Education Service Plan
2020/21

Improving Outcomes for Learners through an Empowered System

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Section 1: Introduction

The Education Service Improvement Plan is a forward planning document and details how the Education Service contributes to the delivery of Midlothian Council's key strategic priorities by setting out:

- how the Education Service will deliver the strategic priorities set out in the Single Midlothian Plan for the period 2020/21;

- how the Education Service is demonstrating Best Value and ensuring that it provides value for money through the use of benchmarking or other external service comparison exercises; and

- progress in implementing priorities identified through self-evaluation, external audit and inspection or equality impact assessments.

The Midlothian Single Plan 3 key priorities are:

- Reducing the gap in learning outcomes;

- Reducing the gap in health outcomes; and

- Reducing the gap in economic circumstances.

In response to these 3 priorities the Getting it Right for Every Midlothian Child Board identified the following outcomes as priorities for 2020/21:

- Children in their early years and their families are being supported to be healthy, to learn and to be resilient;

- All Midlothian children and young people are being offered access to timely and appropriate support;

- Care experienced children and young people who are eligible for continuing care and aftercare are being provided with suitable accommodation and support within minimum moves;

- Children and young people who have severe and complex needs are supported to remain within Midlothian with their emotional, health and educational needs being met; and

- Inequalities in learning outcomes are reduced.

The Education Service Plan is informed by and links to the outcomes determined by the Getting it Right for Every Midlothian Child Board (*Appendix A*).

The *Standards in Scotland's Schools etc. Act 2000*, as amended 2016, placed new duties on education authorities and the Education Service Plan includes identified areas for improvement specific to Education to fulfil these duties. As a result, the Education Service Improvement Plan not only reflects the key priorities in the *Midlothian Single Plan* but also aligns with those in the National Improvement Framework for Scottish Education, '*Achieving*

Excellence and Equity' (Scottish Government, December 2019) and *Delivering Excellence and Equity in Scottish Education* (Scottish Government, June 2016):

- Improvement in attainment, particularly in literacy and numeracy;

- Closing the attainment gap between the most and least disadvantaged children;

- Improvement in children and young people's health and wellbeing; and

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

Section 2: Service Overview

2.1   Our Vision and Aims

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

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

- give all our children the best possible start in life, providing an inclusive learning environment that builds resilience;

- ensure that every young person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor who is healthy and happy, especially those who are care experienced;

- work with our communities to promote high expectations which deliver the best educational outcomes for all learners; and

- celebrate diversity, reduce inequalities and remove barriers to learning.

2.2   Our Context

Midlothian's population is projected to grow by 8% over the next 6 years with significant growth projected across our early years and school age population.

In 2019/20 there were:

- 7781 pupils in primary schools;
- 5264 pupils in secondary schools;
- 53% children accessing 600 hours, across 2 nursery schools; Nursery classes in 26 primary schools; 33 partner provider with whom we commission ELC places and 50 childminders
- 47% children accessing 1140 hours, across 2 nursery schools; Nursery classes in 26 primary schools; 33 partner provider with whom we commission ELC places and 50 childminders
- 10 specialist provisions, with approximately 210 children and young people attending;
- 29.03% of children and young people with ASN, an increase of 2% since 2018/19;
- 3.15% of children and young people recorded as care experienced, a decrease of 0.42%% since 2018/19;
- 11.35% (11.18%) living in most deprived 20% an increase of 0.17% compared with 15.08% (15.30%) living in least deprived areas a decrease of 0.22% since 2018/19.
- A pupil-teacher ratio of 18.83 in primary and 12.66 in secondary
- 22 school buildings reported as condition A (good), 11 schools reported as condition B (satisfactory) and 7 schools reported as condition C (poor). No schools are reported as condition D (Bad).

2.3 Our Services and Teams

The Education Service consists of the following services and teams:

The Education Leadership Team	Delivers the following services to fulfil the duties set out in statute: • Improve the quality of schools through support and challenge of schools to improve to ensure a consistency of service; • support for probationers, newly qualified teachers; policy development and quality assurance; • strategic leadership of the development of the curriculum including literacy and numeracy • strategic direction of learning, teaching and assessment; • strategic planning and delivery of Career Long Professional Learning and Leadership; • liaison with national groups and forums for education • national and local policy relating to education; • strategic resource planning for schools; • tracking and monitoring of pupils via attainment and achievement; and • prepare schools for inspection including care inspectorate.
Early Learning and Childcare (ELCC)	Delivers the statutory duty to provide ELCC to entitled two year olds and children from the term after their third birthday. In Midlothian we provide a flexible service for parents and children through delivery of 1140 hours expanded Early learning and Childcare provision in: • 2 nursery schools; • Nursery classes in 26 primary schools; and • 33 partner providers with whom we commission ELC places and 50 childminders.
School Years	Delivers the statutory duty to: • provide primary education through provision in 32 primary schools; and • provide secondary education through provision in 6 secondary schools and 1 Special school.
Additional Support Needs (ASN)	Delivers the statutory duty to ensure that additional support needs are met through: • inclusive practices and support in all mainstream schools;

	• 6 specialist provisions in mainstream primary schools, 4 secondary schools and one special school; and
	• Specialist outreach teachers and professionals supporting young people with specific additional needs.
Digital Learning Team	Implements and delivers Midlothian's Digital Learning Strategy; specifically: • advise on the use of technology to enrich learning and teaching in Midlothian schools; • deliver the statutory duty to safeguard young people's use of the internet; • support assistive technology solutions for learners with additional support needs; • provide professional learning opportunities on the use of digital technology, including in-class support for pupils and teachers • facilitate the implementation of online tools for learning, including ensuring compliance with data security requirements; and • manage the deployment of mobile devices, including iPads and Chromebooks, within the Midlothian Schools network.
Educational Psychology Service (EPS)	The EPS has a statutory function to provide advice to the local authority, social work services and parents on the education of children and young people with Additional Support Needs. The five core functions are: • assessment; • intervention; • consultation; • training; and • research. The EPS also provides advice and training for the general school population and delivers development activities across the authority on a range of topics to promote high quality education for all pupils.
Communities and Lifelong Learning	The Communities and lifelong learning service has a remit to deliver the legal duties set out in the Community Learning and Development Regulations 2013 and Community Empowerment Act 2015. This requires the service to deliver an "adequate and effective level" of adult learning, youth work and community development actions in partnership with other third sector providers, further and higher education institutions and other partners in the community planning partnership.

