



Education Service Improvement Plan 2024-2025

Improving Outcomes for Learners through an Empowered System

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Section 1: Introduction

1.1 Our Directorate Vision is:

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.

1.2 Our priorities

The Education Service Improvement Plan is a forward planning document and details how the Education Service contributes to the delivery of Midlothian Council and National Improvement Framework priorities. These priorities are:

Midlothian Education Service outcome:

We will raise attainment and achievement to ensure that all children and young people in Midlothian achieve outcomes which lead to positive and sustained destinations.

The rationale for moving to a single improvement outcome includes clarifying our focus, sustaining our attention and simplifying our actions.

Midlothian Single Plan priorities:

- Individuals and communities have improved health and skills for learning, life, and work.
- No child or household living in poverty.
- Significant progress is made towards net zero carbon emissions by 2030.

National Improvement Framework priorities:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.







Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible, and included.

1.3 Our Four Key Workstreams

Our Service Improvement Plan this session has four main workstreams: Learning, teaching, assessment & curriculum. Attendance & engagement, Relationships, wellbeing & care and Inclusion, equity & targeted support.

1.4 Our Key Drivers

The key drivers that will help us to deliver our plan are:

 <p>Data that drives improvement</p>	<p>Data that drives improvement</p> <ul style="list-style-type: none"> • Robust, consistent tracking, monitoring and reporting systems in all schools and ELC settings. • Data-informed knowledge and leadership drives improvement at all levels. • Evaluation of the impact of interventions across the system to inform improvement.
 <p>Children and young people as active participants</p>	<p>UNCRC - Children and young people as active participants</p> <ul style="list-style-type: none"> • Learners are active participants in all planning and decision making that affects them. • Learners are actively involved in the co-creation of all frameworks and policies that improve their learning experience and lead to improved engagement and attainment. • Structures of engagement and feedback loops ensure that all learner voices are heard and influence decisions.
 <p>A coherent framework of policies and guidance</p>	<p>Coherent 2-18 Governance Structures, Frameworks, Policies and Guidance</p> <ul style="list-style-type: none"> • All Midlothian schools are appropriately engaged in the impactful development, implementation and review of 2-18 Frameworks and Policies which underpin our practice.
 <p>A skilled and compassionate workforce</p>	<p>A skilled and compassionate workforce</p> <ul style="list-style-type: none"> • Professional learning is focused on building the inclusive skills, confidence and competencies of all staff in relation to raising attainment and achievement. • Networks promote partnerships, enquiry and collaboration around best practice to drive improvement. • Structures of professional support ensure staff feel valued and empowered.
 <p>A strong universal offer with needs-led pathways</p>	<p>A strong universal offer with needs-led pathways</p> <ul style="list-style-type: none"> • All schools have a curriculum rationale that reflects the unique characteristics of their school and community. A relevant and motivating strengths-based, 3-18 curriculum offer enables all learners to move on to positive, sustained destinations. • Streamlined supports and needs-led pathways enable all learners to receive the right support at the right time.
 <p>A self-improving, empowered system</p>	<p>A self-improving, empowered system</p> <ul style="list-style-type: none"> • Staff at all levels are actively involved in self-evaluation which leads to personal development and continuous improvement. • The Midlothian Quality Improvement Framework enables identification of excellence across the system and where proportionate support is needed.

1.5 Our Key Outcome Measures

We will use the following outcome measures to evaluate our progress:



	Last Published Data	June 2024	June 2025	June 2026	June 2027
ACEL P1-S3 Combined Health and Wellbeing	Not available				
ACEL P1, P4, P7 Combined Literacy	71.64%	71.56%	73.00%	75.00%	77.50%
ACEL P1, P4, P7 Combined Numeracy	76.30%	77.00%	79.00%	81.00%	82.00%
S3 Literacy 3 rd level or better	85.40%	86.50%	88.00%	90.00%	91.00%
S3 Literacy at 4 th level	48.30%	56.63%	65%	70%	75%
S3 Numeracy 3 rd level or better	90.50%	91.00%	93.00%	94.00%	95.00%
S3 Numeracy 4 th level	62.80%	63.03%	66%	68%	70%
Leavers Literacy @ Level 5	76.28%	78.00%	79.50%	81.00%	83.00%
Leavers Numeracy @ Level 5	71.57%	72.50%	73.50%	74.00%	75.00%
Leavers 1+ @ Level 5	86.90%	87.00%	88.00%	89.00%	90.00%
Leavers (ASN over time) 1+ @ Level 5	77.97%	NA until Feb 25	78%	80%	82%
Leavers (Care Experienced) 1+ @ Level 5	78.57%	NA until Feb 25	79%	80%	81%
Leavers1 @ Level 6	57.10%	63.00%	64.00%	66.00%	67.00%
% Positive Destinations	95.30%	96.00%	96.50%	97.00%	98.00%

% Initial Destination in Higher Education	31.90%	38.00%	40.00%	42.00%	45.00%
Wellbeing survey	GWP use to be rolled out next session				
Attendance Rate Primary	92.47%	93.00%	93.50%	94.00%	95.50%
Attendance Rate Secondary	87.05%	88.00%	89.00%	90.50%	92.00%
Participation Measure 3 years post initial destination rate %	94.0%	94.5%	94.5%	95%	95%
Exclusion Rate per 1,000 Primary	4.24	3.00	2.00	1.50	1.00
Exclusion Rate per 1,000 Secondary	28.98	25.00	22.50	17.50	15.00
% of schools & ELCs with validated Good or better QI 1.1	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 1.3	77%	77%	84%	88%	90%
% of schools & ELCs with validated Good or better QI 2.3	63%	67%	77%	84%	90%
% of schools & ELCs with validated Good or better QI 3.1	67%	65%	79%	85%	90%
% of schools & ELCs with validated Good or better QI 3.2	49%	51%	69%	79%	90%

In exceptional circumstances some learners will not meet these outcomes and will be supported to achieve the best possible individualised targets as set out in their individual education plan, called a Midlothian Learner Plan.

Section 2: Service Overview

2.1 Our Context

Our demographic profile shows growth in all age groups but particularly acute in the 0-15 years and therefore there will be significant demand for early years, schools, and children's services. In Midlothian there are 3 communities in the top 20% of most deprived areas in Scotland. These are Central Dalkeith/Woodburn; Mayfield/Easthouses and Gorebridge.

Our looked after and accommodated population of children and young people has remained fairly static over the year. Albeit can change on a day-by-day basis. Our child protection numbers over the reporting period have also remained relatively consistent. This data supports our early intervention and preventative approach whereby we are involved with families at an earlier point of contact and work with them to try and prevent a crisis. Year on year we continue to see a rise in the number of children and young people who have additional support needs.

This remains an area of significant growth across both children's services and education. We have a Young Carers project plan and at the start of the academic year in 2023 there were 226 young carers registered on our system a 23.5% increase.

Midlothian Schools Information:

The total number of pupils attending Midlothian Schools is 14,305.

Primary there are 8,144 pupils.

Secondary there are 6,059 pupils.

Special there are 102 pupils.

The percentage of children and young people who have been identified as having additional support needs are:

Primary 34.7%

Secondary 49.6%

Special 100%

The percentage of children and young people who have a disability are:

Primary 1.9%
Secondary 1.9%
Special 100%

Where English is another language

Primary 6.5%
Secondary 9.2%
Special 5.9%

The uptake of free school meals as part of the Healthy Living Survey from March 24 were

Primary (P6-7) 18.2%
Secondary 15.0%
Special 36.0%

The percentage of children and young people in Midlothian Schools who are of non-white ethnicity background

Primary 8.7%
Secondary 7.9%
Special 11.8%

The number of young carers

Primary 1.6%
Secondary 4.3%
Special 0%

2.2 Our Services and Teams

The Education Service consists of the following services and teams:

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

- Provide 1140 hours per year of Early Learning & Childcare to entitled two-year-olds and children from the term after their third birthday.
- Provide primary education in 31 primary schools and in Saltersgate School (Additional Support Needs School)
- Provide secondary education in 6 secondary schools and in Saltersgate School.
- Improve the quality of schools and early learning centres (ELCs) through our Midlothian Quality Improvement Framework.
- Support for probationers, newly qualified teachers; non-teaching staff, policy development and quality assurance.
- Strategic leadership of the development of learning, teaching, assessment & the curriculum (LTAC)
- Strategic planning and delivery of Career Long Professional Learning (CLPL) and the development of leadership at all levels.
- Liaison with national groups and forums for education.
- Strategic resource planning for schools, ELCs and ASN settings.
- Track and monitor learners' attainment and achievement.
- Prepare schools & ELCs for inspections

The Additional Support Needs Team delivers the statutory duty to ensure that additional support needs are met through:

- Inclusive practices and additional support for learners in all mainstream schools.
- Enhanced nurture classes in 13 primary schools and 4 secondary schools.
- Specialist ASN classes/provisions within 8 of our mainstream primary schools, 6 secondary ASN provisions in our secondary schools, one all through special school and a stand-alone secondary provision supporting young people with social, emotional and behavioural needs.
- Specialist outreach teachers and professionals supporting young people with specific additional needs.

The Digital Inclusion & Learning Team implements and delivers Midlothian's Digital Inclusion & Learning Strategy, specifically:

- Advise on and quality assure the use of technology to organise & enhance learning, teaching, assessment and curriculum in Midlothian schools.
- Supporting schools to deliver the statutory duty to safeguard young people's use of technologies and the internet.
- Supporting assistive technology solutions for learners with additional support needs.
- Providing professional learning opportunities on the use of digital technology, including in-class support for pupils and teachers.
- Facilitating the implementation of online tools for learning, including supporting schools to ensure compliance with data security requirements.
- Managing the deployment of iPads and Chromebooks in schools, ELCs & ASN settings.

The Educational Psychology Service 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.

Educational Psychologists support improvement priorities within the local authority and work in partnership with families, schools, and other services to create learning environments which foster and develop children and young people's inclusion, wellbeing & achievements. To achieve this, Educational Psychologists are involved in a range of activities that are categorised into core functions:

- Consultation, assessment, and intervention.
- Professional learning and support.
- Strategic development and research.

The Education Business Support Team is responsible for:

- Pupil placement including school & ELC admissions.
- Coordination of wrap around care provision
- Coordination of ELC partners' staff training
- Supporting work on statutory consultations
- Scheme of devolved school budget management (DSM).
- Authorising significant school expenditure and HT purchase cards.
- Supporting procurement of essential services.
- Staffing allocations and budget setting for schools and ELC settings.
- Supporting policy updates.
- Job sizing for teachers.
- Schools & ELCs staff recruitment.
- Partnership funded provider ELC Payments (settings and childminders).
- Performance & improvement reporting.
- Information management & data analysis.
- Subject access requests
- FOL administration
- Directorate PA service
- Admin support for ASN
- Child performance and work licencing

Section 3: Key Successes and Achievements (2023-2024)

Evidence for the Education Service Improvement Plan is gathered through:

- Education Scotland visits to schools & ELCs.
- Care Inspectorate visits to ELCs.
- Quality Improvement activities including
 - Analysis of data
 - Direct observation
 - Gathering staff, parent/carer, children and young people's views.
- Analysis of school & ELC standards and quality reports.



3.1 Inspections

Education Scotland inspections

School	Leadership of change	Learning, teaching & assessment	Ensuring wellbeing, equality & inclusion	Raising attainment & achievement
Newbattle High School	n/a	Good	n/a	Satisfactory
Lasswade Primary School	Very Good	Good	Good	Good
Lasswade Primary School and ELC	Very Good	Good	Good	Good
Lawfield Primary School further visit	Further inspection visit within 12 months.			
Woodburn Primary School	n/a	Very Good	n/a	Very Good
Woodburn Primary School and ELC	n/a	Good	n/a	Good
Scots Corner ELC	Good	Good	Very Good	Good
Sacred Heart Primary School further visit	No further engagement required with Education Scotland.			
Strathesk Primary School and ELC		Good		Satisfactory
Beeslack High School	Good	Satisfactory	Good	Satisfactory

The following key strengths were indicated by the inspection teams.

Primary

Positive relationships across schools based on the school vision and values with happy and respectful children who learn and achieve well in a safe, inclusive and nurturing environment.

Children who are proud of their schools and ELC settings who are keen to learn and contribute to the life of the school.

Senior leaders who make highly effective use of data to carefully analyse the progress of children. Well planned supports in place which meet the needs of learners well. Staff's success in addressing gaps in children's attainment.

