



Education Service Plan 2017/18

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1. Introduction

This document provides a clear picture of the Service's planned activities for the period 2017-18. 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 2017/18 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 and learning for all individuals and families in Midlothian. To realise this vision we will:

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

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

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

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

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 consider how best 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 adult 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 learner pathways can be sustained as resources change. We will also build on our collective expertise by growing excellent learning and teaching networks through Visible Learning, opening our new Centre for Research and innovation in Learning and our *I-Collaborate* Leadership Programme for 2017/18.

Midlothian is currently the fastest growing local authority and in 2016 we opened two new primary schools: Bilston and Gore Glen. In 2017/18 we will open a new Roslin Primary School, Paradykes Primary School and the new Newbattle Community High School which has been designated our first Centre of Excellence. This Centre of Excellence is in Digital Learning.

The growth in pupil populations has provided the opportunity to think creatively about our future learning estate and we have been working closely 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.

(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; • 20 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 4 mainstream primary schools, 2 secondary schools and one special school; • specialist 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.
Educational Psychology Service (EPS)	<p>The EPS applies psychology and uses research to make a positive difference to teaching, lifelong learning and overall wellbeing for children and young people.</p> <p>The work of the EPS embraces all areas of the Education Service 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,</p>

	<p>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 a year. 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 level qualifications. Midlothian has less people with qualifications 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 variety 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

(a) Early Years (EY)

Additional core staff have been allocated to our settings and a peripatetic team of Senior and Childcare Development Workers has been established. We have expanded the provision in our Child and Family Centre to include 10 Early Learning and Childcare (ELC) places for mainstream children with the allocation of a Senior Childcare Development Worker. We continue to have additional staffing in our settings in the 3 key Community Planning Partnership (CPP) areas.

A Business Transformation Project to review the ELC workforce is underway with a view to make efficiency savings whilst maintaining quality. Our partnership settings continue to offer parents and carers flexibility of access to 600 hrs ELC for their children. The Pre 5 ASN specialist teaching team has been enhanced with the provision of 3 Senior Childcare Development Workers

An ELC training directory for staff 0-5 has been developed for this session which includes further training on key aspects of Building the Ambition. Settings have been encouraged to actively engage with the document and this has been reported favourably in Care Inspections. All staff are aware of the draft evaluation document HGIOELC. Education Scotland plan to co-deliver future training for staff. A priority on the Getting It Right for Every Child (GIRFEC) Early Years plan is the future expansion in hours to 1140 by 2020. Delivery of Scottish Government's 600 hours Early Learning and Childcare for vulnerable 2 year olds has been rebranded as 'A Good Time To Be 2' with a targeted social marketing campaign taking place involving adverts on local refuse lorries and bus stops. Gradual increase in numbers now at 104, this continues to reflect the national picture. Increase in the range of stakeholders offering flexible provision to support parents work and study patterns. The Scottish Government have expressed interest in our Early Years Vision to develop multi agency integrated Family Learning Centres (FLC) in our top 3 CPP priority areas, further discussions taken place to explore the possibilities of Midlothian being a Scottish Government pilot site. Woodburn FLC was officially opened on 9th March 2016.

Expansion to 600 hours

The initial challenge was to deliver on the Scottish Government's promise of 600 hours of flexible Early Learning and Childcare (ELC). From the outset we had a clear, phased plan which was incremental in delivery. The increase from 475 to 600 hours required a review of staffing structure and contracts and changes were implemented that provided children with equality of access to teachers and introduced a new post of Senior Childcare Development Worker, providing a career pathway for childcare staff and building the foundations of the new staffing structure that would be instrumental in preparations for further expansion.

Early Years Vision

We are currently reviewing our Early Years Vision in light of further expansion in early learning and childcare to 1140 hours by 2020. Our vision sets out a quality universal provision and a family learning approach of high quality, multi-agency, child-centred provisions, tailored and responsive to the needs of the communities in which they sit. The vision brings together the expertise of early learning and childcare professionals, detailed knowledge of our communities and the priorities of our Community Planning Partnership (CPP) of prevention, early intervention and community capacity building. Aligning with the CPP's targeting of resources to the areas of greatest need, our vision is to create innovative Family Learning Centres in Woodburn, Gorebridge and Easthouses/Mayfield. Due process has been followed in ensuring that these Centres are as effective as possible and are examples of the very best practice. Time has been spent engaging with communities and partner organisations, identifying suitable and appropriate locations, relocating other services, devising a design brief and building specification, making amendments to buildings and recruiting and training staff.

Early Years GIRFEC Group

This is our overarching multi agency group which drives developments and reports to the GIRFEC Board. This group was chaired by the Early Years Team Leader and now by the Health Visitor manager/School Group Manager Early Years. Key priorities are delivered by members of the group working collaboratively with our partners across the council.

New prebirth to 5 aims now in place.

Maternity and Childcare Quality Improvement Collaborative (MCQIC) - Maternity - Reduce the incidence of harm in women and babies by 30% by 2019. This harm is defined for all 3 strands of the MCQIC programme – maternity, neonatal and paediatric care.

Children and Young People Improvement Collaborative (CYPIC) - 13-15 MHR - By 2020 at least 85% of children within each SIMD quintile of the CPP will have reached all of their developmental milestones at time of their 13-15 month child health review.

CYPIC - 27-30 MHR - By 2020, at least 85% of children within each SIMD quintile of the CPP will have reached all of their developmental milestones at the time of their 27-30 month child health review

CYPIC – 4-5 YHR - By 2020, at least 85% of children within each SIMD quintile of the CPP will have reached all of their developmental milestones by the time of their 4-5 year child health review

A number of new projects have started in nurseries alongside the Big Bedtime read and 27-30 MHR @ Woodburn, they relate to improving quality, accessibility, attainment and attendance. This learning will be shared at a future Midlothian event.

Lawfield Community Project

As a result of third sector partners working closely together as part of the EY group the Lawfield Community Project was formed. The Lawfield Community Project (LCP) was set up by 5 of the key partners of the Empowering Families Project (EFP). These partners include Play Therapy base, Home Link Family Support, Children 1st, Midlothian Sure Start and Midlothian Council.

The aim of the project has been to test how best to support the school and to show case how the voluntary sector can help meet specific need in the community by working in partnership with education and other statutory partners.

A menu of interventions have been offered to children and families. These include: Using the reflective approach with families and with staff; individual art, play or music therapy 1-2-1 support and the chill out space for children; Dads inclusion project; Sleep advice; Family support and befriending; Systemic family counselling and Transition support. The project has had a total of 43 families referred with 51 children. There are currently 36 open and/or allocated cases. Whole school support has been offered in terms of staff, The Dads project and support at events.

