Midlothian Council
Education Service

Attainment and Achievement Report
November 2018

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Introduction

In Midlothian, we aspire to deliver a world-class education system through equity and excellence. Our vision is to provide the highest quality inclusive education 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 will continue to focus on interrupting the cycle of poverty at the same time as improving other aspects of the overall attainment. Three core ingredients of t are central to our progress:

- an evidence-based practice approach to educational improvement based on the forensic use of data to analyse performance and use appropriate targets to close gaps.
- create a leadership culture of continuing professional development where systems thinking becomes a habit focussed on delivering improved outcomes for every child;
- maintain a simple commitment across our schools to continuous improvement through collaborative self -evaluation.

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.*

Section 1: Our Strengths

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

- Growing empowerment of schools by developing Associated Schools Groups into Learning Communities.

Our Priorities for 2017-18

As part of our commitment to build a World-Class Education Service, our self-evaluation processes have identified clear priorities for continued improvement. We have now transformed these priorities into clear plans of action, and agreed three main priorities areas for the 2017/18:

1. **Raising Attainment and Achievement (NIF: Performance Information and School Information):**

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

2. **Learning Provision**
   Curriculum as a hook – the power of learning pathways:

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

Learning Teaching and Assessment (NIF: Assessment of Children's Progress):

- To continue to support schools with moderation, tracking and assessment of progress through the BGE
- To continue to implement Visible Learning including Impact Cycle Training
- To share best practice in learning and teaching
  Ensuring Wellbeing, equity and inclusion:

3. **Self-evaluation for Self-Improvement and Leadership of Change (NIF: School Leadership and Teacher Professionalism):**
   I-Collaborate

- Creating a Collaborative Leadership Culture at all Levels by continuing to grow our ASGs into Learning Communities and building the professional networks
- Implementing Personal leadership reflection tool for all senior leaders resulting in an individual leadership action plan

- **Self-Evaluation for self-improvement**
  Developing independence in self-evaluation for self-improvement through

- Reviews – theme or other
- Inspections- Learning communities
- HMIe inspections
- Toolkit evaluation
- Challenging conversations and support

A full copy of our NIF Plan 2018/19 is included in part 2 of this Appendix.

Section 2: Performance Information

2.1: Attendance and Exclusion rates

Attendance rates in 2017/18 for Primary were similar to last session but slightly down on the previous three years 2013-2015. Secondary school attendance has been lower for the last two sessions, dropping 3% since 2012. Attendance continues to be a focus for improvement with work focussing on developing an attendance strategy that is reactive to our analysis of the key factors affecting pupil attendance in the wide ranging contexts within Midlothian:

% Attendance	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	95.4%	95.0%	95.0%	94.5%	94.1%
Secondary	92.1%	90.4%	90.1%	89.3%	89.2%

The number of exclusion incidents per 1000 has decreased significantly in Primary since 2013/14 but has not decreased to any degree in Secondary, with a slight drop of 10 per 1000. Some Secondary school have made significant reductions in exclusions and there is a need to share best practice across schools.

Exclusion incidents per 1,000 pupils	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	90	82	26	16	14
Secondary	79	78	84	86	76

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

- Implement a range of targeted interventions in order to reduce secondary exclusions to under 49 cases of exclusion per 1,000 in 2018-19 as a step toward further reductions. We will also introduce an Inclusion policy to replace the old exclusion policy and this will underpin how schools work to manage pupil behaviour issues in an inclusive manner that represents best practice.

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

Primary Sector (Assessment of Children's progress)

Progression through the Broad General Education was be a key focus in 2017/18. In December 2016, the Scottish Government published Curriculum for Excellence (CfE) levels achieved by the end of P1, P4, P7 and S3 for the first time. In most indicators Midlothian was below the national average. As a result our target for 2017/18 was to bring CfE levels in line with the national average at all stages. This involved School Group Manager meeting with schools across three tracking periods to forensically examine pupil progress and the efficacy of intervention to improve outcomes for all learners.

A comprehensive plan to improve teacher judgements was put in place within each associated schools group which involved teachers across departments, schools and sectors sharing practice and moderating children's work in order to improve their knowledge of achievement of a level. There was also a particular focus on the new national benchmarks as part of moderation and teacher professional development. There is evidence that this has improved teachers professional

judgement and the validity and reliability of assessment information.

	SIMD 1-2		SIMD 3-8		SIMD 9-10		National Av 2016/17
	2016/17	2017/18	2016/17	2017/18	2016/17	2017/18	
P1 L&T	81.34%	87.88%	82.86%	92.67%	93.38%	96.45%	**85%**
P1 Reading	68.66%	76.52%	75.09%	88.32%	84.11%	91.12%	**80%**
P1 Writing	68.66%	75.00%	69.67%	84.22%	74.17%	88.17%	**77%**
P1 Numeracy	73.88%	79.55%	75.34%	87.33%	82.78%	91.12%	**83%**
P4 L&T	66.67%	77.14%	77.30%	84.91%	90.32%	91.28%	**83%**
P4 Reading	62.16%	72.14%	74.83%	79.04%	90.32%	85.91%	**77%**
P4 Writing	51.35%	67.14%	63.27%	76.64%	83.87%	81.21%	**71%**
P4 Numeracy	65.77%	72.86%	71.80%	79.17%	81.94%	80.54%	**75%**
P7 L&T	72.28%	68.27%	71.89%	82.90%	86.30%	96.15%	**81%**
P7 Reading	59.41%	60.58%	72.34%	79.21%	89.04%	89.74%	**76%**
P7 Writing	42.57%	65.38%	56.36%	75.10%	76.71%	84.62%	**69%**
P7 Numeracy	45.54%	56.73%	61.54%	74.97%	80.82%	83.97%	**70%**
S3 L&T	74.39%	77.38%	82.51%	83.89%	93.89%	94.44%	**91%**
S3 Reading	69.51%	79.76%	81.11%	83.89%	93.89%	92.86%	**90%**
S3 Writing	68.29%	78.57%	76.47%	80.06%	93.13%	92.86%	**89%**
S3 Numeracy	78.05%	80.49%	88.53%	87.38%	96.95%	97.60%	**88%**

The table above shows the % of pupils achieving the appropriate level for each literacy and numeracy measure in 2016/17 vs 2017/18. The cells shaded green represent an increase in the percentage reaching the appropriate level for their stage P1,P4, P7 or S3 from 2016/17 to 2017/18. In most measures there has been an improvement. The red shaded cells represent a slight drop from the previous year's figure and indicate areas for further analysis. The orange shaded cell represents no statistically significant change from the previous year.

The national averages for each measure at P1, P4, P7 and S3 for 2018 are not yet available but the national average for each measure in 2016/17 is added in the far right hand column for comparison.

Whilst the achievement of CfE level data for schools is still being dealt with as experimental by the Scottish Government, we have improved our performance across most of the literacy and numeracy measures from 2016/2017 to 2017/18 at stages P1, P4, P7 and S3.

- At P1 stage (Early Years level CfE) all measures have improved from 2016/17 to 2017/18 across all SIMD bands. The greatest improvement was in Writing where the number of children achieving Early Level increased by 14%, followed by Numeracy which increased by 9% and Reading which increased by 7%. These increases are all statistically significant.

- At P4 stage at SIMD 9-10 the % of children achieving listening and talking at First Level of CfE was at parity with the year before. All other measures; Reading, Writing and Numeracy fell by 4%, 2% and 2% respectively for pupils achieving first level. It should be noted that due to the experimental nature of this data and the cohorts size that and a drop between 1-2% is not significant and the results are fairly much at parity with the year before. We have kept them highlighted as red in the table in the full report as they still represent a static pattern that we will analyse in terms of overall performance at P4.

- At P7 for SIMD 1-2 band there was a 16% fall in pupils achieving listening and talking at Early Level. All other measures were higher at each SIMD band except P7 reading SIMD 9-10 where there was no change.
- At S3 results were higher for all measures at SIMD bands 1-2 and 3-8 but at SIMD band 9-10 results were static with no statistically significant increase over the two year period.

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

- Continue to use three tracking periods across the year support schools to ensure all students reach the appropriate CfE level for their stage in all literacy and numeracy measures.
- Continue to provide professional learning opportunities in the teaching and assessment of literacy and numeracy.
- Continue to develop moderation practice within and across our schools in line with best practice and using the national benchmarks.
- Discuss strategies for schools with students in SIMD where attainment may have dropped slightly.

2.3: Secondary attainment - National Benchmark Measures

Midlothian's secondary attainment performance in the four National benchmarks measures across the last 6 years (20121-2017) is highlighted in this section. The *National* dashboard measures consider the relevant cohorts achievements on leaving school; these measures only include data for leavers and do not include information on pupils who remain at school. The *Local* dashboard measures are the stage-based versions of the benchmarking measures, and use data for the whole cohort in each stage (S4, S5 or S6). The local measures provide data on pupils' achievements during the senior phase, whether or not they are a leaver or remain at school.