Staff who maintain a focus on wellbeing across the school and ELC setting. They help develop children who are responsible, able to find solutions to challenges and are proud of their successes.

Effective partnership working which is ensuring children benefit from a wide range of universal and targeted supports which is improving outcomes for children.

Staff who know children very well, both as individuals and as learners. They engage in professional learning to further develop their knowledge and skills to help them to meet the needs of all children.

Secondary

The senior leadership team have a clear focus on improving attainment and achievement. This is improving outcomes for young people who are impacted by social, economic disadvantage.

Strong leadership in developing a school culture and ethos with a focus on wellbeing and working together. Staff feel they play a key role in improvements.

Staff ensure that young people are supported to recognise their own wellbeing needs. Young people are well supported by staff and partners through creative and well considered wellbeing strategies to help them make progress.

Staff make skilful use of digital technology to enhance young people's learning experiences which is helping to develop young people's skills and is encouraging them to reflect on their learning.

Trusting caring relationships between staff and young people which are leading to a calm and respectful learning environment. Young people are proud of their school and eager to learn.

Staff work with a range of partners to support improved outcomes for young people. These include ensuring all young people achieve and develop important skills towards positive destinations.

Thematic Visits from Education Scotland

As part of a national sample of schools and settings for the national thematic reports, visits were carried out by Education Scotland inspectors in the settings below. Oral feedback is given by the team and the findings will be included in the national reports. These visits gave the opportunity for professional dialogue.

St Lukes RCPS	Numeracy focus
Penicuik HS	Numeracy focus

Care Inspectorate

18 early years settings were inspected by the Care Inspectorate in session 2023-24. A range of funded providers were inspected including private nurseries and local authority settings. The settings that were inspected in this period were:

Local Authority Settings	Funded Provider Settings
Paradykes ELC Tynewater ELC Kings Park ELC St Davids ELC Mount Esk Nursery School	Wizkidz Happy Days Hardengreen Hopefield Castle (2 inspections) Little Hawthorns Happy Days Dalkeith Cranston Country Nursery Chapter One Treetops Scallywaggs Chapter One Shawfair Midlothian SureStart Gorebridge Danderhall Playgroup Newbattle Community Nursery.

Care Inspectorate grades

Quality Indicator	Total no. of settings inspected	Excellent	Very good	Good	Adequate	Weak	Unsatisfactory
How good is our care and support?	18	2	3	10	2	2	0
How good is our setting?	18	0	3	11	4	0	0
How good is our leadership?	18	0	5	9	3	1	0
How good is our staff team?	18	0	6	10	1	1	0

ELC settings' grades (where there was an Education Scotland inspection)

Name of setting	QI. 1.3	QI 2.3	QI 3.1	QI 3.2
Lasswade PS ELC	Very good	Good	Good	Good
Woodburn PS ELC	n/a	Good	n/a	Good
Scots Corner ELC	Good	Good	Very Good	Good
Strathesk PS ELC	n/a	Good	n/a	Good

The following common key strengths were indicated by the inspection teams.

How good is our care and support

Almost all of our settings in Midlothian provide warm, nurturing support for our children. There has been a stronger focus on children's learning through effective interactions and questioning which will lead to better outcomes for our children.

How good is our setting

Almost all of our indoor and outdoor spaces provide stimulating and challenging learning environments. In the best settings, the spaces are developmentally appropriate and offer a wide range of experiences to support and challenge our children.

How good is our leadership

This has been an area of focus for our practitioners and impact of recent network and training sessions has been identified. Quality assurance processes, self-evaluation and effective monitoring of practice is beginning to improve outcomes for our children.

How good is our staff team

The evaluations for this quality indicator show an improvement in practitioners' knowledge and skill with 33% of evaluations at very good and 88% at good. Strong attachments; good knowledge of children as learners and individuals; and an understanding of nurturing relationships were highlighted through the inspection process.

This session, 90% of the children accessing funding were attending settings that had at least good evaluations across the 4 inspection themes or the setting was still awaiting their first inspection (as of June 24).

3.2 Evaluation of Education Service Improvement Priorities 2023-2024

The Excellence and Equity Board has oversight and accountability for all outcomes relating to education service delivery.

Midlothian Priority 1	Midlothian Priority 2
Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations <ul style="list-style-type: none"> • Learning, teaching & assessment • Curriculum • Equity 	All children & young people feel valued & included, and have the same opportunities to succeed <ul style="list-style-type: none"> • Relationships • Wellbeing & care • Inclusion & targeted support

3.2.1 Education Service Improvement Priority 1

Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, teaching & assessment
- Curriculum
- Equity

2023-2024 Performance Measures

Excellence

	Ave. (17-19)	Last Published (Dec 23)	Target 23/24	Target 24/25	Target 25/26	Target 26/27
Primary combined Literacy	68.86%	68.20%	71.50%	73.00%	75.00%	77.50%
Primary combined Numeracy	75.34%	76.05%	77.00%	79.00%	81.00%	82.00%
S3 Literacy	69.90%	80.70%	86.50%	88.00%	90.00%	91.00%
S3 Numeracy	88.68%	88.50%	91.00%	93.00%	94.00%	95.00%
Leavers Literacy & Numeracy @ Level 5	67.55%	66.82%	67.50%	70.00%	72.00%	74.00%
Leavers 1+ @ Level 5	85.56%	86.95%	87.00%	88.00%	89.00%	90.00%
Leavers 1+ @ Level 6	59.19%	62.87%	63.00%	64.50%	66.00%	67.00%
% school leavers initial destination positive	94.55%	95.5%	96.00%	96.50%	97.00%	98.00%

Equity* (the poverty related attainment gap)

	Ave. (17-19)	Last Published (Dec 23)	Target 23/24	Target 24/25	Target 25/26	Target 26/27
Primary combined Literacy	28.17%	26.84%	25.50%	24.00%	22.50%	21.00%
Primary combined Numeracy	23.82%	24.29%	23.50%	22.50%	21.00%	20.00%
S3 Literacy	22.94%	28.87%	24.00%	23.00%	22.00%	20.50%
S3 Numeracy	16.35%	22.19%	17.00%	16.50%	16.50%	15.50%
Leavers Literacy & Numeracy @ Level 5	26.21%	39.83%	38.00%	35.50%	32.50%	30.00%
Leavers 1+ @ Level 5	27.45%	23.08%	30.00%	29.00%	27.50%	25.00%
Leavers 1+ @ Level 6	30.25%	41.37%	40.00%	38.00%	37.00%	35.00%
% school leavers initial destination positive	29.21%	26.36%	26.00%	25.00%	23.50%	22.00%

** Equity measures show the attainment gap as the difference in attainment levels between pupils that are registered for free school meal registered and those learners not registered for free school meals.*

Learning, teaching & assessment

Midlothian Learning, Teaching and Assessment Framework is in place and there is some evidence to show it supports robust self-evaluation.

Quality Improvement visits and ongoing school self-evaluation during 2023-2024 has provided baseline data to inform the development of the Midlothian LTA Framework. The framework has also been informed by research and extensive consultation with stakeholders. The Framework outlines the key features of highly effective learning, teaching and assessment. The Framework will be used by schools to improve learning, teaching and assessment where this is required. The Framework will also support our work to raise attainment, through effective learning, teaching and assessment.

Professional Learning will be designed to support the use of the LTA framework. Where Midlothian schools and settings have established LTA guidance in place, 21% reported that learners had been fully involved in co-creating this guidance. This remains a next step for session 2024-25 at both Local Authority and school level. Learner Voice will continue to be integral to the development of this framework throughout session 2024/25. The impact of the LTA framework will be closely monitored by the Excellence & Equity Board.



The impact of the Raising Attainment strategy is monitored through analysis of Key Performance Indicators in all schools and settings.

All schools have reported individually on the progress made towards raising attainment and improving learning, teaching and assessment. Following the launch of the Midlothian Raising Attainment Strategy Google site in August 2023 regular opportunities throughout session 2023/24 supported schools to engage with the roles and responsibilities outlined in the Strategy. In May 2024 almost all schools report having engaged with the roles and responsibilities either at senior officer or class teacher level with almost one third reporting ongoing engagement with the strategy during collegiate time, to help make connections to school level improvement priorities. In 2024-2025 we will continue to engage schools with the Raising Attainment strategy. The impact of the strategy will be closely monitored by the Excellence & Equity Board.

Raising Attainment Team

In 2023-2024, the Raising Attainment team was made up of 3 class teachers, with expertise in primary teaching in Literacy and Numeracy. Their support in schools was data informed (including quality improvement visit findings, attainment data, inspection reports and school self-evaluation data) and responsive to the needs of the learners and staff within each setting. The team supported schools to raise attainment through the delivery of professional learning. This included modelling effective learning, teaching & assessment, delivery of our new Literacy and Numeracy Progressions and supporting moderation activity to ensure the judgements teachers made regarding attainment levels were robust and valid. The team also coordinated our Literacy and Numeracy champions networks.

Where individual schools/classes benefitted from targeted intervention in reading, writing and/or numeracy, the average increase in attainment for the year group/class from August 2023 to May 2024 was 11%. The Raising Attainment team has worked on several national collaborative projects. In November, they shared work on the new Midlothian Progressions in Writing and Reading at the National Literacy Network and this was well received with other Local Authorities asking for support in their literacy approaches and progression planning. The team also represents Midlothian on the National Response to Improving Maths implementation group and is involved in the national cycle of review of the maths curriculum.

Data Development

A strategic data development plan is in its second year and is designed to ensure effective use of data for improvement in Midlothian schools. Digital data dashboards are available for all primary schools. School staff monitor and analyse the data. This supports improvement of learner outcomes. Access to the data dashboard also enables analysis of trends in attendance and attainment across Midlothian and informs next steps in improvement. Feedback from primary head teachers in June 2024 showed that just over half (52%) of primary heads were accessing the dashboard weekly or monthly, with the most cited benefit being the ability to track learner data across the four tracking periods of the year (October, January, March and May) This in turn supported

school leaders' conversations with teachers to support improvement in learner outcomes.

As part of a national cycle for improvement, we were asked to share our data progress journey with another local authority as an example of good practice, which was received very positively.

A newly formed Data and Performance Strategy group includes members from all school sectors and has agreed a calendar of data points in the year when school leaders and central team officers can expect updated data to be available to support next steps in improvement. A new tracking and monitoring system across the BGE and Senior phase is being developed for session 2024-2025 in consultation with secondary head teachers and our Principal Data Officer. A dashboard with attendance data is now available to head teachers in primary and secondary schools to support improvements in attendance. All Associated School Groups (ASGs) are expected to implement an improving attendance approach based on effective practice.



Almost all Midlothian schools can evidence improvement in QI 2.3 by at least one grade.

This data was not previously collected. We now have a refreshed Quality Improvement Framework which records current and previous QI grades.

Most Midlothian schools achieved good or above in the measured QIs.

77% of schools are rated Good or better in QI 1.1 (Self-evaluation) at June 2024.

77% of schools are rated Good or better in QI 1.3 (Leadership of change) at June 2024.

67% of schools are rated Good or better in QI 2.3 (Learning, Teaching and Assessment) at June 2024.

65% of schools are rated Good or better in QI 3.1 (Ensuring wellbeing, equality and inclusion) at June 2024.

51% of schools are rated Good or better in QI 3.2 (Raising attainment and achievement) at June 2024.

All schools engage pupils, parents and staff in school self-evaluation processes.

All schools involved learners, parents and staff in self-evaluation processes during 2023-24. For example, surveys, focus groups, structured interviews, learning walks and working groups.

