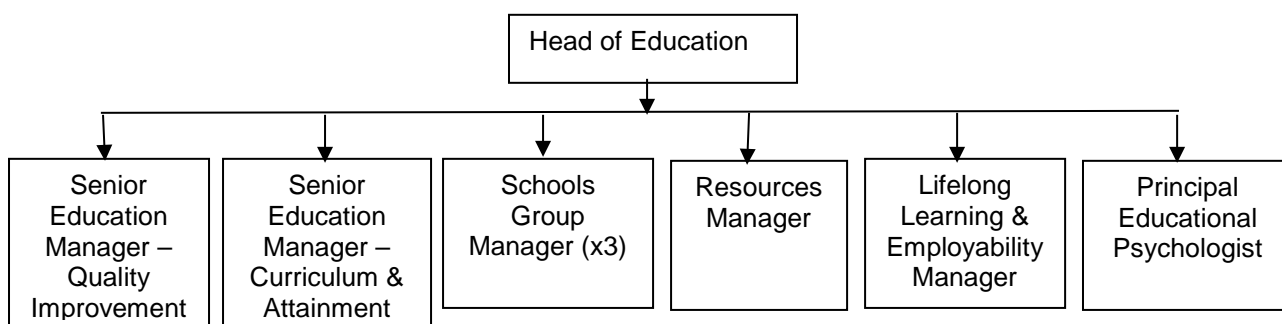
7. Equalities

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

8. Sustainability

The service acknowledges the role of its various functions in contributing to the achievement of sustainable development. The service will work through the Council's Climate Change & Sustainable Development group, using Corporate Management Team-agreed self-assessment procedures, to identify improvement actions/priorities for inclusion in the Council's 2013-18 Sustainability Action Plan.

9. Organisation Chart



10. Finance and Budget

Financial:

Education, Communities and Economy

Education

| | 2017/18 | 2018/19 |
|---|-------------------|--------------------|
| SERVICE FUNCTION | £ | £ |
| 3-18 Improvement Team | 1,258,442 | 1,040,702 |
| Expressive Arts | 720,877 | 362,195 |
| ASN Resources | 1,688,598 | 1,724,043 |
| Early Years | 4,224,754 | 6,056,984 |
| Education ICT | 183,612 | 181,803 |
| Education Management | 94,339 | 99,388 |
| Educational Psychologists | 413,685 | 462,520 |
| Resource Planning | 344,049 | 210,993 |
| Lifelong Learning & Employability | 2,103,385 | 2,048,795 |
| Nursery Education | 3,682,655 | 4,045,271 |
| Primary Education | 33,273,141 | 31,522,132 |
| Secondary Education | 30,284,957 | 29,911,087 |
| Special Education | 6,489,765 | 7,092,874 |
| Inclusion (previously inc in Primary, Secondary & Special) | 0 | 4,960,647 |
| NET EXPENDITURE | 84,762,258 | 89,719,435 |
| | | |
| SUBJECTIVE ANALYSIS | | |
| Employee Costs | 62,557,681 | 65,201,069 |
| Premises Costs | 3,984,407 | 3,940,535 |
| Transport Costs | 2,573,859 | 2,672,409 |
| Supplies and Services Costs | 2,066,485 | 3,166,218 |
| Third Party Payments | 14,035,600 | 17,693,357 |
| Transfer Payments | 141,000 | 141,000 |
| GROSS EXPENDITURE | 85,359,032 | 92,814,588 |
| | | |
| INCOME | (596,773) | (3,095,154) |
| | | |
| NET EXPENDITURE | 84,762,259 | 89,719,435 |

Physical:

- 2 Nursery schools, 24 nursery classes and 22 Partnership Centres (nurseries in the private and voluntary sectors and the local authority children and families centre)
- 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

11. 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

12. 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.

13. 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 |

| Reference | Description |
|----------------------------|--|
| Children's Services CHN19a | School attendance rates (per 100 pupils) |
| Children's Services CHN19b | School attendance rates (per 100 'looked after children') |
| Children's Services CHN20a | School exclusion rates (per 1,000 pupils) |
| Children's Services CHN20b | School exclusion rates (per 1,000 'looked after children') |
| Children's Services CHN21 | Participation rate for 16-19 year olds (per 100) |

14. The following tables contain:

- Appendix A: The overall set of Single Midlothian Plan outcomes and priorities for 2016/19
- Appendix B: Key service priorities, actions and indicators for 2016/17
- Appendix C: Equalities Impact Assessment

Midlothian Community Planning Partnership Board agreed that all partners will focus for the next 3 years on how they can contribute to:-

