Children, Young People and Partnerships 2021/22

All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.

Children, Young People and Partnerships Division - People and Partnerships Directorate

"Midlothian – a great place to grow"

Midlothian

Children, Young People and Partnerships – key statistics and activity

The last year has brought unprecedented challenges with the COVID pandemic. Service plan priorities were reassessed as staff refocused their activity to critical service delivery, whilst maintaining essential frontline services and providing a range of additional supports to some of our most vulnerable children, families and communities.

7,943 pupils in primary schools
5,427 pupils in secondary schools
88 pupils at Saltersgate

pupil-teacher ratio of 16.1 in primary and 12.5 in secondary

28.9% of children and young people with ASN

10 specialist provisions, with approximately **210** children and young people attending

3.15% of children and young people recorded as care experienced

9.16% living in most deprived compared with 14.37% living in least deprived areas.

2,168 children accessing funded ELC, almost all taking up the full **1140 hour** offer, **across 31 council settings** (comprising 2 nursery schools, nursery classes in 26 primary schools and Hawthorn Family Learning Centre, Scots Corner ELC and Vogrie Outdoor ELC); 34 partner provider with whom we commission ELC places and 50 childminders

During 20/21:

20+ Federation of Community Council meetings supported, 15 resilience groups, 10 asset transfer expression of interests and 2 grant programmes supported by the communities team within CLL

1,010 young people attended positive destinations projects

813 adults and families attended our community projects which includes **FOCUS** (one-to-one employability support for those with multiple barriers), Parental Employability Support project (for parents with multiple barriers to employment) and Beeslack **"lend an ear"** community resilience project

£938,964 in external funding awarded to deliver bespoke programmes including No One Left Behind, Young Person's Guarantee, Parental Employability and Foundation Apprenticeships.

9 'Domestic Abuse: Revised Approaches in Midlothian' briefings delivered to **125** people across the Council

169 people attended English for Speakers of Other Languages (ESOL) and Literacy or Numeracy opportunities for adults

194 young people started Duke of Edinburgh awards

765 children attended Early Year's settings or activity hubs during summer

In total, **477** qualifications were achieved through CLL

4,500+ households provided with food fund vouchers Dec 20 to March 21

62 people with a disability/barriers to work received one-to-one support from us

This service plan is a key component of Midlothian's strategic framework which brings together the medium and long-term activity that will ensure our children, young people, families and our communities are supported through and out of the current pandemic, building a sustainable future that is equitable and provides opportunities for all.

Midlothian's children, families and communities have needed urgent and critical support through the pandemic, and the Council has faced demands and pressures never previously experienced. Innovative ways of working have been introduced and services adapted to respond to the needs of our citizens, in particular those experiencing the greatest levels of poverty and inequality, at pace.

This plan describes how Children, Young People and Partnership service areas will continue to build on this learning moving forwards, harnessing the energy, flexibility and creativity demonstrated by our workforce, to embed a culture of continuous improvement and innovation across the Directorate, in partnership with colleagues and services within the Place Directorate.

"Midlothian – a great place to grow"

Midlothian

Vision

The Children, Young People and Partnerships service plan sets out how we will achieve our vision, what actions we will undertake and how we will measure our success.

Our vision is underpinned by recently agreed value statements that will support our joined up and collective efforts to achieve improved outcomes for children, young people, families and our communities.

Value statements

To enable our vision we commit to:

- Ensuring Midlothian is a great place to support children, young people and adults to grow and develop. We will strive to support children, young people, adults and families through high quality local resources, including accessible and inclusive environments.
- A trauma informed system that focuses on *safety, trust, choice, empowerment* and *collaboration.*
- A *Nurture* approach that is based on a culture of acceptance, kindness and positive relationships – for our children, young people, adults and staff.
- A *Person Centred approach* – which acknowledges children, young people and adults are part of a system, a family and a community. We will view a child, young person or adult and their needs in context.
- Acknowledge that basic needs must be met before we expect a child, young person or adult to be ready to engage, or learn.
- Focusing on supporting children, young people, adults and communities to engage with local activities and *lifelong learning* thereby securing achievement in its widest sense.
- *Decision making* that is *compassionate* and *needs-led*, acknowledging every child, young person, parent and carer is an individual.
- Consistent, *transparent communication, engagement and co-creation* with stakeholders to ensure the views of children, young people, parents and carers are an active part of the decision making process.
- *Effective collaboration* that recognises and respects each other's skills, knowledge and experience to support a shared focus on positive outcomes for children, young people, adults and families. Including actively partnering with our communities and third sector supports.
- Invest in our staff by providing support and time to enable development and training.
- Strong value based leadership that models the values and evidences commitment to the vision

Midlothian's profile

92,460
people live in Midlothian

We are one of the smallest Local Authority in mainland Scotland but the **Fastest Growing.**

18% of people are over 65
20% are under 16

Inequalities: Midlothian is made up of **115** (SIMD) **data zones**, **10** of which fall within the **most deprived areas**, giving Midlothian a **8.7%** local share of data zones within the 20% most deprived areas in Scotland.

Working population (aged 16-64) of **57,100** with **1,700** unemployed

5,900 people furloughed as of March 2021, 2,900 males and 3,000 females

Health Conditions

The leading cause of death rates for both males and females is **Heart diseases and dementia.**
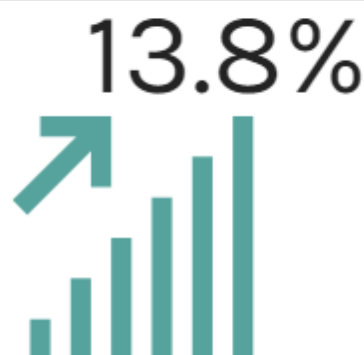
Life expectancy at birth is:

Females
81.7 years

Males
77.7 years

Midlothian's growing and ageing population

Data source: Midlothian Council Area Profile (nrsscotland.gov.uk),SIMD - gov.scot, nomis.web.co.uk

13.8%

16%

+40.9%

Population rise

The population of Midlothian is projected to increase from 91,340 to 103,945 by 2028. An increase of 13.8%, which compared to a projected increase of 1.8% for Scotland as a whole. Midlothian is projected to have the highest percentage change in population size out of the 32 council areas.

Increase in households

The number of households in Midlothian is projected to increase from 39,122 to 45,374 by 2028. This is a 16% increase, which compares to a projected increase of 4.9% for Scotland as a whole. Midlothian is projected to have the highest percentage change in household numbers out of the 32 council areas.
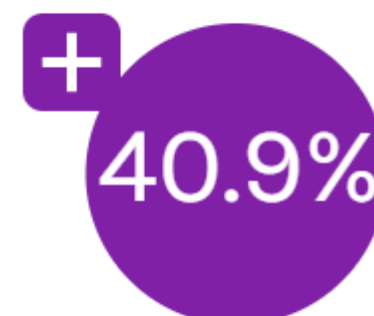
Increase in over 75s

The 75 and over age group is projected to see the largest percentage increase (+40.9%). As people live for longer many more people will be living with frailty and/or dementia and/or multiple health conditions. This will pose challenges for all our health and social care services whilst also changing the face of some of the local communities.

Single Midlothian Plan 2019-22

Midlothian's Community Planning Partnership set out a vision for the long term future of Midlothian based on two key principles – 'people' and 'place'. The CPPs priorities are to reduce inequalities in four key areas – learning outcomes, health outcomes, economic circumstances and the impact of climate change. There are three geographical areas that additional focused activity to tackle poverty takes place – Mayfield, Gorebridge and Woodburn, recognising the increased inequalities that these communities experience.

Medium Term Financial Strategy

The Council has recognised the need for a strategic step change in the form of the development and agreement of a Medium Term Financial Strategy (MTFS), which sets out budget projections for the next three financial years together with the proposed resource allocation measure that will allow the Council to balance revenue budget for each financial year.

To inform the MTFS, a public consultation visionary exercise was carried out in April 2019 and highlighted the following key priorities for what Midlothian should be like in 2040:

- *A sense of belonging*: Pride in communities, working in partnership, transparency in decision making and accessibility in service provision
- *A balanced infrastructure*: Manageable housing numbers, vibrant towns, protected green spaces, a clean, carbon neutral environment and improved community transport
- *Learning and working together:* High quality education and training, jobs close to where people live, a main provider of local food production, maximising technological solutions
- *Intergenerational opportunities:* Reimagined older people services, being able to grow old in the one community, with support and good access to health and social care.

In addition to the visioning exercise the following key themes were explored as part of the consultation programme:

- *One Council - Working with You, For You* is underpinned by a commitment to deliver a one council strategy which reduces silo working within services, increases cross party working at a political level and uses holistic approaches which place individuals and communities at the heart of our work.
- *Preventative and Sustainable* responds to Communities telling us strongly that they want to live in a clean, carbon neutral environment with protected green spaces and improved environmentally friendly community transport options.
- *Efficient and Modern* recognises that Midlothian Council needs to adapt to change by doing things differently to get improved results and increasing financial sustainability by addressing inefficiencies.

- ***Innovative and Ambitious*** recognises our ambition for Midlothian and to make sure it is a great place to grow, now and in the future.

Key drivers for change

In June 2019 the Council approved the key drivers for change and agreed to adopt a Service Dominant Logic. This places citizens and communities at the heart of our daily work. A key step change is moving from silo-based working to holistic working, focused on continuous improvement and ensuring that we are data-driven and improve performance based on information gathered.