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

2.3.1 Improving Literacy and Numeracy

	Year	Midlothian	Virtual Comparator	National
% Level 4 Literacy & Numeracy	**2012**	77.9	77.6	76.7
	2013	74.6	76.7	77.9
	2014	78.97	78.54	81.24
	2015	85.65	85.26	85.76
	2016	87.80	86.61	88.06
	2017	91.61	88.33	89.15
% Level 5 Literacy & Numeracy	**2012**	48.9	52.3	52.2
	2013	45.5	49.7	52.5

	2014	51.31	51.3	55.7
	2015	56.28	56.3	58.6
	2016	63.31	60.56	64.21
	2017	**66.01**	**62.94**	**66.45**

This data shows the following key strengths:

- Attainment in level 4 Literacy and Numeracy shows a positive improvement from 77.9% in 2012 to 91.6 % in 2017, a significant improvement of 14.7%
- Attainment in 2017-18 for level 4 literacy and numeracy is 3.3% higher than the virtual comparator leavers group.
- Attainment in level 5 Literacy and Numeracy shows a positive improvement from 48.9% in 2012 to 66.01% in 2017 a significant improvement of 17.1%.
- Attainment in 2017-18 in Level 5 Literacy and Numeracy is 3% higher than the Virtual Comparator leavers group and comparable with the National leavers group.

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

- The focus will be on continuing to improve how schools track and monitor pupils progress in literacy and numeracy and how they intervene to ensure students attain in these measures to the highest possible level before leaving school.
- Further work will look at promoting better teaching and assessment of literacy and numeracy to ensure challenge and progression. This will be supported through active and contextual learning approaches, holistic assessment, moderation work using the national benchmarks to support challenge and progression and sharing of good practice across schools.
  ●The key target is to maintain literacy and numeracy % pass rates above virtual and national comparator figures for level 4 literacy and numeracy, and bring level 5 numeracy and literacy % pass rates in line with national measures for all school leavers. Each Secondary School will set a target for this based on their baseline data and Virtual Comparator.

2.3.2 Improving Attainment for All

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

	Midlothian			**Virtual Comparator**			**National**		
Year	***Lowest 20%***	***Middle 60%***	***Highest 20%***	***Lowest 20%***	***Middle 60%***	***Highest 20%***	***Lowest 20%***	***Middle 60%***	***Highest 20%***
2011/12	143	697	1738	151	749	1768	141	756	1779
2012/13	138	651	1663	146	711	1767	149	760	1789
2013/14	147	711	1754	141	733	1798	163	795	1810

2014/15	146	786	1746	155	791	1837	168	823	1834
2015/16	161	803	1890	146	776	1803	170	838	1823
2016/17	**184**	**760**	**1805**	**156**	**782**	**1798**	**172**	**843**	**1830**

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

The numbers shown in the table are total tariff points gained by Midlothian lowest performing 20%, the middle performing 60% and the highest performing 20%. Each qualification attained by pupils is given a weighted *Tariff score* by SQA which is based on factors such as qualification level and the grade achieved. The highest performing 20% of students attain higher tariff scores as they tend to stay on to S6 and complete more tariff bearing courses, at higher levels on the SCQF framework.

Key strengths include:

- Total tariff scores for the lowest performing 20% of leavers' shows positive progression from 143pts in 2011/12 to 184pts in 2016/17, an improvement of 41pts. This is higher than the virtual comparator performance of 156pts and 12 pts above the national performance.
- Total tariff scores for the middle performing 60% of leavers' shows positive progression from 697pts in 2011/12 to 760pts. This is slightly below the virtual comparator on 782pts and below the national performance of 843pts.
- Total tariff scores for the highest performing 20% of leavers' shows positive progression from 1738pts in 2011/12 to 1805pts in 2016/17, an improvement of 67pts. This is above the virtual comparator on 1798pts and slightly below the national on 1830pts.

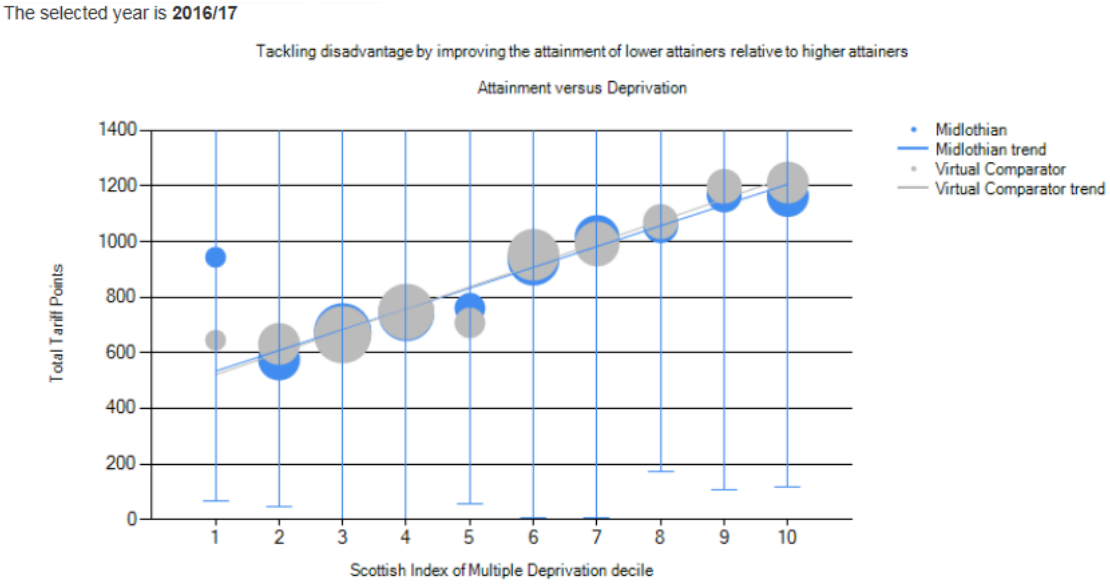
What are we going to do next in order to continuously improve?

- To reduce the gap between the highest and lowest performing leaver groups, we will implement a range of targeted curricular strategies and wider achievement opportunities in order to maximise tariff scores.
- In particular, work within the BGE curriculum phase will focus on improving how formative assessment impacts on challenge and progression in learning and better prepares students for studying National 5 (SCQF level 5) and Higher (SCQF Level 6) courses.
- Wider achievement courses that offer other possible learner pathways will be audited to ensure hey attract tariff points and lead to progression into higher level courses on the SCQF framework.

2.3.3 Closing the attainment gap between the most and least disadvantaged children:

Attainment versus Deprivation

This measure tracks disadvantage by highlighting the attainment of lower attaining pupils relative to higher attaining pupils. This is based on the average total tariff score of pupils explained earlier, versus Decile, using the Scottish Index of Multiple Deprivation (SIMD). Schools use caution in dealing with SIMD, using their knowledge of the pupil's context to correlate disadvantage with attainment and achievement.



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

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

- In 2016/17 Midlothian performance was generally better than the virtual comparator for deciles 1, 3, 5 and 7 and lower than the virtual comparator for deciles 2, 9 and 10.

- Analysis of the underlying tariff scores shows that on leaving school students in Decile 1 attained a tariff score of 943 which is 221 less than the 1164 accumulated by students in Decile 10. This data confirms that students from the least advantaged groups are leaving school earlier, earning relatively fewer tariff points and also attaining fewer qualifications which would undermine their ability to have better access to a sustainable and positive destination. For this reason, Midlothian's priority remains to maintain students from the least advantaged backgrounds in mainstream education and training until the end of S6.and ensure their progress is closely monitored to deliver the best possible attainment. We aim to achieve this by developing progressive, flexible curricular pathways for all pupils and providing an educational experience which meets their needs and secures a positive destination.

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

- As in previous years, we will continue to encourage and support students to stay on at school until the end of S6 in order to reduce the attainment versus deprivation gap
  As in previous years, we will 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 pupils and lead to further improvements in attainment.
  Continue to work with partners to further improve our curriculum offer across our Secondary Schools that attract tariff points and offer further progression into positive, sustained destinations on leaving school.

2.4 Secondary Attainment - Local Measures

2.4.1 Literacy and Numeracy (2013/14 to 2016/17)

Establishment	Year	S4			S5			S6		
		% Level 4 Literacy & Numeracy	% Level 5 Literacy % Numeracy	Number in Cohort	% Level 4 Literacy % Numeracy	% Level 5 Literacy % Numeracy	Number in Cohort	% Level 4 Literacy % Numeracy	% Level 5 Literacy & Numeracy	Number in Cohort
Virtual Comparator	**2014**	80.3	41.9	9980	81.92	54.7	9590	81.09	56.3	9990
	2015	84.6	45.9	9560	87.63	61.7	10160	82.73	58.3	9750
	2016	83.3	48.8	9580	89.32	63.7	9790	88.21	65.1	10290
	2017	85.5	51.3	9010	88.31	64.2	9710	89.74	67.3	9900
	2018	80.9	47.9	8690	88.65	62.5	9100	89.03	67.2	9960
	3yr avg	**83.2**	**49.3**		**88.8**	**63.5**		**89.0**	**66.5**	
	4yr trend	0.1	1.5		1.7	1.9		2.0	2.7	
Midlothian	**2014**	81.7	33.9	998	77.06	45.9	959	71.37	46.1	999
	2015	81.4	36.7	956	85.14	57.9	1016	76.92	50.6	975
	2016	85.0	52.9	958	84.88	55.0	979	85.03	60.5	1029
	2017	85.8	54.3	901	86.71	64.8	971	84.85	57.9	990
	2018	80.6	49.8	869	88.13	60.8	910	85.74	64.9	996
	3yr avg	**83.8**	**52.3**		**86.6**	**60.2**	**953**	**85.2**	**61.1**	
	4yr trend	-0.3	4.0		2.8	3.7		3.6	4.7	
National	**2014**	77.4	37.6	53988	77.81	49.9	55568	76.4	51.3	56029
	2015	82.6	43.5	52297	84.24	57.8	54530	78.58	53.6	55673
	2016	83.3	47.6	51297	87.02	60.9	52853	84.77	61.2	54632
	2017	85.5	52.3	50336	87.53	63.3	51836	87.38	63.8	52975
	2018	81.9	49.5	50336	88.23	63.2	50932	87.82	65.3	51952
	3yr avg	**83.3**	**49.8**		**87.6**	**62.5**		**86.7**	**63.5**	
	4yr trend	0.9	3.0		2.6	3.3		2.9	3.5	