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

ADULT HEALTH AND CARE (AHC)

- 1 People are able to look after and improve their own health and wellbeing and live in good health for longer
- 2 People, including those with disabilities/long term conditions or are frail are able wherever possible, to live independently and in their own homes
- 3 Health and Social Care have contributed to reducing health inequalities
- 4 Unpaid carers are supported to look after their own health and wellbeing

COMMUNITY SAFETY (CS)

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

GETTING IT RIGHT FOR EVERY MIDLOTHIAN CHILD (GIRFEMC)

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

IMPROVING OPPORTUNITIES MIDLOTHIAN (IOM)

- 1 Poverty Levels in Midlothian overall are below the Scottish average
- 2 Midlothian residents are successful learners and young people go on to positive destinations when they leave learning
- 3 There is a reduction in inequality in health outcomes

SUSTAINABLE GROWTH (SG)

- 1 New jobs and businesses are located in Midlothian
- 2 Midlothian's economic growth rate consistently outperforms the Scottish average
- 3 Midlothian is an attractive place to live, work and invest in
- 4 The gap between average earnings of the working age population living and working in Midlothian and the Scottish average has decreased
- 5 Environmental limits are better respected, especially in relation to waste, transport, climate change and biodiversity
- 8 More social housing has been provided taking account of local demand
- 9 Homelessness has reduced, and people threatened with homelessness can access advice and support services

APPENDIX B Education Service Plan 2018/19

| 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>2017 Figures</u> Reading 81% Writing 78% Listening and Talking 85% Numeracy 84% | 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>2017 Figures</u> Reading 75% Writing 69% Listening and Talking 81% Numeracy 73% | 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>2017 Figures</u> Reading 72% Writing 65% Listening and Talking 77% Numeracy 68% | Performance Officers; School Group Manager |
| | | Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in S3 | Above the National average | | <u>2017 Figures</u> Reading 86% Writing 84% Listening and Talking 87% Numeracy 86% | Performance Officers; School Group Manager |
| | | Improve primary school attendance | 96.5% | | | Performance Officers; School Group Manager |

| Actions | Due Date | Performance Indicator | Target | Baseline | Previous trend data | Managed by |
|--|----------|---|--------|----------|---------------------|---|
| | | Improve secondary school attendance | 92.0% | | | Performance Officers; School Group Manager |
| | | 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% | | | 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% | | | 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% | | | 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% | | | Performance Officers; School Group Manager |
| AHC - Engaged and supported workforce | | | | | | |
| Learning Teaching and Assessment | 31/03/19 | Taking a closer look at how Partnerships can help deliver a tailor made Curriculum that acts as a hook to improve engagement and participation. (BGE) | 100% | | | Performance Officers; School Group Manager |

| Actions | Due Date | Performance Indicator | Target | Baseline | Previous trend data | Managed by |
|--|----------|---|--------|----------|--|---|
| | | Visible learning should continue to underpin the development of assessment capable learners; and to support teachers to <i>Know thy impact</i> | 100 | | | Performance Officers; School Group Manager |
| | 31/03/19 | To continue to implement the School Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF; GIRFEC; Named Person; HGIOS 4, year 2 "We Collaborate" | 100% | | | Performance Officers; School Group Manager |
| | | 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 4+ (Insight National benchmarking measure) | 89.15% | | 3 Yearly average 79.7% Midlothian; 80.2% Virtual comparator; 81.7% 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% | | 3 Yearly average: 51.1% Midlothian; 52.4% Virtual comparator; 55.6% 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 | 125 | | 3 Yearly average: 121 Midlothian; 123 Virtual; 111 National (Insight national 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 | | 3 Yearly average: 376 Midlothian; 382 Virtual; 370 National (Insight national 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 | 588 | | 3 Yearly average: 582 Midlothian; 607 Virtual; 600 National (Insight national 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 | 150 | | 3 Yearly average: 134 Midlothian; 175 Virtual; 147 National (Insight national 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 | 650 | | 3 Yearly average: 587 Midlothian; 666 Virtual; 621 National (Insight national 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 | 1,170 | | 3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 National (Insight national 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 | 154 | | 3 Yearly average: 134 Midlothian; 180 Virtual; 146 National (Insight national 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 | 821 | | 3 Yearly average: 713 Midlothian; 858 Virtual; 774 National (Insight national 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 | 1,821 | | 3 Yearly average: 1766 Midlothian; 1846 Virtual; 1801 National (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 (S4,5,6) in a positive destination in order to continue to exceed both the virtual and the national average | 96% | | 3 Yearly average: 94.22% Midlothian 92.28% Virtual 92.96% National average (Insight national benchmarking data) | Performance Officers; School Group Manager |
| | | Percentage of Midlothian LAC & LAAC school leavers progressing to positive destinations | 96% | | 14/15 (last available) 25 looked after leavers, 76% initial, 80% follow-up | Children's Services; Performance Officers |
| | | Breadth and depth for all candidates by the end of S4 - percentage with 5+ at Level 5 | 46.3% | | 2014-40.3 2015-38.3 2016-44.3 3yr avg-41.0 | Performance Officers; School Group Manager |
| | | Breadth and depth for all candidates by the end of S5 - percentage with 3+ at Level 6 | 41.2% | | 2014-26.1 2015-34.2 2016- 30.8 3yr avg-30.3 | Performance Officers; School Group Manager |
| | | Breadth and depth for all candidates by the end of S6 - percentage with 3+ at Level 6 | 50.8% | | 2014-36.3 2015-40.21 2016-43.9 3yr avg-40.1 | Performance Officers; School Group Manager |
| | | % of SIMD deciles in which Leavers (S4, 5 6) pupils' average tariff score is at or above the virtual comparator. | 100% | | 2014 - 30% 2015 - 40% 2016 - 90% (Insight national benchmarking data) | Performance Officers; School Group Manager |