The nine key drivers for change provide a strong foundation to design and shape services. Building on these, learning from the pandemic, in September 2020 Cabinet approved the recommendations from the Nesta 'Listen and Learn' report which was informed from staff insight. The Nesta recommendations articulate Midlothian's Future Vison, centred around:

- Valuing communities
- Remote/flexible working
- Digital first
- Leading new ways of working
- Education

Regional Growth

Midlothian is Scotland's fastest growing mainland local authority with an expected population growth of almost 14% by 2028. In July 2017, Midlothian signed Heads of Terms with its neighbouring local authorities, evidencing their commitment to the Edinburgh and South East Scotland City Region Deal, a programme to accelerate growth, create new economic opportunities and tackle inequalities. The ambitious programme, worth over 1.3bn, will work with government, learning providers, public and private partnerships, to deliver transformational change across the following five themes:

- Research, development and innovation
- Integrated regional employability and skills
- Transport
- Culture
- Housing

Complementary to the deal is Midlothian's extensive and ambitious Capital Programme, circa £0.8 billion. This includes a number of capital investment and regeneration projects that are enhanced by this regional partnership, and a number of innovative expansion projects that respond to Midlothian's local growth agenda,

The Children, Young People and Partnership's service areas makes a meaningful and measurable contribution towards the strategic framework, described in the performance section of the plan.
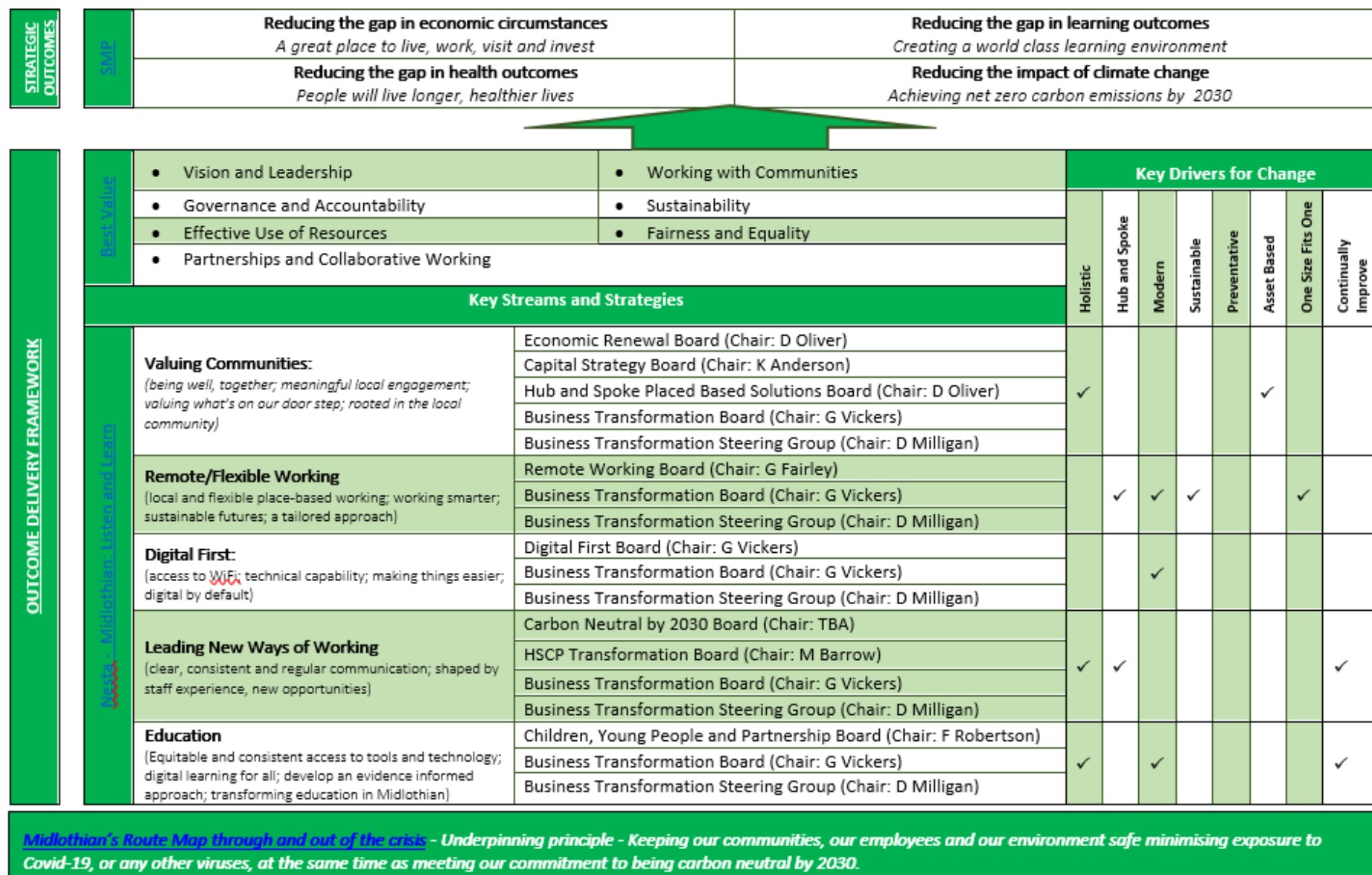
Reducing the gap in economic circumstances	Reducing the gap in learning outcomes
A great place to live, work, visit and invest	*Creating a world class learning environment*
Reducing the gap in health outcomes	**Reducing the impact of climate change**
People will live longer, healthier lives	*Achieving net zero carbon emissions by 2030*

OUTCOME DELIVERY FRAMEWORK

Best Value

- Vision and Leadership
- Working with Communities
- Governance and Accountability
- Sustainability
- Effective Use of Resources
- Fairness and Equality
- Partnerships and Collaborative Working

Key Drivers for Change

Key Streams and Strategies

Nesta – Midlothian: Listen and Learn

Key Streams and Strategies		Holistic	Hub and Spoke	Modern	Sustainable	Preventative	Asset Based	One Size Fits One	Continually Improve
Valuing Communities: *(being well, together; meaningful local engagement; valuing what's on our door step; rooted in the local community)*	Economic Renewal Board (Chair: D Oliver)	✓					✓		
	Capital Strategy Board (Chair: K Anderson)								
	Hub and Spoke Placed Based Solutions Board (Chair: D Oliver)								
	Business Transformation Board (Chair: G Vickers)								
	Business Transformation Steering Group (Chair: D Milligan)								
Remote/Flexible Working *(local and flexible place-based working; working smarter; sustainable futures; a tailored approach)*	Remote Working Board (Chair: G Fairley)		✓	✓	✓			✓	
	Business Transformation Board (Chair: G Vickers)								
	Business Transformation Steering Group (Chair: D Milligan)								
Digital First: *(access to WiFi; technical capability; making things easier; digital by default)*	Digital First Board (Chair: G Vickers)			✓					
	Business Transformation Board (Chair: G Vickers)								
	Business Transformation Steering Group (Chair: D Milligan)								
Leading New Ways of Working *(clear, consistent and regular communication; shaped by staff experience, new opportunities)*	Carbon Neutral by 2030 Board (Chair: TBA)	✓	✓						✓
	HSCP Transformation Board (Chair: M Barrow)								
	Business Transformation Board (Chair: G Vickers)								
	Business Transformation Steering Group (Chair: D Milligan)								
Education *(Equitable and consistent access to tools and technology; digital learning for all; develop an evidence informed approach; transforming education in Midlothian)*	Children, Young People and Partnership Board (Chair: F Robertson)	✓		✓					✓
	Business Transformation Board (Chair: G Vickers)								
	Business Transformation Steering Group (Chair: D Milligan)								

Midlothian's Route Map through and out of the crisis - Underpinning principle - Keeping our communities, our employees and our environment safe minimising exposure to Covid-19, or any other viruses, at the same time as meeting our commitment to being carbon neutral by 2030.

Figure 1: Strategic framework

Children, Young People and Partnerships

All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.

The challenges for Midlothian continue to grow with the impact of COVID-19 and our recovery out of the pandemic, the growing and ageing population and the increasing demand for services that this brings. Population growth over the next 10 to 15 years will see Midlothian remain the fastest growing Council in Scotland. A 0-15 population increase is projected at 20% and 75+ population increase is projected at 100% between 2014 and 2039. Over the last year we have also seen 6,700 residents furloughed in Midlothian due to the COVID-19 pandemic.

The pace of growth demands additional capacity within the school estate to cope with the projected increase in pupil numbers and the associated children's and education services to support this growth. As part of work to address the issue pf significant population growth and demographic changes within Midlothian, the key drivers of change in delivery of sustainable and transformational services and regeneration of our communities must be viewed holistically.

Children, Young People and Partnerships is made up of a number of services, focussed on communities and lifelong learning, education, employability, early intervention and prevention and looked after children. This directorate service plan provides a summary of each of the service areas key successes and achievements as well as the key priorities for the coming year.

Communities and Partnerships

Community Planning
This service area takes a lead in supporting the five themes of community planning, the Community Planning Working Group and Community Planning Board. We do this through the production of the Single Midlothian Plan, Midlothian Profile, The Midlothian Strategic Assessment, supporting neighbourhood plans, hosting the annual engagement conference with partners and ensuring robust scrutiny of the achievements and impacts of community planning are in place and reported.

Over the last year the team supported 20+ Federation of Community Council meetings, 15 resilience groups, 10 asset transfer expression of interests and 2 grant programmes.

Communities, Lifelong Learning and Employability (CLLE)
The Communities, Lifelong Learning and Employability (CLLE) Service has a statutory duty to work with communities, young people, adults and families to improve their life chances and the quality of life of their communities. We do this by working with local people and participants to build skills for learning life and work specifically offering:

- Community capacity building support to community groups including setting up groups, securing funding, asset transfer and support to community councils
- Opportunities to get back into learning and secure qualifications for all ages including through family learning, literacy, numeracy and ESOL services.
- Employment support to adults to secure a job, get a better job or change careers.
- Support to young people to secure positive destinations through our own and externally funded programmes for example Foundation Apprenticeships and Youth Guarantee programmes
- Opportunities to take part in youth work activities including youth clubs, Duke of Edinburgh and other group work opportunities including volunteering.
- Opportunities through our vocational skills centre
- Support for equality protected characteristic groups including poverty.

Children's Services

Children's services have a range of statutory duties delivered through the following services and teams:

- **3 x Early Intervention & Prevention Teams** – undertake all initial assessments, child protection, short term work, report writing and parent capacity assessments.
- **2 x Early Intervention & Prevention Development Officers** – support early years, primary and secondary schools including 3rd sector partners to identify supports for families who require additional support.