Key strengths are:

- S5 Literacy and Numeracy at level 4: We have sustained our performance in line with the virtual and national comparators and show an 11% improvement over the last three years (2014-2018)
- S6 Literacy and Numeracy at level 4: 14% improvement over last three years (2014-2018)
- S6 Literacy and Numeracy at level 5. A 7% increase on the previous year and an 18.8% improvement over the last three years (2014-2018)

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

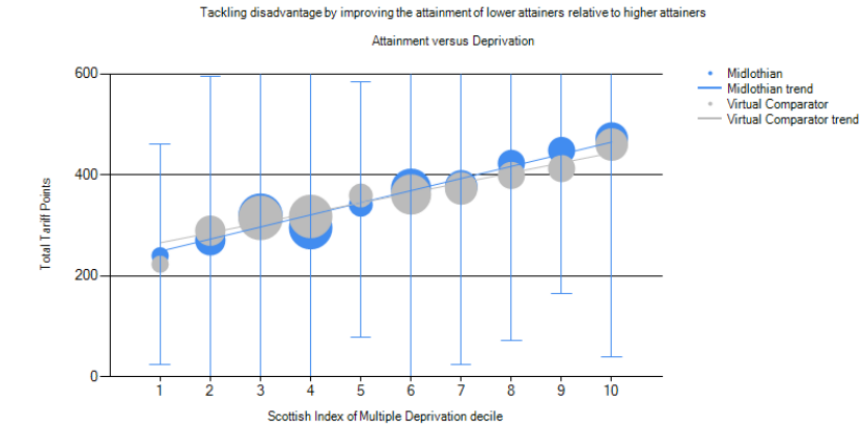
- To ensure performance in literacy and numeracy exceeds the virtual comparator and national average, we will analyse progress from P7 into S1 and S1 into S3 in terms of attainment as indicated by CfE level outcomes for literacy and numeracy by the end of S3 (Level 3 and Level 4 in Curriculum for Excellence. We will also see how that impacts on outcomes in S4 and S5 literacy and numeracy assessment at Level 4 and 5 on the SCQF.

- We will evaluate policies and systems in schools that develop better teaching, learning and assessment, support high quality tracking and monitoring and interventions that have a good impact on outcomes for all learners.
- Develop a practitioner enquiry model in Schools that leads to collaborative work and sharing good practice in teaching literacy and numeracy.
- Continue professional development to support numeracy and literacy interventions based on current research, ensuring staff understand the required progression in learning required across stages.
- Ensure Schools are moderating literacy and numeracy assessments at S3 level both within and between schools and undertake agreed verification of standards at Senior Phase.

2.4.2 Attainment versus Deprivation (2016/17)

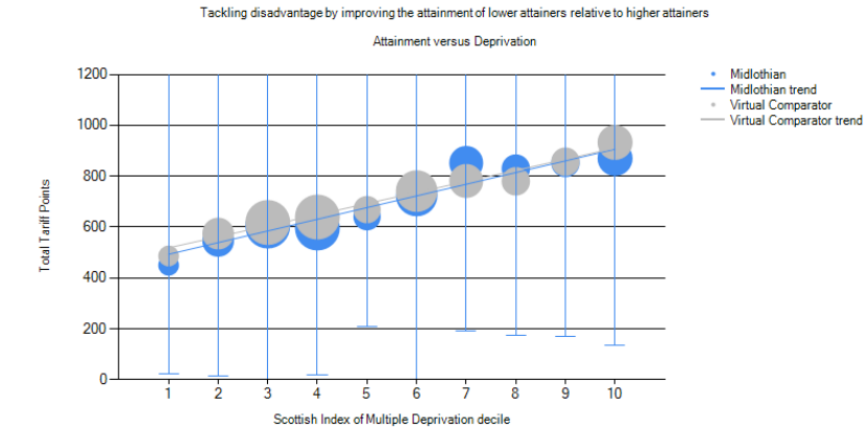
S4

The selected year is **2017/18**



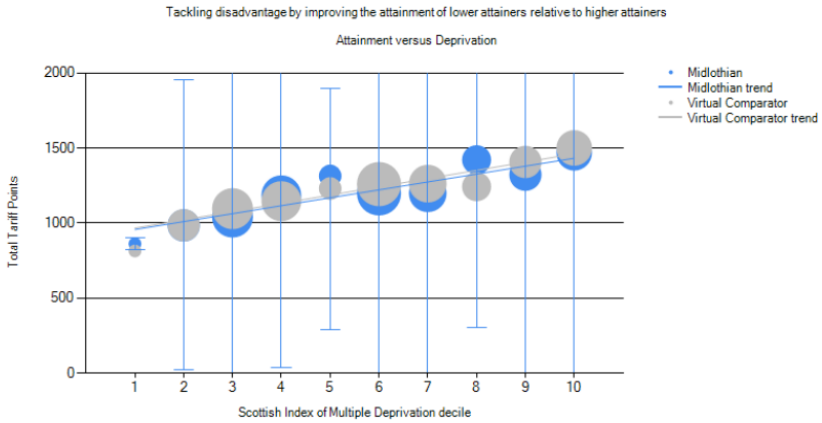
S5

The selected year is **2017/18**



S6

The selected year is **2017/18**



Key strengths:

- In line with virtual comparator for most deciles by the end of S4, 5 and 6.
- In S6 graph the less steep gradient of the line shows the gap for deprivation vs attainment is reducing by the end of S6

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

- As in previous years, we will continue to encourage and support students to stay on at school until the end of S6 in order to reduce the attainment versus deprivation gap.
- As in previous years, we will 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 pupils and lead to further improvements in attainment.
- Continue to work with partners to further improve our curriculum offer across our Secondary Schools that attract tariff points and offer further progression into positive, sustained destinations on leaving school
- Look to analyse the reason that, generally, students at SIMD 8-10 in S4-6 are attaining less well than the Virtual and national comparators and devise specific actions plans with each school to address any areas of under-performance.

2.4.3 Breadth and Depth Measures: S4 Performance in SQA 2018 Examinations (based on S4 % Candidates) – 5 Year Trends

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	98.6%	98.6%	98.6%	95.4%	76.7%	0.6%	0.0%
		2015	97.7%	97.7%	97.6%	95.1%	74.0%	0.1%	0.0%
		2016	98.4%	98.4%	98.4%	95.5%	78.6%	0.5%	0.0%
		2017	98.6%	98.6%	98.5%	94.7%	80.4%	2.2%	0.0%
		2018	98.7%	98.7%	98.6%	96.0%	78.4%	2.0%	0.0%
		5 yr Trend	0.0%	0.0%	0.0%	0.1%	0.4%	0.3%	0.0%
1 or more	Virtual Comparator	2014	96.9%	96.9%	96.8%	95.3%	80.9%	1.0%	0.0%
		2015	96.9%	96.9%	96.7%	95.1%	81.5%	1.1%	0.0%
		2016	97.0%	97.0%	96.9%	95.5%	81.9%	1.7%	0.1%
		2017	97.3%	97.1%	97.0%	95.1%	82.4%	1.3%	0.0%
		2018	97.0%	96.9%	96.9%	94.9%	81.9%	1.8%	0.0%
		5 yr Trend	0.0%	0.0%	0.0%	-0.1%	0.2%	0.2%	0.0%
3 or more	Midlothian	2014	94.3%	94.3%	94.3%	90.4%	54.9%	0.0%	0.0%
		2015	92.7%	92.7%	92.6%	90.0%	54.6%	0.0%	0.0%
		2016	95.1%	95.1%	95.1%	89.1%	59.9%	0.0%	0.0%
		2017	94.6%	94.3%	94.2%	90.0%	60.8%	0.0%	0.0%
		2018	97.1%	97.0%	97.0%	89.8%	59.7%	0.2%	0.0%
		5 yr Trend	0.7%	0.7%	0.7%	-0.2%	1.2%	0.1%	0.0%
3 or more	Virtual Comparator	2014	93.5%	93.5%	93.4%	90.4%	59.6%	0.0%	0.0%
		2015	93.6%	93.5%	93.3%	90.6%	61.7%	0.0%	0.0%
		2016	92.9%	92.9%	92.7%	90.1%	63.0%	0.0%	0.0%
		2017	93.1%	93.0%	92.7%	89.6%	63.3%	0.0%	0.0%
		2018	92.5%	92.5%	92.4%	89.4%	64.1%	0.0%	0.0%
		5 yr Trend	-0.2%	-0.3%	-0.3%	-0.2%	1.1%	0.0%	0.0%
5 or more	Midlothian	2014	90.6%	90.6%	90.6%	83.4%	40.3%	0.0%	0.0%
		2015	88.5%	88.5%	88.4%	84.0%	38.3%	0.0%	0.0%
		2016	91.3%	91.3%	91.3%	83.9%	44.9%	0.0%	0.0%
		2017	88.7%	88.7%	88.7%	81.1%	42.0%	0.0%	0.0%
		2018	91.4%	91.1%	91.0%	80.2%	43.4%	0.0%	0.0%
		5 yr Trend	0.2%	0.1%	0.1%	-0.8%	0.8%	0.0%	0.0%
5 or more	Virtual Comparator	2014	86.6%	86.6%	86.5%	81.5%	42.2%	0.0%	0.0%
		2015	87.4%	87.3%	87.2%	82.5%	44.3%	0.0%	0.0%
		2016	86.2%	86.2%	86.0%	81.5%	46.4%	0.0%	0.0%
		2017	83.6%	83.5%	83.3%	78.7%	44.8%	0.0%	0.0%
		2018	81.8%	81.7%	81.6%	77.0%	46.6%	0.0%	0.0%
		5 yr Trend	-1.2%	-1.2%	-1.2%	-1.1%	1.1%	0.0%	0.0%