The school report on a number of key impacts:

Absconding: Dramatically reduced to virtually none

Exclusions: Huge reduction from 37 days lost in 15/16 to 13 days lost in 16/17.

Parental Engagement: Increase at parents night attendance from 50% -85%. Huge increase of community engagement at events with 300 attending the Dads Festival of Talent.

Reading attainment: Some of children increased from below baseline to 1-2 years above chronological age.

Dads Adventure Club: Set up and growing attendance. Aims to be self-sufficient.

Change in Culture: School more Dad inclusive. Staff more reflective of impact of community and family on children and more inclusive in dealings with families.

Next Steps at School

Ongoing development of the menu of interventions, referral process, allocations and communication.

Review how to work with families with younger children and at times of transition.

Explore funding for storytelling, therapeutic interventions beyond March 2017 and replication in other schools.

Woodburn Family Learning Centre

We opened our first Family Learning Centre at Woodburn Primary School in February 2016. This came to fruition after eighteen months of development. The FLC builds on existing capacity within Woodburn Primary School and maximises our existing estate. The FLC has an integrated, early intervention approach to engage parents in their children's learning and to support parents own adult learning opportunities. This allows us to develop a very robust approach to early intervention and prevention. This model will develop collaborative working from 0-5 years and ensure a continuum of experience for children in our settings, initially in our areas of most challenge.

Mayfield Family Learning Centre

A pilot bid has been submitted to Scottish Futures Trust for the development of a FLC in this area. Plans have been scoped out to base this at the Mayfield Campus. Alongside this work is ongoing to look at the development of the Mayfield community and the possible siting of a FLC in the heart of Mayfield. Additional 1 FTE staffing has been given to Mayfield Nursery School to develop work around Family learning. The Head Teacher is working closely with the Family Support Worker team leader and Homelink to plan interventions to support improvement. In terms of progress – attendance is now an improvement project using the collaborative model for improvement. All children under 70% attendance have a bespoke intervention. Now moving on to under 80% and 90% with a specific focus on a selected number of children (the start small model). There is a waiting list for transition into nursery Peep and the plan is to build on this when the children come to nursery.

Gorebridge Family Learning Centre

The Council have approved the establishment of FLC in Gorebridge Beacon with clear, specific conditions and regulations. Beacon Project Board established with representatives from EYs and Midlothian Sure Start and regular planning meetings held. Ongoing site meetings to ensure full brief is followed for FLC. Due to open in May 2017.

27-30 month health review at Woodburn Family Learning Centre

As part of the Children and Young People Improvement Collaborative a member of the team is leading on this work at Woodburn. This is a fairly new project where the staff from the family learning centre, health visitors and parents join together to complete the 27-30 month health review. The uptake of the review in Woodburn is poor but the uptake across Midlothian often misses the national target and average. This project has a number of aims; to have every parent who is invited to attend a session at the centre attend their first session; to stop unnecessary administration for the Health Visitor team due to non attendance; to ensure children are seen within the three month window of opportunity; to have the review completed fully and with a more robust view of where the child is at developmentally by including the Childcare Development Workers (CDW) view and by preparing parents early. To do this the centre staff will engage with the parents of children whose reviews are due in the next couple of month reducing anxiety as well as improving parental knowledge and understanding of the review. Additionally, the project will also design a way of transferring the information to the 3-5 setting the child will attend in a standardised format using all the information available about the child's age and stage of development. There is huge interest across Scotland in this project as the uptake and successful completion of the review is low in a large number of locations across Scotland.

LIFT project at Woodburn Family Learning Centre

Working with our Speech and Language partners who are co-located at Woodburn FLC we are using a project 'Learning Is Fun Together' to baseline our children coming into the centre, plan intervention and measure impact. We are just at the beginning of this project but are excited about

the opportunity for Midlothian Sure Start staff and a Speech and Language therapist to work closely together with Education staff.

PICL at Woodburn Family Learning Centre

(Parents Involved in Children's Learning) Staff group from 0-3 and 3-5 provision attended training at Pen Green FLC and have identified a group of interested parents from 0-3 and 3-5 who started the training in January 2017 for a 6 week block. This will then be evaluated and developed.

Every Day is a Learning Day in Woodburn

Members of the Early Years team have worked together to create a leaflet mapping out opportunities for learning in the Woodburn area. This will be ready for distribution in the new session and this will then be rolled out in other localities.

Parenting Website

Supported by the Parenting lead on the team a parent has created and launched a parenting website at <http://www.parentinginmidlothian.co.uk>

Review of the workforce and the role of teachers in Midlothian

In session 2015-16 we carried out a service review of the early years workforce. This was a Business Transformation Project to make efficiency savings in early years. The aim was to create greater flexibility of provision at less cost per place. This also allowed us to;

- target resources on areas of greatest need and help ensure the best outcomes for children;
- ensure clear roles and responsibilities for teachers, Senior Childcare Development Workers and Childcare Development Workers;
- give a coherent and responsive approach to teacher access across all our settings;
- review the qualifications and career pathways of our ELC workforce;
- give the opportunity to develop an expert, sustainable, experienced and skilled core EY resource.

We developed the model over last session working with an Early Years Project Team to create the proposed model. We created our ambition to have an effective team who are immersed in early year's theory and best practice. They work across 4 Learning Communities which include local authority and partner providers. The team respond to identified local needs. Head Teachers and Managers continue to manage their own provisions and work closely with the Learning Community teams. The Learning Community teams are managed centrally by the EY SGM and Quality Improvement Officer.

This model of service delivery builds on the previous model of teacher access in Midlothian and supports the development of effective teams who work collaboratively with a shared vision to provide creative, supportive and thoughtful experiences for children in Midlothian. With this model each nursery is staffed to meet capacity ensuring continuity for children and consistency and permanency of staffing for each session. Core staffing consists of Senior Childcare Development Workers and Childcare Development Workers. It is anticipated that there will be a better retention of existing staff, increased motivation and improved job satisfaction with clarity of roles and a clearly defined progression pathway. It will also ensure Midlothian is an attractive option for skilled and passionate staff to work in. This model offers increased opportunities for career development and enhancement for the majority of ELC staff for the first time.

The team has a peripatetic team Improvement Plan with a clear focus for each Learning Community based on the needs of that community. A key role is to ensure effective collaborative working with each setting. Our partnership centres will continue to have support with Improvement planning, SQ reporting and quality assurance as well as regular teacher input.

Where parents/carers want the service we can state confidently that all of our 3 and 4 year olds have their 600 hours entitlement met in either, mainstream school provision or through parental choice at partnership centres or with a childminder.

At the beginning of this session the teams had two weeks of intensive training and are enthusiastic, motivated and positive about moving forward. Everyone is working hard to put children and families at the heart of ELC by developing quality practice.