- **0-12 Permanence Work** – work with children who are looked after at home and away from home, who are assessed as requiring permanent care out with their parents care, report writing for children's hearing, permanence panels and court and parenting capacity assessments
- **12+ (12-26) Care Experienced Young People/Continuing Care and After Care/Corporate Parenting** - manage all allocated cases via looked after process or those who are in continuing care placements or after care. Also manage cases for 16-18 year olds who have come into the justice system. Report writing for courts and children's hearings, and ensure that everyone is aware of their duties under corporate parenting.
- **Residential Services** - care for and support those young people who reside in Midlothian's own children's houses.
- **Family Placement Team – Fostering/ Adoption/ Kinship** – ensure there are sufficient foster carers and adopters to meet the needs and to offer ongoing support and training to them including kinship carers.
- **Hawthorn Family Learning Centre** - offer support and guidance to parents pre and post birth. Also offer ongoing support to families via various groups and work with education to offer 1140 hours within the centre
- **Independent Reviewing Officers (IRO)**: IRO's chair all child protection, looked after away from home and looked after at home reviews. They ensure that planning is being progressed and highlight and report on any drift or barriers within the care planning. They provide a monthly quality assurance report to senior officers highlighting good practice, areas for development and any particular trends within practice. This information is shared with team leaders and our learning and development colleagues to inform future training needs.

Education

The Education Service consists of the following services and teams:

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
- Specialist outreach teachers and professionals supporting young people with specific additional needs.

The Education Leadership Team
Delivers the following services to fulfil the duties set out in statute:

- Improve the quality of Early Learning and Childcare and 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
- Prepare ELC and schools for inspection including Care Inspectorate.

Early Learning and Childcare (ELC)
Delivers the statutory duty to provide ELC 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, a standalone setting at Scots Corner, an outdoor ELC setting at Vogrie and Hawthorn Family Learning Centre
- Nursery classes in 26 primary schools
- 34 partner providers with whom we commission ELC places and 50 child minders.

Digital Learning Team
Implements and delivers Midlothian's Digital Learning Strategy, specifically:

- Advise and quality assure 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
- Incubate innovative projects and emerging technologies within the Digital Centre of Excellence
- Facilitate the implementation of online tools for learning, including ensuring compliance with data security requirements
- Manage the deployment of mobile devices for, 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
- 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 on a range of topics to promote high quality education for all pupils

Additional Support Needs
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
- Specialist outreach teachers and professionals supporting young people with specific additional needs.

School Years
Delivers the statutory duty to:

- Provide primary education through provision in 31 primary schools
- Provide secondary education through provision in 6 secondary schools and 1 special school.

Education Resources and Performance Teams
These teams are responsible for:

- Pupil Placement
- Pupil Roll Projections
- Learning Estate Planning including school catchment areas, advice on new schools and extensions, statutory consultations
- 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 Funded Provider ELC payments
- Project support for EY expansion
- Performance and improvement reporting
- Information management and data analysis

Performance and Continuous Improvement

Due to the events of the last year, it is recognised that priorities from the 2020/21 service plan have not all been realised. In addition, we are still responding to the ongoing pandemic emergency which add significant pressure to the Council's resources.

To inform the actions for each of the service areas plans, a review of the 2020/21 action plans was undertaken. Actions were assessed against the following criteria:

- progress to date
- alignment to the strategic outcomes
- contribution to the recovery through and out of the pandemic

Communities and Partnerships - Key Successes and Achievements

The Communities, Lifelong Learning and Employability Service (CLLE) have been supporting communities in partnership with the Red Cross to provide support with prescription delivery and shopping during the pandemic. The team have been a key partner in the delivery of the vouchers for the Midlothian Food and Key Essential Fund delivering 4613 vouchers and fuel support.

The team have continued to deliver on their responsibility to support all age groups to build skills for learning life and work. The learning offer has been blended online and face to face in small groups or gate visit when permitted. The team have also supported vulnerable individuals' specifically young people, families seeking employment and those accessing support through our literacy, numeracy and ESOL Service. The family learning offer has been recognised as having significant impact on participants by Education Scotland. CLL has provided one to one support to 473 adults and young people over the course of the last year in a variety of settings e.g. gate visits. Although overall engagement with local people through face to face contact was significantly reduced due to COVID-19 restrictions and lock downs, new engagement recovery targets are being revised for the next year.

In addition the volume of grants that have been on offer to young people and adults to support them into further training or employment are being progressed. Significant funding (over £1.5 million) has been secured for employability programmes including Foundation Apprenticeships, No One Left Behind, Modern Apprenticeships, third sector Kickstart partnership, Parental Employability Support and the young person's guarantee. School Leaver Destination figures published in Feb 2021 was encouraging at 94.7% and ninth across Scotland despite challenging circumstances.

We have now entered into the strategic planning phase to deliver on the new Community Learning and Development partnership plan for 21/24 which will be presented to council and the community planning partnership in September 2021. This will cover the joined up learning and communities offer, staff development needs, identify unmet need and ensure provision is adequate and efficient to meet our statutory duties as per the Education Act (1980).

Children's Services - Key Successes and Achievements

Early Intervention and Prevention
The three Early Intervention and Prevention teams have operated an office based duty and assessment service during the pandemic, and have seen an overall 20% increase in referrals this year. This increase has placed additional demands on the Early Intervention and Prevention service and in response to this, and the requirement to better manage the transition of work between them and other service areas, we are in the process of reviewing thresholds for intervention and how we manage Child Protection, Looked After Children, Looked After and Accommodated Children and permanence work.

It is hoped that this will allow us to re-focus on earlier intervention and, through consultation, work more collaboratively with our partners in Education and Health. We are therefore proposing a short term pilot in Early Intervention and Prevention with the establishment of a separate standalone team which will review and progress the highest tariff and complex cases in a timely manner. The two remaining teams will focus on referral assessments and the short term non statutory intervention work. Both teams will remain involved in providing a duty service.

Safe and Together
Over the past year we have delivered nine 'Domestic Abuse: Revised Approaches in Midlothian' briefings to 125 people across the council and are training a further 19 workers in the Safe and Together core principles. Nine managers are also completing the supervisory training. Our second annual audit is now due to be completed to evidence how this training is impacting on practice.

We are continuing to develop the Families First Perpetrator programme and are now rolling out referrals into this programme to partner agencies. We acknowledge that we need to continue to develop work with perpetrators of Domestic Abuse and are in the process of introducing a Developing Dads Group that will create informal steps to engage with Safe and Together principles to support preparatory work to reflect on the impact of their behaviour on family functioning.

Family Placement Team
Children's services have a Family Placement Team who manage fostering, adoption and continuing cares services, all of which are regulated. The team has the responsibility of recruitment and assessing all potential foster carers and adopters. In addition to recruitment and assessment, the team are also involved in running a number of evening and weekend groups to prepare potential carers as well as provide support groups and offer ongoing post fostering and adoption support to ensure that they are suitably skilled and supported to undertake this task.

The Children and Young People (Scotland) Act 2014, detailed that as of April 2015, a young person born after 1 April 1999 who is looked after in foster, kinship or residential care is eligible to remain in their current care placement until they turn 21. The 2014 Act builds on the principles of the 'Staying Put' guidance and places a duty on local authorities to formally support looked-after young people to remain in their care placement post 16. Once in continuing care the young person will no longer be defined as 'looked after' though they will continue to receive the same supports. In 2019 Midlothian Council become a registered continuing care service - this involved having to develop the infrastructure, policy and processes to develop the service.

Throughout the last year we have continued to recruit and train foster carers despite the restrictions, in addition to holding fostering and permanence panels, thus ensuring that the future planning for our children and young people did not cease.

Independent Reviewing Officers (IROs)
IRO's are a critical part of children's services with regard to continuous improvement, in that they offer a quality assurance role ensuring that all statutory reviews are held within timescales and reports are written with a care plan that meet an agreed standard . Their findings are shared monthly with senior officers in the first instance to discuss good practice and identified areas for improvement. This information is then shared with team leaders and learning and development colleagues who devise a training plan based on their findings. The IRO also has a role to play in ensuring policies are updated as and when new legislation comes into force.

Residential care
Midlothian Council undertook a review of its care provision for young people in 2018/19 and redesigned the provision based on local need. The data available highlighted that while there was a decrease in young people being accommodated, there was a significant increase in young people with complex and enduring needs which could not be met locally. Children's Services entered into a collaborative partnership with Barnardo's who agreed to provide the staffing and skills needed to keep our young people within their own community through the use of an existing provision.

We now have three sites:

- Woodburn Court: 5 beds
- Lady Brae: 4 + 1 emergency bed
- Pentland way (Barnardos): 4 beds for complex care

The review also included further investment in our workforce through the provision of additional care home senior staff alongside an extensive leadership and staff learning and development programme. Key to the various learning and development opportunities; safe and together, confident staff-confident children, trauma informed and relationship based practice, is introducing a nurturing approach throughout our care homes. An overarching document called 'Building Positive Relationships' was introduced after consultation with staff and carers from across the Local Authority.

Future planning for our young people include:

- Three young people aged 17 years on Continuing Care basis – staying put as we are their home.
- One young person about to transition to National Housing Project – own secure tenancy for life.
- Five young people at college, introduction to care, early years and childcare and hair and beauty.
- Four young people on Lifelong Learning and Employability Pave programmes gaining qualifications, employability skills.
- Two young people whose presenting behaviours included high levels of violence and abuse have transitioned back to us from secure care and close support
- Both the above young people are settled and engaged in learning and have requested continuing care.

External Residential Provision
Children's services have seen a marked reduction in children and young people being placed externally. However, our recent data suggests that there is a real change in the age and profile of the few children who have been placed externally, mainly due to the level of distress and trauma these children aged 5-12 present. Some small children are unable to cope with the intimacy, which is part of family living, and can only cope with residential provision at that point in their lives. In February 2021 Midlothian Council agreed funding for a local therapeutic environment for a small number of children to help them heal and recover from their previous experiences and in doing so be able to be reintroduced into family living. A project board has been established to begin planning with the aim of being fully functioning in April 2022.

Family Group Decision Making
In 2019, Children's Services decided to pilot a Family Group Decision Making service. This tailored service meant there was an opportunity to meaningfully involve, engage and work with families at an earlier stage. The intention was that Family Group Decision Making would become a central feature of the supports offered to families when decisions need to be made about how best to support, protect and care for children at risk of being accommodated.

During the period October 2019 - October 2020, the service managed 45 referrals which is comparable with the more established and larger Family Group Decision Making services across Scotland. Since October 2020 – January 2021, the service has already received 25 referrals with only two families choosing not to engage. This decrease in non-engagement demonstrates that with the appropriate resources local families will engage.