Key strengths:

- 5 or more at level 4 is 3.2% higher than the national average.
- 5 or more at level 5 has a 5 year trend that is positive at 0.8%

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

- Overall 5 year trends are neutral or slightly positive across 1, 3 or 5 or more at Levels 3 to 5 of the SCQF and we need to move the static figures forward. To do this we need to target the middle 60% of cohorts through: a continued focus on coursing and presentation levels that challenge learners to progress, ensure robust tracking and

monitoring are in place and work closely with parents and carers to address underperformance.

- Improve the overall quality of learning and teaching at all stages using best evidence teaching and learning strategies and impact coaches in schools to promote practitioner enquiry and improve the learning experience of pupils.

2.4.4 S5 Performance in SQA 2018 Examinations (based on S4 % Candidates)

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	98.3%	98.3%	98.3%	96.6%	79.7%	48.5%	0.7%
		2015	97.9%	97.9%	97.9%	95.0%	81.8%	55.3%	0.3%
		2016	97.3%	97.3%	97.1%	95.1%	81.1%	51.4%	0.1%
		2017	97.6%	97.6%	97.6%	95.0%	82.0%	55.5%	0.0%
		2018	98.7%	98.7%	98.6%	95.7%	83.4%	52.3%	1.4%
		5 yr Trend	0.1%	0.1%	0.1%	-0.2%	0.9%	1.0%	0.2%
1 or more	Virtual Comparator	2014	98.6%	98.5%	98.5%	97.0%	85.4%	56.4%	0.5%
		2015	98.1%	98.1%	98.1%	96.7%	87.4%	61.0%	0.6%
		2016	97.9%	97.8%	97.7%	96.3%	87.1%	60.9%	0.4%
		2017	97.9%	97.8%	97.7%	96.4%	86.9%	61.5%	0.6%
		2018	97.9%	97.8%	97.6%	95.9%	86.2%	59.3%	0.4%
		5 yr Trend	-0.2%	-0.2%	-0.2%	-0.3%	0.2%	0.7%	0.0%
3 or more	Midlothian	2014	92.7%	92.7%	92.7%	90.2%	63.7%	26.1%	0.0%
		2015	93.7%	93.7%	93.7%	91.0%	70.7%	34.2%	0.0%
		2016	93.2%	93.2%	93.0%	90.2%	66.6%	31.3%	0.0%
		2017	94.6%	94.6%	94.6%	88.9%	68.2%	35.6%	0.0%
		2018	95.3%	95.1%	95.0%	90.8%	68.7%	35.0%	0.0%
		5 yr Trend	0.6%	0.6%	0.6%	0.1%	1.2%	2.2%	0.0%
3 or more	Virtual Comparator	2014	96.9%	96.8%	96.8%	93.0%	70.1%	36.5%	0.0%
		2015	96.0%	95.9%	95.8%	93.4%	73.3%	40.2%	0.0%
		2016	95.4%	95.3%	95.1%	92.8%	74.2%	40.1%	0.0%
		2017	94.8%	94.8%	94.6%	92.3%	73.9%	41.3%	0.0%
		2018	94.9%	94.8%	94.4%	91.6%	73.3%	39.5%	0.0%
		5 yr Trend	-0.5%	-0.5%	-0.6%	-0.4%	0.8%	0.8%	0.0%
5 or more	Midlothian	2014	88.7%	88.7%	88.7%	81.0%	48.6%	12.1%	0.0%
		2015	90.3%	90.3%	90.3%	84.7%	54.1%	17.1%	0.0%
		2016	88.4%	88.4%	88.4%	85.1%	50.1%	12.4%	0.0%
		2017	91.5%	91.5%	91.4%	84.9%	53.7%	14.5%	0.0%
		2018	90.3%	90.3%	90.3%	84.2%	53.0%	15.2%	0.0%
		5 yr Trend	0.4%	0.4%	0.4%	0.8%	1.1%	0.8%	0.0%
5 or more	Virtual Comparator	2014	94.4%	94.3%	94.3%	86.6%	56.3%	18.4%	0.0%
		2015	92.0%	91.9%	91.8%	88.0%	57.0%	20.0%	0.0%
		2016	91.6%	91.5%	91.3%	87.9%	57.9%	19.1%	0.0%
		2017	90.4%	90.3%	90.1%	86.7%	59.5%	20.3%	0.0%
		2018	90.0%	89.8%	89.6%	85.7%	58.1%	19.2%	0.0%
		5 yr Trend	-1.1%	-1.1%	-1.2%	-0.2%	0.4%	0.2%	0.0%

Key strengths:

- 3 or more at level 6 is 8.9% higher than four years ago and showing a 2.2% positive 5 year trend.
- 5 or more at level 6 is our second highest recorded level and is 0.7% higher than the previous year and is a 3.1% improvement (2014-2018) resulting in a positive 5 year trend of 0.8%.

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

- Target the middle 60% of cohorts through: a continued focus on coursing and presentation levels that challenge learners to progress, ensure robust tracking and monitoring are in place and work closely with parents and carers to address underperformance.
- Improve the overall quality of learning and teaching at all stages using best evidence teaching and learning strategies and impact coaches to promote practitioner enquiry.

2.4.5 S6 Performance in SQA 2018 Examinations (based on S4 % Candidates)

Award	Establishment	Year	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	Midlothian	2014	97.4%	97.4%	97.4%	95.0%	79.7%	50.7%	16.9%
		2015	98.4%	98.4%	98.4%	96.6%	80.5%	55.1%	16.1%
		2016	98.1%	98.1%	98.1%	95.1%	82.6%	60.4%	20.3%
		2017	97.5%	97.5%	97.3%	95.3%	81.8%	56.0%	17.6%
		2018	97.0%	97.0%	97.0%	94.5%	82.0%	58.4%	17.3%
		5 yr Trend	-0.1%	-0.1%	-0.1%	-0.1%	0.6%	1.9%	0.1%
1 or more	Virtual Comparator	2014	98.6%	98.6%	98.6%	97.1%	85.7%	61.7%	20.6%
		2015	98.6%	98.5%	98.5%	97.1%	86.2%	63.1%	22.2%
		2016	98.2%	98.1%	98.1%	96.8%	87.8%	65.9%	23.1%
		2017	97.9%	97.8%	97.7%	96.4%	87.6%	65.3%	21.7%
		2018	98.1%	98.1%	98.0%	96.7%	87.7%	66.1%	23.6%
		5 yr Trend	-0.1%	-0.1%	-0.1%	-0.1%	0.5%	1.1%	0.7%
3 or more	Midlothian	2014	92.3%	92.3%	92.3%	88.1%	62.9%	36.4%	2.1%
		2015	92.6%	92.6%	92.6%	90.2%	66.2%	40.2%	3.2%
		2016	93.7%	93.7%	93.7%	91.1%	72.3%	43.9%	4.0%
		2017	93.3%	93.3%	93.1%	90.7%	69.1%	40.9%	3.0%
		2018	94.2%	94.2%	94.2%	88.9%	69.6%	43.6%	1.6%
		5 yr Trend	0.5%	0.5%	0.5%	0.2%	1.7%	1.8%	-0.1%
3 or more	Virtual Comparator	2014	96.9%	96.9%	96.9%	93.1%	72.6%	46.1%	2.7%
		2015	97.1%	97.0%	97.0%	93.4%	72.9%	47.7%	3.4%
		2016	96.1%	96.0%	95.9%	93.6%	75.5%	50.7%	3.4%
		2017	95.5%	95.4%	95.2%	93.0%	76.0%	49.7%	2.8%
		2018	95.6%	95.5%	95.3%	93.2%	76.3%	50.6%	3.7%
		5 yr Trend	-0.3%	-0.4%	-0.4%	0.0%	0.9%	1.1%	0.2%
5 or more	Midlothian	2014	86.7%	86.7%	86.7%	77.3%	49.9%	26.2%	0.0%
		2015	88.3%	88.3%	88.3%	80.8%	54.2%	24.0%	0.0%
		2016	89.5%	89.5%	89.5%	84.2%	58.4%	29.5%	0.0%
		2017	88.0%	88.0%	88.0%	84.9%	54.3%	26.1%	0.0%
		2018	90.4%	90.4%	90.3%	84.0%	57.7%	30.0%	0.0%
		5 yr Trend	0.9%	0.9%	0.9%	1.7%	2.0%	0.9%	0.0%
5 or more	Virtual Comparator	2014	94.6%	94.6%	94.5%	86.7%	60.0%	32.6%	0.0%
		2015	94.8%	94.7%	94.7%	87.3%	61.4%	33.7%	0.0%
		2016	92.5%	92.5%	92.3%	88.7%	62.3%	36.0%	0.0%
		2017	92.0%	91.9%	91.7%	88.5%	63.1%	35.1%	0.0%
		2018	91.5%	91.4%	91.1%	87.7%	64.4%	36.2%	0.1%
		5 yr Trend	-0.8%	-0.8%	-0.9%	0.3%	1.1%	0.9%	0.0%