School NIF Quality Indicators 2023-2024 evaluated as satisfactory or better

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

School NIF Quality Indicators 2023-2024 evaluations

	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Total schools/ ELCs/ Provisions	43	43	43	43	43
Number of schools "Excellent"	0	0	0	0	0
Number of schools "Very Good"	4	6	4	6	2
Number of schools "Good"	29	27	25	22	20
Number of schools "Satisfactory"	10	10	14	15	20
Number of schools "Weak"	0	0	0	0	1
Number of schools "Unsatisfactory"	0	0	0	0	0
Number "Good" or above	33	33	29	28	22
% "Good" or above	77	77	67	65	51
2027 target % of schools "Good" or above	90	90	90	90	90
2027 target number of schools "Good" or above	39	39	39	39	39
Number of schools short of 2027 target	6	6	10	11	17

Explanation of terms used by Education Scotland

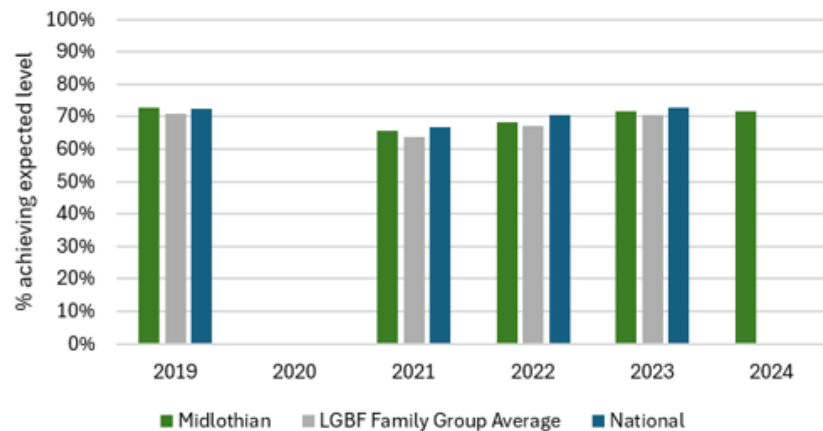
All	Almost all	Most	Majority	Minority	A few
100%	91% - 99%	75% - 90%	50% - 74%	15% - 49%	Less than 15%

Improved attainment within the broad general education stages

Trend Data & Target

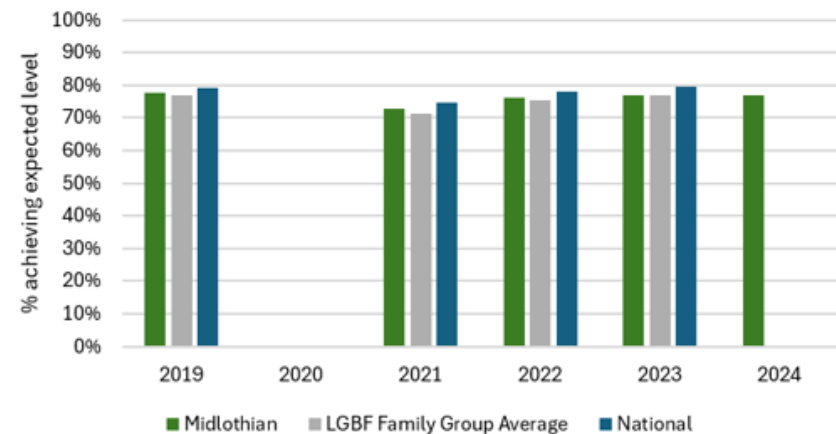
MIDLOTHIAN DATA	2018	2019	2020	2021	2022	2023	2024	Target
Primary Literacy	74.68%	72.76%		65.75%	68.20%	71.56%	71.80%	71.50%
Primary Numeracy	79.63%	77.77%		72.80%	76.05%	76.83%	76.82%	77.00%
S3 Literacy (Third Level or better)	80.25%	86.80%			80.70%	85.12%	82.97%	86.50%
S3 Numeracy (Third Level or better)	87.68%	89.56%			88.50%	91.02%	90.26%	91.00%

ACEL: Literacy, P1/P4/P7 combined



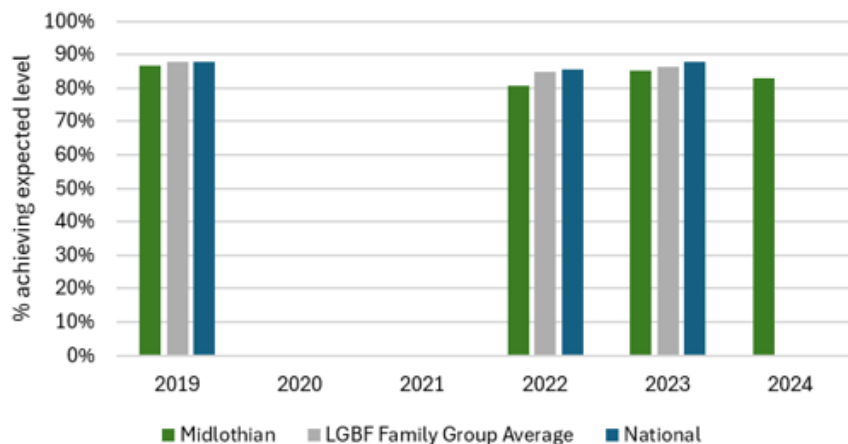
Literacy: P1/P4/P7 combined	2019	2020	2021	2022	2023	2024
Midlothian	72.8%		65.8%	68.2%	71.6%	71.8%
LGBF Family Group Average	70.9%		63.8%	67.3%	70.4%	
National	72.3%		66.9%	70.5%	72.7%	

ACEL: Numeracy, P1/P4/P7 combined



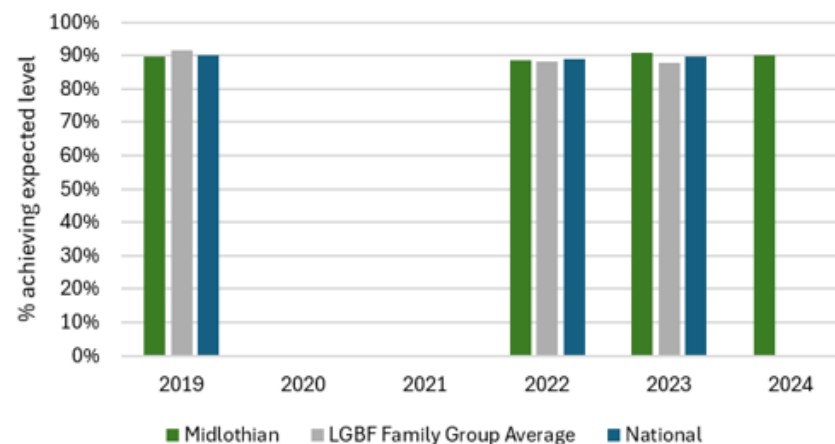
Numeracy: P1/P4/P7 combined	2019	2020	2021	2022	2023	2024
Midlothian	77.8%		72.8%	76.1%	76.8%	76.8%
LGBF Family Group Average	77.0%		71.4%	75.3%	77.0%	
National	79.1%		74.7%	77.9%	79.6%	

ACEL: Literacy, S3, Third Level or better



Literacy: S3, Third Level or better	2019	2020	2021	2022	2023	2024
Midlothian	86.8%			80.7%	85.1%	83.0%
LGBF Family Group Average	87.8%			84.8%	86.5%	
National	87.9%			85.5%	87.8%	

ACEL: Numeracy, S3, Third Level or better



Numeracy: S3, Third Level or better	2019	2020	2021	2022	2023	2024
Midlothian	89.6%			88.5%	91.0%	90.3%
LGBF Family Group Average	91.7%			88.1%	87.8%	
National	90.2%			89.1%	89.6%	

Curriculum for Excellence, Literacy & Numeracy progress

Analysis of provisional 2024 results of Curriculum for Excellence levels shows that targets for P1/P4/P7 in literacy were broadly met (0.18 percentage points above target for numeracy, 0.3 percentage points below target for literacy). However, this does not represent any significant increase on the figure for 2023. Figures for S3 at Third Level or better have decreased from 2023 – a drop of 0.7 percentage points for numeracy and 2.1 percentage points for literacy. Whilst the target for numeracy was met, the target for literacy was missed by 3.5 percentage points.

In terms of comparison with the performance of other local authorities, analysis of available data shows a clear pattern, with Midlothian figures consistently above the average for our comparator local authorities, but also consistently below the national average.

Midlothian Stretch Aims

In line with the principles of an empowered system the central education team worked closely with those best placed to determine our stretch aims, namely, our head teachers and schools. This ensured that the data was informed by those who best know our learners. Stretch aims are targets we are aiming for in learner attainment, attendance etc.

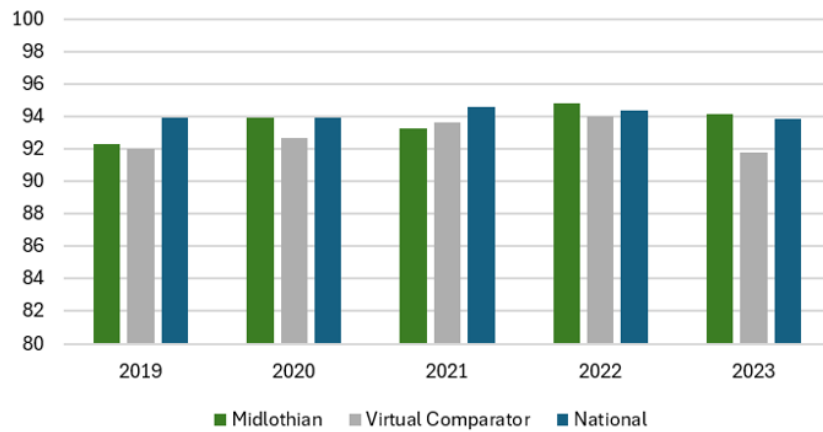
This was the second year of setting stretch aims and head teachers were able to use knowledge of their school's attainment over time, as well as knowledge of their learners, to set stretch aims. They were asked to reflect on their longer-term stretch aims for 2027 and adjust the stretch aims for 2024, 2025 and 2026 to map out a path towards the 2027 targets. As part of the Quality Improvement process a few schools were asked to be more ambitious in their targets.

The stretch aims to reduce the performance gap between learners in the poorest and richest post codes (Scottish Index of Multiple Deprivation (SIMD) Quintile 1 and SIMD Quintile 5) were calculated at local authority level by our Principal Data Officer. As not all schools have pupils in SIMD Quintile 1 and SIMD Quintile 5, schools also use the attainment levels of learners entitled to free school meals versus those not entitled to free school meals to measure their poverty related attainment gap. This information is then used to plan the use of additional Pupil Equity Fund (PEF) monies which schools receive from the Scottish Government. As a result of the work on stretch aims, most school leaders have improved their use of data for improvement.

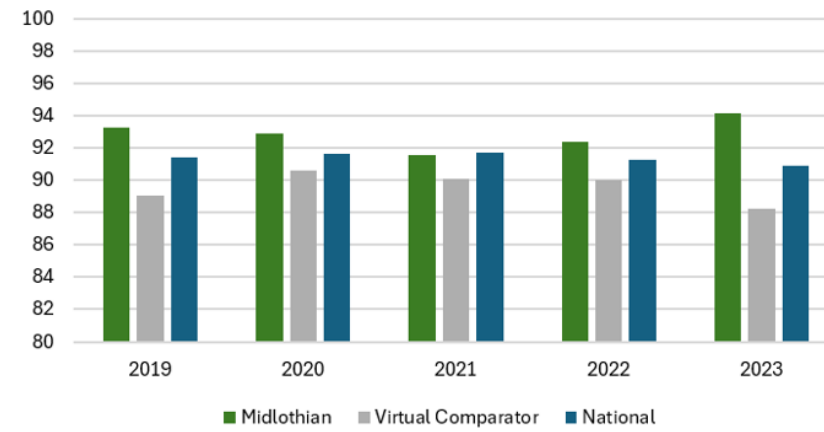
Attainment within the senior phase

Literacy and numeracy for leavers

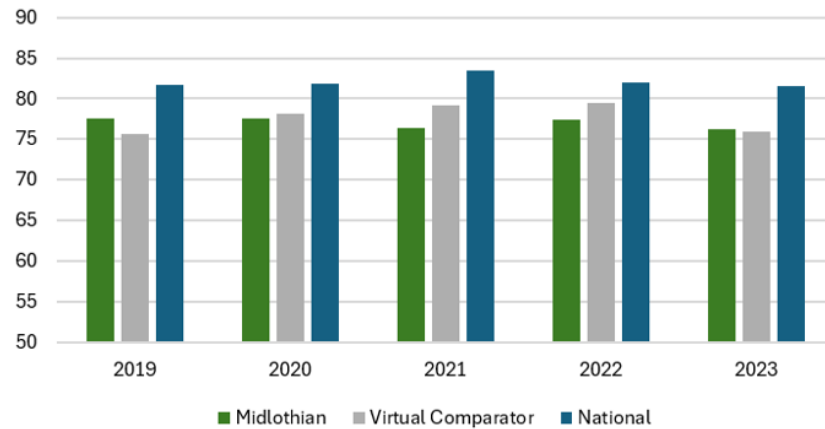
% of Leavers with SCQF Level 4 Literacy or better