Pre 5 Specialist Support team.

We have enhanced our support for our youngest children with additional needs. Four Senior Childcare Development Workers have been appointed to work alongside our pre 5 Principal Teacher to support children with ASD and ASN. An additional teacher supports our partnership settings by offering advice and sharing best practice. Feedback has been very positive and already showing a positive impact on our children with additional needs.

Quality Improvement

We currently have a group working on the development of a 0-5 quality improvement framework. We support pre and post inspection and our settings have had many positive inspections over the last session with gradings from good to excellent. Mayfield Nursery was inspected by Education Scotland and was evaluated as Excellent for Meeting Needs and Self-evaluation. As a result the Head Teacher was invited to present at the Scottish Learning Festival.

Mount Esk nursery achieved an excellent grading with Mauricewood nursery class achieving very good gradings.

Good Time To Be 2

We have taken a proactive approach to ensuring our Midlothian families with 2 year old children who are entitled to the ELC provision understand how to apply for a place. We are working alongside our partners at Midlothian Sure Start to highlight this service. We have worked with our partners in NHS Lothian to include a leaflet advertising the 600 hours ELC for 2 year olds to be included in the invite letter for children attending their 27/30 Month Child Health Review. We are using a variety of means to highlight the service to relevant groups, including a successful Facebook advertising campaign, appointing parent 'ambassadors' to spread the message and a successful advertising campaign using our refuse lorries to raise awareness.

This groundbreaking work has resulted in a significant increase in the uptake of 600 hours for 2 year olds from 20 families in the initial roll out in 2014 to 170 families currently receiving 600 hours ELC. Midlothian Council has been recognised as having the best take up rate pro rata and we were asked to showcase our work at Scottish Government's Children and Young People Improvement Collaborative in November. We have since shared our Quality Improvement framework on request with 12 other local authorities.

In Midlothian we recognise that variety and flexibility is key to meeting the needs of the individual child/family therefore we are very proud to have our first childminders now offering places. Childminders offer a unique quality early learning and childcare experience in their own home and have the benefits of a small adult-child-ratio. Midlothian is committed to working in partnership with our local Childminders and part of this partnership working will come in the form of bespoke training which will support our local childminders to continue to provide the best quality experiences for our children and families.

SLEEP

Sleep is the power source that keeps children's minds alert and calm. We currently have a Sleep Ambassador in our Parenting lead and she has worked really hard to ensure that training opportunities are now available to staff in our settings across Midlothian. This will allow us to support parents at an early stage and prevent problems building and going to the counselling stage and give sustainable support. Our work has been recognised as good practice and our Parenting lead in the team has been asked to present at a Sleep Scotland national conference.

Play Therapy Project

As part of the expansion to 600 hours and the development of a Good Time to Be 2 funds were identified to support a Play Therapy project across settings in our three CPP areas. The service offers an early intervention play therapy service to children aged 2-5, and their families in

Gorebridge, Woodburn and Mayfield. Once individual children are identified for play therapy, therapists undertake home visits in order to meet the parent/carer(s) and also meet with nursery staff. During the therapeutic intervention, regular feedback is provided to parents/carers and staff in order to keep all informed of progress. In many cases as a result of play therapy children are able to maximise their time at nursery and self regulate their behaviour.

Starcatchers Project

We were awarded funding last session that allowed us to have 29 Early Years Practitioners complete our first Starcatchers training sessions.

These sessions saw Early Years Practitioners from a variety of settings across Midlothian working with children from 0-3 and 3-5 years come together to reflect on and develop their own creative and artistic capabilities to support the delivery of positive experiences with young children, including drama, dance and movement, visual, art, music, storytelling and puppetry.

The sessions supported Early Learning and Childcare staff to design and lead their own experiences while emphasising a playful, child-led approach to arts and creativity. This approach can be used to support young children's development in key areas such as speech and literacy, resilience, decision-making, bonding and attachment.

The sessions were full of fun, creativity, learning, laughter and encouraged practitioners to be brave, step out of their comfort zone and really reflect on the experiences that they were offering to our youngest children across Midlothian.

Our 29 trained practitioners are now designated Creative Champions across our settings and offering further training this session.

Big Bedtime Read

Big Bedtime Read has been in Midlothian for 3 years now and is a project that originated out of the Early Years Collaborative. We now have 22 sites running it and engaging with an estimated 900 families currently. Sites range across local authority nursery settings, family learning centres with babies and children zero to three, partnership centres and community nurseries as well as our Midlothian Surestart centres. The aim of the project is that every child in Midlothian will receive a bedtime read from a significant adult 4 or more times a week. This project has outstripped our expectations. The original idea from research was to improve literacy and developing a more scientific brain. However, parents and teachers have reported improved behaviours, better bonding, improved bedtime routines and longer sleeping times as well as improved reading and enjoyment of reading by parents themselves. Finally it has been a great opportunity to engage parents in their child's early learning and to open up conversations about child development and attachment. The project has also supported parents in taking up parenting courses such as 'Raising Children with Confidence' and 'Incredible Years'. A number of other Scottish local authorities have adopted our Big Bedtime Read and information has been sought from other countries such as Denmark, New Zealand, South Africa and Hawaii!

Training Directory

Last session we created our EY Training Directory. This session we upgraded the Directory and offered a greater variety of training opportunities. Currently we have delivered around 30 training courses with 450 places being taken up by early years and childcare staff from across all the services in Midlothian. Feedback from the evaluation of courses has been very positive.

Quality Floorbook

This floorbook has been created by the EY team to showcase best practice in quality environments across our settings. This is presented in an easily accessible format to allow staff to reflect on their current practice and plan for improvement. This is supported by visits from the EY Learning Community team and linked to training.

PEEP (Parents Early Education Partnership)

PEEP groups are spreading all over Midlothian. The PEEPLE organisation has recognised our model as good practice and we have had groups filmed for PEEPLE training and for the Education Scotland Hub. Peep aims to support parents/carers to value learning through play and maximise everyday opportunities, encouraging rich home learning environments. Peep is becoming more accessible to families with an increase in capacity enabling delivery of 29 group sessions per week across Midlothian.

Delivery of updated Peep training and new resources have been introduced to new and existing leaders to support the wonderful work already happening. This includes providing practitioner training sessions throughout the year for staff who are interested in delivering Peep groups. Sharyn McKenzie our Peep coordinator has introduced a Quality Improvement framework to Peep sessions to support leaders in their continuous personal development and to ensure continuity in Peep delivery. Sharyn was also successful in being awarded a grant from the Scottish Attainment Challenge Innovation fund to allow further targeted work in our CPP areas.