Key strengths:

- 1 or more at level 6 is our second highest recorded level, 2.4% above the previous year and 7.7% improvement (2014-2018) resulting in a positive 5 year trend of 1.9%.
- 3 or more at level 6 is our second highest recorded level, 2.7% above the previous year and 7.2% improvement (2014-2018) resulting in a positive 5 year trend of 1.8%

- 5 or more at level 6 is our highest recorded level 3.9% higher than the previous year and 3.8% improvement (2014-2018) resulting in a positive 5 year trend of 0.9%

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

- Target the middle 60% of cohorts through: a continued focus on coursing and presentation levels that challenge learners to progress, ensure robust tracking and monitoring are in place and work closely with parents and carers to address underperformance.
- Improve the overall quality of learning and teaching at all stages using best evidence teaching and learning strategies and impact coaches to promote practitioner enquiry.
- Develop support strategies and have discussion with partners to ensure high achieving students do not disengage from S6 courses after receiving unconditional offers through UCAS.

2.5 Improvement in sustained school leaver destinations for all young people

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

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

% of Schools Leavers in a Positive Destination	*Midlothian*	*Virtual comparator*	*National*
2010/11			
	85.2	*89.3*	*89.1*
2011/12			
	85.8	*89.6*	*90.1*
2012/13			
	89.2	*91.4*	*91.7*
2013/14			
	94.2	*91.6*	*92.5*
2014/15			
	93.4	*92.8*	*93.0*
2015/16	*95.1*	*92.7*	*93.3*
2016/17	*94.7*	*93.4*	*93.7*

The data shows the following key strengths.

- The percentage of school leavers entering a positive destination has improved from 85.2% in 2010/11 to 94.7% in 2016/17. This is the second highest recorded positive destinations and ranks Midlothian in the top 10 local authorities at joint 9th place.
- Midlothian is now performing above the virtual comparator leaver cohort of 93.40% and the national leaver cohort of 93.70%.

The Scottish Government report, Initial Destinations of Senior Phase School leavers, published on 27th February 2018 provides information on initial destinations of school leavers and outlines the performance across the 32 local authorities with Midlothian now ranking joint 9th place with 94.7% of school leavers now in a positive destination. Midlothian school leaver destinations are now 1.8% higher than the national average.

Sustained positive destinations were published in June 2018 with 94.4% of pupils now achieving a sustained positive destination which is up 10 percentage points since 2010/11 and up 1.6 percentage points on the previous year.

2.5.1 Continuing Participation (16-19 year olds)

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

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

Key strengths:

Helping our young people, adults and families to increase their skills for learning, life and work is a key priority for Midlothian Council. The Scottish Government report, *Initial Destinations of Senior Phase School leavers*, published on 7 March 2017 provides information on initial destinations of school leavers and outlines the performance across the 32 local authorities. Our participation figure has improved since 2015-16 and is well above the national average, ensuring that almost all learners are maintaining suitable and sustainable destination pathways, post school.

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

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

- There are relatively low numbers of leavers going into Higher Education. This potentially reflects a concern about levels of attainment by end of S5 for Midlothian students.
- Carry out close analysis of destination trends in the Midlothian context to ensure that young people are accessing options post school that are providing good pathways for lifelong learning particularly with regard to skills for life and work.
- An ambitious target of 96% has been set for initial destinations.

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Section 3: Wider Achievement and Educational Opportunity

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

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

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

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

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

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

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

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

- The number of young people achieving accreditation through Youth Achievement Awards, Saltire and Dynamic Youth Awards continues to rise with 137 gaining awards in 2017/18. Duke of Edinburgh Awards have increased by 29% with 156 Awards gained. Young people who are not traditionally involved with Duke of Edinburgh have accessed our Open programmes leading to increased confidence and skills for those taking part. Volunteer Duke of Edinburgh leaders in Midlothian contributed over 36,873 hours equating to £368,730 of time donated
- 939 young people from all Midlothian high schools were supported in school work experience placements
- LLE have dedicated a developmental role for Science, Technology, Engineering and Maths into one of our Delivery Worker's roles. This has resulted in increased awareness of STEM and engagement with schools and Edinburgh University to utilise their facilities for staff training and CPD. Science Insights programmes are open to S5 pupils and S6 MYJET STEM programme offer pupils the opportunity to source STEM placements and we have successfully run STEM talks in primary schools based on Human Library approach which challenges traditional stereotypes. STEM Ambassadors promote STEM in a variety of settings
- Funding for over 60 Modern Apprenticeships was secured, including 20 places to support the workforce expansion required in early years settings. This will increase further in 2018/19
- LLE workshop staff deliver Skills for Work qualifications to over 130 high school pupils each week

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

3.1 Learning through Technology

Innovative use of technology transforms learning and improves educational outcomes and opportunity for young people. In 2017/18 we continued our enhanced support of digital in the classroom, focussing on coding, robotics, animation, film making, and sound production and enhancing use of mobile technology across Midlothian.

This session we laid the foundations of the Newbattle Digital Centre of Excellence which will, as part of our aspiration to achieve a world class education for all, develop and deliver an enhanced range of learner pathways in digital learning. This required extensive planning work with partners from Edinburgh University and other academic institutions, Education Scotland, Scottish Government, local and national businesses, in developing over thirty projects. Projects range from the development of new curriculum content in digital literacy, coding, data processing and cyber security to the use of the latest robotic devices, sensors and internet of things.

We worked closely with Moray House School of Education, Edinburgh University to plan how we will share the research, developments and expertise across Midlothian schools and beyond. Our Digital Hub will be launched in 2018/19, offering all pupils, teachers, parents, academic partners and the wider community the ability to share in the work of the Digital Centre of Excellence.

Midlothian will have a research and development focus for new, creative and innovative uses of digital technology for life, learning and work. This will enable the future generations to access high quality, high paid jobs.

3.2 Expressive Arts and Performance

Festival of Music

In June 2018 the Expressive Arts has increased participation in nationally validated dance courses, including Higher Dance. A substantial Youth Music Initiative (YMI) grant from Creative Scotland was also secured that allowed for the development of instrumental music in Primary Schools. The following is a list of significant developments and achievements from this year**:-**

- Successful YMI grant application ensured that group and "whole class" instrumental music tuition below Primary 7 continued to be developed.
- 450 pupils, in 11 different ensembles, entertained a sell-out audience of 1,980 at the Midlothian Schools' Festival of Music in the Usher Hall in November 2017
- The number of pupils participating in national dance awards was maintained at last year's level
- Midlothian schools' music ensembles have performed at no less than 33 school concerts and community events, including several Christmas Lighting Up Festivals
- Higher Dance was offered as an after-school activity.
- Members of Midlothian Schools' Wind Ensemble performed 2 concerts to large audiences in Kreis Heinsberg, Germany in November, 2017
- 8 performances of stage musicals involve nearly 400 pupils (in on-stage, music and back-stage roles) attracting audiences in excess of 1400
- The Electric Soul Project, formed at a Summer Soul Music School (supported by MIMS & LLE), in Lasswade HS in July 2017, and made their public debut by opening the mainstage at Midfest 2017

Whilst progress is undoubtedly being made in terms of improvement and efficiency of service development and delivery, areas for further improvement remain and our priorities for next session will include:

Electric Soul Project

- To continue to explore new approaches and develop additional instrumental learning opportunities for pupils in Primary 5 and below
- To seek the resources that allow continuous development of dance learning opportunities in all of our schools
- To strengthen links and partnership working between the Expressive Arts Team (including the Instrumental Music Service) and local schools and their communities
- To support school-leavers by identifying pathways that allow them opportunities to continue to engage with their chosen art via local art groups, dance companies, bands and ensembles
- To ensure our practice is fit for purpose by encouraging a culture of continuous review across the Expressive Arts Team
- To review the practice of the Instrumental Music Service.

3.3 Improvement in Children and Young People's Health and Wellbeing

The level and quality of physical education pupils receive can have a significant impact on their health, educational attainment, and life chances. All our primary schools meet the national target of two hours of PE each week which is delivered by a combination of primary teachers, PE specialist and visiting Secondary specialists. All of our secondary students receive 2 periods of PE in BGE (50-60 minutes) with PE still being offered in the Senior Phase. Children and young people in Midlothian enjoy a wide range of sporting and leisure activities to help promote active and healthy lives. This includes participating in an extensive Active schools programme.

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

3.4 Improving Mental Health in our School Communities

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

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

There is strong evidence that well-being is central to learning and school improvement. Schools that focus on well-being and mental health not only enables them to provide healthy and happy school environments for students and staff, they directly support the promotion of effective learning.
A mental health and wellbeing (HWB) network has been established across High Schools, Pathways, PAVE and Saltersgate, led by HWB Education Leads. The network provides an opportunity for adults who support children and young people within education settings to share approaches used within schools. This has also started the process of gathering information at individual school/establishment levels. Data will be collated and then shared across Midlothian to help identify common themes arising, what works, where the 'gaps' are, and what the next steps schools can take.