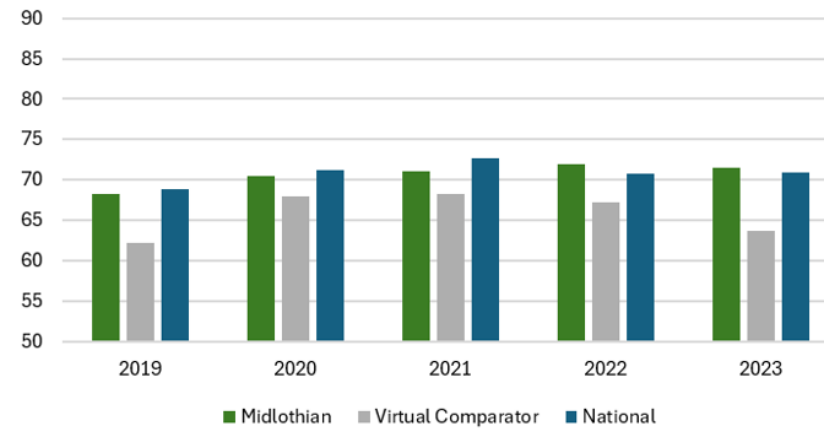
% of Leavers with SQCF Level 4 Numeracy or better



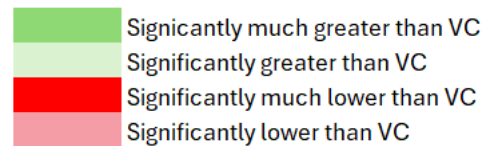
% of Leavers with SCQF Literacy Level 5 or better



% of Leavers with SCQF Numeracy Level 5 or better



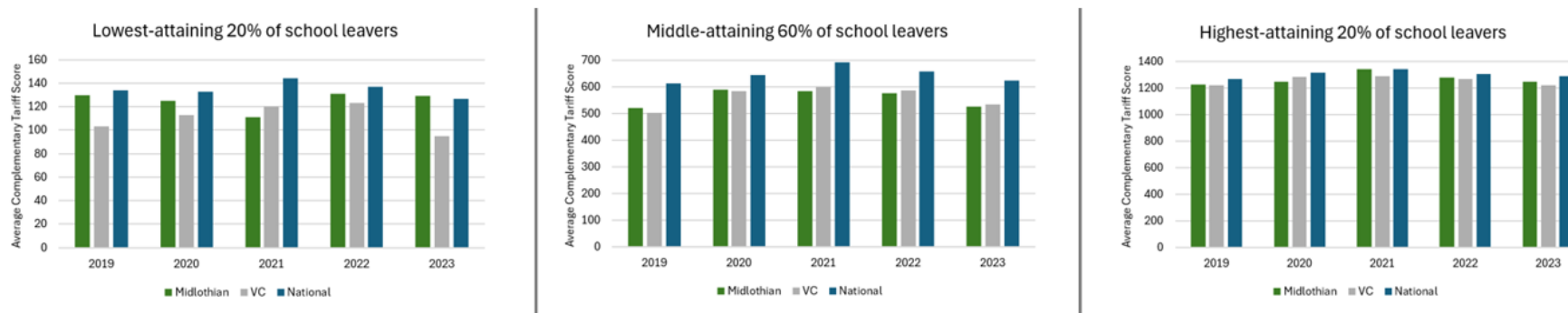
Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Midlothian	2023	94.17	94.17	76.28	71.57
Virtual Comparator	2023	91.75	88.21	75.90	63.67
National	2023	93.85	90.89	81.48	70.87
Midlothian	2022	94.85	92.37	77.39	71.88
Virtual Comparator	2022	93.99	90.02	79.49	67.15
National	2022	94.40	91.28	82.03	70.76
Midlothian	2021	93.27	91.56	76.40	71.04
Virtual Comparator	2021	93.63	90.08	79.13	68.20
National	2021	94.62	91.73	83.43	72.73
Midlothian	2020	93.95	92.92	77.61	70.40
Virtual Comparator	2020	92.66	90.58	78.16	67.89
National	2020	93.95	91.62	81.82	71.27
Midlothian	2019	92.32	93.23	77.52	68.23
Virtual Comparator	2019	92.04	89.08	75.69	62.24
National	2019	93.94	91.42	81.74	68.83



Attainment in Numeracy at SCQF Levels 4 & 5 was significantly much greater than the Virtual Comparator in 2023, having been greater in 2022, and has been above the national figure for two years. The figure for Level 4 is the highest in over five years. In Literacy, despite a slight drop in 2023, the Level 4 figure was significantly greater than the VC, and Level 5 was in line with the VC, an improvement on 2022 when it was significantly lower than the VC. Level 4 is above the pre-pandemic (2019) figure whereas Level 5 is a percentage point lower.

Improving attainment for all

Average complementary tariff scores for school leavers, grouped by attainment



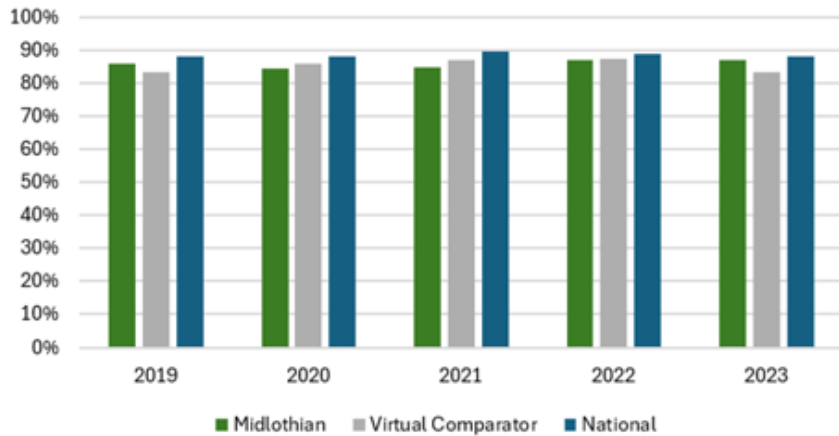
Year	Lowest-attaining 20%			Middle-attaining 60%			Highest-attaining 20%		
	Midlothian	VC	National	Midlothian	VC	National	Midlothian	VC	National
2023	129	95	127	520	501	612	1243	1217	1286
2022	131	123	137	588	582	643	1279	1265	1304
2021	111	120	144	584	600	691	1339	1289	1339
2020	125	113	133	575	586	657	1243	1282	1314
2019	130	103	134	525	534	623	1222	1219	1267

It is worth noting that nationally, leaver attainment generally fell in 2023 compared to 2022, dropping to below pre-pandemic (2019) levels. This pattern was matched to a degree in Midlothian, although the figures for the lowest-attaining 20%, middle 60% and highest 20% were all above the VC in 2022 and 2023 (significantly so for the lowest 20% in 2023).

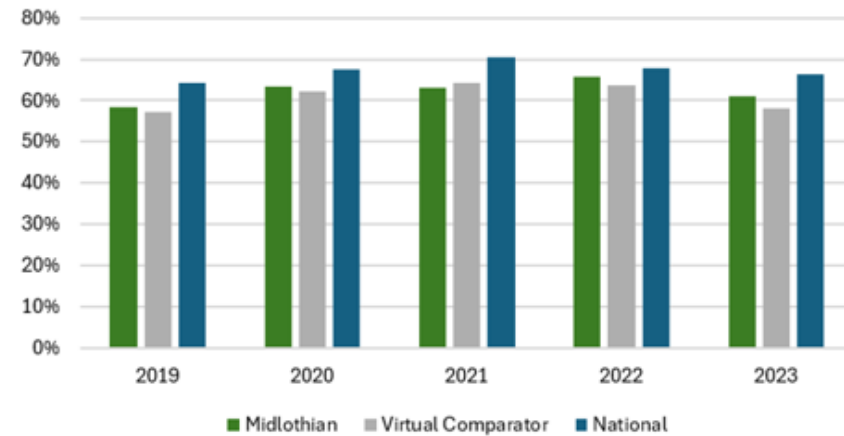
The figure for the lowest 20% was (just) above the national for 2023, for the first time in over five years. However the figure for the middle 60% has been consistently below the national figure over this time, as has the highest 20% (for four out of five years).

Senior Phase Qualifications: percentage of leavers with 1 or more, or 5 or more awards at SCQF Levels 5 and 6 (or better)

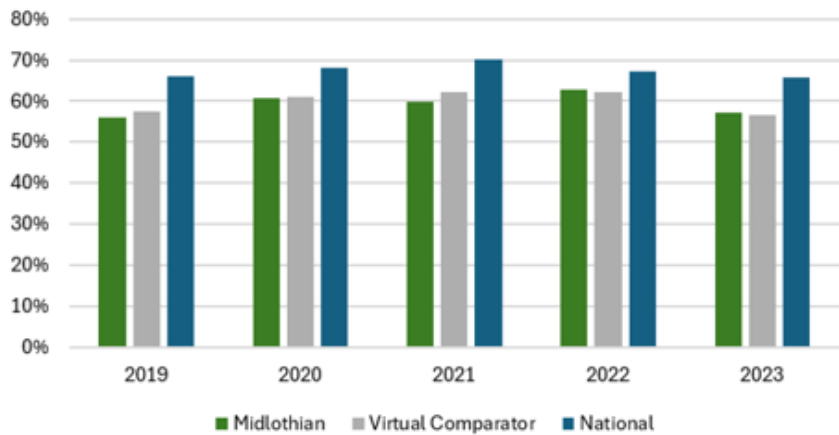
Leavers with 1 or more awards at SCQF Level 5 or better



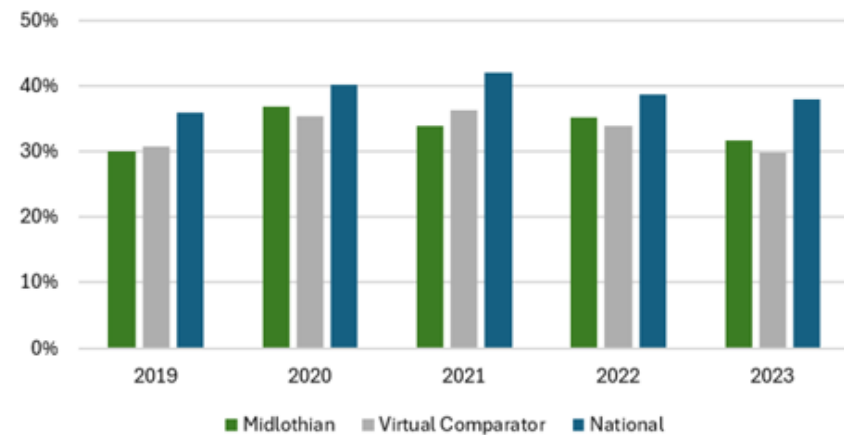
Leavers with 5 or more awards at SCQF Level 5 or better



Leavers with 1 or more awards at SCQF Level 6 or better



Leavers with 5 or more awards at SCQF Level 6 or better



		SCQF Level 5 or better		SCQF Level 6 or better	
		1 or more	5 or more	1 or more	5 or more
2019	Midlothian	85.78%	58.37%	56.08%	30.05%
2019	Virtual Comparator	83.36%	57.14%	57.55%	30.68%
2019	National	87.95%	64.32%	66.18%	35.96%
2020	Midlothian	84.30%	63.45%	60.62%	36.94%
2020	Virtual Comparator	85.80%	62.10%	61.17%	35.32%
2020	National	88.00%	67.54%	68.23%	40.17%
2021	Midlothian	84.72%	63.17%	59.98%	33.98%
2021	Virtual Comparator	87.00%	64.17%	62.25%	36.21%
2021	National	89.52%	70.44%	70.22%	42.07%
2022	Midlothian	86.95%	65.81%	62.87%	35.11%
2022	Virtual Comparator	87.40%	63.67%	62.24%	33.97%
2022	National	88.95%	67.70%	67.11%	38.68%
2023	Midlothian	86.91%	60.94%	57.06%	31.70%
2023	Virtual Comparator	83.45%	57.98%	56.65%	29.83%
2023	National	87.93%	66.29%	65.61%	37.93%

The percentage of Midlothian leavers achieving one or more award at SCQF Level 5 or better is above the VC for the first time since 2019. The percentage achieving five or more awards at this level has been above the VC for four out of the past five years (including 2022 and 2023).

The percentage of leavers achieving one or more award at SCQF Level 6 or better, and five or more or better, has been above the VC for the past two years. It should be noted that nationally, the figures for these four measures all fell from 2022 to 2023.