The new service, created by a merger in 2019/20 will also continue to deliver vocational training and employability services where these are specifically funded. The merged service will do this through a range of programmes and interventions including:

- literacy, numeracy and English as a second or other language;
- transitional work with adults and young people;
- core skill development;
- vocational opportunities, alternative curriculum and employability related qualifications;
- accredited learning opportunities across a range of areas;
- informal learning;
- accessible supported pathways for those with additional support needs;
- intergenerational work;
- work experience;
- street work;
- family learning;
- adult learning for a range of vulnerable adults;
- support for young people to achieve not currently in a positive destination;
- youth groups;
- implement the DYW recommendations with partners including schools;
- Deliver via equalities officer engagement with equalities groups;
- Delivery of asset transfer support to community groups;
- Delivery and monitoring of third sector grants;
- Bespoke support to community groups on legal compliance, development and external funding;
- Managing participation requests by community groups;
- Co-designing locality outcome improvement plans (Neighbourhood plans) with public bodies and communities;
- Developing participatory budgeting;
- Development and delivery of Child Poverty Act duties;
- Delivery of Armed Forces covenant duties; and
- Providing support and training to Community Councils as required by the Local Government Act

Education Resources & Performance Teams

These teams are responsible for:

- Pupil Placement;
- Pupil Roll Projections;
- Learning Estate Planning including school catchment areas, advice on new schools & extensions;
- Scheme of devolved school budget management.(DSM)
- Authorise significant school expenditure and HT purchase cards
- Staffing allocations;
- Job sizing for teachers

- School and Early Years (EY) staff recruitment
- Partnership Nursery Payments
- Project support for EY expansion
- Performance & improvement reporting
- Information management & data analysis

Creative Arts and Performance

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

Section 3: Key Successes and Achievements (2019/20)

Overall, positive progress has been made to deliver on the key priorities and objectives set out in the Education Service Plan. Quality Frameworks such as How good is our school? (4th edition) and the Midlothian Customer Service Excellence Framework support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Council. The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of August, annually. Therefore, this report provides a summary of progress towards delivery of the actions set out in Midlothian Council's National Improvement Framework Plan 2019-2020.
Midlothian Council's Education Service makes use of a range of data and evidence to inform progress made with current priorities and inform future areas for improvement. In line with national expectations, this includes pupil, parent and staff surveys. Further evidence gathered to inform this progress report include:
- Education Scotland and Care Inspectorate reports on schools and services
- School validation/review visits
- Attainment and achievement data, including Local Government Benchmarking Framework data (Appendix A).

3.1 Early Learning and Childcare

Midlothian Single Plan Priority: Reducing inequalities in health and wellbeing outcomes
Education Service Improvement Priority 3
The Midlothian Early Learning and Childcare Team continues to focus on the implementation of the 1140 hours of early learning and childcare by August 2020. During this period of transformational change we have reviewed Early Years practice to ensure we provide the very best service for our youngest children and their families here in Midlothian. The Early Learning and Childcare Team continue to focus on the following key priority areas:
- Expansion programme
- High quality provision
- Family Support

Expansion programme
All of our local authority settings and almost all of our partner providers are piloting some 1140 hours places and staff report that these pilots have equipped them with the knowledge and skills needed to implement fully in August 2020. This works out to be 43% of the places available which is slightly above Scottish Government expectations (40% in August). Overall the expansion plan will deliver 17% more places than the projected population of entitled children in 2020/21.
The 1140 hours expansion programme has enabled the service to establish the Council's first fully outdoor nursery, Vogrie Outdoor ELC and the setting has received considerable national and international interest. The other unique ELC provision is at Scots corner developed in partnership with the MoD and this setting will work closely with families to develop our family learning approach and areas of practice in supporting Armed Forces families throughout their early learning journey and beyond. The development of the ELC in partnership with the MoD is an excellent example of the Armed Forces Covenant in action in

Midlothian.

High quality provision

Summary of Care Inspectorate Inspections

Setting	LA / FP	Date of inspection	Care and Support	Environment	Staffing	Leadership and Management	Summary of actions since inspection
Little Hawthorn Nursery Bonnyrigg	FP	21-May-19	5 - Very Good	4 - Good	Not assessed	Not assessed	Last inspection 4 adequates – therefore improvement from before. No requirements from this inspection
Penicuik Family Learning Centre	FP	31-May-19	5 - Very Good	Not assessed	Not assessed	5 - Very Good	No requirements from this inspection
Happy Days Nursery (Eskbank)	FP	05-Jun-19	Not assessed	Not assessed	3 – Adequate	3 – Adequate	Last Inspection 2 Weaks for the 2 area inspected this time therefore improvement from before.
Mayfield Nursery School	LA	11-Jun-19	5 - Very Good	Not assessed	5 - Very Good	Not assessed	No requirements from this inspection
Start Bright Nursery Bonnyrigg	FP	28-Jun-19	5 - Very Good	5 - Very Good	5 - Very Good	5 - Very Good	Last inspection 3 goods and 1 adequate – therefore improvement from before. 1 previous requirement was met within timescale and no requirements from this inspection.
Woodburn Family Learning Centre	FP	26-Jul-19	4 - Good	Not assessed	Not assessed	4 - Good	No requirements from this inspection
Newbyres Nursery Gorebridge	FP	02-Aug-19	3 – Adequate	Not assessed	Not assessed	3 – Adequate	No Requirements but 4 recommendations
Happy Days - Dalkeith	FP	29-Aug-19	4 - Good	Not assessed	Not assessed	4 - Good	No requirements from this inspection
Moorfoot	LA	04-Sep-19	5 - Very	Not assessed	Not	5 - Very Good	No requirements

			Good		assessed		from this inspection
Primary School Nursery			Good		assessed		from this inspection
Woodburn Primary School Nursery	LA	06-Nov-19	5 - Very Good	Not assessed	5 - Very Good	Not assessed	No requirements from this inspection
Gorebridge Primary School Nursery	LA	21-Nov-19	4 - Good	4 - Good	4 - Good	4 - Good	Last inspection 3 adequates and 1 good– therefore improvement from before.
Clover Country Nursery Fala	FP	21-Nov-19	3 – Adequate	4 - Good	3 – Adequate	4 - Good	1 requirement from previous inspection met within timescale. No requirements from this inspection
St. Andrew's RC Primary Nursery	LA	24-Jan-20	4 - Good	4 - Good	4 - Good	4 - Good	1 requirement from previous inspection met within timescale. No requirements from this inspection

Summary of Education Scotland Inspections

November 2018	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Bonnyrigg Nursery Class		Satisfactory		Satisfactory

November 2018	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Paradykes Nursery Class	Good	Good	Very Good	Good

January 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Gorebridge Nursery Class	Satisfactory	Satisfactory	Satisfactory	Satisfactory

November 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Burnbrae Nursery Class		Weak		Weak

December 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Lawfield Nursery Class		Satisfactory		Satisfactory

January 2020	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Securing Children's Progress
Loanhead Nursery Class	Good	Satisfactory	Good	Satisfactory

Family Support
An ongoing campaign to raise awareness about the opportunity for 2 year old places in ELC continues to ensure that we have families who take up this offer. The ELC service has introduced discretionary funding criteria, following a consultation with representative populations of parents, which means that discretionary funding will be targeted at children "in need" (CYP Act 2014). This criteria was introduced in September 2019 meaning that families that are above the income threshold could now be approved for the funding if they meet one or more of the identified discretionary criteria. By the end of February, a total of 121 eligible 2 year olds have accessed a funded place this year. This figure is slightly above the take up from last year but we expect it to continue to rise over the next quarter with the introduction of the discretionary criteria and our communication strategy.