Working in close partnership with services across Midlothian Council, Health, Police Scotland, Third Sector organisations and Community representatives, our next steps include:

- Focus groups with young people, parents, carers and education staff on what is working and what can improve at each High School and within each community.
- Analysis of the data gathered to understand the mental health needs and service use of children and young people across Midlothian.
- Engaging children, young people, parents/carers and families in co-designing a better mental health support system within education.
- Establishing a baseline mental health and wellbeing measure for children and young people across Midlothian.

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

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

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

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

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

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

Career Ready Pupils

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

We engage with adults and families through our *Aim High Learning Programme* which includes courses ranging from: first steps back to learning and interest classes to qualifications, family learning activities which allow parents/carers and children to learn together *(see section on Family Learning),* vocational learning, employability programmes and support, adult literacy and numeracy classes and English for Speakers of Other Languages (ESOL). We also offer one to one employability support, particularly for those with multiple barriers to employment, learning and training, through Activity Agreements, the Focus Team and European Social Fund and Employability Fund projects. As a service we bid for

contracts including Modern Apprenticeships, European Social Funding and for other funding to ensure that local people have access to a wide range of opportunities. 94% of LLE participants completing our end of course survey said they were highly satisfied with the programme and 72% reported an improvement in one or more key skills

Here are some achievements in 2017/18:

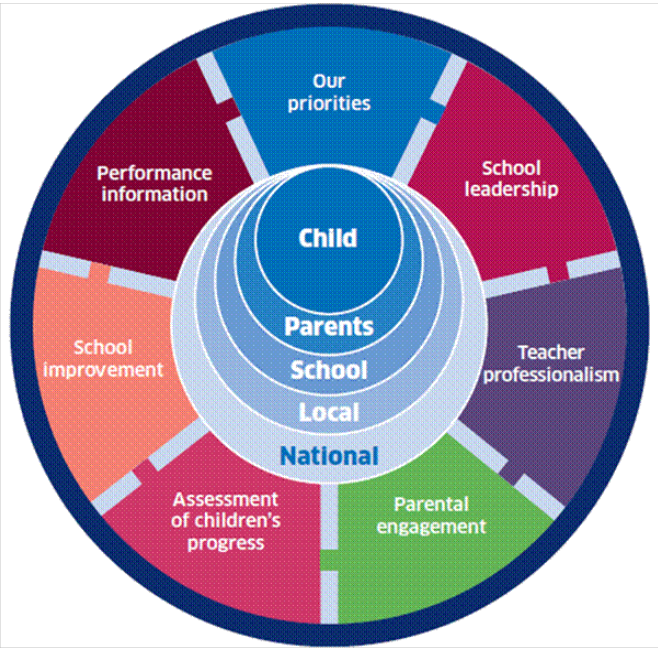
- The number of young people securing and sustaining positive destinations has increased *(see school leaver destinations section).* LLE staff work with Secondary School staff to use data provided by Skills Development Scotland (SDS) to specifically target young people who have left school and are not in a positive destination. This person centred approach has resulted in 75 young people benefitting from one to one support through Activity Agreements with 46 securing a positive destination from their involvement
- 80% of PAVE learners and 87% of PAVE 2 learners gained five or more qualifications and moved on to positive destinations and learners are engaged in developing their own individualised learning timetable
- 2018 is the Year of Young People and 14 young people have been supported to become Year of the Young People Ambassadors. They have co-produced a series of events in Midlothian and launched an awards scheme in partnership with LLE and the Lord-Lieutenant of Midlothian to recognise and celebrate the achievements of young people and the contribution they make. 50 young people have been nominated for an Award and these are currently being assessed
- £836,000 was secured from Lottery Early Action Fund to review and change mental health services for children and young people based on research conducted by Midlothian Youth Platform. This is still in the early stages of development but will be a key priority for 2018/19
- 421 ESOL and ALN learners gained over 100 SQA qualifications at levels 3, 4 and 5 which has supported them in their work or daily life
- The restructuring of our support for adults with multiple barriers to employment and education, known as *Focus,* has resulted in a more targeted service which offers both one to one support and the opportunity to develop specific courses to enable participants to gain qualifications, confidence and skills. 127 people with a disability or other major barrier received one to one support with 35 supported into a positive destination and others supported to sustain their employment, education or volunteering placement
- LLE are now registered with Skills Development Scotland as an Individual Training Account provider. This has resulted in 32 learners accessing these accounts to pay for their qualifications and this will grow substantially in 2018/19 resulting in more local people on low incomes and with low levels of qualifications accessing learning and training opportunities free of charge
- LLE staff deliver Skills for Work qualifications for the charity Crisis to deliver qualifications to prepare homeless people to enter the world of work
- 425 local people participated in key equality projects and

Skills for Work

Midlothian Council Education Service

National Improvement Framework Improvement Plan

August 2018 – July 2019



Theme for 2018/19: *Ensuring Excellence and Equity for All Learners*

Theme for 2018/19: *Ensuring Excellence and Equity for All Learners*

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

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

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

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

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

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

Lifelong Learning and employability are key contributors to improving qualifications and income levels in turn supporting families and individuals to achieve better together.

The NIF plan has been developed in line with the Single Midlothian Plan; the GIRFEC (Children's services plan 2017-2020) and the Education Service Plan (2018-19) and the South East Regional Collaborative (SEIC) Plan (attached)

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

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

		alternative support	

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

Priority 1 **Improvement in attainment, particularly literacy and numeracy**	**Priority 2** **Closing the attainment gap between most and least disadvantaged children**	**Priority 3** **Improvement in children and young people's health and wellbeing**	**Priority 4** **Improvement in employability skills and sustained, positive school leaver destinations for all young people**
(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level • Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. 1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator. • Level 3 Numeracy 98% Literacy 98% • Level 4 Numeracy 90% Literacy 90% 1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners 1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools. 1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners. 1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3 1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)	2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor 2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners. 2(d) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home. 2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people. 2(f) Increase the influence of young people in the planning of services. (2g) 5% increase in Award youth work per ASG including DOE (2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility. 2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities). 2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners	3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1 3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council 3(c) Further Improve attendance: Primary 96% Secondary 92% 3(d) Reduce exclusions: Primary- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only.* Secondary- reduce exclusions to 49 per thousand as a first step aiming for 2 per thousand. *LAC exclusions in exceptional circumstances only.* 3(e) Support schools to implement a range of universal mental health initiatives	4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education 4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100. 4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes 4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes. 4(e) Increase the number of STEM opportunities for young people, adults, families and communities. 4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets

	accessing Individual Training Accounts (target 75+ learners)		

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK OPERATIONAL TEAM PLAN

August 2018-July 2019

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

Priority 1:	**Improvement in attainment, particularly literacy and numeracy**		
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**
(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level • Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. **Key Drivers:** **Teacher Professionalism** **School Improvement** **School Leadership** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Continue rigorous support and challenge to schools re their tracking and monitoring systems including links to longitudinal progress over time for year groups ➢ Continue to promote the work of the QAMSOs to support planning and holistic assessment towards achievement of a level, based on use of Literacy and Numeracy Benchmarks ➢ Continue rigorous support and challenge to ELC settings. Baseline information gathered across all settings and action plans in place. Targeted support in literacy and numeracy. ➢ Train and support HTs in the use of the BGE Benchmarking Tool to support them to look outwards	Nicola McDowell by June 2019 Julie Fox by June 2019	CfE Attainment in BGE is line with the national average for reading, writing, listening and talking; and numeracy in P1,P4, P7 and S3 Baseline information Action plans and test of change information P1 PIPS data
1(b) All Secondary schools have set appropriate targets across key local and	➢ Schools to undertake peer work on SSR 1 report covering local measures based on September Insight release. Schools	Craig Biddick By June 2019	All Secondary schools have set appropriate targets against their

Priority 1: **Improvement in attainment, particularly literacy and numeracy**			
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**
national measures to reach targets based on trends against their virtual comparators **Key Drivers:** **Teacher Professionalism** **School Improvement** **School Leadership** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	will complete individual monitoring form with Required responses and next steps. The next steps will where appropriate be reflected in targets in revised SIP for session 2018-19 ➢ Schools will review their SSR 2 report covering Leaver data (national benchmarks) based on February Insight release. School will meet with SGM/ Lead PI officer to look at leaver outcomes particularly for specific categories: Gender/ LAC/LAAC/FME/SIMD/ASN. The next steps will where appropriate be reflected in targets in revised SIP for session 2018-19		virtual comparator across key Local and national measures based on SSR1 and SSR2. Where required targets will be reflected in updated SIP for 2018-19 Targets are reviewed in Standards and Quality reporting in 2019 and next steps noted.
(1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners	➢ Schools' self-evaluation calendars will be scrutinised through SGM visits to schools in order to ensure rigorous self-evaluation processes that ultimately lead to almost all children achieving the expected level by the end of P1, P4, P7 and S3 ➢ All schools will begin to engage with the challenge questions in How Good is OUR School Part 2 as part of their ongoing self-evaluation in school, and during SGM visit programme ➢ Implement robust strategies to identify early gaps and to	Nicola McDowell Julie Fox Craig Biddick Andrew Sheridan By June 2019 Annette Lang/ LLE	100% of schools have a self-evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners. LLE MIS/SQA data