Play Strategy

Midlothian now has its own Play Strategy which aims to make Midlothian a great place to play for all children and young people. The Scottish Government published Scotland's first National Play Strategy in June 2013. This set out a vision for play and highlighted the Scottish Government's role in ensuring a happy, healthy childhood and its importance in children's development. One of the tasks from the Scottish Government's Play Strategy Action plan is the development of a Play Policy and play strategy action plan in every Local Authority. A cross divisional working group along with Midlothian Association of Play was set up to take forward the development of the Midlothian Play Strategy. The Midlothian Play Strategy recognises the right of children of all ages to play and that the form playing takes varies depending on a child's age, abilities, circumstances and interests. It also recognises the right of all children to equal opportunities to play. The Midlothian Play Strategy was launched on the 6 December at Mayfield/ St Luke's Primary School by the new Midlothian Play Champion Councillor Catherine Johnstone.

Networking events

The EY Learning Community teams have held a number of support events for practitioners across our settings. These have been well attended and very well received.

An ELC Newsletter is created by the team and sent out to all settings across Midlothian on a termly basis and our settings receive a monthly update to share good practice.

Further expansion to 1140 hours/Trials

We are currently carrying out a scoping exercise to make plans for the further expansion to 1140 hours. A project group has been created and an initial return has been made to the Scottish Futures Trust. A cross authority planning group will meet in March and workstream groups will then follow. We are working closely with our partners in the Eastern Alliance to plan how we can work collaboratively together.

We have been successful in receiving funding from the Scottish Government to carry out a Trial to develop a blended approach to expansion in the Mayfield area. This will allow us to extend provision through Midlothian Sure Start and Mayfield Nursery School and link closely to working with childminders in the Mayfield area.

(b) Achievement and Attainment (Primary Education)

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

Conversely, the average standardised scores are as follows;

- the average standardised score at P4 Maths is above the national average;
- the average standardised score at P4 Reading is above the national average;
- the average standardised score at P7 Reading is above the national average.

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

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

Improving Attainment in Literacy and Numeracy

% of pupils attaining literacy and numeracy at SCQF level 4 and SCQF level 5 by the end of S4:

Level 4: S4 stage	2014	2015	2016
Midlothian	81.66	81.38	84.34
Virtual Comparator	80.31	84.51	83.91
National	77.38	82.63	83.08
Level 5: S4 stage			
Midlothian	33.87	36.72	52.92
Virtual Comparator	41.5	45.48	48.71
National	37.64	43.51	47.57

Next steps for improvement: To continue to ensure that literacy and numeracy at levels 4 and 5 remain above the virtual comparator and national average.

% of pupils attaining literacy and numeracy at SCQF level 4 and SCQF level 5 by the end of S5:

Level 4: S5 stage	2014	2015	2016
Midlothian	84.28	91.26	90.35
Virtual Comparator	84.18	90.1	92.38
National	84.62	89.65	91.83
Level 5: S5 stage			
Midlothian	53.44	66.32	62.59
Virtual Comparator	57.6	65.83	69.6
National	57.04	64.92	68.2

Next steps for improvement: To focus on improving outcomes at level 4 and 5 literacy and numeracy by the end of S5 in order to bring in line with the virtual comparator and national average.

% of pupils attaining literacy and numeracy at SCQF level 4 and SCQF level 5 by the end of S6:

Level 4: S6 stage	2014	2015	2016
Midlothian	71.47	76.92	85.03
Virtual Comparator	80.92	82.88	88.17
National	76.41	78.58	84.76

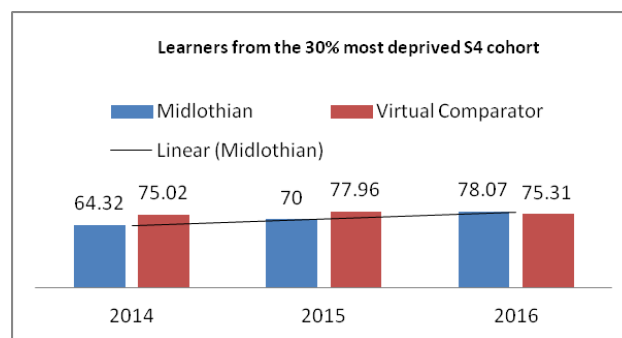
Level 5: S6 stage			
Midlothian	46.05	50.56	60.45
Virtual Comparator	55.98	58.65	64.93
National	51.33	53.57	61.21

Next steps for improvement: To focus on improving outcomes at level 4 and 5 literacy and numeracy by the end of S6 in order to bring in line with the virtual comparator at level 4 and to bring in line with the virtual comparator and national average for level 5.

How do we know if we are closing the poverty related attainment gap in Literacy and Numeracy?

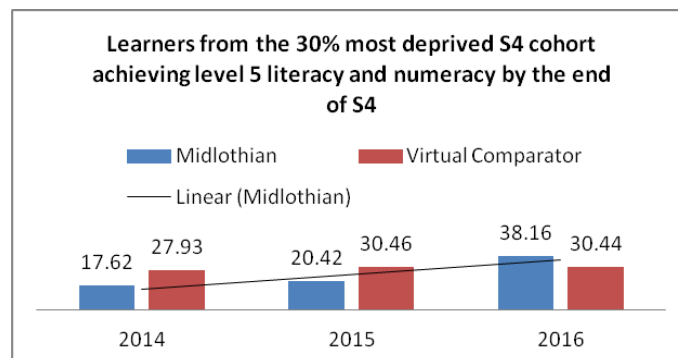
The following measures show how the 30% most deprived learners by the end of S4 are progressing compared to the virtual comparator in literacy and numeracy.

Level 4



There is 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



There is 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.

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 the end of S4:

S4	Lowest 20%	Middle 60%	Highest 20%
Midlothian	122	377	555
Virtual Comparator	119	379	600

National	114	372	592
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Next steps for Improvement: Using this new data, we aim to focus on closing the gap which has emerged for each cohort with a particular emphasis on the middle 60% to bring in line with the virtual comparator and the highest performing 20% which show the largest gap between the virtual and the national comparator data.

The average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by the end of S5:

S5	Lowest 20%	Middle 60%	Highest 20%
Midlothian	126	571	1135
Virtual Comparator	171	670	1172
National	149	640	1169

Next steps for Improvement: Using this new data, we aim to focus on closing the gap which has emerged for each cohort with a particular emphasis on the lowest 20%, middle 60% and highest 20% in order to bring in line with the virtual comparator and the national comparator data by the end of S5.