Child Health 27-30 month review statistics published April 2019 indicates that 93.7% of young children assessed in Midlothian reached all of their developmental milestones compared to 89.2% the previous year. The gap between those in SIMD Q1 and SIMD Q5 increased/reduced compare annual data.

3.2 Primary Education

Midlothian Single Plan Priorities: Reducing inequalities in learning outcomes, health and wellbeing outcomes and economic circumstance
Education Service Improvement Priorities 1,2 & 3

Nationally, the latest achievement of a CfE level data shows that between 70-80% of children across P1, P4 and P7 are achieving the expected level in numeracy, reading, writing and listening and talking. In Midlothian Council, the latest achievement of a level data shows that most, over 80% of our P1 pupils, achieved the expected level in numeracy, reading, writing and listening and talking. At P4, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, reading, writing and listening and talking. At P7, the CfE data shows that between 70-80% of children achieved the expected level in numeracy, reading and listening and talking with the majority (69.68%) achieving the expected level in writing.

All of the literacy and numeracy indicators are greater than 70% across all of our primary schools, of these a minority are reaching the stretch aim of 90%.

Schools continue to focus on closing the poverty related attainment gap. The most recent CfE SIMD 1-2 data indicates:
- P1 - Literacy is above the National and Virtual scores, Numeracy is the same as the National and above the virtual.
- P4 - Literacy is above the National but below our virtual comparator, Numeracy is the same level as National and virtual.
- P7 - Literacy and Numeracy are below the National and Virtual comparators.

The 2018-19 data shows that a higher proportion of primary pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas. Across the primary stages, the largest gaps reported were in numeracy and reading at P1; writing at P4; listening and talking and numeracy at P7.

		Quintile 1	Quintile 5	Gap
P1	Listening and talking	81.7%	95.8%	14.1%
	Numeracy	65.0%	91.0%	26.0%
	Reading	65.8%	89.2%	23.4%
	Writing	67.5%	87.4%	19.9%
P4	Listening and talking	81.6%	96.4%	14.7%
	Numeracy	67.7%	86.1%	18.3%
	Reading	70.9%	87.9%	17.0%
	Writing	63.9%	85.5%	21.5%
P7	Listening and talking	70.2%	92.0%	21.8%
	Numeracy	60.3%	83.4%	23.1%
	Reading	65.3%	84.0%	18.8%
	Writing	53.7%	85.3%	31.6%

Our schools are using Pupil Equity Funding to enhance learning and teaching, recruit additional support and specialist staff and apply a range of interventions to support and raise the attainment and achievement of our more vulnerable and disadvantaged learners.
As a result of the range of interventions and strategies deployed by schools, children in receipt of FSM have shown an overall improving trend in achievement of CfE levels over the last 3 years resulting in the following percentage increases:
- P1 - Listening and Talking +3%, Numeracy +9%, Reading +7% and Writing +16%.
- P4 - Listening and Talking +28%, Numeracy +5%, Reading +6% and Writing +18%
- P7 - Listening and Talking +15%, Numeracy +17%, Reading +9% and Writing +14%.

Attendance and exclusions 2018/19

- Primary attendance rate in 2018/19 – 94.36%
- Incidents resulting in exclusion from primary school – 125
- Number of pupils excluded from primary school – 71
- Education lost to pupils as a result of exclusion from primary school – 599
- Primary pupils living in the 20% most deprived areas have an attendance rate of 92.84% that was 4.04 percentage points lower than those living in the 20% least deprived areas.
- Rates of exclusion per 1000 pupils for primary pupils living in the most deprived areas were 16.20 per 1000 pupils compared with 0.13 per 1000 living in the 20% least deprived areas. A gap of 16.07 percentage points.

Compared to previous session overall

The overall attendance rates for Primary schools academic session 2018/19 were similar to the previous session. There is an ongoing trend of improvement for some primary schools both in terms of reaching the Midlothian target of 95% and improving attendance figures even if the target is not yet reached. Common themes within primary schools where there has been improved attendance over the past four years have been identified and good practice share widely to allow others to put strategies in place. Exclusions rates in 2018/19 School year rose slightly from 11.8 per 1,000 pupils to 13.4 exclusions per 1,000 pupils and overall incidents from 109 to 125.

Primary School Inspections:

November 2018 Return Visit	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
St Luke's Primary School	Signed off – no further visits to be made with regards to the inspection			

November 2018	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Bonnyrigg Primary School		Good		Good

November 2018	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Paradykes Primary School	Good	Good	Good	Satisfactory

January 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Gorebridge Primary School	Satisfactory	Satisfactory	Satisfactory	Satisfactory

May 2019 Return Visit	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Hawthornden Primary School	Signed off – no further visits to be made with regards to the inspection			

November 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Burnbrae Primary School		Weak		Weak

December 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Lawfield Primary School		Satisfactory		Weak

January 2020	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
Loanhead Primary School	Satisfactory	Good	Satisfactory	Good

National Improvement Framework

Since 2017, schools have been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in the

following three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.
Primary School NIF Quality Indicators 2018/19 evaluated as satisfactory or better:

1.3 – Leadership of Change and Improvement	Almost all
2.3 – Learning, Teaching and Assessment	Almost all
3.1 Ensuring wellbeing, equality and inclusion	Almost all
3.2 – Raising Attainment and Achievement	Almost all

Explanation of terms of quality used by Education Scotland in line with NIF reporting

All	Almost all	Most	Majority	Minority	A few
100%	91% - 99%	75% - 90%	50% - 74%	Less than half 15% - 49%	Less than 15%

3.3 Secondary Education

Midlothian Single Plan Priorities: Reducing inequalities in learning outcomes, health and wellbeing outcomes and economic circumstance
Education Service Improvement Priorities 1 – 4

Achievement of CfE Levels 2018/19 – all S3 pupils

CfE Level and stage	Reading	Writing	Listening and talking	Numeracy
Third Level or above by the end of S3	88.96%	87.72%	91.23%	89.56%

Closing the S3 Achievement of CfE Levels Gap

CfE attainment data for SIMD 1-2 indicates:
- S3 – Literacy is above both the National and Virtual comparator, Numeracy is the same level as both.