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**
Key Drivers: **School Improvement** **School Leadership** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	close these as soon as they are detected (Mind the gap: taking a closer look at progression, progression, progression). ➢ LLE will continue to offer a range of qualifications including literacy and numeracy through the following programmes ➢ PAVE ➢ PAVE2 ➢ Learning pathways ➢ Adult learning National 4, National 5, Highers, ESOL and Community based literacy and numeracy. ➢ Adult Achievement Awards	management team By June 2019	
1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools. **Key Drivers:** **Teacher Professionalism** **Single Midlothian Plan:** *Children in and young people are supported to be healthy, happy and reach their potential*	➢ Ensure that Visible Learning (VL) Action plans/ School Improvement plans/ Learning Community plans have a priority ex that teachers develop practitioner enquiry supported by impact coaches and VLAT training ➢ Support collaborative practice through 1. The formal Collaborative impact programme for Cohort 1 – phase 2 continued support for practitioner enquiry and impact coaches in schools not in Cohort 1 – phase 2 ➢ Support engagement in practitioner enquiry through the Centre for Research and Innovation in learning in partnership with the University of Edinburgh	Led by Craig Biddick by June 2019	➢ Progress and impact of the *Visible Learning Collaborative Impact Programme* will follow the monitoring and impact reporting framework - VL Project Board. Outcomes will be measured against pre-determined indicators incl. attainment and staff participation survey (Project - KPI) ➢ Audit of SQIP documents

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**
			show that all schools are prioritising practitioner enquiry. ➢ New Centre for Research and Innovation in learning evidences that 80% of Midlothian teachers are engaged in practitioner enquiry. *See above re: VL Project Board.*
1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners. **Key Drivers:** **School Improvement** **School Leadership** **Single Midlothian Plan:** *Children in and young people are supported to be healthy, happy and reach their potential*	➢ Schools' curriculum rationales will be scrutinised through SGM visits to schools in order to ensure appropriate pathways for all learners are evidenced ➢ PT/DHT Network (Primary) and DHT Curriculum Network (secondary) will be used to share practice	Nicola McDowell Julie Fox Craig Biddick Andrew Sheridan By June 2019 By June 2019	100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.
1(f) 100% of schools and ELC settings reviewed and inspected receive a grading of satisfactory or above for QI 1.3	➢ 1 Primary SGM's remit will be focused on schools who need to improve their 1.3 grading ➢ 1 SGM will have the remit for all secondaries and will have a	Nicola McDowell Craig Biddick	100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3

Priority 1: Improvement in attainment, particularly literacy and numeracy			
Area for improvement	**Key Actions**	**By Whom/ By When**	**Impact Evidence**
Key Drivers: **School Leadership** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	key focus on 1.3 through all secondaries being reviewed ➢ Specific input at HT Meetings and PT/DHT Network meetings from Education Scotland, examples of good and above ➢ Intelligence from recent school inspections and from within Midlothian will inspire and motivate SLTs and will evidence empowerment i.e. -That the majority of decisions are made at schools level while being part of a collaborative learning community and the local authority ➢ Schools with 1.3 gradings below satisfactory will complete a 1.3 action plan to be supported and challenged by their SGM/ EY Central Team ➢ Link this to the SEIC Leadership Workstream (which is led by Midlothian)	By June 2019	
1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)	➢ Increase numbers accessing LLE literacy and numeracy/ESOL (target 430) through targeted work including Syrian refugees, adult returners and workplace literacies.	Karen McGowan By June 2019	MIS tracking and impact stories.

Priority 2: Closing the attainment gap between most and least disadvantaged children	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3 **Key Drivers:** **Teacher Professionalism** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Identify the current gaps in educational attainment at individual school level and implement a range of targeted strategies to close the gap ➢ Ensure Pupil Equity Fund funding is used to effectively and measurably close the attainment gap ➢ Monitor the impact of PEF, through individual school PEF plans and school visits ➢ Focused work will continue on Cost of the School Day ➢ All schools will undertake the Cost of the School Day audit using an adapted version of the national audit tool ➢ Awareness will be raised with SLTs on the Child Poverty Act ➢ Stephen will share a copy of the draft cabinet paper on child poverty with the leadership team ➢ An interactive session with PTs and DHTs on Participatory Budgeting will be held, led by Stephen Bermingham/ Child Poverty Action Group ➢ Schools will be represented on the Child Poverty Action Group ➢ Awareness will be raised with Parent Councils re Participatory Budgeting and Period Poverty	Led by Julie Fox and SGMs By June 2019 Stephen Bermingham By June 2019	Percentage 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 is at or above the national average Staff/ parent focus groups led by SGMs during school visits and reviews will evidence that joint working between schools and the CPAG has ensured that all school staff and parents are aware of the Child Poverty Act and how this relates to their own contexts

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
2(b) Continue to develop and implement an Early Years Strategy to reduce the numeracy gap by the end of P1 supported by the Attainment Advisor **Key Drivers:** **Teacher Professionalism** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Continue P1 network meetings, facilitated by the Early Years Steering Group to share practice and knowledge, and set clear expectations for P1 pedagogy ➢ Input at HT Meeting and visits to selected schools from Attainment Advisor on good practice in Early years pedagogy, particularly relating to numeracy ➢ Link to the SEIC Numeracy Workstream to get support for P1 pedagogy particularly relating to numeracy	Nicola McDowell Julie Fox EY Steering Group By June 2019	Children attaining early level numeracy by the end of P1 is at or above the national average
2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by %? **Key Drivers:**	➢ Continue to work towards PEEP delivery in every LA setting ➢ Develop existing Parents Involved in Children's Learning (PICL) groups and deliver training under license from Pen Green ➢ Practicum project on Attention and Listening in ELC setting at Stobhill and new setting introduced ➢ Targeted interventions using LIFT and Talk Time in an increased number of settings	Rob Beal Julie Fox By June 2019	90% of settings with active PEEP group Increase in number of parents completing PEEP progression pathway 10 new settings delivering PICL Training sessions held for 50% of

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
School Improvement **School Leadership** **Parental Engagement** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Continue to develop Big Bedtime Read and roll out Book Bug sessions in ELC settings ➢ Update and release Parental Engagement Strategy, using "Learning Together" as a key driver	HT Working Group By December 2019	ELC staff Attention and listening shows improvement – case study All NLC settings involved 95% of all Midlothian children involved in BBR 22 LA settings have Bookbug sessions Strategy is updated and released
2(d) Increase % of young people achieving National Qualifications at Levels 3-5 with a focus on level 3 and 4 based on comparison with the virtual comparator ; raising attainment for looked after, particularly those looked after at home. **Key Drivers:**	➢ Schools to undertake peer work on SSR 1 report covering local measures based on September Insight release. ➢ Schools will complete individual monitoring form with required responses and next steps in relation to Nat 3/4/5 results vs. virtual comparator. The next steps will where appropriate be reflected in targets in revised SIP for session 2018-19 Schools will review their SSR 2 report covering Leaver data (national benchmarks) based on February Insight release. ➢ Schools will meet with SGM/ Lead PI officer to look at leaver outcomes particularly for specific categories: gender/ LAC/LAAC/FME/SIMD/ASN and results for NAT3/4/5 in	Craig Biddick By June 2019	All Secondary schools have set appropriate targets against their virtual comparator for Nat 3/4/5 based on SSR1 or SSR2 Where required targets will be reflected in updated SIP for 2018-19 Targets are reviewed in Standards and Quality reporting

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Assessment of children's progress **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Literacy and Numeracy. The next steps will where appropriate will be reflected in targets in revised SIP for session 2018-19 ➢ Focus on LAC / LAH to ensure equity of opportunities and increased attendance and attainment ➢ All secondary Head Teachers will do an attainment presentation to Council		in 2019 and next steps noted.
2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people. **Key Drivers:** **Parental Engagement** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Continue to develop according to identified need of learners ➢ Continue to access National Training Programmes funding for the benefit of local participants ➢ Continue to access funding to extend learning offer for the benefit of local participants ➢ Drive forward LLE improvement targets. - target 25 accredited courses, 1550 qualifications 120 day and evening courses, 75+ ITA learners, 415 family learners and 430 ALNLE learners. ➢ Sustain one to one support for adults with barriers to employment in a reducing resource environment target LLE 130	Heather Fleming Dennis Dunne Karen McGowan April 2019	MIS stats Positive destination stats Quality indicators from funders
2(f) Increase the influence of young people in the planning of services. **Key Drivers:**	➢ Ensure that young people are involved in: o Community Planning Partnership Event 2019 o Midlothian Champion Group (looked after) events o Midlothian Youth Platform Survey	Heather Fleming June 2019	

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Assessment of children's progress **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*			
2(g) 5% increase in Award youth work per ASG including DOE **Key Drivers:** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Youth work awards are rolled out to each cluster in a programmed manner, and that schools and youth clubs are offered additional support where there is not increase in %. ➢ Youth awards are recognised as part of the wider achievement with-in schools.	Heather Fleming June 2019	MIS Duke of Edinburgh publicised figures.
2(h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility. **Key Drivers:** **Parental Engagement**	➢ Ensure that all youth work is available at a maximum of £0.50 per family, and that there is no cost for the following • Trips • Food • Transition activities • Targeted work	Heather Fleming	Track attendance Impact statement