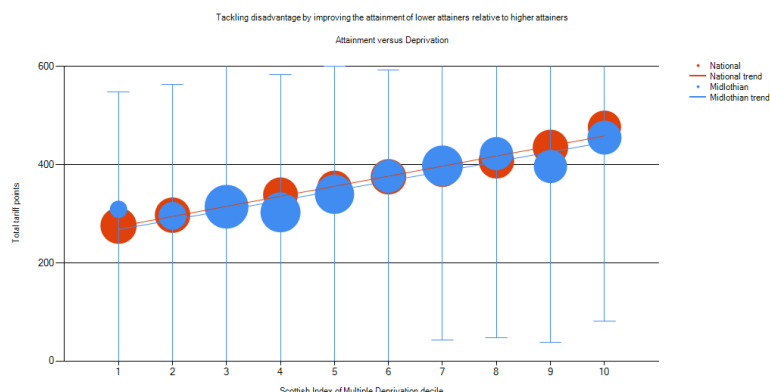
The average total tariff score of pupils based on the attainment of the lowest 20%, middle 60% and highest 20% by the end of S6:

S6	Lowest 20%	Middle 60%	Highest 20%
Midlothian	438	1191	2031
Virtual Comparator	510	1205	1967
National	476	1174	1943

Next steps for Improvement: To bring in line with the virtual comparator for the lowest 20% and the middle 60% by the end of S6.

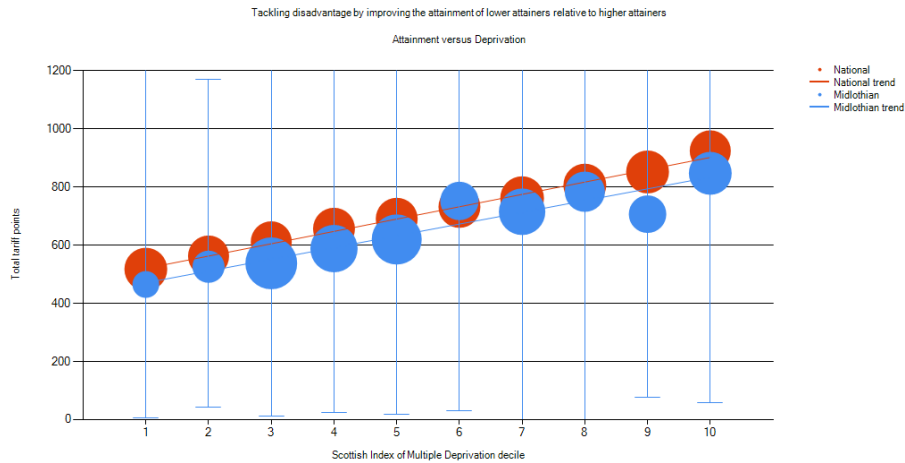
Attainment versus Deprivation:

By the end of S4:



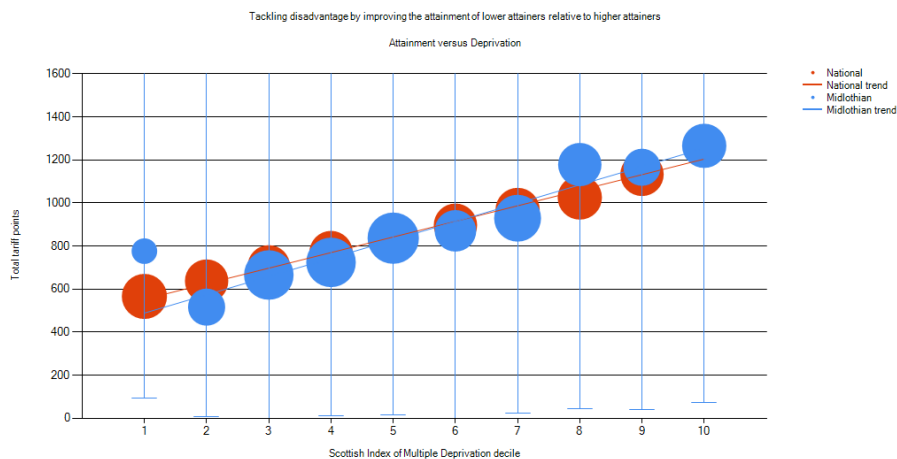
In 2015/16, decile 4 and 9 is lower than national establishment.

By the end of S5:



In 2015/16, decile 9 is much lower than the national establishment. In deciles 1, 3, 4, 5 and 7 performance is lower than the national establishment.

By the end of S6:



In 2015/16, decile 1 is much greater than the national establishment. Decile 2 is much lower than the national establishment and decile 8 is greater than the national establishment.

Next steps for improvement:

- to further improve attainment in deciles 4 and 9 by the end of S4;
- to further improve attainment in deciles 1, 3, 4, 5, 7 and 9 by the end of S5;
- to further improve attainment in decile 2 by the end of S6;
- to continue to share best practice across the six Secondary Schools in order to ensure robust tracking and monitoring arrangements are in place to both support and challenge further improvements in attainment and to continue to close the attainment related poverty gap.

Breadth and Depth Measures:

S4

Attainment by the end of S4			Level 3	Level 4	Level 5
5 or more	Midlothian	2012	90.30%	77.10%	32.00%
		2013	90.30%	79.00%	32.40%
		2014	90.60%	83.40%	40.30%
		2015	88.10%	83.60%	38.30%
		2016	90.40%	83.00%	44.30%
		3 yr avg	89.70%	82.00%	37.00%
		4 yr trend	0.00%	1.50%	3.10%
5 or more	Virtual Comparator	2012	91.00%	79.50%	35.60%
		2013	91.20%	80.80%	38.70%
		2014	85.80%	80.90%	42.30%
		2015	84.40%	79.50%	44.50%
		2016	83.60%	78.90%	46.20%
		3 yr avg	84.60%	79.80%	44.30%
		4 yr trend	-1.90%	-0.20%	2.60%

Next steps for improvement: To further improve attainment at level 5 by the end of S4.

S5

Level 6 qualifications		Midlothian	Virtual Comparator
1 or more	2012	44.10%	50.90%
	2013	45.50%	52.40%
	2014	48.50%	56.90%
	2015	55.30%	61.10%
	2016	51.30%	62.00%
	3 yr avg	51.70%	60.00%
	4 yr	1.80%	2.80%
3 or more	2012	23.80%	31.20%
	2013	26.60%	31.60%
	2014	26.10%	36.40%
	2015	34.20%	40.60%
	2016	30.80%	41.10%
	3 yr avg	30.30%	39.40%
	4 yr	1.70%	2.50%
5 or more	2012	8.80%	13.60%
	2013	10.10%	13.60%
	2014	12.10%	18.40%
	2015	17.00%	20.30%
	2016	12.30%	19.10%
	3 yr avg	13.80%	19.30%
	4 yr	0.90%	1.40%

Next steps for improvement: To focus on attainment by the end of S5 in order to bring in line with the virtual comparator.