As a result of the range of interventions and strategies deployed by schools, young people in receipt of FSM have shown an overall improving trend in achievement of CfE levels over the last 3 years resulting in the following percentage increases:
- S3 - Listening and Talking +8%, Numeracy +1%, Reading +7% and Writing +10%.

The 2018-19 data shows that a higher proportion of secondary pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas with the gap being greater across all of the literacy components.

		SIMD 1	SIMD 5	Gap
S3	Listening and talking	76.5%	100.0%	23.5%
	Numeracy	80.8%	97.4%	16.6%
	Reading	73.5%	100.0%	26.5%
	Writing	73.5%	98.0%	24.5%

Attainment in the Senior Phase

All secondary schools continue to review the curricular offer within the senior phase to ensure young people can access a broader range of opportunities, courses and qualifications to meet their needs and aspirations. For example, the Foundation Apprenticeship (FA) programme is expanding across our schools offering young people the opportunity to undertake qualifications at SCQF level 6 (Higher level) that include a work based experience. The FA qualifications also help to maximise the tariff scores for learners in the senior phase. For example, for pupils who completed the Foundation Apprenticeship in Information Technology: Software development, the course carries 393 Insight tariff points and 59 SCQF Tariff points, the equivalent to 2 Highers at Grade A and B.

As part of our support for our care experienced children and young people a number of interventions have been put in place to improve attainment and engagement in learning, these include:

- Employment of 3 x Children's Services Practitioners to support young people with attendance below 50%
- Educational Psychologist for LAC who is supporting the Attendance/Attainment of 17 children and young people with direct working from the IWBS Youth Worker. In addition, a research paper has been produced titled 'Improving the Educational Outcomes of our Care Experienced Children in Midlothian'. The findings of which are being presented to ASG's, HT's, residential and CLL, CELCiS and the Scottish Government.
- 11 Social Workers have applied for funding for our Care Experienced CYP focused on improving their wellbeing, attainment and achievement, including the creation of a study space and attending community clubs and activities such as equine therapy and swimming lessons.

The LAC EP post is improving the level of engagement with and support for our young people (LAC). A further report on the impact of this post in improving outcomes for our young people (LAC) will be reported June 2020.

School leavers who are looked after typically have lower attainment compared to those who are not looked after. The Education Service continues to work closely with schools and partner services/agencies to raise the attainment and achievement of our care experienced young people. Overall, due to the small numbers in the looked after cohort trends in data tend to fluctuate widely.

Attendance and exclusions 2018/19

- Secondary attendance rate in 2018/19 – 89.38%
- Incidents resulting in exclusion from secondary school – 269 exclusions
- Number of pupils excluded from secondary school – 151 pupils
- Education lost to pupils as a result of exclusion from secondary school – 1851
- Secondary pupils living in the 20% most deprived areas have an attendance rate of 85.24% compared to 93.67% for secondary pupils living in least deprived areas. This is a gap of 8.43 percentage points.
- Rates of exclusion per 1000 pupils for secondary pupils living in the most deprived areas were 8.69 Per 1000 pupils compared with 4.04 per 1000 living in the 20% least deprived areas. The gap is 4.65 per 1000 pupils.

Compared to previous session

The overall attendance rates for Secondary schools academic session 2018/19 were similar to the previous session. Exclusions rates in 2018/19 School year fell from 76.7 per 1,000 pupils to 52.9 exclusions per 1,000 pupils and overall incidents from 384 to 269.

2019 SQA National Course Awards

Highlights for performance in SQA awards in 2018/19 include:
- The number of course entries for National Qualifications is 9907 (Nat 3 - A Higher) representing a decrease of 1% compared to 2018 (9997).
- Overall pass rates for all qualifications and year groups increased by 1.4% (89.38% 2018/19 compared to 87.98% 2017/18).
- 76.46% of candidates who sat National 5 qualifications passed with an A-C award (compared to 77.8% Nationally), an increase of 2.26% on last year's rate of 74.20%
- The percentage of pupils passing Highers increased by 2.36% (86.76% 2018/19, 84.40% 2017/18).
- Number of pupils sitting Advanced Higher (294) and passing AH (259), compared with previous year 88.10% 2018/19, (286 + 241) 84.27% 2017/18.
- The pass rate at A-C for National 5 English (84.27%) is below the national (86.44%) pass rate
- The pass rate at A-C for National 5 mathematics (59.03%) is below the national (65.41%) pass rate
- The pass rate at A-C for Higher English (65.47%) is below the national (71.81%) pass rate
- The pass rate at A-C for Higher mathematics (63.88%) is below the national (70.77%) pass rate

Insight Update

Senior Phase Qualifications 2019 leavers

% of school leavers gaining 1+ at SCQF levels 3-7 in 2018/19 and % point difference to 2017/18
- 1+ level 3 or better - 99.31% (-0.03%)
- 1+ level 4 or better – 96.67% (-0.56%)
- 1+ level 5 or better – 86.01% (+0.52%)
- 1+ level 6 or better – 56.08% (-4.5%)
- 1+ level 7 or better – 19.27% (+0.33%)

% of school leavers attaining SCQF levels 3-6 Literacy and Numeracy in 2018/19 and % point change on previous year:

- Literacy level 3 or better and numeracy level 3 or better – Lit 97.25% (-0.87%) Numeracy 98.05% (-0.4%) Both show a positive trend since 2015. Literacy and Numeracy at Level 3 are much greater than the Virtual Comparator.
- Literacy level 4 or better and numeracy level 4 or better – Lit 92.32% (-1.92%) Num 93.32% (+1.2%) Both show a positive trend since 2015. Numeracy at Level 4 is much greater than the Virtual Comparator.

- Literacy level 5 or better and numeracy level 5 or better – Lit 77.52% (+0.55%) Num 68.23% (-1.54%) Both show a positive trend since 2015.
- Literacy level 6 or better and numeracy level 6 or better - Lit 45.87% (-2.0%) Num 23.47% (-3.73). Literacy shows a positive trend since 2015, whilst Numeracy is showing a negative trend in line with the virtual and national rates.

Senior Phase Qualifications: Closing the Gap 2019

Deprivation (SIMD)

Comparison SIMD 20% least and most deprived

School leavers living in the 20% most deprived areas typically have lower attainment compared to those living in the 20% least deprived areas. The attainment gap between school leavers living in the most deprived areas and those in the least deprived areas is wider at higher levels of qualifications. The attainment gap increases from 11.4% percentage points on average at SCQF Level 3 to 31.4% percentage points on average at SCQF Level 6. Overall the gap shows a slight decrease over the last five years across SCQF Levels 3 to 6.
• 92.8% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2019, (-2.8% on 2018). The gap between leavers from the most and least deprived areas at SCQF level 4 in 2019 decreased by 2.5% points on the previous year.
• 73.2% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2019 (-5.9% on 2018). The gap between leavers from the most and least deprived areas at SCQF level 5 in 2019 increased by 1.1% points on the previous year.
• 34.0% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2019 (-12.1% on 2018). The gap between leavers from the most and least deprived areas at SCQF level 6 in 2019 increased by 4.6% points on the previous year.