Given the success of the project we have agreed that Family Group Decision Making service will be part of our core business going forward. We are currently negotiating the composition of the service. While the project was originally attached to the Family Placement Team, it is more appropriate the services sit within the auspices of early intervention going forward.

In addition, Midlothian Council has a proven track record in its approach to working with kinship carers. Local kinship carers have long been regarded as crucial to caring for our children and are viewed as a valued and respected group. Historically, Midlothian have had high numbers of kinship carers though we have noted an increase in the number of kinship placements made recently and believe this is due to the success of the Family Group Decision Making Project. While this growth area is to be welcomed, we do acknowledge that our current kinship resources are directed towards the assessment and care planning demands of kinship care. As a consequence, there is little time to provide early interventions and supports within the wider community. Our proposal is that we align early intervention and engagement with kinship care alongside the Family Group Decision Making Service.

0-12 Team
Permanence planning remains the primary focus for the 0-12 Team. This area of work is highly technical and requires skilled workers who are able to produce analytical reports that are written to a high standard; have a developed understanding of the legislation that governs their practice and are confident in assessing and managing risk.

12+ Team
The 12+ Team is a resilient; robust; skilled and experienced team who work with children; young people and adults from the ages of 12 to 26. This service user group can often be chaotic and unpredictable and this requires the team to be flexible; creative and realistic in their approach. The team have established relationships with a number of stakeholders including NHS Lothian, local

schools/colleges, Police Scotland, National House Project, Community Lifelong Learning and Justice. The partnership work with the Community Lifelong Learning team is a particular example where a collaborative approach is helping to keep young people in local schools and communities where ordinarily they would be at risk of accommodation and/or school exclusion. It is extremely rare for the 12+ Team to remove a child from their home/community setting – this practice and culture has developed over time and is aligned to the current national drivers (The Promise).

Corporate Parenting
Corporate Parenting duties are part of a suite of support introduced by the Children and Young People (Scotland) Act 2014 in order to offer support for looked after children and care leavers. All looked after children and all young people who were looked after on or beyond their 16th birthday and who are under the age of 26, are entitled to this support.

Midlothian Council's revised Corporate Parenting Plan (2020-2023) was launched on 3rd December 2019. The plan brings together care experienced young people, senior representatives from the Council and other key stakeholders across the community planning partnership on issues that are important to children and young people with care experience. This group is called the Champions Board and the Board meets 4 times a year to review the plan.

In addition to the Champions Board and in order to widen and encourage participation with care experienced young people, there are a range of groups held, including a fortnightly core group for 12-26 year olds, monthly satellite groups at each of Midlothian's secondary schools and sessions for the mini-champs (under 12s). All of the groups focus on the positives and negatives of care in Midlothian, with a key focus on education; employment; health & safety, housing, care, communication and relationships.

Hawthorn Family Learning Centre
COVID-19 has had a profound impact on Hawthorn and the way the service has been run. Most significantly, restrictions have limited the ability to provide day care and family support in the usual fashion, and yet it provided opportunities to learn, to try new and creative solutions and continue to develop our service and support for families and the community.

The team were an active part in providing whole family support via a Hub in March – August supporting existing children, their siblings and new families. Over 18 weeks of lockdown and school holidays Hawthorn provided 89 days of support. This included support for 121 children from 63 vulnerable families. During this time, 2162 children crossed the door, were provided food and supported with learning and activities.

The community engagement during COVID-19 lockdown and the increase of referrals has evidenced the changing nature of the service and the change in the community perception of the support that Hawthorn can provide.

Based on the learning from COVID Hawthorn has made a range of changes to make referral and induction to the service easier, to reintroduce 3-5 placements, routinely provide home learning packs and extend our registration and support from birth to the end of primary school. 2021 will provide new opportunities with the introduction of 1140 hours, being supported by the long awaited service and restructure. The intention is that staff will be recruited in the new structure before the end of the year.

Quality Assurance
The Independent Reviewing Team is responsible for reviewing the plans of children and young people subject to Child Protection Registration or Looked After procedures - this includes both children and young people accommodated out-with parental care and children/young people looked after at home. The team is pivotal in improving the outcomes for children and young people. The Independent Reviewing Team can question and offer advice on the key areas of a child and young person's life such as health, education, well-being, and future planning.

Children's Services Quality Assurance Framework
The Children's Services Quality Assurance Framework is now well established and used as reference for practice. The standards within the Quality Assurance Framework have an impact on existing policy and both are being continuously revised and amended to reflect improvement in practice. The Independent Reviewing Team is in the process of reviewing the guidance and templates in place for all Looked After and Accommodated Children (LAAC)/Looked After Children (LAC) and child protection case conferences. The purpose of this is to streamline the quality of minutes produced, while re-focusing on the purpose of each and every meeting held. The team audit a number of individual case files as well as undertake audit on behalf of child protection; safe and together and other practice issues as directed by senior managers. The team are in the process of reflecting and reviewing their own practice in light of the Independent Care Review, in particular The Promise.

Joint Inspection of services for children and young people in need of care and protection in Midlothian
Between February and March 2020 the Care Inspectorate completed a joint Children's Services Inspection in Midlothian with the following grades awarded:

- Leadership and Direction – GOOD
- Impact on Families – GOOD
- Impact on Children and Young People – GOOD

- Improvement in the safety, wellbeing and life chances of vulnerable children and young people – GOOD

Working collaboratively with partners in health, police, education, SCRA and the third sector, a partnership approach will now be taken to implement an action plan to meet the areas identified for improvement. These areas for improvement and subsequent plan will monitored via the Getting It Right for Every Midlothian Child (GIRFEMC) Board.

Education - Key Successes and Achievements

Education Service Improvement Priority 1: Attainment and Achievement

1.1 Improve attainment within the BGE, by focusing on:

a) Curriculum Frameworks: Planning, tracking and assessment, curriculum design and progression.

An initial meeting was held with members of the Education Strategic Group and a senior Her Majesty's Inspector (HMI) to gather examples of good practice and to outline a programme of support and engagement. This was put on hold when the second lockdown began but has restarted in May 2021. A further meeting is scheduled, with guaranteed continued support from HMI for a programme of supports for session 2021/22.

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

Teaching staff have demonstrated an increased use of digital technology in their classroom practice, both while delivering learning remotely and since the re-opening of schools. The Digital Learning Team have supported practitioners to maximise the impact of digital tools on attainment and achievement, working with a number of target schools and delivering over 100 hours of professional learning opportunities as live and pre-recorded videos sessions and individual mentoring.

To assure the quality of remote learning across Midlothian Council, a programme of virtual school visits was in place. Schools Group Managers undertook virtual quality assurance visits with every school Head Teacher and where appropriate senior leadership teams to discuss the remote learning offer, the school's own approaches to quality assurance and self-evaluation, and to provide appropriate support and challenge. The frequency of these visits varied according to need. These visits also focused on wellbeing and supporting vulnerable learners. All Head Teachers provided information on planning learning, assessment, tracking and monitoring, digital exclusion, and partnership working. Schools also provided more detailed self-evaluation data in relation to

safeguarding and their use of digital technology. Each school was asked to submit a digital return with screenshot examples of the remote learning on offer at each stage. This provided an insight into the nature, quality and range of the online experience for children and young people. This exercise generated further discussion within schools and provided opportunities for dialogue and moderation of remote learning. The submissions allowed the digital team to identify issues which they could address by providing further support, as well as examples of effective practice worth sharing across all schools.

Local authority officers used this information to gain an authority-wide overview of challenges, support needs and examples of good practice. Information from quality assurance processes supported planning for targeted and proportionate support. The data and evidence gathered was used to identify areas which may need authority wide guidance or support. SGMs collated information from each school's tracking of engagement to inform authority-wide intelligence and reporting. Where officers identified effective practice, this was shared at Head Teachers' meetings either sectorally or authority-wide as appropriate. As a result of these approaches, staff were involved in collective problem solving to improve practice and local authority officers have a more detailed and accurate picture of provision across all schools and establishments. Feedback on the approaches used was also sought from parents and carers with positive results received.

c) Early Level Pedagogy

This priority was not progressed due to the pandemic. It will carry over into session 2021/22.

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

In April, a local authority Scottish Attainment Challenge Impact Evaluation Report was produced in collaboration with our Education Scotland Attainment Advisor. It highlighted the following key strengths in Midlothian with regards to equity:

- Practitioners' increasing understanding of poverty and its impact on health and learning outcomes
- The reduction in exclusions of pupils living in Scottish Index of Multiple Deprivation (SIMD) quintile 1 in the primary and secondary sectors
- Between 2016/2017 and 2018/2019 improvements in the attainment of pupils living in SIMD quintile 1 as follows:
  - Literacy attainment increased at P4, P7 and S3 (third and fourth levels)
  - Numeracy attainment increased at P4, P7 and S3 (third level)
- Between 2016 and 2019, the number of school leavers attaining qualifications at SCQF level 5 in literacy, and SCQF levels 4 and 5 in numeracy increased

- Progress in closing the poverty-related attainment gap, the gap in attainment between pupils living in SIMD quintile 1 and those living in SIMD quintile 5, as follows:
- Between 2016/2017 and 2018/2019 the attainment gap decreased in reading at P4, P7 and S3 (third level), and in writing at P4 and P7
- Between 2016/2017 and 2018/2019 the numeracy attainment gap decreased at P7 and S3 (third level)
- Between 2016 and 2019, the attainment gap (school leavers) at SCQF levels 4 and 5 in literacy, and SCQF level 4 in numeracy decreased
- The increased attainment of CECYP in literacy at SCQF levels 5 and 6, and in numeracy at SCQF levels 4, 5 and 6

The report states that to build on the progress outlined above and ensure further improvements in outcomes, future developments should include a focus on the following areas:
- Attendance and exclusions, particularly of pupils living in SIMD quintile 1 and Care Experienced Children and Young People (CECYP)
- Maximising the impact of CECYP fund, including an increased focus on raising attainment and increasing positive destinations
- Maximising the impact of Pupil Equity Funding (PEF) in closing the poverty-related attainment gap, to include an increased focus on using data to support effective PEF planning
- Q1 attainment, in particular:
    - Attainment levels and gaps at P1
    - Attainment levels and gaps at S3
    - Numeracy attainment and gaps at P1, P4, P7 and S3
    - Attainment levels and gaps at S4-S6

The report also comments that Midlothian schools are alert to poverty and its impact. School staff have an increasing understanding of the barriers faced by pupils most affected by poverty. Schools know their pupils well and with the support of PEF have been working to improve outcomes for pupils and their families. PEF clinics led by the attainment advisor have supported schools in their approaches to closing the poverty-related attainment gap.