Curriculum

All schools & settings are implementing the Literacy & Numeracy progressions and can evidence engagement with Literacy & Numeracy BGE progressions to support moderation and understanding of standards.

All primary schools are engaging with the Literacy and Numeracy Progressions. All primary schools and secondary school English departments received an introduction to the new reading progressions between August and October. Numeracy and Maths Progressions have been developed for Curriculum for Excellence Third Level in collaboration with our secondary school principal teachers of maths, the raising attainment team and our Numeracy Champions. Midlothian Numeracy Progression assessment resources are supporting transition between primary and secondary schools, with secondary teachers reporting a higher level of accuracy in grouping within S1 in 2023-2024.

During quality improvement visits carried out between January and March 2024, we confirmed that all primary schools have engaged with the Literacy and/ or Numeracy Progressions and were making use of the assessment data to support learner progress. Examples of effective practice were identified, and teachers were invited to share this at curriculum network meetings. All school staff have received training in the use of the Literacy & Numeracy Progressions. In addition, training for school leaders focussed on strategic leadership of Literacy. Literacy and Numeracy Champions termly meetings have informed development of the Progressions at school level.

All schools and settings are engaged with the Curriculum Framework review and are continuing to develop their curriculum.

The Midlothian Curriculum Framework is in place and supporting planning for 2024-2025. Working groups in each Associated School Group (ASG) developed curriculum progressions for each area of the curriculum areas (Early to Second levels) and these will be in use from August 2024. Work is ongoing to develop progressions at Curriculum for Excellence Third level.

Our Midlothian approach places the needs of our children and young people at the centre of our curriculum design and development. Our curriculum design work includes;

- ASG schools collaborating on curriculum progressions for children aged 3-18
- Working with partners to deliver an engaging curriculum



- Increase the effective use of our resources to deliver a refreshed curriculum
- Strengthening equity of opportunity across schools and improving the attainment of all children and young people.
- Maximising the effective use of our 'Equipped for Learning' digital programme to support our Senior Phase curriculum offer through increased collaboration between schools and partners. We will develop in-person and on-line programmes.

To facilitate this transformative change the Common School Day was consulted upon and implemented in June 2024. This provided a common start and finish time across all six Midlothian secondary schools. Headteachers also agreed a common timetable, which now enables collaboration across schools. With these foundations in place, the Midlothian Aligned Curriculum Offer (MACO) was offered to S5/S6 pupils in all secondary schools. 170 pupils signed up for the following Level 6 Foundation Apprenticeships: Accountancy, Adult Social Care, Business Skills, Social Care and Early Learning, Global Infrastructure and Built Environment (Level 6, non-FA), Scientific Technologies and IT Hardware (Cyber Security Academy) Many of these courses will provide business/industry experience and a qualification at SCQF Level 6, without a summative examination, allowing pupils to build confidence and succeed in real-life contexts.

In addition to this a bespoke, in-school SCQF Level 4/5 Construction and a Future Skills Electric Vehicle and Mechanics course has been offered in partnership with Edinburgh College. Pupils continue to have the option to engage with a wide range of other industry-specific courses through the School to College partnership. The common timetable that is in place enables young people to study a wide variety of traditional qualifications, alongside a comprehensive programme of work-based, industry-supported courses, without having to miss learning due to travel. This offer will be further enhanced by the Digital Aligned Curriculum Offer (DACO). A proposal has been submitted and approved by the Council's Business Transformation Strategic Group (BTSG). In 2024-2025, we will plan for a refreshed approach to Curriculum for Excellence 3-18 planning, which will underpin the skills required to successfully progress to highly-skilled, positive and sustained destinations. This will include meta-skills required for learning, life and work.

All schools and settings engaging in cross-sector ASG moderation

In 2023-2024 a further 6 Midlothian teachers undertook the National Quality Assurance and Moderation Support Officer (QAMSO) training offer to develop their skills, knowledge and understanding in supporting teachers with effective assessment of learners. Midlothian QAMSOs met to evaluate where their schools and settings were in relation to good learning, teaching and assessment practice. This supported the work of the Learning, Teaching and Assessment strategic group to develop our approaches to Learning, Teaching and Assessment and share effective practice.

Local Authority moderation sessions for P4 and P7 teachers in writing held in November 2023 and March 2024 were well received and supported attainment discussions in primary schools. The development of Midlothian's "asset-based" Approach to Writing Flowchart has been well used across schools and ASGs and HTs report that this is supporting teachers' assessment of learners.

One ASG developed moderation videos in Numeracy. This supported teachers to identify gaps in learner knowledge and to plan next steps in teaching and learning. This was used within the Numeracy Champions network to further support moderation across ASGs. ASGs will be supported to further develop moderation of teacher assessment in Literacy and Numeracy in 2024-2025. An input from Education Scotland's National Improvement Framework officer was delivered to primary head teachers to raise the profile of the QAMSOs role and this will be promoted further to support schools in developing effective moderation practices. Following on from national QAMSO training, a guide to developing high-quality assessments has been piloted and this will feature as part of the QASMO work during 2024-2025.

Midlothian skills framework in place and supporting planning for 2024-27.

The Embedding Meta Skills Network members participated in professional learning provided by Skills Development Scotland (SDS). This improved understanding around the need for meta skills to be embedded across the Curriculum, Learning, Teaching and Assessment. The group spans Early Years, Primary, Secondary and Third-Party members, across a variety of management levels.

All schools are committed to adopting the SDS Meta Skills framework and the group has

- defined the purpose of a skills framework
- considered examples from across Scotland and internationally
- pulled together examples of what implementation might look like
- identified the resources required to support practitioners in a Skills Toolkit
- considered the tools required to support learners to identify and articulate their skills.

Following each engagement, group members consulted with school staff and learners. This feedback informed the collation of resources for the toolkit. Promoting meta skills and embedding them in planning will be the focus of Phase 1 in 2024-2025. The Embedding Skills Across Midlothian Schools interactive resource will be available to support schools from August 2024. Partnerships with colleagues from SDS, Career Ready, Education Scotland and the University of Edinburgh have been crucial in supporting our work to develop positive destinations for all learners.

Use of digital tools to enrich, enhance and improve learning, teaching and assessment.

The third year of the Equipped for Learning (EfL) project has brought continued progress in ensuring digital technology is used to positively impact learning, teaching and assessment.

The effective use of digital tools has been mapped to the new

Learning, Teaching and Assessment framework to support staff to make best use of technology in the classroom. Learning Technologists continue to provide bespoke daily support to teachers and pupils in schools, with 83% of staff identifying this support as beneficial.

The Digital Leader Network continues to influence and drive strategic change, producing a Keeping Devices Healthy and Safe guidance document for schools to support the further reduction of device damage rates authority wide to below 5%, down from 8% in February 2023. Keeping devices healthy and safe is crucial to their successful use to support learning, teaching and assessment. A successful ongoing partnership with technology company Texthelp has secured a world-first Free for Families initiative, whereby Midlothian families can now download the Read&Write literacy toolbar for use at home for free. An international [case study](#) highlighted the impact of Read&Write on the learning capacity of pupils and staff.

EfL has been recognised nationally, winning the Learning Places Scotland Award for Innovation in Education 2023. The project was also shortlisted in the 2024 Bett Awards and was a finalist in the prestigious global award, Gartner Eye on Innovation 2024.

Midlothian Council provided the keynote at the Google Leaders Series Event in Edinburgh in June 2024, showcasing the work and impact of the project to an international audience of educationalists and education system leaders.

A new Equipped for Learning digital strategy has been produced, in consultation with all stakeholders, detailing the high-level actions required to sustain the progress and impact of Equipped for Learning during Year Four and beyond. Three stakeholder surveys have provided a data set to inform Year Four priorities, including an increased focus on artificial intelligence, digital safety and collaborative approaches to digital pedagogy.

- 75% of all the Midlothian schools inspected by Education Scotland in sessions 2022-2023 and 2023-2024 had recognised strengths in the digital experiences provided for young people
- 98% of staff would recommend the professional learning offered by Digital Inclusion and Learning team to a colleague
- 78% staff believe their own digital skills have improved in the last year
- 78% of parents/carers have noticed an increase in their child's digital skills
- 90.7% of all teacher and learner users use accessibility tools daily to support learning, teaching and assessment



Use of digital tools to enrich, enhance and improve learning, teaching, and assessment in senior phase

Making the most effective use of digital tools within the Senior Phase has seen extensive work undertaken to support senior students to use Google Workspace and accessibility tools with as much proficiency as possible. Learning Technologists have provided in-class support in all secondary schools and S4 Chromebook Clinics have been implemented to ensure devices are safe and healthy at the start of Senior Phase. Secondary schools have been given enhanced support with device management to ensure no young person is left without access to a device. Significant work has been undertaken this session to prepare the way for increased course choice, delivered through technology as part of the Equipped for Learning project. Scoping work for a Midlothian Digital Campus is now complete, with the goal of an Advanced Higher offer ready to deliver online in 2025-2026, following further scoping and pilot work in 2024-2025.

Science, Technology, Engineering & Maths (STEM)

This has been the second and final year of the Primary Science Development Officer (PSDO) working in our schools and Early Learning Centres.

Achievements have included

- the PSDO delivering 1221 cumulative hours of professional learning to 1061 Midlothian practitioners/teachers across the 6 ASG's in Midlothian Council and practitioners reported an increase in their skill level and confidence in delivering STEM.
- the Midlothian STEM Glow Blog has had 74,353 views since its creation in November 2022 and has supported a majority of practitioners to develop their awareness of STEM education.
- in October 2022, 67% of teachers and practitioners, identified resourcing for science and STEM as a challenge. The PSDO secured £75,086 in additional funding to increase resources. This funding has enabled schools to access loan kits and school kits including: Micro:bit Weather Stations, Vex Go kits, Strawbees, Makedo, Lego Spike Prime and Lego Spike Essential kits, as well as funding numerous workshops. There has been a very positive response to this from almost all of our schools.
- forty-three powerful partnerships have been established by the PSDO to support schools.
- the PSDO delivered a variety of engineering workshops and team teaching sessions with colleagues and the percentage of teachers/practitioners who said they now felt confident in teaching engineering increased by 375% from pre-survey to 6 months post-survey.
- the PSDO has actively promoted STEM to ensure the best learning opportunities and outcomes for all Midlothian learners and to ensure staff members have had opportunities to increase their confidence and skills to deliver high quality learning and teaching of STEM in their own classrooms.

Equity

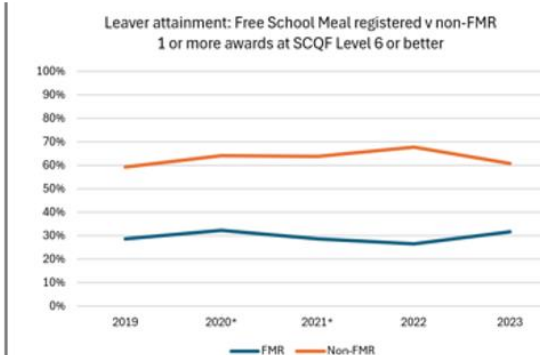
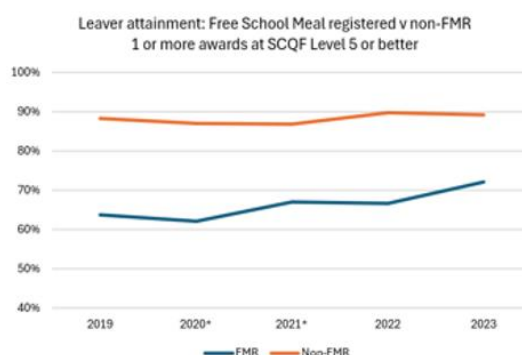
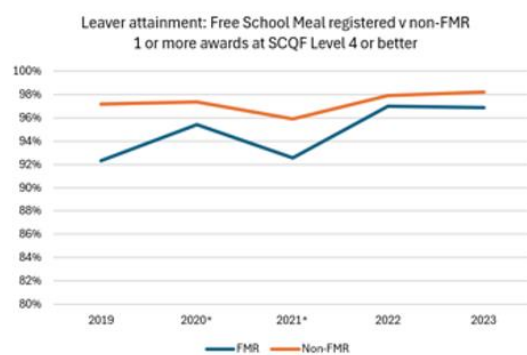
Reduce the attainment gap between the most and least deprived children, including care-experienced children.