The 2018-19 data shows that a higher proportion of secondary pupils from the least deprived areas achieved the SCQF Level grades compared to pupils from the most deprived areas with the gap being greater at Higher levels.

SCQF Level	SIMD 1	SIMD 5	Gap
1+ Level 4	92.78%	98.40%	5.62%
1+ Level 5	73.20%	95.20%	22.0%
1+ Level 6	34.02%	82.40%	48.38%

Care experienced Leavers

School leavers who are care experienced typically have lower attainment compared to those who are not care experienced. The attainment gap between school leavers who are care experienced and those that are not care experienced is lower at higher levels of qualifications. The attainment gap decreases from 33.2% percentage points on average at SCQF Level 4 to 29.6% percentage points on average at SCQF Level 5.

- 81.3% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2019 (+8.5% on 2018). The gap between leavers who are care

experienced and those who are not at SCQF Level 4 decreased from 46.7% percentage points in 2018 to 33.2% percentage points in 2019.
- 56.25% of care experienced school leavers gained 1 or more qualifications at SCQF Level 5 in 2019 (+38.1% on 2018). The gap between leavers who are care experienced and those who are not at SCQF Level 5 decreased from 51.9% points in 2018 to 29.6% points in 2019.

Leavers with Additional Support Needs
School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases/decreases from 13.3% percentage points on average at SCQF Level 4 to 20.5% percentage points on average at SCQF Level 5 and 13.8% percentage points at SCQF Level 6.

- 91.8% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2019, in line with the previous year. The gap between leavers with an additional support need and those without in 2019 decreased by 0.5% percentage points on the previous year.
- 70.0% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2019 (+4.7% on 2018). The gap between leavers with an additional support need and those without in 2019 decreased 0.2% percentage points on the previous year.
- 33.1% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2019 (+0.3% on 2018). The gap between leavers with an additional support need and those without in 2019 decreased by 0.5% percentage points on the previous year.

The table below shows the gap in attainment at SCQF Levels 4 and 5 for Care experienced and ASN pupils in Midlothian.

SCQF Level	CEYP	ASN	Midlothian	CEYP Gap	ASN Gap
1+ Level 4	81.25%	91.83%	96.67%	15.42%	4.84%
1+ Level 5	56.25%	70.04%	86.01%	29.76%	15.97%

Positive Destinations
Initial School Leaver Destinations
Information on the initial destinations of school leavers is provided from the 'Opportunities for All' shared dataset managed by Skills Development Scotland (SDS). The data on initial post school destinations is taken from the February 2020 release of the senior phase benchmarking tool, 'Insight' and forms one of the four National Benchmarking measures. The data provides information on the outcomes for young people as recorded in October 2019, approximately three months after leaving school.

Post school participation in Midlothian shows an improving trend since 2008/09 with almost all young people (93.8%) in a positive destination in 2018/19, and 1.2% percentage point below the national average.

The mains findings in 2018/19 are as follows:
• 93.8% of 2018/19 school leavers were in a positive destination approximately three months after leaving school compared to 94.3% in 2017/18.

• The percentage of leavers in positive initial destinations has increased 0.4% percentage points over the five year period from 2013/14 when 93.4% of pupils were in a positive destination
• 55.4% of school leavers continued their education within Higher or Further Education establishments in 2018/19 compared to 56.1% in 2017/18.
• The percentage of leavers entering employment increased from 33.3% in 2017/18 to 35.8% in 2018/19.
• In 2018/19 62.5% of our care experienced young people went into a positive destination compared to 82.43% nationally.
• In 2018/19 89.11% of leavers with additional support needs went into positive destinations compared to 91.92% nationally.
• The percentage of school leavers living in the most deprived areas in a positive initial destination decreased by 8% (94.5% in 2017/18 to 86.6%)
Overall the gap in positive destinations between leavers from the most deprived areas and the least deprived areas is 13.2% an increase of 10.8% on 2017/18.

Follow-up School Leaver Destinations
In March of each year, Skills Development Scotland (SDS) collects further information on the destination of school leavers (follow up destination). This information is presented in a Scottish Government publication in June, with further breakdowns by pupil characteristics (e.g. stage of leaving and gender). The leaver cohort for the National Statistics publication includes S3 leavers which aren't included in the initial leaver destinations publication or Insight stats. The Midlothian 2017/18 follow-up destinations performance (published on 18th June 2019) is as follows:
• The percentage of all 2017/18 school leavers in a positive follow-up destination was 92.7%, compared to 93.2% nationally.

Annual Participation Measure (APM)
SDS also reports on the Annual Participation Measure (APM) which takes account of an individual's status over a whole year and reports the proportion of 16-19 year olds participating in education, training or employment. This measure is the data source for the 'Increase the proportion of young people in learning, training and work' indicator in the Scottish Government's National Performance Framework. The latest APM data published at the end of August 2019 showed that of the 16-19 year olds in Midlothian 92.9% were in education, employment or training and personal development compared to 91.6% nationally. This represents a 1.4% point decrease on the previous year. 2.8% were not participating (a 0.3% decrease on 2018), compared to 2.8% nationally. 4.3% had an unconfirmed status (a 1.7% increase on 2018), compared to 5.3% nationally.

Secondary Inspections

April 2019	QI 1.3 Leadership of Change	QI 2.3 Learning, Teaching and Assessment	QI 3.1 Ensuring Wellbeing, Equality and Inclusion	QI 3.2 Raising Attainment and Achievement
St David's High School	Very Good	Good	Very Good	Good

National Improvement Framework
Since 2017, schools have been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in the

following three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

Secondary School NIF Quality Indicators 2018/19 evaluated as satisfactory or better:

1.3 – Leadership of Change and Improvement	All
2.3 – Learning, Teaching and Assessment	All
3.1 Ensuring wellbeing, equality and inclusion	All
3.2 – Raising Attainment and Achievement	All

Section 4: Education Service Improvement Priorities (2020/21)

The following describes education specific priorities aimed at improving the quality of the experiences we provide for our staff, children, young people and their families. These priorities take account of the priorities set out in the Scottish Government's National Improvement Framework and Improvement Plan 2019 across the 6 key drivers of improvement:

- school leadership.
- teacher professionalism.
- parental engagement.
- assessment of children's progress.
- school improvement.
- performance information.