S6:

Level 6 qualifications			Midlothian	Virtual comparator
1 or more	Midlothian	2012	49.70%	55.30%
		2013	52.90%	58.20%
		2014	50.70%	60.90%
		2015	55.10%	63.60%
		2016	60.30%	66.10%
		3 yr avg	55.40%	63.50%
		4 yr trend	2.60%	2.70%
3 or more	Midlothian	2012	32.50%	40.40%
		2013	35.90%	43.40%
		2014	36.30%	45.60%
		2015	40.20%	48.30%
		2016	43.90%	50.70%
		3 yr avg	40.10%	48.20%
		4 yr trend	2.90%	2.60%
5 or more	Midlothian	2012	20.40%	26.80%
		2013	21.40%	30.10%
		2014	26.20%	31.60%
		2015	24.00%	34.10%
		2016	24.00%	36.40%
		3 yr avg	24.70%	34.00%
		4 yr trend	0.90%	2.40%
Level 7 qualifications			Midlothian	Virtual comparator
1 or more	Midlothian	2012	15.80%	17.60%
		2013	16.20%	19.00%
		2014	16.90%	20.00%
		2015	16.10%	21.80%
		2016	20.30%	23.20%
		3 yr avg	17.80%	21.70%
		4 yr trend	1.10%	1.40%

Next steps for improvement: To continue to focus on attainment by the end of S6 in order to bring in line with the virtual comparator.

(d) Positive Outcomes for Young People, Adults and Families

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 95.1% of school leavers now in a positive destination. This is the highest recorded figure that Midlothian has ever achieved with Midlothian school leaver destinations now 1.8% higher than the national average.

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

(e) Wider Achievements

Curriculum for Excellence places emphasis on the recognition of the wider achievements of children and young people. Many are involved in activities that help them become effective contributors and responsible citizens, through buddying, volunteering, leading extra-curricular programmes, being sports ambassadors and organising charity events.

The Lifelong Learning and Employability Service supported over 1,000 young people to access work experience placements.

Music continues to be an area of Excellence and this is showcased at the annual Usher Hall Concert.

During session 2016/17 Duke of Edinburgh has continued to grow from strength to strength with the a growing number of young people achieving the Duke of Edinburgh Gold Award

Sporting achievements continue to grow with two Primary schools, Kings Park and Strathesk, awarded Gold Sports awards.

(f) Improving attendance and reducing exclusions

Attendance: Primary

Attendance: Secondary

Attendance: Special

Primary	Attendance as % of possible half days		Secondary	Attendance as % of possible half days		Special	Attendance as % of possible half days	
	LA	National		Year	LA		National	Year
Year			Year			Year		
2009/10	94.92	94.90	2009/10	91.05	91.20	2009/10	93.57	90.63
2010/11	94.79	94.78	2010/11	90.89	91.10	2010/11	92.16	90.04
2011/12	Available from LA		2011/12	Available from LA		2011/12	Available from LA	
2012/13	94.58	94.92	2012/13	91.49	91.93	2012/13	91.96	90.46
2013/14	Available from LA		2013/14	Available from LA		2013/14	Available from LA	
2014/15	94.97	95.07	2014/15	90.51	91.84	2014/15	93.01	90.68

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

(g) Self-evaluation for continuous improvement

During session 2015-16, there was an increased focus on raising attainment and improving positive destinations. All secondary schools took part in a Validated Self-evaluation and all schools work as part of a trio of Quality Improvement Partnerships (QIPs) in order to share best practice with a particular focus on the new Insight attainment measures.

During session 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 the calendar year 2016 there were three Education Scotland Inspections: one nursery inspection, one primary school inspection (with nursery class) and one inspection of community learning and development. The evaluations for these 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:

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>

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>

(h) 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 Orisis 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.

(i) 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.
- *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.*

(j) 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.

(k) Meeting Learners Needs

Additional Support Needs Service (ASN)

- In preparation for the implementation of the Named Person, a significant amount of training has been rolled out during 2015-16. A draft Named Person Process was developed jointly by the Authority and the South East Scotland working groups.
- The Council Inclusion review is currently under way, launched by Inclusive Solutions and attended by a range of partners. Seven key working groups were identified from the initial work to take forward the councils vision for creating an inclusive learning community. The first two short life working groups have completed their initial stages and are now feeding the research based information into the next three groups.

Educational Psychology Service

- In November 2016 the Educational Psychology Service hosted Scotland's first Visible Learning conference. The event was a huge success, bringing together over 400 educationalists from across Scotland. This was Professor John Hattie's first visit to Scotland and to have the event hosted by Midlothian and for three schools to share their Visible Learning story was a huge coup. Alongside this we have hosted a number of high quality professional learning opportunities with well-known educationalists including Guy Claxton, James Nottingham and Shirley Clarke. These opportunities all contribute to Midlothian's approach to achieving excellence and equity by improving learning and teaching.
- This year has also seen the development of positive partnership working with Inclusive Solutions and local partners to develop a person centred planning approach to working with children, young people and those who support them. Person centred planning will be a key approach as the inclusion review develops and the Educational Psychology Service will work closely with partners to develop an effective and sustainable approach to meeting needs.

(I) Learning Estate

- In August 2016, the new Bilston and Gore Glen Primary schools opened.
- In December 2016 the Council (elected members) agreed the recommendations in the School Estate Plan update.
- Plans for the replacement of Newbattle High School are developing, along with replacements for Paradykes and Roslin Primary schools. Newbattle is identified to be a Centre of Excellence in Digital and is due to open in March 2018.
- In November 2015 a briefing was held for elected members on our vision for Shawfair.
- Woodburn Learning and Employability shop is near completion.
- Inspiring Learning Spaces project was implemented in Primary Schools which provided the opportunity to work with Professor Stephen Heppell and the first ever Inspiring Learning Spaces conference took place in Midlothian attended by delegates from Midlothian and Edinburgh.
- We are currently in the process of finalising the Future Learning Estate Strategy (2017-2045).

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
- 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 Children and Young People's Act, in particular the Named Person
- Investing to support our future vision for ICT, to meet the needs of 21st century learners

(b) Managing Change

- Implementation of the Education (Scotland) Act, the new National Improvement Framework and HGIOS4
- Ensuring very strong and consistent leadership supported by the capacity to provide effective leadership and delivery of change.
- 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.
- 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) Act 2016
- National Improvement Framework
- Delivery Plan for Education
- HGIOS
- 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)

5. Future Development of Services

(a) Our Key Strengths

- An ethos of Shared Endeavour
- Strong and clear Leadership
- Ambitious and enthusiastic staff and volunteers
- The range of targeted learning programmes leading to life-changing impacts.
- Improvements in Positive Destinations
- Visible Learning approaches
- Innovative Early Years Planning
- High quality partnership working
- Integrating the Education (Scotland) Bill, National Improvement Framework and HGIOS 4 into the School Leadership Programme
- A wide range of rich learning experiences for children, adults young people and families
- An improving picture of attainment in primary, secondary schools and community settings

- High quality career-long professional development opportunities for staff
- Increase empowerment of schools by growing ASG into learning communities and the implementation of the Pupil Equity Fund
- Improved evidence-base in terms of data, in particular quantitative data for the Broad General Education.
- Increase the ability to meet all vulnerable Midlothian learners through the Council Inclusion review.