Equity Gap as represented by the difference in attainment between pupils that are free school meal registered (FMR) versus pupils that are not (Curriculum for Excellence levels)

ACEL gap - FMR v Non FMR	2019	2020	2021	2022	2023	2024
Literacy - P1/P4/P7 combined	29.35%		32.24%	26.83%	26.53%	31.32%
Numeracy - P1/P4/P7 combined	22.69%		27.98%	24.29%	25.11%	30.60%
S3 Literacy - Third Level or better	22.83%			28.88%	28.57%	17.96%
S3 Numeracy - Third Level or better	21.27%			22.19%	16.51%	7.63%

It is encouraging to note a decrease in the gap in S3 for literacy (decrease of 10.6 percentage points) and numeracy (decrease of 8.9 percentage points), the lowest gaps over the past six years. This is in part due to an overall decrease in performance of least deprived. The increase in the gaps at primary are an area for further analysis and action.

Equity attainment gap for school leavers at SCQF Levels 4, 5 and 6 between those free school meal registered (FMR) and those not FMR



	1+ at SCQF4			1+ at SCQF5			1+ at SCQF6		
	FMR	Non-FMR	Gap	FMR	Non-FMR	Gap	FMR	Non-FMR	Gap
2019	92.31%	97.18%	4.87%	63.74%	88.35%	24.61%	28.57%	59.28%	30.71%
2020	95.40%	97.39%	1.99%	62.07%	87.10%	25.03%	32.18%	64.20%	32.02%
2021	92.55%	95.91%	3.36%	67.02%	86.85%	19.83%	28.72%	63.73%	35.01%
2022	96.97%	97.91%	0.94%	66.67%	89.75%	23.08%	26.52%	67.89%	41.37%
2023	96.90%	98.23%	1.33%	72.09%	89.16%	17.07%	31.78%	60.90%	29.12%

The percentage of leavers who were FMR and achieved one or more awards at SCQF Level 4 or better, and one or more awards at SCQF Level 5 or better, is the highest in over five years. The gap between those FMR and not, is the lowest in over five years for Level 5 and Level 6.

All schools & settings can evidence how they are addressing barriers to learning informed by analysis of data relating to poverty, attainment, achievement, wellbeing, participation, engagement and attendance.

Excellence and Equity Board

The Excellence and Equity Board is now established as a governance group to oversee our improvement work, in particular

- improving excellence by monitoring the impact of our work to improve attendance and engagement, improve relationships, wellbeing & care, raise attainment and improve learning, teaching, assessment & curriculum.
- improving equity by monitoring our use of Scottish Attainment Challenge (SAC) funding and our work to improve inclusion, equity and targeted support.

Terms of reference have been established and initial meetings allowed information sharing related to raising attainment. Next session the Board will review progress of Key Performance Indicators. This will inform our next steps in improvement.

Strategic Equity Fund

The Strategic Equity Fund (SEF) is used, alongside funds from the Whole Family Wellbeing Fund to provide a Family Wellbeing Service (FWS) across Midlothian. The FWS is a new service and as such, has taken time to recruit and establish a new team. It aims to ensure families engage with the appropriate services at the right time in order to increase family resilience and wellbeing. There have been barriers to collecting data to determine the impact this service is having. However, there are now some high level statistics which evidence the reach of the service in 2023. These include: support for 126 families, support for 183 children and delivery of 477 food packs. Referrals to the service are made through the 'team around the child' meetings which is an established process. Referrals have come from all sectors but the majority have come from secondary schools. Reasons include: support for behaviour, children and young people's mental health, parenting support, parental mental health, school attendance and family support

Of the children and young people supported by the FWS to address school attendance in 2023, 84% of them had improved attendance during the period of the intervention. The team leader is aware of the need to collect more robust data to evidence the impact of the SEF. As a result, she is working with our Principal Data Officer to establish systems to collate more specific data around the impact on families.

SEF is discussed at the 'Equity and Excellence' board above. The sustainability of the FWS and the next steps for SEF will be discussed at a meeting early in 2024-2025.

Pupil Equity Funding

In 2023-2024, a new Excellence & Equity workbook was included in schools' improvement plans. The workbook supports school leaders to consider their equity gaps and set measurable improvement targets to reduce equity gaps in their schools. Quality Improvement officers support school leaders to consider how best to use their Pupil Equity Fund (PEF) additional funding to reduce the equity gaps in their schools. All schools have set targets to reduce the poverty-related attainment gap. Data gathering and scrutiny of PEF plans and PEF spend has ensured schools are focussed on reducing the gap.

Where progress to reduce the poverty-related gap is not sufficient, school leaders are supported by Quality Improvement officers. Associated Schools Groups (ASGs) are encouraged to share their approaches to reducing the poverty-related attainment gap. A few ASGs pool some of their PEF budget to employ additional Numeracy, Literacy and Health and Wellbeing teachers. This supports consistency across an ASG and is beginning to improve learning transitions from P7 to S1.

In 2023-2024, the PEF workbook supported the financial management of PEF and our Finance Assistants ensured that PEF spend was discussed during their meetings with headteachers. Finance Assistants' quarterly reports informed the QIMs about progress on PEF spend and allowed careful scrutiny of this. Quarterly reporting by the SAC lead informs the Equity and Excellence Board on progress to reduce equity gaps in our schools.

During the summer term, user feedback about the PEF workbook was gathered. As a result of the feedback, the PEF workbook was simplified to make it easier for schools and headteachers to use. Schools who have engaged with the workbook in depth have started to make it work for their contexts eg from Newbattle Shared Inspection Finding which states:

“Equity for all learners”

The headteacher, supported by all staff, is committed to ensuring equity for all learners. Staff have very effective tracking systems in place to monitor young people with barriers to their learning. As a result, senior leaders are clearly able to demonstrate improvements in the attainment of young people. Staff are closing attainment gaps for young people who receive free school meals, with an ASN, or who live in SIMD one to three.

There is a clear plan in place for Pupil Equity Funding (PEF). Senior leaders consult all parents on the use of PEF. Positively, staff have also asked parents if they have seen the impact of PEF on their children's experiences and outcomes. This is supporting



planning of future spending. PEF has been mainly spent on staffing, such as nurture, mental health and outreach workers. These staff work very well together to target interventions for young people. They, with other staff, have raised attainment through approaches to nurture, transitions and a focus on ensuring learners achieve at least five awards at SCQF level 3 or better. Most learners accessing interventions achieved their targeted level in the BGE or gained five or more awards at SCQF level 3 or better in the senior phase.

The attainment advisor is emphasising the need to ensure sustainability as we move into the last 2 years of PEF. This is especially for staff posts/contracts which are paid for from PEF and schools are building on their experiences and analysis of impacts to plan the way forward.”



Care Experienced Children and Young People (CECYP) Fund

The clear focus of the fund is to deliver equity and improve the educational outcomes of care experienced children and young people (age 0-26). Across Midlothian, from nursery to secondary, there are approximately 380 care experienced young people recorded on our Seemis school information system. However, the number of care experienced young people is larger when we also consider those in kinship care, on the edges of care and young people who have been adopted. All young people with experience of care are included in our planning and targeted support. This support includes:

- a partnership with one art therapeutic service that continued to provide bespoke opportunities for 16 care experienced children and young people. The programme aims to support attendance, remove barriers to learning and provide opportunities for skill development.
- a therapeutic play service provided an individualised therapeutic service for children aged 3-14. 28 care experienced young people have benefited from this support through a variety of funding sources (6 individuals from the CECYP Fund). Trauma, neglect, and relationships are repeated themes explored through play.
- a sports, mentoring and group discussion service has established groups in two of our largest secondary schools. 50% of participants are care experienced. A unique combination of rugby-based sessions, specialist mentoring and group discussion has supported young people to make positive changes to their behaviours, attitudes and mindset and is developing their ability to recognise their personal growth

The Education Support Officer for Equity began work in January 2024. A key part of this role is to:








- ensure equity of access to support
- monitor the impact of interventions
- implement procedures to monitor and track educational outcomes (attendance, exclusions, attainment, wellbeing & positive destinations) of all our care experienced learners.
- ensure CECYP are accurately recorded on our Seemis school information system
- establish termly tracking meetings with all secondary schools
- Establish relationships with the Virtual School Head Teacher Network to monitor CECYP attending schools outwith Midlothian.

Collaborative working across Children's Services and wider partnerships is essential to ensure we progress with our work to Keep The Promise in Midlothian. We are in the process of establishing a Promise Lead in each school and working with Who Cares Scotland to provide advocacy and ensure the voice of CECYP is heard. We will support all CECYP to stay on at school and achieve sustained positive destinations by offering a transition plan, support through Grandmentors for those over 16, and our Promise Guarantee of work placements and interviews for CECYP interested in working for Midlothian council. We also aim to raise awareness of our responsibilities under The Promise, to support inclusion and improve outcomes for care experienced learners through the launch of the Promise Award with education staff in 2024-2025. We will use a social media platform/ vlog to share our progress on improving outcomes for CECYP.

Our Education Scotland attainment advisor meets with the Education Support Officer Equity regularly over the session to discuss planning and use of the CECYP fund. Initial progress is happening and it has been beneficial to see all the strands of the plan start to come together. These include national outcomes and measures from the "Improving the Education Outcomes of CECYP Framework", the Midlothian Plan and the five priority areas identified to show "How we will keep The Promise in Midlothian". The ESO is now in touch with the Centre for Excellence for Looked After Children in Scotland (CELCIS) Virtual Head Teacher (VHT) Network which is useful and supportive. Following a meeting with the Education Scotland Senior Education Officer for Care Experience, the ESO was able to network with other local authority VHTs identified as examples of good practice.

Improved outcomes for vulnerable children and young people, and for those experiencing barriers to learning

Outcomes for children and young people with Additional Support Needs (including those classified as looked after)

	2019	2020	2021	2022	2023	Trend	Target
Primary Literacy	53.26%		43.66%	43.10%	50.09%		53%
Primary Numeracy	58.64%		52.18%	55.46%	55.54%		58%
S3 Literacy	87.67%			64.20%	75.94%		78%
S3 Numeracy	68.32%			75.83%	82.11%		72%
Leavers 1+ @ Level 4	91.21%	92.95%	89.34%	95.76%	96.42%		91%
Leavers 1+ @ Level 5	69.23%	69.80%	67.44%	76.94%	77.97%		69%
Leavers 1+ @ Level 6	32.60%	43.96%	39.77%	46.12%	43.31%		40%

The target for Numeracy in S3 was met in 2023 (10 percentage points above target). The figures for 2023 in Literacy (both primary and secondary) and in primary Numeracy are around 3 percentage points below the target.

The targets for leavers were met in 2023: over 5 percentage points above target for one or more awards at Level 4 or better; over 9 percentage points above for Level 5; and over 3 percentage points above for Level 6. Note however that the 2023 figure for Level 5 dropped just under 3 percentage points compared to 2022. The figures for Levels 4 and 5 in 2023 were the highest in over five years.

Attendance procedures are applied consistently and promote equity across all schools & settings.

The refreshed attendance policy was launched in January 2024 leading to strengthening of practice and systems to promote attendance. Tracking and monitoring systems have been reviewed and streamlined to align to the new procedures and ensure practice is consistent and equitable. Professional learning in coding has taken place with evidence of variation in the use of codes across schools reducing. A review of the impact and implementation of the policy is underway and will be concluded in the new session to explore impact of procedures and capacity of services for children at different levels of attendance.

An attendance self-evaluation tool has been developed in collaboration with school leaders to help schools identify strengths and areas for development as part of the quality improvement processes and in ensuring their practice aligns to the policy. An ASG community-wide communications strategy has been developed and rolled out across all Lasswade schools. All families are receiving a series of letters signed by the Lasswade head teachers along with posters and monthly attendance texts. This has been positively received with the other ASGs preparing a similar systematic approach to communications from August 2024.

Partnerships & pathways are piloted to promote attendance at whole-school level, reduce risk of non-attendance and rebuild attendance and engagement in education following absence.

This session we have engaged young people as co-researchers as we seek to deepen insight into what will make a difference to attendance. A group of young people with attendance between 70 and 90% have explored the issues impacting their own attendance and designed a survey for young people with similar attendance across Midlothian to explore what would make a difference. The young people have shared new insights and shown commitment and dedication to influencing thinking and decision making. Planning is underway to engage young people with attendance at 0-20% as co-researchers in September 24.