The Education Service Plan also sets out how the service will support the delivery of Midlothian Council's Strategy for Digital Learning, '*Learning in the Digital Age'*, approved at full council in February 2017.

In order to secure the required improvements, we have identified 14 priorities for improvement. These are the outcomes where current data analysis and evidence shows improvement is urgently required.

Education Service Priority 1: Attainment & Achievement

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

1.1 Improve attainment within the broad general education stages, by focusing on:

   a) improvements in planning, tracking and assessment and curriculum design and progression.

   b) innovative pedagogical approaches and enhanced use of digital technology to support learning.

   c) pedagogy, play and progression across Early Level.

1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.

1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.

Education Service Priority 2: Included, Involved & Engaged: Wellbeing & Equity

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Health Outcomes

2.1   Develop a Nurturing Authority.

2.2   Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.

2.3   Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.

2.4   Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.

Education Service Priority 3: Self-Improving Systems

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:

    a) Empower leaders at all levels, leading to an empowered system.
    b) Improve quality of leadership at all levels.
    c) Deliver a minimum data set and supporting data literacy to improve self-evaluation.

Education Service Priority 4: Life-Long Learning & Career-Ready Employability

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Economic Circumstance

4.1 Improve the number of young people entering further and higher education:

    a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;
    b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.
    c) Increase the number of Modern Apprenticeships supported by CLL

4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:

    a) Operate the school work experience programme working with schools and employers

    b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme

    c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living

4.3   STEM

   a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways

4.4   Preparing children and young people for the world of work:

   a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;
   b) Embed the standards and guidance within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners, that best support the realisation of young peoples' future aspirations.

Education Service Priority 5: Finance & Resources

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

5.1   Deliver Best Value through:

   a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.

   b) robust workforce planning.

5.2   Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.

Section 5: Challenges and Opportunities

5.1 Finance and Budget

	2019/20	2020/21
Service Function	£	£
3-18 Improvement Team	901,330	903,303
Expressive Arts	348,608	384,749
ASN Resources	1,838,523	1,941,571
Early Years	4,790,378	4,854,277
Education ICT	193,702	201,524
Education Management	93,621	-
Educational Psychologists	503,066	747,542
Resource Planning	281,449	283,730
Nursery Education	5,159,455	5,209,165
Primary Education	36,079,774	36,994,634
Secondary Education	31,188,219	32,706,694
Special Education	13,067,850	14,189,480
NET EXPENDITURE	94,445,975	98,416,669

	2019/20	2020/21
Subjective Analysis		
Employee Costs	70,992,521	74,092,535
Premises Costs	4,277,236	4,205,963
Transport Costs	2,660,704	2,630,212
Supplies and Services Costs	10,920,118	16,227,612
Third Party Payments	17,961,263	18,537,809
Transfer Payment	187,000	187,000
GROSS EXPENDITURE	106,998,842	115,881,131
INCOME	(12,55,867)	(17,464,462)
NET EXPENDITURE	94,445,975	98,416,669

5.2   National Policy & Legislative Changes

The following legislation and national guidance informs our statutory duties and practice:
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children & Young People's Act, 2014: Part 3, Children's Services Planning; Part 6, Early Learning & Childcare; and Part 9, Corporate Parenting.
- A Blueprint for 2020: Expansion of Early Learning and Childcare for Early Learning and Childcare in Scotland
- Implementation of the National Improvement Framework and Delivering Excellence and Equity Delivery Plan
- Young Carers Act
- Develop further arrangements for self-evaluation in line with national guidance, including How Good is our School? (4th edition), and new planning and reporting expectations as set out in the Standards in Schools Scotland Act 2010 (amended 2016).
- Developing Scotland's Young Workforce
- Equality Act 2010
- The (Specific Duties) (Scotland) Regulations 2012
- Scottish Schools (Parental Involvement) Act 2006
- Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021
- Standards for Community Engagement 2016
- Education (ASfL) (Scotland) Act, 2004 (as amended)
- Post-16 Education (Scotland) Act, 2013 and Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order, 2014 – duty to provide information to SDS to support post-school participation
- CLD (Scotland) Regulations, 2013
- Supporting Children's Learning, Code of Practice for ASfL
- Education Reform: An Empowered System (2019)

Section 6: Appendices

Appendix A: Midlothian Single Plan

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

- Reduced inequalities in the health of our population;

- Reduced inequalities in the outcomes of learning in our population; and

- Reduced inequalities in the economic circumstances of our population.

Each Thematic group has identified their draft 2020/21 priorities which link to the 3 agreed outcomes stated above.

Adult Health and Care (2020/21)

- People are able to look after and improve their own health and wellbeing and live in good health for longer.
- People are able to live, as far as reasonably practicable, independently and at home or in a homely setting in their community.
- People who use health and social care services have positive experiences of those services, and have their dignity respected.
- Health and social care services contribute to reducing health inequalities.
- People who work in health and social care services are engaged with their work and improve information, support, care and treatment they provide.
- Health and social care services are centred on helping to maintain or improve the quality of life of people who use those services.
- Resources are used effectively and efficiently.
- People who provide unpaid care are supported to look after their health and wellbeing.
- People using health and social care services are safe from harm

Community Safety and Justice (2020/21 – draft)

Community justice
- Help to improve family life and parenting skills
- Support people to attend school and /or gain qualifications
- Support people with mental health issues

Community safety
- Reduce violent crime

- Reduce substance (alcohol and drug) misuse
- Reduce domestic abuse and protect women and girls
- Reduce serious and organised crime to make communities safer
- Reduce dishonesty crimes (including housebreaking, vehicle crime and shoplifting)

Getting it Right for Every Midlothian Child
(2020/21)

- Increase support to children and young people affected by domestic violence, parental alcohol or drug misuse
- Increase the range of alternative services on offer to children and young people requiring support for their mental health
- Reduce the proportion of children and young people living in households affected by poverty * shared with IOM
- Reduce the time taken to find permanent placements for looked after children and young people
- Increase the proportion of children and young people who feel safe in their homes, communities, schools and on line

Improving Opportunities for People in Midlothian
(2020/21)

- Reduce the number of children and young people living in households affected by poverty *reporting also linked to GIRFEMC Board
- Support people out of poverty and welfare dependency
- Reduce health inequalities

Sustainable Growth in Midlothian
(2020/21)

Housing
- Engage with house builders on insulation, energy efficiency and biodiversity mitigations
- Deliver further affordable housing
- Implement the rapid rehousing transition plan
- Increase provision of accommodation for homeless households

Economic development
- Integrate Midlothian with the regional economy and promote the region internationally
- Improve the skills landscape
- Increase economic participation
- Build on the success of our key sectors