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 2018-2019 |
| Completion Date | 15 March 2018 |
| Completed by | Dr Grace Vickers |
| Lead officer | Dr Grace Vickers |

Type of Initiative:

- Policy/Strategy
- Programme/Plan New or Proposed
- Project Changing/Updated
- Service Review or existing
- Function
- Other Statement of Intent.....

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

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

The Education Service Plan offers a clear picture of the service's planned activities for the period 2018-19. 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. There are also clear targets set in order to measure success.

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, work plans, team plans and Council and partner priorities.

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. The evidence tells us that we need to improve attendance overall and reduce exclusions in the secondary sector. |
| 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 looked after and learners with ASN and complex needs and CfE levels across the broad general education. |
| Research/literature evidence | The plan is strongly evidence based and strategies are based on international research including Professor Hattie's work on Visible Learning and Hargreaves, Boyle and Harris' work on leadership. |
| Service user experience information | Stakeholder surveys have been used in the self-evaluation exercise which tells us that we need to further improve attendance, reduce exclusions and raise attainment further including the importance of the pupil voice. A new parental engagement strategy is also being developed. |

| | |
|--|---|
| Consultation and involvement findings | The PPP69 was discussed with Primary and HT executives. The education service also took part in the SMP self-evaluation day which has informed our strategic priorities. CLD regs are also consulted upon as part of our statutory duty |
| Good practice guidelines | The service PPP69 draws this together and is issued as guidance along with Improvement planning templates for schools. |
| 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>.</p> <p>Positive destinations planning has had a significant impact on this group.</p> <p>Central to this plan is inclusive growth and equity. Looked after children and those in care settings are carefully supported in order to improve educational outcomes.</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 learning communities which cover rural, semi rural and more urban settings. The 3 targeted communities approach help to address geographical and demographics.</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. |
| Promotes good relations within and between people with protected characteristics and tackles harassment | This is core to our work in QI 3.1 |
| Promotes participation, inclusion, dignity and self-control over decisions | 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. |

| | |
|--|---|
| Builds family support networks, resilience and community capacity | Family support is key to our approach which is also centred on community capacity building. |
| Reduces crime and fear of crime | This is key to our work on QI 3.1 |
| Promotes healthier lifestyles including <ul style="list-style-type: none"> diet and nutrition, sexual health, substance misuse Exercise and physical activity. Lifeskills | This is key to our work on QI 3.1 |
| 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 | 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. |
| Helps young people into positive destinations | |
| Supports local business | |

| | |
|--|---|
| Helps people to access jobs (both paid and unpaid) | The LLE plan centres of this including educational support for in work poverty This is a major focus of this plan and the service have established an improving trend in literacy and numeracy. The LLE plan centres of this including educational support for in work poverty 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. |
| Improving literacy and numeracy | |
| Improves working conditions, including equal pay | |
| Improves local employment opportunities | |

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

N/A

11. Action Plan

| Identified negative impact | Mitigating circumstances | Mitigating actions | Timeline | Responsible person |
|----------------------------|--------------------------|--------------------|----------|--------------------|
| | | | | |
| | | | | |
| | | | | |

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

Name *G. Vickers*

Date 15/03/18