Engagement with partners such as the Child Poverty Action Group (CPAG) with a focus on the cost of the school day, is resulting in schools adapting and improving approaches to become more inclusive. Schools across Midlothian have worked with families to maximise income and ensure families can access entitlements such as free school meals. During the initial school closure period

from March to June 2020, Midlothian Council demonstrated its understanding of the challenges arising from poverty through the introduction of a digital devices programme for families. The local authority, supported by school staff, provided school lunches to primary pupils and lunch payments for secondary pupils. Places in hubs and at Midlothian Council's summer programme were made available to the most vulnerable and disadvantaged pupils in addition to the children of key workers. Schools also demonstrated their commitment to supporting their most vulnerable and disadvantaged families: supporting wellbeing, learning, food insecurity, and financial challenges. Schools report that feedback from families has been very positive in relation to the support provided.

At the start of 2020, the attainment advisor worked with local authority staff to create an initial data set for P1-S3, to support schools in the identification of their poverty-related attainment gaps using SIMD comparisons. The attainment advisor introduced the data set at individual PEF meetings held with almost all schools. Schools reported that they found this information very useful and that discussion of the data helped them to identify future PEF priorities. This work led to two schools, one primary (P1-7 data) and one secondary (S4-S6 data), requesting follow-up data sessions with the attainment advisor. Midlothian Council intends to develop a minimum data set and support schools to improve their data literacy. These areas of work have been included as priorities in the 2020/2021 Service Plan.

Attainment data has not been gathered nationally since 2018/19, and will be collected again in August 2021. A snapshot of current data has been taken in April 2021 which will be quality assured through support and challenge meetings with Schools Group Managers prior to submission.

1.2 Improve senior phase attainment through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN attainment gap for leavers

Over the past year our secondary schools have had little opportunity to undertake any major curriculum review due to the impact of the pandemic. This academic session has very much been focused on supporting our young people to achieve to the best of their ability whilst adhering to the public health and national education guidance. Secondary schools were making positive progress in expanding and modifying their curriculum offer to meet the diverse needs and aspirations of their learners, including partner delivery. It is anticipated that as COVID-19 restrictions ease, schools will reflect on the impact of the pandemic on curriculum design and delivery, particularly in relation to partner delivery.

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:

- Funded support from Artlink – 20 Places for Therapeutic Intervention, for CECYP
- Outdoor Learning – 37 CECYP have ½ day OL intervention from our Principal Teacher, Inclusion and Equity
- Dedicated CSP's for CECYP - 47 have been supported with improving their attendance
- Funding Applications from CECYP/Multi-Agency Teams – 13 pupils/Teams have accessed this fund for:
  - ➢ Play Therapy
  - ➢ Bedroom Furniture
  - ➢ Study Desk

- Dedicated Educational Psychologist (EP) for CECYP (.4fte) – Our EP holds 17 on her caseload and supports their educational progress alongside the school.
- Survey produced for our CECYP, through Midlothian Champions Board, to use 'Pupil Voice' in the effective use of 'their' funding.

With these interventions, Artlink, CSPs, Educational Psychologist and, Outdoor Learning – full evaluations are being carried out to determine the impact on attendance, attainment and/or wellbeing. Each of these evaluations are presented to the Scottish Government in August for the final submission whilst also being strategically reviewed by Education and Children Services Managers.

In addition, 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.

<u>2020 SQA National Course Awards</u>

Highlights for performance in SQA awards in 2019/20 include:

- The number of course entries for National Qualifications is 10482 (Nat 3 - A Higher) representing an increase of 5% compared to 2019 (9907)).
- Overall pass rates for all qualifications and year groups increased by 0.65% (90.63% 2019/20 compared to 89.38% 2018/19).
- 87.05% of candidates who sat National 5 qualifications passed with an A-C award , an increase of 10.59% on last year's rate of 76.46%
- The percentage of pupils passing Highers decreased by 0.1% (86.65% 2019/20, 86.76% 2018/19).
- Number of pupils sitting Advanced Higher (AH) (250) and passing AH (228), compared with previous year 91.33% 2019/20, (294 + 259) 88.10% 2018/19.
- The pass rate at A-C for National 5 English (88.85%) is below the national (91.25%) pass rate
- The pass rate at A-C for National 5 mathematics (74.03%) is below the national (78.65%) pass rate
- The pass rate at A-C for Higher English (81.06%) is below the national (87.12%) pass rate
- The pass rate at A-C for Higher mathematics (82.20%) is below the national (82.31%) pass rate

Senior Phase Qualifications 2020 leavers

SCQF level	2018/19	2019/20	% point change	VC 2020
3 or better	99.31%	98.84%	-ve 0.77	97.64%
4 or better	96.67%	97.17%	+ve 0.50	95.23%
5 or better	86.01%	84.43%	-ve 1.58	85.60%
6 or better	56.08%	60.62%	+ve 4.54	60.63%
7 or better	19.27%	21.88%	+ve 2.61	21.88%

Table 1: % of school leavers gaining 1+ at SCQF levels 3-7 in 2019/20 and % point difference to 2018/19

Literacy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	97.25%	97.43%	95.12% (*Much greater than VC*)	96.18%

Numeracy	2018/19	2019/20	VC 2019/20	National
SCQF level 3 or better	98.05%	97.30%	95.12% (*Much greater than VC*)	96.07% (*Above national*)
SCQF level 4 or better	93.23%	92.79%	89.97% (*Greater than VC*)	91.56% (*Above national*)
SCQF level 5 or better	68.23%	70.27%	66.31% (*Greater than VC*)	71.03% (*Below national*)
SCQF level 6 or better	20.41%	20.46%	23.51% (*Lower than VC*)	28.01% (*Below national*)

Table 2: % of school leavers attaining SCQF levels 3-6 Literacy and Numeracy in 2019/20 and % point change on previous year

Senior Phase Qualifications: Closing the Gap 2019/20

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 ranges from 7.46 percentage points at SCQF Level 4 to 41.37 percentage points at SCQF Level 6. Overall the gap shows a slight decrease over the last five years across SCQF Levels 3 to 6.

- 90.9% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2020, (92.8%% on 2019). The gap between leavers from the most and least deprived areas at SCQF level 4 in 2020 increased by 1.9 percentage points on the previous year.
- 70.1% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2020 (73.2% on 2019). The gap between leavers from the most and least deprived areas at SCQF level 5 in 2020 increased by 3.1 percentage points on the previous year.

- 41.6% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2020 (34.0% on 2019). The gap between leavers from the most and least deprived areas at SCQF level 6 in 2020 decreased by 7.1 percentage points on the previous year.

The 2019-20 data (Table 3) 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 Q1 (77 leavers)	SIMD Q5 (123 leavers)	Gap % points
1+ Level 4	90.91%	98.37%	7.46
5+ Level 4	70.13%	95.12%	24.99
1+ Level 5	70.13%	95.12%	24.99
5+ Level 5	44.16%	83.74%	39.58
1+ Level 6	41.56%	82.93%	41.37
3+ Level 6	31.17%	70.73%	39.56
5+ Level 6	18.18%	55.28%	37.10

Table 3: Comparison SIMD 20% least and most deprived

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 level of qualifications. The attainment gap increases from 20.3 percentage points on average at SCQF Level 4 to 53.6 percentage points on average at SCQF Level 5.

- 76.9% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2020 (81.3% on 2019). The gap between leavers who are care experienced and those who are not at 1+ SCQF Level 4 increased from 15.4 percentage points in 2019 to 21.3 percentage points in 2020.
- 30.77% of care experienced school leavers gained 1 or more qualifications at SCQF Level 5 in 2020 (56.25% on 2019). The gap between leavers who are care experienced and those who are not at SCQF Level 5 increased from 29.8 percentage points in 2019 to 53.7 percentage points in 2020.
- Overall, the trend has fluctuated widely due to the small numbers in the looked after cohort.

SCQF level	2019 CA (16 leavers)	2020 CA (13 leavers)	2020 (All leavers – 777 leavers)	% point gap 2020
1+ Level 4	81.25%	76.92%	97.17%	20.25%
1+ Level 5	56.25%	30.77%	84.43%	53.66%
1+ Level 6	25.00%	23.08%	60.62%	37.54%

Table 4: Care experienced leavers

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 from 3.5 percentage points on average at SCQF Level 4 to 12.8 percentage points on average at SCQF Level 5 and 15.7 percentage points at SCQF Level 6.

- 93.7% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2020 (91.8% on 2019). The gap between leavers with an additional support need and those without in 2020 decreased by 1.4 percentage points on the previous year.
- 71.6% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2020 (70.0% on 2019). The gap between leavers with an additional support need and those without in 2020 decreased 3.2 percentage points on the previous year.
- 44.9% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2020 (33.1% on 2019). The gap between leavers with an additional support need and those without in 2020 decreased by 7.3 percentage points on the previous year.

Table 5 shows the gap in attainment at SCQF Levels 4, 5 and 6 for leavers with additional support needs in Midlothian. The number of leavers with additional support needs increased by 11% from 2019 to 2020.

SCQF level	ASN (285 leavers)	Midlothian (777 leavers)	ASN Gap % points
1+ Level 4	93.68%	97.17%	3.49%
1+ Level 5	71.58%	84.43%	12.85%
1+ Level 6	44.91%	60.62%	15.71%

Table 5: Leavers with Additional Support Needs

Education Service Improvement Priority 2: Included, Engaged and Involved; Wellbeing and Equity

2.1 Develop a Nurturing Authority- Year 1

The three year strategy for developing a Nurturing Authority was launched this session at the first Directorate Conference in February 2021.By June 2021 the following will have been completed:

- Communication
  - ➢ universal communication to school staff through 4 Nurture articles in the Wednesday Wellbeing Bulletin, as well as 2 Nurture Newsletters across the Directorate
  - ➢ internal and external presentations and group discussions at 2 Directorate conferences (February and May 2021)
  - ➢ #nurturemidlothian to be set up by June 2021

- Staff development
  - ➢ an on-the-ground Nurture Network through Nurture Leads across 40 schools and EY settings and 8 C&F settings has been established

- Resource Bank
  - ➢ nurture in practice resources collated and shared with Nurture Leads by email and the EPS website
  - ➢ GLOW resource Hub to be set up and populated with resources by June 2021

- Self Evaluation
  - ➢ Nurture Self-Reflection Audits shared with all schools, Early Learning and Childcare settings and Children and Families services/teams
  - ➢ themes and training needs from these audits will be identified and shared with LA/schools/services by August/Sept 2021

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.