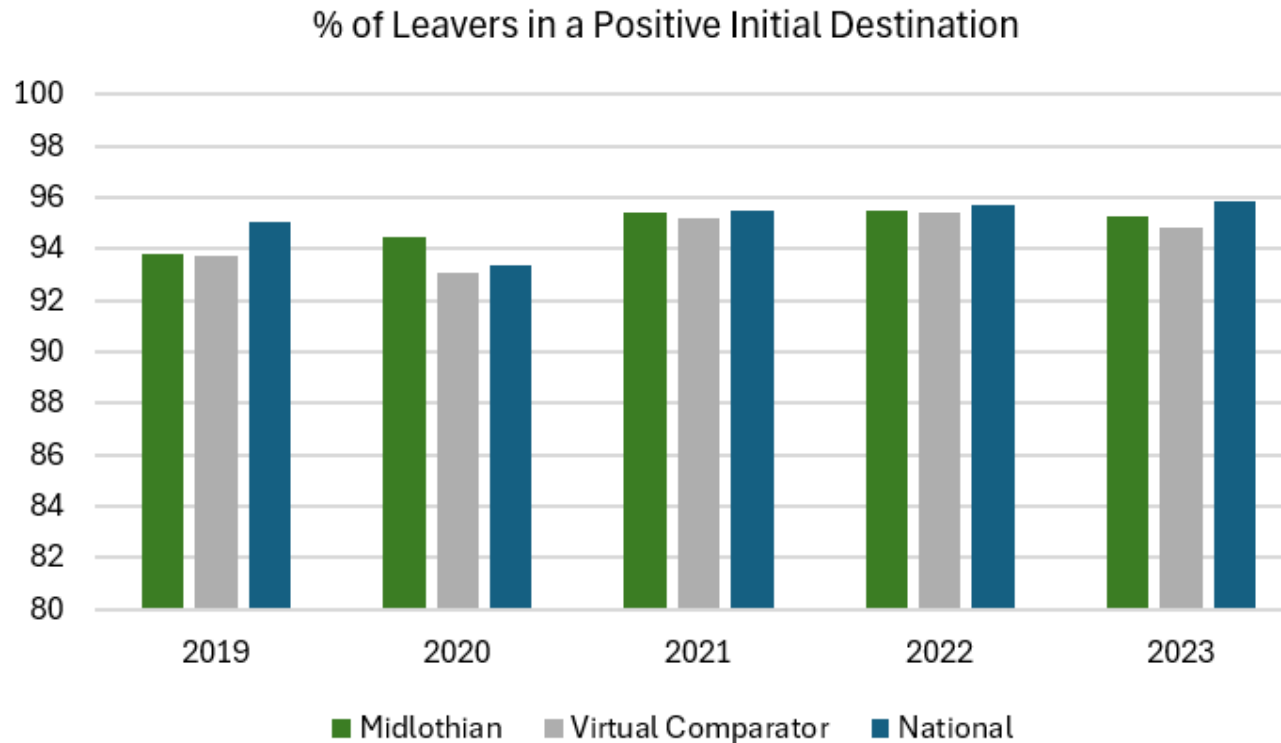
The Attendance Partnership Network (APN) has been established bringing together schools and key partners working towards improving attendance across Midlothian. Partners include EPs, Home School Practitioners, Family Wellbeing Service and the 3rd sector. Feedback from the members of the APN has been overwhelmingly positive noting the value of collaboration, problem solving frameworks and shared commitment and ownership of the issues and solutions. 100% of the members of the Attendance Partnership Network have reported increased confidence, skills and partnerships in supporting attendance and engagement in education.

- 96% strongly agreed that the meetings were helpful in sharing information and insights
- 94% strongly agreed that the meetings were helpful in promoting collaboration and partnerships.
- 100% strongly agreed that the meetings promoted collaborative problem solving and ways forward.

The APN has achieved the following milestones this year:

- Explored voice and influence of children and young people in promoting attendance and engagement at individual and strategic levels.
- Strengthened partnerships across agencies supporting attendance within each ASG
- Clarified roles and responsibilities and effective collaboration
- Identified priorities and pathways for improving attendance at the attendance bands 0-19%, 20-69%, 70-89%.
- Developed a toolkit of resources to support assessment, problem solving and planning with young people.
- Explored use of the google workspace in maintaining connection and engagement with school with a dedicated workshop for partners.

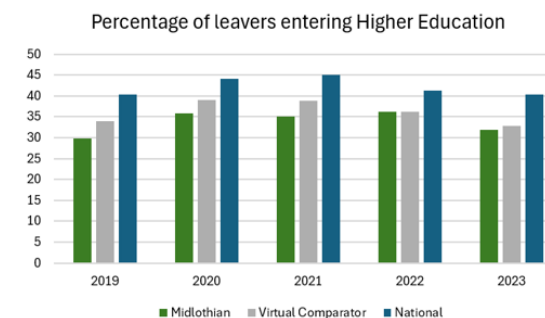
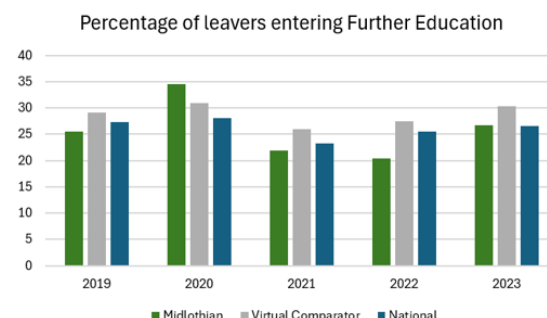
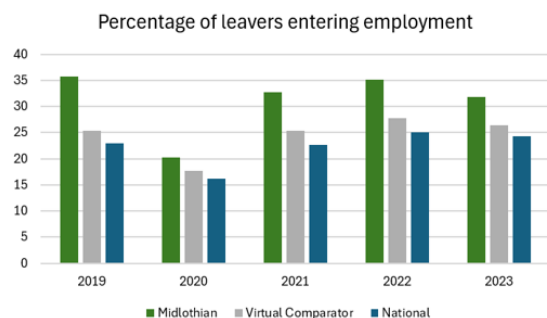
Insight – Leaver Initial Destinations



	2019	2020	2021	2022	2023
Midlothian	93.81	94.47	95.44	95.50	95.30
Virtual Comparator	93.75	93.08	95.20	95.38	94.82
National	95.05	93.36	95.48	95.74	95.87

The percentage of leavers in a positive destination has been above the VC for the past five years and has been within a percentage point of the national figure for the last three years. The 2023 figure is 1.5 percentage points above the 2019 figure.

Positive Initial Destinations by type



Establishment	Year	% Employed	% FE	% HE	% Other PD
Midlothian	2023	31.80	26.69	31.90	4.90
Virtual Comparator	2023	26.47	30.35	32.83	5.17
National	2023	24.34	26.62	40.30	4.62
Midlothian	2022	35.20	20.40	36.12	3.76
Virtual Comparator	2022	27.74	27.50	36.15	3.99
National	2022	25.12	25.45	41.27	3.89
Midlothian	2021	32.73	21.89	35.12	5.70
Virtual Comparator	2021	25.39	26.01	38.91	4.90
National	2021	22.58	23.29	45.11	4.51
Midlothian	2020	20.21	34.49	35.78	3.99
Virtual Comparator	2020	17.62	30.94	39.02	5.50
National	2020	16.18	28.06	44.20	4.92
Midlothian	2019	35.78	25.57	29.82	2.63
Virtual Comparator	2019	25.31	29.09	33.86	5.48
National	2019	22.92	27.27	40.35	4.52

The percentage of leavers moving into employment has been consistently above the national and VC figures; the reverse is the case for those moving into Higher Education. The HE figure for 2023 is the lowest since 2019. The percentage moving into Further Education is above the VC and national figures for the first time since 2020.

Annual Participation Measure

The Annual Participation Measure reports on the economic and employment activity of 16 to 19-year-olds in Scotland and is the information source for one of the Scottish Government's National Performance indicators. The most recent data published in 2024, showed that in Midlothian 94% young people were participating in education, training, or employment. This is above the national rate of 92.7%.

3.2.2 Education Service Improvement Priority 2

All children & young people feel valued & included, and have the same opportunities to succeed

- Relationships, Wellbeing and Care
- Inclusion and targeted support

Performance Measures

	Ave. (17-19)	23-24	Target 23/24	Target 24/25	Target 25/26	Target 26/27
Primary attendance rate	94.56%	92.83%	93.00%	93.50%	94.00%	95.00%
Secondary attendance rate	89.69%	87.26%	88.00%	89.00%	90.50%	92.00%
Primary exclusion rate per 1,000 pupils	11.23	9.18	3.00	2.00	1.50	1.00
Secondary exclusion rate per 1,000 pupils	39.48	25.54	25.00	22.50	17.50	15.00

	2014/15	2016/17	2018/19	19/20	2020/21	2021/22	2022/23	2023/24	Pre-Covid Average
Primary - Midlothian	94.90	94.79	94.71	93.61	94.65	92.00	92.54	92.83	94.80
Primary - National	95.06	94.89	94.55		94.02		92.18		94.83
Primary - LGBF Ave.	95.50	95.28	95.08		95.09		92.96		95.29
Secondary - Midlothian	90.30	89.44	89.32	89.37	88.32	87.33	87.30	87.26	89.69
Secondary - National	91.80	91.16	90.72		89.08		87.74		91.23
Secondary - LGBF Ave.	92.10	91.53	90.97		89.70		88.08		91.53

Strengthening safety, belonging and relationships

The Framework for Relational Approaches was launched in schools in August following development in the previous school session. This has provided schools with a common framework to review strengths and areas for development in strengthening relationships that promote both safety, belonging, learning and wellbeing. Nurture Leads reported the value of using the Framework to support staff training and enquiry and to support thinking and planning in relation to an individual child.

The Nurture Leads Community of Practice brings together Nurture Leads from schools and services with attendance from all ASGs and around 75% schools over the year. Nurture Leads have met together each term as a Community of Practice and achieved the following:

- Provided peer support, challenge and opportunities for sharing and problem solving in strengthening nurturing, relational practice
- Drafted core principles and procedures and planned engagement process to co-produce our relationship policy and anti-bullying policy.
- Identified professional learning needs and co-designed the professional learning programme for 2024-25 (equivalent to NES trauma training level 2).
- Provided a support network to promote the wellbeing and resilience of nurture leads.

The Directorate Conference in May 24 hosted Graeme Armstrong (author of “The Young Team”) Graeme highlighted the importance of safety, belonging and ‘boundless compassion’ in his keynote presentation. Leaders from across the directorate worked together on what this meant for their service area and how they can strengthen safety and belonging within schools and communities.

Promoting and protecting the wellbeing of school staff

Staff wellbeing continues to be a key priority across Midlothian schools. A series of appreciative enquiry sessions have taken place across a range of settings and staff groups including school leaders, nurture leads, Saltersgate and the inclusion and wellbeing teams. Participants have reported on the value of having an open, non-judgemental space to share issues relating to their wellbeing, to feel listened to and hear perspectives of colleagues and explore possible ways forward in promoting wellbeing. Thematic analysis from these enquiry sessions has led to a better understanding of the current issues, what's already working and enabled thinking and planning around what is needed to promote and protect staff wellbeing in schools. This has led to proposals for action in relation to four key areas to be considered for next session:

- Protecting time to focus on core purpose
- Developing confidence in meeting learners needs
- Feeling appreciated, valued and part of a collective purpose
- Building systemic capacity for reflection and care

Inclusion & targeted support

All gaps in relation to attainment, achievement, wellbeing and attendance are identified for learners who are care-experienced, those who have ASN, and those who are neurodiverse.

ASN Review

As part of the ongoing ASN review, initial reorganisation has been completed. As a result, from August 2024 there will be four outreach teams:

- Speech, Language and Communication in Education (including EAL and Gypsy Travellers and Deaf Education)
- Wellbeing
- Neurodiversity
- Access and Inclusion

Outreach services will be provided to all schools from August 2024. This will ensure that learners receive the right support at the right time.



Systems and processes in place to support schools in meeting the needs of all learners

The Midlothian Learner's Plan and associated documents were launched during the In-Service days in August 2023. Over 150 members of school staff attended the workshop sessions. Locality Additional Support Needs (ASN) Education Support Officers were appointed in June 2023. Almost all schools and settings are now using the Midlothian Learner's Plan to plan and evaluate the impact of support strategies for learners; this will provide a consistent approach around planning for inclusion. The Midlothian Learner's Plan is now used in 100% of referrals to the Education Resources Group (ERG).

The Managing Exclusion policy will be presented to the September 2024 Council.