- Improve the vibrancy of our town centres and make them more environmentally friendly
- Accelerate growth through infrastructure upgrades

Environment
- Implement the local biodiversity action plan
- Increase active travel
- Implement Penicuik THI/CARS and take up of grant
- Implement climate change strategy with partners

Appendix B: Statutory Performance Indicators – SOLACE Benchmark Indicators

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

Appendix C: Key Service Priorities, Actions and Indicators (2020/21)

Education Service Priority 1: Attainment & Achievement
Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

Actions	Due Date	Performance Indicator	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
1.1 Improve attainment within the broad general education stages, by focusing on: a) improvements in planning, tracking and assessment and curriculum design and progression. b) innovative pedagogical approaches and enhanced use of digital technology to support learning. c) pedagogy, play and progression across Early Level.	March 21	Increase the number of children in P1, P4, P7 and S3 achieving the expected CfE levels in Reading, Writing, Listening & Talking and Numeracy.	Above the national average	2018/19 Data % of children reaching the expected level. P1 Reading – 83.3% Writing – 82.45% L&T – 89.54% Numeracy – 84.22% P4 Reading - 78.89% Writing – 74.12% L&T – 88.78% Numeracy – 76.59% P7 Reading – 77.72% Writing – 69.68% L&T – 83.51% Numeracy – 71.84% S3 Reading – 88.96% Writing – 87.72% L&T – 91.23% Numeracy – 89.56%	2017/18 Data % of children reaching the expected level. P1 Reading – 87.05% Writing – 83.61% L&T – 92.69% Numeracy – 86.78% P4 Reading – 78.81% Writing – 75.51% L&T – 84.84% Numeracy – 78.34% P7 Reading – 79.23% Writing – 75.98% L&T – 83.76% Numeracy – 74.80% S3 Reading – 84.98% Writing – 81.84% L&T – 84.98% Numeracy – 87.96%	SGM	SEEMIS	Yes
1.2 Improve attainment within the senior phase through maximising opportunities through curriculum planning,	March 21	DYW KPI % of young people achieving vocational qualifications at	Above the national average	2019 Figures Leaver data 1+ award at Level 5 a) Midlothian	2018 Figures Leaver data 1+ award at Level 5 a) Midlothian	SGM	Insight	Yes

consortium arrangements and partnership delivery, including addressing the ASN/LAC Senior Phase gap.		SCQF Level 5 or better		86.01% b) ASN 70.04% c) LAC 56.25% d) SIMD Q1 73.20%	85.49% b) ASN 65.37% c) LAC 18.18% d) SIMD Q1 79.12%			
1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.	March 21	Increase the number of children in P1, P4, P7 and S3 in receipt of FME achieving the expected CfE levels in Reading, Writing, Listening & Talking and Numeracy across the BGE.	Above the national average	2019 Figures Gap between most and least deprived pupils reaching expected level P1 Reading – 23.4% Writing – 19.9% L&T – 14.1% Numeracy – 26.0% P4 Reading – 17.0% Writing – 21.5% L&T – 14.7% Numeracy – 18.3% P7 Reading – 18.8% Writing – 31.6% L&T – 21.8% Numeracy – 23.1% S3 Reading – 26.47% Writing – 24.51% L&T – 23.53% Numeracy – 16.58%	2018 Figures Gap between most and least deprived pupils reaching expected level P1 Reading – 15.79% Writing – 13.62% L&T – 8.01% Numeracy – 11.95% P4 Reading – 12.04% Writing – 13.62% L&T – 13.42% Numeracy – 11.58% P7 Reading – 27.24% Writing – 17.31% L&T – 25.32% Numeracy – 24.04% S3 Reading – 13.66% Writing – 15.17% L&T – 17.76% Numeracy – 18.35%	SGM	SEEMIS	Yes

Education Service Priority 2: Included, Involved & Engaged: Wellbeing & Equity

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Health Outcomes

Actions	Due Date	Performance Indicator	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
2.1 Develop a Nurturing Authority.	March 21	Pupil survey – SHANARRI indicators	100%	Available June – September 2020	None	PEP	Parental engagement survey Pupil wellbeing survey	Yes
2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase	March 21	Pupil survey – SHANARRI indicators	100%	Available June – September 2020	None	SGM	Pupil wellbeing survey	Yes
2.3 Support schools and ELC settings to provide high quality EY services, which focus on early intervention and prevention.	March 21	Number of settings achieving Good or above	100%	87%	None	SGM	Care Inspectorate/HMI	Yes
2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.	March 21	Pupil survey – SHANARRI indicators	100%	Available June – September 2020	None	PEP	Pupil wellbeing survey	Yes

Education Service Priority 3: Self-Improving Systems

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

Actions	Due Date	Performance Indicator	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
3.1 Develop a quality improvement framework to support schools to achieve Good or better in inspection QIs through: a) empowering leaders at all levels, leading to an empowered system. b) improving quality of leadership at all levels. c) delivering a minimum data set and supporting data literacy to improve self evaluation.	March 21	Number of settings achieving Good or above for QI1.3 Leadership of change Number of settings achieving Good or better for QI2.3 Learning, teaching and assessment Parental survey Parents / carers have been fully involved in school self-evaluation and the school improvement process this session Employee survey I am proud to work for Midlothian Council	100%	Majority of primary schools Most secondary schools	Less than half of primary schools Majority of secondary schools	SGM	Education Scotland inspections NIF QI submission Parental Survey Employee Survey	Yes

Education Service Priority 4: Life-Long Learning & Career-Ready Employability
Single Midlothian Plan Strategic Priority: Reducing Inequalities in Economic Circumstance

Actions	Due Date	Performance Indicator	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
4.1 FE, HE increase –Continue to increase number of Foundation Apprenticeships supported by CLL, working in partnership with schools and Edinburgh College.	June2021	Number of FA starts	CLL target - 80 new starts, 33 continuing pupils	44	0	AM	CLL plan	No
Continue to increase the number of Modern Apprenticeships supported by CLL	March 2021	Number of MA's competing to a positive outcome	CLL target 25 positive completers during 2020-21	29	18	AM	CLL plan	No
4.2 Positive destinations for ASN and LAC								
CLL will continue to operate the school work experience programme working with schools and employers	June 2021	Number of placements	770 placements					No
CLL will offer places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme	March 21	Number of places	60					Yes
CLL will deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living.	June 2021	Awards gained by PAVE participants 40 young people participating in new merged programme over the academic year	91% PAVE participants gaining 5 awards at Nat 3 level 20% participants achieving 2 awards at Nat 4 2% 2 at Nat 5	91% at Nat3 , 20% at Nat 4 , 2& at Nat 5		AM	CLL plan	Yes
CLL will continue to support the Champions group of care	March 2021	2 groups of young care experienced.	Groups continue to	2	1	AM	CLL plan	Yes

experienced young people and the Kids in Charge carers group		and young carers supported	function and set own activity agenda					
STEM CLL will continue to support STEM activities including, Midlothian Science Zone Graduate apprenticeship, teacher STEM work experience placements, STEM ambassadors and P7 inspiration programme		Number of STEM (Science technology engineering and maths) learning activities delivered by CLL	6 learning activities delivered in year	5 STEM teacher work experience placements STEM ambassadors P7 inspiration programme STEM working group in place meeting 4 X per year CLL practitioner staff development STEM training 17 took part. 4 additional STEM projects delivered from this.	None	AM	CLL plan	Yes
Career ready standard - audit								