This priority was not progressed due to the pandemic. It will carry over into session 2021/22.

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

This session the extension to the early learning and childcare (ELC) entitlement to 1140 hours per year was postponed as a result of the pandemic. Although this was the case all eligible families in Midlothian have benefitted from the increased hours this year. Midlothian had the infrastructure and workforce in place to introduce the increased hours from August 2020. The Capital works programme continued and additional capacity has been created in both local authority settings and providers in the PVI sector.

The early years workforce in the council increased from around 170 in 2017-18 to over 390 in February 2021, with 30 further staff expected to be recruited over the next year. Much of this increase has been achieved through the Modern Apprentice programme, along with HNC qualification pathways for career changers. Growing our own workforce enables Midlothian to have skilled and qualified staff that ensure high quality ELC provision.

The Quality Assurance programme continued virtually this session and regular virtual meetings and support sessions with council and funded providers have continued throughout the pandemic. The Early Years Pedagogues and Equity and Excellence leads have been based in settings this session due to COVID-19 restrictions. The Care Inspectorate introduced a new Quality Indicator to focus on COVID-19. Almost all inspections have been virtual, with almost all evaluations made from evidence discussed through phone conversations and paperwork submitted. 88% of settings are good or above in Care Inspectorate gradings and targeted support has been given to the remaining 12%.

This work has been recognised as good practice:

- Evaluation of remote learning in one of our settings has been recognised as good practice by Education Scotland and is available as a case study on the Education Scotland website.
- A Science Technology Engineering and Mathematics (STEM) grant allowed development of a numeracy project across a small group of settings and this project has been endorsed by Education Scotland and is available on their website.
- The four Equity and Excellence leads (E&ELs) funded by Scottish Government give targeted support to identified groups of learners and support closing the poverty related attainment gap. An evaluation by the Care Inspectorate and Education Scotland recognised the Midlothian model as good practice. A case study has been published in a report, 'Equity and Excellence Leads: Report on the Care Inspectorate Special Inspection Focus and Update on Development of the Role'.

Early Intervention and Prevention

The GIRFEC Early Years Subgroup has continued to develop the family learning approach to early year's services and a Midlothian Family Learning Strategy is in development which builds on the successes of the approach in the early years to include children from birth to eighteen. An innovative tier 1 intervention supporting healthy eating and good nutrition has begun and is being piloted in the Mayfield area. Staff have been trained and this work will be developed next session. This will ensure a consistent message across multiagency services to support families with children under 5.

All partners supporting families with children in the early years continued their support throughout the lockdown periods. A mixture of online communication, doorstep visits and engagement with Hub provision ensured that families continued to receive timely interventions and appropriate services. All partner organisations have adapted their early year's services to ensure they are aligned to local and national guidelines and innovative practice has been developed to support parents with children's learning at home.

Transitions

A Mid Mouse transition and intergenerational project was developed to build back from lockdown and support transitions from ELC to school to "knit our Midlothian community together". This will provide a knitted mouse for each child entering Primary 1 along with a series of stories with associated experiences to promote the principles of successful transition. This project has generated much interest from the community and across Scotland. There has been over 1000 hits to the website containing the knitting pattern and the first social media post reached 32,449 people with 3,816 engagements (latter posts had similar success). There has been an intergenerational impact with knitters of all ages contributing and over 1200 mice created to date.

2.4 Implement school-based counselling service (Pilot)

The School Counselling Service pilot run by Midlothian Young People's Advice Service (MYPAS) was launched at the end of October 2020 and guidance teams in high schools were introduced to their allocated counsellor in early November 2020. The figures below about the numbers of children and young people who have accessed this service reflecting the situation as of end of February 2021 when the latest monitoring data was supplied. Referrals continue to be received and the next round of monitoring data is due in June 2021.

Number of Young People accessing service	61 (11 ended) Approximately 10 currently 'on hold' while not attending school
Predicted to complete	By end March – 18 By end April – 32

With this pilot successfully underway we are now undertaking a competitive tendering process in order to award a new contract for the ongoing provision of a local school counselling service, in line with the Scottish Government's requirement.

The service will be available 52 weeks a year and support at least 250 children and young people annually, helping them to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and/or confusion, with the aim of reducing their emotional distress and improving their mental wellbeing.

The procurement process closes in June 2021 with the new contract due to commence in September.

Implement Penicuik Mental Health Project
The Penicuik Mental Health and Wellbeing Project, (Jigsaw), is a whole system of preventative and early intervention approaches to support the mental health and wellbeing of children and young people.

From September 2020 the Educational Psychology Service (EPS) has worked closely with the participating schools to gather the baseline data for the project and develop a delivery plan for each school.

Delivery and outcomes have been impacted by COVID-19 and a second school closure in January 2021. The EPS made a successful bid to extend the funding from Midlothian Early Action Partnership (MEAP) for 2021-22 in order to continue the project.

The EPS with Child and Adolescent Mental Health Service (CAMHS) have delivered a 2 session online programme, Parent Anxiety Workshop (PAW) to 29 families from both secondary and primary schools. Feedback was consistently positive.

The EPS has also delivered a school development session on staff wellbeing at Cornbank Primary School. Further staff development sessions on Trauma Informed Practice are planned for Strathesk Primary School (May) and Penicuik High School (2021-22). Pupil workshops have been delivered by the EPS jointly with CLL on Digital Well Being for the P7 class at Cornbank. The EPS is currently delivering the Headstrong Programme (5 sessions) to all P7s in Penicuik.

All the schools are participating in SHINE (Schools Health and Wellbeing Improvement Research Network) mental health surveys to support evaluation of the project overall.

Implement Strategy for Staff Wellbeing
The Staff Health and Wellbeing Strategy group was convened to address an aspect of the Midlothian Service Plan Priority 2. The group's aims are to create a culture and ethos in which everyone feels they are part of a nurturing authority and where Mental Health and Wellbeing is promoted and supported at all levels.

The group comprises Head Teacher, Depute Head Teacher, Educational Psychology and Union representatives, and is chaired by the Education Support Officer for Leadership and Professional Learning.

Since October, the group created wellbeing questions for Head Teachers which were included in School Visit 1. The Head teacher question answers showed that Head Teachers felt they were well supported. From the success of the Head Teacher questions, the group moved to consult teachers, creating a wellbeing survey to baseline existing provision and approaches. All staff were encouraged to complete the survey in January 2021, which also asked for focus group volunteers. The survey had 37 responses, with 9 people taking part in the focus group session in March.

The survey and focus groups identified that staff felt there are a variety of health and wellbeing supports available and they can access them either through Midlothian corporate benefits or through their schools. Schools shared approaches which they felt other schools may find useful, and local supports were often more valued than generic Midlothian supports. Currently all Health and Wellbeing supports and services are shared through the weekly Education Bulletin. The survey highlighted that an easily accessed central storage place for all Health and Wellbeing materials and supports would be useful. The next step for the group is to have a portal on Athena readily accessible to all who work in schools.

Education Service Improvement Priority 3:Self-Improving Systems

3.1 Empower leaders at all levels, leading to an empowered system.

a) Support schools to develop a quality improvement framework to achieve Good or better in Learning, Teaching and Assessment (linked to 1.1)
b) Improving quality of leadership at all levels

Since 2017, schools have been required to report on the evaluations for three of the main National Improvement Framework 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.

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

Table 6: Primary School NIF Quality Indicators 2020/21 evaluated as satisfactory or better:

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%

c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.

At the start of 2020, the attainment advisor worked with local authority staff to create an initial data set for P1-S3, to support schools in the identification of their poverty-related attainment gaps using SIMD comparisons. The attainment advisor introduced the data set at individual PEF meetings held with almost all schools. Schools reported that they found this information very useful and that discussion of the data helped them to identify future PEF priorities. This work led to two schools, one primary (P1-7 data) and one secondary (S4-S6 data), requesting follow-up data sessions with the attainment advisor. This priority needs further development and will be carried over into Session 2021/22.

3.2 Develop Parental Engagement Strategy

This priority will be carried forward into Session 2021/22. The recruitment of the Pupil and Parent Engagement Officer will take place in May 2021 and this priority will be one of the key tasks of the new post holder.

Education Service Improvement Priority 4: Lifelong Learning and Career Ready

4.1 Improve the number of young people entering further and higher education (see 1.2):

a) Implement a positive destination strategy - Improve the number and type of positive destinations including for young people with ASN and care-experienced young people

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 2021 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 (94.47%) in a positive destination in 2019/20, and 1.1% percentage point above the national average. The mains findings in 2019/20 are as follows:

- 94.5% of 2019/20 school leavers were in a positive destination approximately three months after leaving school compared to 93.8% in 2018/19.
- The percentage of leavers in positive initial destinations has increased 1.1% percentage points over the five year period from 2014/15 when 93.4% of pupils were in a positive destination.
- 70.27% of school leavers continued their education within Higher or Further Education establishments in 2019/20 compared to 55.4% in 2018/19.
- The percentage of leavers entering employment decreased from 35.8% in 2018/19 to 20.2% in 2019/20.
- In 2019/20 92.31% of our care experienced young people went into a positive destination compared to 81.40% nationally.

- In 2019/20 92.98% of leavers with additional support needs went into positive destinations compared to 89.64% nationally.
- The percentage of school leavers living in the most deprived areas in a positive initial destination increased by 5.6% (86.6% in 2018/19 to 92.2% in 2019/20)

Overall the gap in positive destinations between leavers from the most deprived areas and the least deprived areas is 4.5% - an decrease of 8.7% on 2018/19.