(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 2017/18 plan includes:

Priority Area	Quality Indicator	Local Authority
1. Successes and Achievements	3.2 Raising attainment and Achievement: (NIF: Performance Information and School Improvement)	<ul style="list-style-type: none"> • To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 • Interrupt the cycle of poverty (PEF): 5% increase in number of children from SIMD 1 and 2 achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 • Increase % National Qualifications as per individual school targets • Secure a three year pattern of 96% Sustained Positive Destinations
	Measuring with Meaning	Measuring with Meaning: To develop an evidence-based practice approach in classrooms (Impact Coaching), including careful analysis of data on children and young people's progress to plan targeted interventions.
2 .Learning Provision	2.2 Curriculum as a hook- the power of learning pathways 2.3 Learning, Teaching and Assessment (NIF: Assessment of Children's Progress)	<ul style="list-style-type: none"> • BGE: Taking a closer look at learning pathways, including transitions, in order to deliver a curriculum that acts as a hook to improve engagement and participation resulting in improved outcomes for all learners. • Senior Phase: Taking a closer look at learning pathways, including transitions, through the senior phase in order implement the recommendations in DYW and the Delivery Plan for Education in order to deliver a coherent curriculum that acts as a hook to improve engagement and participation resulting in improved attendance, attainment, wider achievements and sustained positive destinations. • To continue to support schools with moderation, tracking and assessment of progress through the BGE • To continue to implement Visible Learning including Impact Cycle Training • To share best practice in learning and teaching
Learning Provision (Continued)	3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> • Implement the outcomes of the Inclusion Review • Taking a closer look at 3.1 – sharing best practice • Child Health and Wellbeing PEF Project (3 target communities) • Further Improve attendance and reduce exclusions

<p>3. Leadership and Management</p> <p><i>For Learning Communities</i></p>	<p>1.3 Leadership of change and 1.1 Self-evaluation for self-improvement (NIF: School Leadership and Teacher Professionalism)</p>	<p><i>I-Collaborate</i></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 • Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan <p>1.1 Self Evaluation for self improvement</p> <p>Developing independence in self evaluation for self improvement through</p> <ul style="list-style-type: none"> - Reviews – theme or other - Inspections- Learning communities - HMle inspections - Toolkit evaluation - Challenging conversations and support <p>Shared practice forums – self evaluation – cluster or trio</p>
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**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 including the ongoing implementation of the 600 hours and planning for the introduction of 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.
- Implement 25hrs in Primary 1 and Primary 2 in line with Education (Scotland) Act 2016.
- Further strengthen our partnership work, particularly with parents and the business community of Midlothian in order to improve positive destinations for all.
- Launch the new centre for research and innovation in learning.
- Complete 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) Act 2016.
- 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 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.

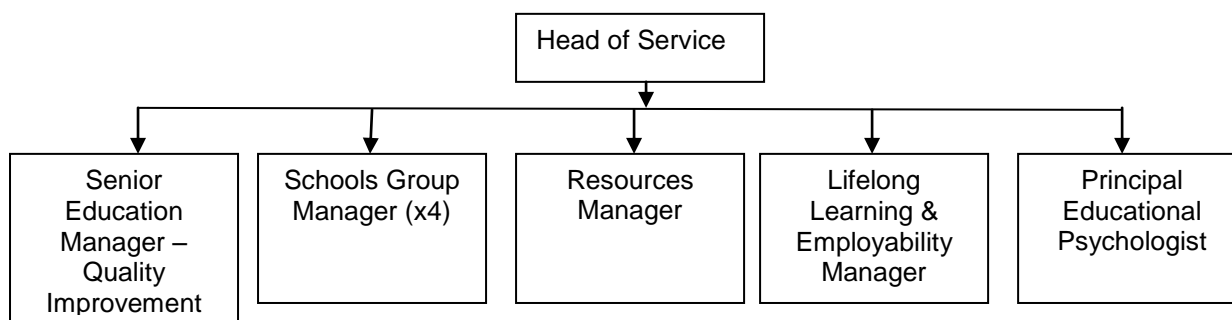
7. Equalities

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

SERVICE FUNCTION	Budget	
	2016/17 £	2017/18 £
3-18 Improvement Team	1,397,269	1,206,382
Expressive Arts	698,316	719,236
ASN Resources	1,933,154	1,900,546
Early Years	2,906,343	4,169,550
Education ICT	184,439	183,081
Education Management	93,312	94,339
Educational Psychologists	420,938	412,706
Resource Planning	336,676	344,012
Lifelong Learning & Employability	1,935,147	2,089,664
Nursery Education	3,941,691	3,675,873
Primary Education	32,131,899	33,639,904
Secondary Education	29,893,760	30,381,954
Special Education	5,604,884	6,221,263
NET EXPENDITURE	81,477,827	85,038,512
SUBJECTIVE ANALYSIS		
Employee Costs	60,012,964	62,263,063
Premises Costs	4,081,514	4,221,251
Transport Costs	2,571,487	2,574,551
Supplies and Services Costs	1,605,628	4,344,064
Third Party Payments	13,750,948	14,364,355
Transfer Payments	141,000	141,000
GROSS EXPENDITURE	82,163,540	87,908,285
INCOME	685,713	2,869,774
NET EXPENDITURE	81,477,827	85,038,512

Physical:

- 2 Nursery schools, 24 nursery classes and 20 Partnership Centres (nurseries in the private and voluntary sectors and the local authority children and families centre)
- 32 Primary schools; 5 with specialist provisions
- 6 Secondary schools; 2 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.

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)

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

APPENDIX A: Single Midlothian Plan 3 year priorities 2016/19

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

Each Thematic group has identified their 3 year priorities which link to the 3 agreed priorities stated above.