Education Service Priority 5: Finance & Resources

Single Midlothian Plan Strategic Priority: Reducing Inequalities in Learning Outcomes

Actions	Due Date	Performance Indicator	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
5.1 Deliver best value through: a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate. b) robust workforce planning.	March 21	Improvement in Core facts condition, suitability and sufficiency statistics Children and young people with ASN are educated within Midlothian		TBC June 2020	None	Resource Manager	Learning Estate Core Facts Census	Yes
		Teacher: pupil ratio	Maintain a pupil teacher ratio in line with the national average	14	14	Resource Manager		Yes
5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.	March 21	Number of schools meeting or exceed the baseline provision Increase in the number of schools in receipt of Digital Schools award	100%	3 Digital Schools Awards	None	ESO, Digital Learning		Yes

Appendix D: Integrated Impact Assessment

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

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Integrated Impact Assessment Form

Promoting Equality, Human Rights and Sustainability

Title of Policy/ Proposal	Education Service Plan 2020-2021
Completion Date	13 March 2020
Completed by	Fiona Robertson
Lead officer	Fiona Robertson

Type of Initiative:

Policy/Strategy ☐

Programme/Plan ☑   New or Proposed ☐

Project ☐   Changing/Updated ☑

Service ☑   Review or existing ☐

Function ☐

Other   Statement of Intent……………………..

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

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

The Education Service Plan offers a clear picture of the service's planned activities for the period 2020-21. This clearly states the strategic direction to the service and provides clarity about what we are doing and why, the overview of our work and direction to those within and out with the service. These priorities link directly to the National Improvement Framework, the Single Midlothian Plan (SMP) and the Getting it right for Every Midlothian Child (GIRFEMC) section of the SMP. There are also clear targets set in order to measure success to enable clear reporting

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

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

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

No

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

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

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

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

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

	Comments – positive/ negative impact
Those vulnerable to falling into poverty • Unemployed • People on benefits • Single Parents and vulnerable families • Pensioners • Looked after children • Those leaving care settings (including children and young people and those with illness) • Homeless people • Carers (including young carers) • Those involved in the criminal justice system • Those living in the most deprived communities (bottom 20% SIMD areas) • People misusing services • People with low literacy/numeracy • Others e.g. veterans, students	Positive destinations planning is beginning to have an impact on this group but still requires improvement.
Geographical communities • Rural/ semi-rural communities • Urban Communities • Coastal communities	Our schools are arranged within 6 associated schools groups linking closely with the communities within which they are located.

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

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

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

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

N/A

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

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

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

Objectives	Comments
Equality and Human rights	
Promotes / advances equality of opportunity e.g. improves access to and quality of services, status	Equity and equality are cornerstones of this plan to ensure that there is enhanced support for areas of disadvantage and the important work being carried out in the early years e.g. through the Early Years Collaborative.

A focus on Quality Indicator 3.1 has meant a greater understanding in this area. Therefore we are confident that staff are aware of the importance of this in all they do. |
Promotes good relations within and between people with protected characteristics and tackles harassment	
Promotes participation, inclusion, dignity and self-control over decisions	
Builds family support networks, resilience and community capacity	
Reduces crime and fear of crime	
Promotes healthier lifestyles including
• diet and nutrition,
• sexual health,
• substance misuse
• Exercise and physical activity.
• Life skills	The review of the HWB curriculum will address these areas

Environmental	
Reduce greenhouse gas (GHG) emissions in East Lothian (including carbon management)	
Plan for future climate change	
Pollution: air/ water/ soil/ noise	
Protect coastal and inland waters	
Enhance biodiversity	
Encourage resource efficiency (energy, water, materials and minerals)	The curriculum review will focus on the sustainability curriculum within our schools
Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk	
Reduce need to travel / promote sustainable forms or transport	
Improves the physical environment e.g. housing quality, public and green space	
Economic	
Maximises income and /or reduces income inequality	Our priorities are to support young people into positive destinations through offering better support and expanded opportunities, and to support adults and families to increase their life chances by increasing the range of opportunities available to them.
Helps young people into positive destinations	
Supports local business	The service has a DYW group which is attended by a range of business partners and schools with a focused action plan to address DYW recommendations.
Helps people to access jobs (both paid and unpaid)	
Improving literacy and numeracy	This is a major focus of this plan and the service have established an improving trend in literacy and numeracy.
Improves working conditions, including equal pay	
Improves local employment opportunities	

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

N/A

11. Sign off by Head of Service/ NHS Project Lead
Date: 13.03.20

Customer Service Excellence Standard Children, Young People and Partnerships

CHIEF OFFICER	FUNCTION/SERVICE	YEAR 1	YEAR 2	YEAR 3
CHILDREN'S SERVICES, PARTNERSHIPS AND COMMUNITIES	EARLY INTERVENTION AND PREVENTION TEAM	Criterion 3 Information and Access Criterion 4 Delivery	Criterion 2 The Culture of the Organisation	Criterion 1 Customer Insight
CHILDREN'S SERVICES, PARTNERSHIPS AND COMMUNITIES	COMMUNITIES AND LIFELONG LEARNING	Criterion 3 Information and Access Criterion 4 Delivery	Criterion 2 The Culture of the Organisation	Criterion 1 Customer Insight
CHILDREN'S SERVICES, PARTNERSHIPS AND COMMUNITIES	RESIDENTIAL	Criterion 3 Information and Access Criterion 4 Delivery	Criterion 2 The Culture of the Organisation	Criterion 1 Customer Insight
CHILDREN'S SERVICES, PARTNERSHIPS AND COMMUNITIES	FAMILY PLACEMENT TEAM	Criterion 3 Information and Access Criterion 4 Delivery	Criterion 2 The Culture of the Organisation	Criterion 1 Customer Insight
CHILDREN'S SERVICES, PARTNERSHIPS AND COMMUNITIES	EDUCATION	Criterion 1 Customer Insight Criterion 3 Information and Access	Criterion 2 The Culture of the Organisation	Criterion 4 Delivery