Follow-up School Leaver Destinations
In March of each year, 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 2018/19 follow-up destinations performance (published in August 2020) is as follows:

- The percentage of all 2018/19 school leavers in a positive *follow-up* destination was 93.4%, compared to 92.1% 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 2020 showed that of the 16-19 year olds in Midlothian 93.4% were in education, employment or training and personal development compared to 92.1% nationally. This represents a 0.5% point increase on the previous year. 3.4% were not participating (a 0.6% increase on 2019), compared to 2.8% nationally. 3.3% had an unconfirmed status (a 1% decrease on 2019), compared to 5.1% nationally

4.2 STEAM

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

Scottish Schools Education Research Centre (SSERC) Primary science programme
Three Associated School Groups (ASGs) (Lasswade, Newbattle and Dalkeith) participated in Year 2 of the SSERC primary science mentor programme and professional learning opportunities were offered to schools. The professional learning opportunities are being extended up until September 2021 to ensure that all schools have the opportunity to participate in workshops on science which will result in the delivery of a wider science curriculum for children and young people.

Professional Learning in Numeracy
Education Scotland in conjunction with SEIC provided three professional numeracy learning sessions on number and number processes, decimals, fractions and percentages and problem solving for all primary numeracy coordinators. The content of the Education Scotland webinars was decided partly in response to the Midlothian primary numeracy audit. The Midlothian numeracy leads provided professional learning on high quality assessment in response to this being identified as an area of need through the numeracy audit. Professional learning on the MUMPS approach was provided as professional learning for both NQTs and RQTs. A secondary maths teacher from each of the Midlothian secondary schools participated in three SEIC professional learning sessions on pedagogical approaches in maths. There are four SEIC numeracy professional learning sessions planned between September-October for all Midlothian primary numeracy coordinators.

STEM Grants –Phase 2
Five Midlothian schools and the Early Years successfully bid for Phase 2 STEM grants. Due to COVID-19, three schools were unable to proceed with their STEM project. However, two schools and Early Years were able to progress their STEM projects.

Learning for Sustainability
A small working party for taking forward Learning for Sustainability in Midlothian has recently been established. This work is to coincide with the COP26 Conference taking place in Glasgow in November 2021.

The Midlothian Science Festival 2020

The number of Midlothian schools participating in the virtual Midlothian Science Festival in October 2020 can be seen in the table below.

	2017	2018	2019	2020*
Number of Nursery Schools	0	0	0	3
Number of Primary Schools	13	18	21	20
Number of Secondary Schools	6	5	2	3
Total Number of Schools	19	23	23	23

The number of nursery, primary and secondary pupils participating in the 2020 Midlothian Science Festival was 3859, despite the capacity initially being 2450 pupils.

Education Service Improvement Priority 5: Finance and Resources

5.1 Deliver Best Value through:

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

During 2020/21 a number of learning estate projects have been completed which either have provided much needed additional capacity, to meet the demand for pupil places arising from housing development across Midlothian, including places for children with additional support needs, or have addressed the poor condition and suitability of some of our schools. These projects included:

- Extension of Cuiken Primary School in Penicuik, adding 6 classes and replacing the ASN provision
- Replacement of St Mary's Primary School in Bonnyrigg
- Extension of Burnbrae Primary School, in Bonnyrigg, including a new ASN provision
- Reburbishment and extension of Sacred Heart Primary School in Penicuik
- Extension of Lawfield Primary School in Easthouses, adding one class
- Repurposing of the old Mayfield library building to provide additional class spaces on the Mayfield School Campus for Mayfield and St Luke's Primary Schools
- Replacement of Danderhall Primary School with a larger school, doubling its capacity

We were successful in our bid to Scottish Government for funding as part of phase 2 of the Learning Estate Investment Programme for the replacement of the Mayfield School Campus and Penicuik High School, which are our highest priorities in addressing the remaining condition and suitability issues of our schools.

b) Robust workforce planning

The growth in pupil numbers across our schools, both primary and secondary, and in Early Years settings leads to a recurring growth in the staff complement required to meet our children's needs. Staff planning during the year has ensured that we have employed an increased number of staff, in particular teachers, and met our requirements while at the same time maintaining our pupil teacher ratio (PTR). Our combined ratio for primary and secondary schools is 14 pupils to 1 teacher, slightly higher than the national ratio. The 2020 Primary PTR is 15.4 nationally and 16.1 in Midlothian and the 2020 Secondary PTR is 12.5 nationally and 12.5 in Midlothian.

5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching (see 1.1)

Prior to the pandemic, cross-directorate collaboration between the Digital Learning Team and Digital Services achieved agreement on a baseline provision of technology to be provided in a Midlothian classroom, articulated in the Education Digital Asset Strategy document. From assessment of the existing estate, St Luke's RC Primary School, Mayfield Primary School, Burnbrae Primary School, St Mary's RC Primary School and Danderhall Primary School all received asset upgrades in line with the agreed baseline provision.

Digital devices and internet connectivity were central to school's continued delivery of education in a remote context. The Education Service committed to provide a device for any Midlothian pupil who requested one (including internet connectivity, if required) and supplied 4,000 devices to families.

The coronavirus pandemic fuelled the need to accelerate our digital ambitions and strategic work was undertaken to bring forward plans to supply every Midlothian child of school age with a device to support learning. These proposals were accepted by Council and will be brought forwarded within the Education Service improvement priorities for 2021/22.

Service plans

Service Improvement Plans have been developed for each of the Children, Young People and Partnership service areas, however, it is important to note that these priorities will be taken forward by cross service area and partnership strategic groups. Below is a summary of high level priorities for the Education, Communities. Lifelong Learning and Employability and Children's Services.

In order to achieve our ambition, we recognise that our biggest asset is our workforce. Investing in, and developing our workforce to increase capacity and expertise is a key priority of Midlothian's future vision. Over the last year our staff have faced huge adversity, and have responded positively to the challenge, embracing change and developing innovative ways of working. The service plans will be complemented by a comprehensive work force plan that harnesses the energy, flexibility and creativity demonstrated by our workforce, and fosters continuous improvement.

Education

In order to secure the required improvements, we have identified 5 key areas for improvement. These are the areas where current data analysis and evidence shows improvement is urgently required.

Priority 1: Attainment and Achievement

Single Midlothian Plan Priority: Reducing Inequalities in Learning Outcomes

Actions:

1.1 Improve attainment within the broad general education stages, by focusing on:
- Improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)
- Innovative pedagogical approaches and enhanced use of digital technology to support learning
- Pedagogy, play and progression cross Early Level

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

1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and carer-experienced children

Improve attainment within the broad general education stages, by focusing on:
- *Improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)*
- *Innovative pedagogical approaches and enhanced use of digital technology to support learning*
- *Pedagogy, play and progression cross Early Level*

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
Increase the number of children in P1, P4, P7	March 22		2018/19 Data % of children reaching the expected level.	2017/18 Data % of children reaching the expected level.	SGM	SEEMIS	No

and S3 achieving the expected Curriculum for Excellence levels in Reading, Writing, Listening & Talking and Numeracy.		Above the national average	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%	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%			

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

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
DYW KPI % of young people achieving vocational qualifications	March 22	Above the national average	2020 Figures Leaver data 1+ award at Level 5 a) Midlothian - 84.43% b) ASN - 71.58%	2019 Figures Leaver data 1+ award at Level 5 a) Midlothian - 86.01% b) ASN - 70.04%	SGM	Insight	No

at SCQF Level 5 or better			c) LAC - 30.77% d) SIMD Q1 - 70.13%	c) LAC - 56.25% d) SIMD Q1 - 73.20%			
Identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children							
Performance Indicator	**Due date**	**Target**	**Baseline**	**Previous Trend Data**	**Managed By**	**Source**	**New Target?**
Increase the number of children in P1, P4, P7 and S3 in receipt of FME achieving the expected Curriculum for Excellence levels in Reading, Writing, Listening & Talking and Numeracy across the BGE.	March 22	Above the national average	<u>2019 Figures</u> 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%	<u>2018 Figures</u> 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	No

Priority 2: Included, Involved and Engaged: Wellbeing and Equity

Single Midlothian Plan Priority: Reducing Inequalities in Health Outcomes

2.1 Improve Equity and Inclusion, through the following areas:
- Nurture
- Attendance and Engagement
- Family Learning
- ASN
- Embedding the principles of UNCRC and The Promise

2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:
- HWB curriculum development
- Local Authority, school and community supports

Improve Equity and Inclusion, through the following areas:
- *Nurture*
- *Attendance and Engagement*
- *Family Learning*
- *ASN*
- *Embedding the principles of UNCRC and The Promise*

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
Pupil survey – SHANARRI indicators	March 22	100%	Available June – September 2021	None	PEP	Parental engagement survey Pupil wellbeing survey	No

Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:
- *HWB curriculum development*
- *Local Authority, school and community supports*

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
Pupil survey – SHANARRI indicators	March 22	100%	Available June – September 2021	None	SGM	Pupil wellbeing survey	No

Priority 3: Self-improving Systems

Single Midlothian Plan Priority: Reducing Inequalities in Learning Outcomes

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

- Empowering leaders at all levels, leading to an empowered system
- Improving quality of leadership at all levels, including leadership of learning
- Delivering a minimum data set and supporting data literacy to improve self-evaluation
- Developing a Parental Engagement Strategy

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
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	March 22	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	No

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							

Priority 4: Lifelong Learning and Career-Ready Employability

Single Midlothian Plan Priority: Reducing Inequalities in Economic Outcomes

4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and those who are care experienced

4.2 Prepare children and young people for the world of work:
- Carry out an audit of career education standards 3-18 and embed them 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

Performance indicators for this priority are included in CLL improvement plan

Priority 5: Finance and Resources

Single Midlothian Plan Priority: Reducing Inequalities in Learning Outcomes

5.1 Deliver Best Value through:
- Reviewing and implementing the Learning Estate Strategy, taking cognisance of the ASN learning estate
- Robust workforce planning
- DSM review

5.2 Implement the first phase of the '*Equipped for Learning'* programme to support transformational change in digital learning

Deliver Best Value through:

- *Reviewing and implementing the Learning Estate Strategy, taking cognisance of the ASN learning estate*
- *Robust workforce planning*
- *DSM review*

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
Improvement in Core facts condition, suitability and sufficiency statistics	March 2022	85% 2020 condition A/B 85% 75% 2020 suitability A/B 75%	2019 Condition A/B 83% 2019 Suitability A/B 73%	2017 Condition A/B 78% 2018 Suitability A/B 68%	Resource Manager	Learning Estate Core Facts Census	No
Children and young people with ASN are educated within Midlothian			TBC June 2021		?		Yes