Priority 2: Closing the attainment gap between most and least disadvantaged children	Key Actions	By Whom/ By When	Evidence of Impact
Assessment of children's progress **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*			
2(i) 5% increase in youth work offer. . (Target 4450 young people access LLE opportunities). **Key Drivers:** **Parental Engagement** **Assessment of children's progress** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Youth work offer is monitored quarterly on the management of information system (MIS), and that youth work offer is available to all young people a minimum of once per week in each cluster from aged 8 to 18.	Heather Fleming	MIS
2(j) Increase accredited Lifelong Learning Employability Courses and qualifications and qualifications including those accessing individual training accounts	➢ Drive forward LLE improvement targets. - target 25 accredited courses, 1550 qualifications 120 day and evening courses, 75+ ITA learners, 415 family learners and 430 ALNLE learners.	LLE Management Team	MIS, LLE annual report and impact statements

Priority 3:	**Improvement in children and young people's health and wellbeing**		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1 **Key Drivers:** **Teacher Professionalism** **School leadership** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ 1 SGM will have the remit for 3.1 ➢ Specific input at HT Meetings and PT/DHT Network meetings from Education Scotland, examples of good and above practice from recent school inspections and from within Midlothian will inspire and motivate SLTs ➢ Schools with 3.1 gradings below satisfactory will complete a 3.1 action plan to be supported and challenged by their SGM	Andrew Sheridan By June 20-19	100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 3.1
3(b) The majority of young people with ASN are offered timely and appropriate interventions within Midlothian Council **Key Drivers:** **School Leadership** **Assessment of children's progress** **Single Midlothian Plan:**	➢ EPS to deliver high quality proactive and responsive service to children and young people through assessment, intervention, consultation training and research ➢ Ongoing review of support allocation ➢ Ensure smooth transition from primary to secondary through review of Inclusion resources ➢ Review of 4 Primary complex needs provision in session 18/19 & 1 secondary provision	Leisa Randall By June 2019 Andrew Sheridan by June 2019	EPS evaluation cycle (Year 2) shows sustained and improved impact on children and young people through School evaluations, Mosaic data, Casework evaluation, Parent and Pupil surveys Feedback from ASL transitions to high school Review feedback grading

Children in their early years and their families are being supported to be healthy, to learn and to be resilient	➢ Roll out new Inclusion Policy with clear strategy to reduce exclusions in Secondary Schools by December 2018		
Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
3(c) Further Improve attendance: Primary 96% Secondary 92% **Key Drivers:** **School Improvement** **School Leadership** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Attendance strategy to be designed and implemented ➢ Focus on attendance by SGM, challenging schools after each holiday around unexplained and non-returners	Leisa Randall By June 2019	Primary attendance is 96% or above Secondary attendance is 92% or above
3(d) **Key Drivers:** Reduce exclusions: <u>Primary</u>- below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only.* <u>Secondary-</u> reduce exclusions to 49 per thousand as a first step. LAC exclusions 2 per thousand. *LAC exclusions in exceptional*	➢ Run specific sessions with Head Teachers to understand the demands of QI 3.1 (HGIOS4?) in terms of inclusion alongside their statutory obligations as Corporate Managers and Corporate parents ➢ Work with selected schools on restorative and nurture approaches to roll out across other establishments ➢ Working groups and training to address any gaps and to help implement our Inclusion Policy and reduce exclusions	Andrew Sheridan / Craig Biddick By June 2019	<u>Primary</u> exclusions are below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. *LAC exclusion in exceptional circumstances only.* <u>Secondary-</u> reduce exclusions to 49 per thousand as a first step; LAC exclusion

circumstances only.			2 per thousand. *LAC exclusions in exceptional circumstances only*

Priority 3: Improvement in children and young people's health and wellbeing			
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
School Improvement **School Leadership** **Single Midlothian Plan:** *Children in their early years and their families are being supported to be healthy, to learn and to be resilient*	➢ Put in place a clear process where all Head Teachers must seek approval before considering excluding any child or young person with a protected characteristic. *It is understood this would only be in truly exceptional circumstances.* ➢ Monitor LAC exclusions through the fortnightly tableau system for any unauthorised exclusions of children or young people with protected characteristics. ➢ Monitor the overall rate of exclusion in all Secondary schools exclusions through the fortnightly tableau system and raise any specific issues over levels with Head Teachers ➢ Focus on key areas to support reduction in secondary exclusions through alternative approaches to exclusion and sharing of good practice by Head Teachers ➢ Exclusion strategy to be designed and implemented within 2018/19 session		.
3(e) Support schools to implement a range of universal mental health initiatives	➢ Deliver Headstrong Programme to P7 classes in the Lasswade ASG ➢ Deliver Guidance on Anxiety leaflet and training for Education, LLE and Children and Families staff	Leisa Randall By June 2019	Earlier support service provision and universal support is accessed by young people and their families

Priority 3:	**Improvement in children and young people's health and wellbeing**		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
Key Drivers **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ Deliver workshops to secondary pupils on Mental Health days ➢ Deliver Kids in Charge programme in the Dalkeith ASG ➢ Develop guidance for parents on anxiety in children ➢ Support the establishment of provision for social anxiety ➢ Roll out improved mental health training for those who support young people in educational settings ➢ Increase our Midlothian-wide capacity for ongoing programme of mental health training ➢ Ensure that there are robust policies and practice in areas such as anti-bullying and diversity, including tackling prejudice and stigma around mental health	Dee Keiran By June 2019	Network embedded across secondary schools and other educational settings Number of secondary school education staff involved with the network who report having improved skills, knowledge and confidence to better support children and young people experiencing poor mental health and wellbeing Number of education staff trained Number of education staff who report feeling better equipped and supported in understanding mental wellbeing Robust policies are in place and are used to inform best practice

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people			
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education **Key Drivers** **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ All schools will have a curriculum rationale and design that informs the senior phase and offers breadth and depth, relevance, personalisation, choice, challenge and enjoyment and progression. ➢ The school's curriculum will offer opportunities to learn through subjects, IDL, through life and ethos of school and through personal achievements. ➢ All curriculum models will support an integrated S4-6 Senior phase model where possible. ➢ Curriculum models will meet the needs of all learners including learners who will leave school early and /or who have additional support needs and /or who are looked after and /or are categorised EAL, by offering a range of courses and providers that are flexible, high quality and lead to learner journeys/pathways that lead to sustained and positive destinations and participation measures. ➢ Schools will have a curriculum that provide students with opportunities to develop schools in life, learning an work and follow guidelines in relation to career education standard in schools	Craig Biddick By June 2019	100% of schools have a good quality curriculum as part of QI theme reviews/ Authority reviews or HMIe inspections (particularly in relation to QI 2.2) 100% of schools have a grading of satisfactory or better in relation to QI 2.2 The curriculum supports learner progression as evidenced in grading's of QI 2.3 as satisfactory. 100% of schools have a grading of satisfactory or better in relation to QI 2.3 The curriculum is inclusive and supports grading's of QI 3.1 100% of schools have a grading of satisfactory or better in relation to QI 3.1

Priority 4:	**Improvement in employability skills and sustained, positive school leaver destinations for all young people**		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
4(b) Secure a three year pattern of 95% Sustained Positive Destinations **Key Drivers** **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ Ensure Data Hub is updated on a regular basis by schools ➢ Continue identification of young people who are at risk or in a negative destination, and offered personalised support. ➢ Working in partnership with colleges and SDS to ensure support is appropriate for all young people ➢ Focus on the lowest 30% and looked after 16-25	Heather Fleming ongoing	SLDR and participation measure figures

Priority 4:	**Improvement in employability skills and sustained, positive school leaver destinations for all young people**		
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes **Key Drivers** **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ Ensure that targeted groups are supported to engaged in mainstream and targeted learning opportunities within LLE	LLE Management Team June 2019	MIS

4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the Regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term	➢ Continue to increase opportunities for young people by working with Midlothian and Regional DYW boards to identify top local priorities ➢ Training event for primary staff on DYW ➢ Primary school representative on DYW Board	LLE Management Team Craig Biddick June 2019	DYW score card Pupils in primary schools will demonstrate the language of skills

outcomes.			
Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people			
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
Key Drivers **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*			Primary school curriculum rationales will include DYW and work on skills
(4e) Increase the number of STEM opportunities for young people, adults, families and communities **Key Drivers** **Performance Information** **School leadership** **School Improvement** 	➢ Deliver key objectives of the Midlothian Council STEM strategy 2018 to 2022. ➢ Continue to build S6 work experience within the STEM sectors – Science insight programme. ➢ Human library delivery in primary school ➢ All youth club plans will reflect 1 week dedicated to STEM	Dennis Dunne June 2019	Key objectives for the STEM strategy measured against Midlothian Council targets

Single Midlothian Plan: *Children and young people are supported to be healthy, happy and reach their potential*			
Priority 4: **Improvement in employability skills and sustained, positive school leaver destinations for all young people**			
Improvement Activity	**Key Actions**	**By Whom/ By When**	**Evidence of Impact**
4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets **Key Drivers** **Performance Information** **School leadership** **School Improvement** **Single Midlothian Plan:** *Children and young people are supported to be healthy, happy and reach their potential*	➢ Increase MA provision by attracting funding from SDS – ensuring that Positive Destinations are achieved ➢ Ensure that the successful recruitment of Early Years apprentices form part of the workforce development target for Early Years expansion 2020	Dennis Dunne June 2019	Level of successful MAs are in excess of national average and therefore ensuring a continuation of funding MAs recruitment and retention meeting the requirement MC workforce development for EY (2020)