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
- 4 Citizens are engaged with service development and delivery

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 2017/18

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	31/03/18	Increase the number of children achieving the expected CfE level in Reading, Writing and Numeracy in P1	In line with National average		<u>2016 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	In line with National average		<u>2016 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	In line with National average		<u>2016 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	In line with National average		<u>2016 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.	31/03/18	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	31/03/18	To continue to support schools with moderation, tracking and assessment of progress through the Broad General Education (BGE)	100%			Performance Officers; School Group Manager
		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

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
	31/03/18	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 "I 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.	31/03/18	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	31/03/18	Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 4+ (Insight National benchmarking measure)	88.1%		3 Yearly average 79.7% Midlothian; 80.2% Virtual comparator; 81.7% National average (Insight national benchmarking data)	Performance Officers; School Group Manager
		Increase the % of leavers (S4/S5/S6) who achieve Literacy and Numeracy at level 5+ (Insight National benchmarking measure)	64.3%		3 Yearly average: 51.1% Midlothian; 52.4% Virtual comparator; 55.6% 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 average total tariff score for lowest 20% of learners by the end of S4 to bring in line with the virtual comparator	124		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 virtual comparator	380		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 virtual comparator	602		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 virtual comparator	172		3 Yearly average: 134 Midlothian; 175 Virtual; 147 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 S5 to bring in line with the virtual comparator	671		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 virtual comparator	1,173		3 Yearly average: 1174 Midlothian; 1196 Virtual; 1178 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 lowest 20% of learners by the end of S6 to bring in line with the virtual comparator	185		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 virtual comparator	1,206		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 virtual comparator	2,033		3 Yearly average: 1766 Midlothian; 1846 Virtual; 1801 National (Insight national benchmarking data)	Performance Officers; School Group Manager
		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

Actions	Due Date	Performance Indicator	Target	Baseline	Previous trend data	Managed by
		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 avg-30.3 3yr	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 avg-40.1 3yr	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

APPENDIX C: Midlothian Council Equality Impact Assessment



Information published by Midlothian Council can be provided on request in many of the community languages e.g. Cantonese, Punjabi, Urdu and also in large print, Braille, or audio tape. For more information please contact Midlothian Council on 0131 270 7500.

Lead contact:

Grace Vickers

Section A: Introduction

1. Title of policy, procedure or function being assessed

Education Service Plan 2013-2018 (reviewed 2016)

2. Divisions/organisations/groups involved in doing this Equality Impact Assessment

Education, Communities and Economy Directorate

3. Date started:

13 March 2017

Date completed:

14 March 2017

Section B: Information

4. Please describe the Policy, Procedure or Function you are impact assessing

The Education Service Plan offers a clear picture of the service's planned activities for the period 2017-18. This offers direction to the team, a clarity about what we are doing and an overview of our work and direction to those within and out with the service. It is an overarching plan which supports the link between individual staff performance and development plans, work plans, team plans and Council and partner priorities.

5. What information and consultation data do you have to inform your assessment? What does it tell you?

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.

6. Do you need more information or more consultation/engagement data?

- Do you need anything more:
 - i. to do this Equality Impact Assessment (EQIA)
 - ii. to monitor or assess, in future, the impact of the policy/procedure or function you are EQIAing on people with different equalities characteristics
- Lack of data is not a sufficient reason to conclude there is no impact. It is insufficient to state that a policy will affect everyone equally without having considered the different barriers some people may encounter.

No further consultation is required at this stage. We consult and engage on a continuous basis with leaders, including head teachers. We work openly with parents and carers, including Parent Councils.

Section C: Assessment

Midlothian Council equality impact assesses on **all** of the characteristics in the shaded area below, so you should consider all of these in your assessment. If you want you can consider other groups as well.

Race (this includes ethnic or national origins, colour and nationality)

Disability (e.g. physical disabilities, sensory impairments, learning disabilities, mental health conditions or long-term illnesses)

Sex(male/female)

Age (all ages)

Sexual Orientation (gay man, gay woman/lesbian, bisexual, heterosexual/straight)

Religion or belief (including having no religion or belief)

Pregnancy and maternity (having just had a baby or being pregnant)

Gender reassignment or transgender status (a person who is proposing to undergo is undergoing or has undergone a process to change their sex)

Marriage and Civil Partnership

People experiencing poverty or at risk of poverty: (poverty may be simply defined as not having enough money to meet one's basic daily needs or to have the things that most people in the UK take for granted).

As you answer questions 7i. to 7iv. over the page:

a) Think about the policy, practice or function you are assessing and

- people with the above characteristics
- people associated with them (e.g. a parent or carer)
- people mistakenly assumed to have the above characteristics

Remember to consider impacts on staff as well as communities and customers.

Continued.../

b) Consider whether the above people are likely to have different needs, or be affected in different ways by what you are doing/proposing. e.g.

- People may need, or benefit from, information provided in a particular format, like large print or easyread.
- A queuing system which relies on people standing for long periods will make it very difficult for some people to use the service.
- Charging more for a service is likely to affect people from several of the groups in the shaded area above, as on average they have a lower income.
- Targeting an area of high poverty could leave people experiencing poverty outside the area even worse off in comparison

c) Consider the General Equality Duty requirements to pay due regard to the need to:

- eliminate discrimination, victimization, harassment or other local conduct that is prohibited under the Equality Act 2010 in relation to the characteristics listed in shaded area at the top of this page (except poverty)
- advance equality of opportunity between and foster good relations between people who share a characteristic in the shaded area and those who do not (except marriage and civil partnership and poverty)

7i. Note any positive impacts on the above equalities groups

Our main audience is children, young people and adults. We work with all groups, including the most disadvantaged. A major thrust for us – nationally and locally – is closing the attainment gap/s. This is designed to improve equity.

7ii. Note any negative impacts on equalities groups

None noted

7iii. How significant would this negative impact be, and what kind of numbers would be affected?

N/A

7iv. Note any opportunities for making a positive impact on equalities groups.

Our intention is that the work identified in this plan, in conjunction with stakeholders and partner agencies, will lead to a positive impact on families experiencing poverty or at risk of poverty.

Section D: Actions and Outcomes

Questions 8 and 9 below ask about actions which have been taken, or will be taken **as a result** of this Equality Impact Assessment (EQIA). Any pre-existing actions should be included in earlier sections.

8. Note any actions you will be taking as a result of this EQIA:

Think about what you can do to:

- minimise or remove any negative impacts, and
- maximise the opportunities for positive impacts

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.

9. Please note any actions you have already taken as a result of this EQIA here.

We already do a number of important things in terms of seeking to reduce inequality. This includes enhanced support for areas of disadvantage and the important work being carried out in the early years e.g. through the Early Years Collaborative.

10. How will you track/monitor that the actions you mentioned in 8. have been achieved?

e.g. by adding them to a work plan, service plan etc.

Our actions will be monitored in the normal ways. This includes through scrutiny by the Chief Executive, Director, Elected Members and through the use of the Covalent performance management system.

11. If you have decided not to take any action please note why this is, and any justification, here.

A significant negative impact, even if it affects only a small number of people, should be addressed.

N/A

12. Is a more detailed assessment recommended?

No