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| Teacher: pupil ratio | | Maintain a pupil teacher ratio in line with the national average

2020 Primary PTR is 15.4 nationally and 16.1 in Midlothian

2020 Secondary PTR is 12.5 nationally and 12.5 in Midlothian | 14 | 14 | | Resource Manager | | Yes |

Implement the first phase of the 'Equipped for Learning' programme to support transformational change in digital learning

Performance Indicator	Due date	Target	Baseline	Previous Trend Data	Managed By	Source	New Target?
% of pupils with access to allocated device to support learning	March 22	100%	3%	None	QIO, Digital Learning	Yes	Yes
active devices within a 7-day period		8,000	1,200	None	QIO, Digital Learning	Yes	
active users within a 7-day period		10,000	Unknown	None	QIO, Digital Learning	Yes	
% of teaching staff accessing digital professional learning		100%	25%	None	QIO, Digital Learning	Yes	
Schools in receipt of Digital Schools Award		8	3	+1 per year	QIO, Digital Learning	No	

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Communities, Lifelong Learning and Employability

Service Priority: Improving skills for Learning, Life and Work. Supporting communities to be a great place to live, work and grow up in
Action: Provide Community and Lifelong Learning Opportunities to all areas of Midlothian and Community Groups

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Number of local people engaged with CLL projects (show percentage by age and thematic work area e.g. youth work, employability or adult learning)	31/03/2022	4000	2,000 (COVID)	n/a	CLL	Annette Lang	Internal systems	Yes
Number of people receiving CLL 1:1 support	31/03/2022	500	473 (COVID)	n/a	CLL	Annette Lang	Internal systems	Yes
Number of CLL Opportunities / Projects / Courses offered	31/03/2022	500	412 (COVID)	n/a	CLL	Annette Lang	Internal systems	Yes
Ensure CLL opportunities reach all areas of Midlothian (SIMD breakdown of engaged participants)	31/03/2022	20% participation from SIMD Decile 1+2	154 (COVID)	n/a	CLL	Annette Lang	Internal systems	Yes
Number of Community groups receiving support from CLL	31/03/2022	40	New indicator	n/a	CLL	Annette Lang	Internal systems	Yes

Service Priority: Improving skills for Learning, Life and Work. Supporting communities to be a great place to live, work and grow up in

Action: Positive outcomes secured through CLL programmes

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Qualifications achieved through CLL	31/03/2022	750	477 (COVID)	n/a	CLL	Annette Lang	Internal systems	Yes
Participant satisfaction with CLL services	31/03/2022	97%	96.7%	n/a	CLL	Annette Lang	Internal systems	Yes
Key skills improved through CLL services	31/03/2022	78%	77%	n/a	CLL	Annette Lang	Internal systems	Yes
Modern Apprenticeships completed through CLL	31/03/2022	70%	TBC	n/a	CLL	Annette Lang	Internal systems	Yes
Foundation Apprenticeships completed through CLL	31/03/2022	85%	TBC	n/a	CLL	Annette Lang	Internal systems	Yes

Service Priority: Improving skills for Learning, Life and Work. Supporting communities to be a great place to live, work and grow up in

Action: Financial income generated to support CLL activities

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Amount of funding gained to meet income/external funding target of £650,000	31/03/2022	£650,000	£938,964 (external funding)	n/a	CLL	Annette Lang	Internal systems	Yes

Children's Services

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Reduce the number of CEYP going into homeless accommodation (1 year priority)

Action - Develop a pathway with alternative models of care for those CEYP who are entitled to aftercare

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Number of CEYP who enter homeless accommodation vs other suitable accommodation	30/07/22	0	New Measure	3	CS	S McCallum /J Foley	Internal systems	Yes

Action - Implement National House Project and identify 8-10 young people who shall work towards independent living via this resource

| 9 Young people are currently in the NHP. | 31/03/22 | 8 to 10 | New Measure | 19/20 homeless CEYP 8 | CS | S McCallum /J Foley | Internal systems | Yes |

Action - Implement and evaluate the effectiveness of the revised Continuing Care policy and approach

| Average age of young people in foster care / care homes moving into   after care | 30/03/22 | Age 18 | New Measure | Age 16 | CS | J Foley | Internal systems | Yes |

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Early intervention will be effective and maintain children within Universal Services

Action - Regular audit of repeat referrals into early intervention and prevention to ascertain effectiveness of previous intervention for future learning

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Reduced number of repeat referrals into the service	31/03/22	25% reduction in repeat referrals	New Measure	N/A	CS	Lesley Watson	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Expand existing pathway to support families impacted by poverty at an earlier stage

Action - Increase capacity of the income maximisation workers

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Increase number of families offered an income assessment	31/03/22	200	104	N/A	CS	Lesley Watson	Internal systems	No

Increase worker capacity to provide income maximisation assessment	31/03/22	1.5FTE	0.40FTE	N/A	CS	Lesley Watson	Internal systems	No

Action - Introduce supper club at Hawthorn Family Learning Centre

Number of families who attend supper club	31/03/22	100 families	New Measure	N/A	CS	Rebecca Hooton	Internal systems	Yes

Action - Provide food hampers throughout the year

Percentage of requests for food hampers provided	31/03/22	90%	New Measure	N/A	CS	Lesley Watson/ Rebecca Hooton	Internal systems	Yes

Action - Provide lunch packs during school holidays

Percentage of requests for lunch packs provided	31/03/22	90%	New Measure	N/A	CS	Lesley Watson/ Rebecca Hooton	Internal systems	Yes

Action - Provide food vouchers to families in need

Percentage of requests for food vouchers provided	31/03/22	90%	New Measure	N/A	CS	Lesley Watson/ Rebecca Hooton	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Provide a clear pathway for kinship support

Action - Consult with kinship carers to develop clear pathway

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Feedback from Kinship Carers about support	30/11/22	80% engage	New Measure	N/A	CS	Jo Foley /Scott McCallum	Internal systems	Yes
Action - Review and update policy and create pathway for support.								
Percentage of staff who attend the launch of the new policy and pathway for Kinship Support	31/03/22	80% of staff attend Launch/ development day on Kinship pathway	New Measure	N/A	CS	Jo Foley	Internal systems	Yes
Percentage of kinship carers who understand the pathway to access support	31/03/22	80% of Kinship carers understand the pathway to access support.	New Measure	N/A	CS	Jo Foley	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Develop and embed Family Group Decision Making service

Action - Embed a Family Group Decision Making approach in early intervention and prevention

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Percentage of families of Pre- birth Child Protection Case Conferences who are offered Family Group Decision Making	31/03/22	75% are offered FGDM	New Measure			Jo Foley	Internal systems	Yes
Percentage of families who agree to take up Family Group Decision Making	31/03/22	50% progress through FGDM process	New Measure			Rebecca Hooton	Internal systems	Yes

Action - Families with children under the age of 5 on CPR are considered for referral to Family Group Decision Making by the point of de-registration

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Percentage of Child Protection Case Conferences held for children under the age of 5 years who are offered Family Group Decision Making	31/03/22	75% are offered FGDM	New Measure			Rebecca Hooton	Internal systems	Yes

Percentage of families who agree to take up Family Group Decision Making	31/03/22	50% progress through FGDM process	New Measure			Rebecca Hooton	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Ensure regulated resources work towards continuous improvement

Action - Local residential care homes will provide high quality care and support

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Care inspection Grading of GOOD	31/03/22	3	New Measure	N/A	CS	Jo Foley	CI inspection Grades	Yes

Action - Local adoption services will provide high quality care and support

Care inspection Grading of GOOD	31/03/22	3	New Measure	N/A	CS	Jo Foley	CI inspection Grades	Yes

Action - Local fostering services will provide high quality care and support

Care inspection Grading of GOOD	31/03/22	3	New Measure	N/A	CS	Jo Foley	CI inspection Grades	Yes

Action - Local Continuing Care/Adult services will provide high quality care and support

Care inspection Grading of GOOD	31/03/22	1	New Measure	N/A (new service)	CS	Jo Foley	CI inspection Grades	]Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Develop 1 year pilot to support children remain at home using family systemic practice

Action - Implement a 1-year family systemic pilot practice model across Children's Services

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Number of families that engage with the pilot	31/03/22	12	New Measure	N/A (new service)	CS	Lesley Watson	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Reduce the number of deferred Children's Hearings

Action - Monitor the number of Children's Hearings that are deferred and the reasons why

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Number of CHs deferred	31/03/22	4	New Measure	N/A	CS	Scott McCallum	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Ensure parents of children and young people in receipt of an SDS package of care have an identified person to contact

Action - All operational managers are aware that families in receipt of a SDS package of care have an identified person to contact

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Complaints received	31/03/22	0	New Measure	N/A	CS	Scott McCallum	Internal systems	Yes

GIRFEMC: Reducing the gap in economic circumstances (3 year priority)

Service priority: Increase the number of social workers and practitioners who are skilled in engaging children and young people in life-story work

Action - Establish who has been trained and then develop/source a programme for workers to attend and develop their skills

Performance Indicator	Due Date	Target	Baseline	Previous Trend Data	Team	Managed By	Source	New indicator for 2020/21. yes or no
Number of staff trained	31/03/22	5	New Measure	N/A	CS	Scott McCallum	Internal systems	Yes

Equalities

The service plans set out our commitment to promoting equality and diversity. An Integrated Impact Assessment (IIA) has been carried out, enabling Midlothian Council to meet its legal duties to consider equality, human rights, sustainability and the environment. The assessment ensures that the planned services and policies promote equality of opportunity, eliminate discrimination and harassment; and promote good relations between those with protected characteristics and those with none. They also allow broader inequalities to be addressed, ensuring that the needs of all people are met.

For further information or to view a copy of the IIA please contact:
equalities@midlothian.gov.uk

This document can be made available in different formats and in different languages. If you would like a copy in another language or format, please email equalities@midlothian.gov.uk or phone 0131 271 3658

Key contacts

Further information about this plan is available from the contacts below:

Fiona Robertson, Executive Director Children, Young People and Partnerships – Fiona.Robertson@midlothian.gov.uk

Joan Tranent, Chief Officer Children's Services, Partnerships and Communities – Joan.Tranent@midlothian.gov.uk