During this session, an Inclusion Website was developed and will be available for all school staff to access. This will provide a single point of access for all information relating to inclusive practice and additional support needs resources.

Support for Learning Network

The Primary Support for Learning (SfL) Network was re-established in August 2023. The terms of reference were established at the beginning of the session and termly meetings have taken place with over 30 attendees at each session. Professional learning was offered on the five roles of the SfL teacher delivered in conjunction with Education Scotland. This had 22 attendees. Digital Inclusion & Learning training has taken place every 3 months. The feedback from the SfL workforce has shown that most of the teachers now feel more confident in their 5 roles and their knowledge of planning to meet the needs of all learners has improved.

The Secondary Support for Learning Network met four times last year. The terms of reference were established, and the initial focus this year has been on SQA exam arrangements for learners with additional support needs. This was facilitated by one of the principal teachers who had recently undergone an audit of SQA exam arrangements. Feedback from the secondary support for learning staff has shown that all of the Principal Teachers felt more confident about the SQA exam arrangements process and learned from the sharing of effective practice. This was supplemented with a session directly delivered from the SQA. The majority of staff involved in SQA exam arrangements attended this session. This has enabled them to better meet the needs of all learners who require alternative assessment arrangements for the 2024 exam diet.

ASN Parent Network

An ASN Parent Network was established in 2023-2024. The terms of reference have been agreed and will be reviewed at the first meeting in 2024-2025. The ASN parent working group will play a key role in partnership with senior officers to develop ASN policies and procedures.

ASN Network

The ASN Network met quarterly with 75% attendance. Digital Inclusion and Learning training and updates were delivered to the network members in collaboration with CALL Scotland at each meeting. An Education Scotland training session took place, in which learning from recent special school, provision and ASN HMIE inspections was shared. All staff reported that they valued these sessions and were able to implement strategies to support ASN learners within their settings. During 2024-2025, moderation of assessment of learners training will be built into the ASN Network meetings.

Dyslexia working party

A working party was established to engage professionals from across Midlothian schools to improve the processes for supporting learners with dyslexia. 30 education staff (from across all ASGs) joined the working party, including primary, secondary and ASN staff. The majority of staff attended six meetings during 2023-2024. Staff, parents and Education Scotland were consulted and provided feedback around their individual experiences around identifying and supporting learners with dyslexia. Drafts of all support guidance have been created and will be ready to be consulted on in 2024-2025.

Transition

ASN 14+ Transition Forum

A working party was established to review the forum previously known as the 16+ ASN Forum. Since August 2023 referrals from schools have been encouraged for those 14+ to ensure an appropriate transition to a positive destination. The group have met twice this academic year to adjust the referral paperwork and discuss the best way to track progress of learners with ASN when they leave school.

The Education team were represented on the **Midlothian Transition Working Group** which is looking to develop a multi-agency Transitions policy for learners with complex needs. The group have met twice since October 2023 to set the terms of reference and discuss the outline of the transition guidance. In addition, a self-evaluation of transitions for learners with ASN was undertaken by education staff and was fed back to the wider group to inform next steps.

Getting Transitions Right training by Association for Real Change (ARC) was arranged for the ASN Central Team and Principal Teachers of ASN provisions within the authority. 16 education staff attended in May and June 2024.

Professional Learning

Midlothian Inclusion Training Team (MITT) - A multi-agency strategy group was established with membership across Education, Community Child Health, Child and Adult Mental Health Service and third sector partners. Key priorities were identified and the following tasks completed:

- A research project in two high schools informed the development of professional learning on neuro-affirming practice, accessed by 33 participants, and the development of templates to request support for neurodiversity assessment.
- review of assessment tools used to inform assessment of needs, intervention planning and diagnostic assessment

The training team have strengthened relationships and partnership working across agencies, with greater understanding of roles and shared purpose. Using feedback from school staff, the MITT team has identified key Speech and Language Therapy provision which is required in 2024-2025 and is developing a staged intervention approach.

Social Communication, Emotional Regulation and Transactional Support (SCERTS)

SCERTS training was delivered in partnership with the National Autism Implementation Team (NAIT) and NHS Lothian Speech and Language Therapy in January 2024. This was positively received by all who attended. Almost all staff fed back that their knowledge and skills in identifying and planning for learners had increased. This training has led to 23 Midlothian employees taking part in the 3 day full SCERTs training in May 2024. 19 participants were from our Education service.

Inclusion training has been a key feature of this year's Support Staff training programme. The ASN Education Officers have delivered training on Neuro-Affirming Practice, Supporting the Dyslexic Learner, and Transitions from P7-S1. The feedback from this has indicated high levels of satisfaction with the training provided. Between 77% and 100% of attendees for the three sessions agreed, or strongly agreed that the training increased their knowledge and understanding of the area; and the same proportion of participants would recommend the sessions to others. There has been a request to repeat the sessions for those unable to attend the sessions earlier in the year.

Inclusive Classroom Training was delivered with over 150 members of school staff attending the workshop sessions. Inclusive Classroom Training is now available as “anytime learning” for all staff in Midlothian. The “My Predictable Day” training programme was rolled out to schools. There has also been “Enhanced Transition” training to support learners with additional support needs who are moving from one stage of education to the next. This training was developed to support our Early Level staff in all schools and settings to meet the increased number of Midlothian learners with complex additional support needs.

The Midlothian Inclusive Education Framework (MIEF) has been developed to provide an overview of training opportunities based on the staged intervention approach within the Midlothian Learners plan. The MIEF provides a core package for all staff in schools and more targeted modules for specific staff. The MIEF incorporates training opportunities from our Educational Psychology team, ASN team, Speech and Language Therapy Service and other partners. The framework will be rolled out in 2024-2025 and will be updated on a rolling basis.

Section 4: Education Service Improvement Plan 2024-2025

See Appendix 2 for these four workstream plans. These are live documents and will change during the implementation period 2024-2025.

4.1 Learning, teaching, assessment and curriculum	4.2 Attendance and engagement	4.3 Relationship, wellbeing and care	4.4 Inclusion, equity and targeted support
Midlothian schools and ELC settings offer a relevant, progressive and motivating strengths-based 3-18 curriculum, that enables all learners, including those with ASN, to move on to highly skilled, sustained positive destinations.	Children and young people are active participants in attendance research and influence strategic decisions and planning.	A Relationship Policy is co-produced with children and young people and sets out our commitment to a relational and restorative approach.	An Inclusion Framework and Policy is co-produced with children and young people and promotes and protects the rights of all learners.
The curriculum offer is aligned with the Midlothian Learning, Teaching & Assessment (LTA) framework and incorporates the Midlothian Skills Framework (MSF).	Attendance targets are tracked and monitored and the data is quality assured across schools and ASGs.	Universal and targeted support is informed by monitoring of children's sense of safety, belonging and wellbeing and insight into what is important to children in maintaining and promoting wellbeing.	A needs-led pathway ensures the right support is available in the right place at the right time.
The LTA framework is in place and there is ongoing co-construction of key features and subject and sector specific exemplification.	School improvement plans for attendance are informed by self-evaluation against quality indicators at 4 levels: universal, preventative, early support and focused support.	A professional learning framework maps out learning at universal, targeted and intensive levels for school leaders and staff in promoting relationships, wellbeing and care.	A professional learning framework maps out learning at universal, enhanced universal, targeted and specialist learning to develop a skilled and confident workforce to meet learners needs.
A professional learning offer is in place for all teaching staff for the LTAC workstream plan.	A Midlothian strategy for communication with children, young people and families about the value of attendance and support available is delivered by each ASG		Through workforce reform we build a diverse and relevant workforce that is skilled and confident in meeting learners needs.
Quality improvement processes evidence improvement in QI 2.3 LTA.	The Attendance Partnership Network promotes collaborative action planning with pathways of assessment and intervention for children and young peoples at 0-25%, 25-75% and 75-90% attendance.	Structures of professional support and supervision for school staff are piloted and learning is shared as part of a collaborative enquiry process.	Robust data sets enable planning for a sustainable learning estate that enables children and young people to thrive within their local communities.
Robust data sets track and monitor educational outcomes for all children and young people.		Resources and access pathways for wellbeing and mental health support are mapped out with links to self-help resources and 24/7 care.	Robust data sets track and monitor educational outcomes of care experienced children and young people and those affected by poverty.

APPENDIX 1: Children’s Rights and Wellbeing Impact Assessment (CRWIA)

Requirement for a CRWIA

Article 4 of the UNCRC requires governments ‘to undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the UNCRC’. CRWIAs are one of the general measures of implementation under the Convention. The UN Committee on the Rights of the Child recommends that all levels of government - national, regional and local – should complete a CR[W]IA as part of their policy development.

Child Rights and Wellbeing Screening Sheet for Midlothian Council Education Service Improvement plan 2024-2025

Midlothian Council’s Education Service Improvement Plan 2024-2025 outlines the improvements we will make to learner outcomes. This contributes to the National improvement Framework in Scotland. The Education Service Improvement Plan 2024-2025 will affect the following

UNCRC Articles	GIRFEC wellbeing indicators:
<p>Article 2 (non-discrimination)</p> <p>Article 3 (best interests of the child)</p> <p>Article 6 (life, survival and development)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 19 (protection from violence, abuse and neglect)</p> <p>Article 20 (children unable to live with their family)</p> <p>Article 21 (adoption)</p> <p>Article 23 (children with a disability)</p> <p>Article 24 (health and health services)</p> <p>Article 28 (right to education)</p> <p>Article 29 (goals of education)</p> <p>Article 31 (leisure, play and culture)</p> <p>Article 39 (recovery from trauma and reintegration)</p> <p>Article 40 (juvenile justice)</p> <p>Article 41 (respect for higher national standards)</p> <p>Article 42 (knowledge of rights)</p>	<p>Safe</p> <p>Healthy</p> <p>Achieving</p> <p>Nurtured</p> <p>Active</p> <p>Respected</p> <p>Responsible</p> <p>Included</p>

The likely impact on children and young people of the Midlothian Education Service Improvement Plan includes:

The improvement of outcomes for all learners (eg attendance, exclusion, attainment)

The plan will impact all children and young people who attend Midlothian Council schools and ELCs.

A CRWIA will be carried out for the following reasons:

To check that children and young people have been consulted.

To check on the impact on children’s rights, of the Service Improvement Plan.

To assess the impact on different groups of children and how we will communicate this to children.

To check any negative impacts are necessary and proportionate and can be mitigated against.

To check how the plan will effect the UNCRC implementation in Scotland.

To check how we will monitor the impact of the plan.

Child Rights and Wellbeing Impact Assessment (CRWIA) for Midlothian Council Education Service Improvement Plan

There are two key considerations when undertaking a CRWIA:

Participation: The United Nations Convention on the Right of the Child (UNCRC) sets out that children have the right to participate in decisions which affect them. When assessing the impacts of the policy/measure, we are recommended to consult with children and young people. We can do this directly, through organisations that represent children and young people or through using existing evidence on the views and experiences of children where relevant. Participation of children and young people should be meaningful and accessible.

Evidence: We are recommended to gather evidence when assessing the impact of the policy/measure on children’s rights and also for measuring and evaluating the policy/measure. If we identify any gaps in the evidence base, we are recommended to discuss how we will address these with analytical colleagues.

Which articles of the UNCRC does this policy/measure impact on?

UNCRC Articles	GIRFEC wellbeing indicators:
Article 2 non-discrimination	Safe
Article 3 best interests of the child	Healthy
Article 6 life, survival and development	Achieving
Article 12 respect for the views of the child	Nurtured
Article 19 protection from violence, abuse and neglect	Active
Article 23 children with a disability	Respected
Article 28 right to education	Responsible
Article 39 recovery from trauma and reintegration	Included

2. What impact will your policy/measure have on children’s rights?

Positive	Neutral	Negative
Key learner outcomes will improve (e.g. attendance, exclusions attainment) Support for children with additional support needs will improve. Children will have a voice in learner conferences, focus groups and other types of consultation. Staff will be able to promote positive relationships and nurturing approaches.		

3. Will there be different impacts on different groups of children and young people?

Not applicable

4. If a negative impact is assessed for any area of rights or any group of children and young people, can you explain why this is necessary and proportionate? What options have you considered to modify the proposal, or mitigate the impact?

Not applicable

If options to modify the policy/measure are included here, include associated resource implications where relevant.

Not applicable

5. How will the policy/measure give better or further effect to the implementation of the UNCRC in Scotland?

The Midlothian Education Service Improvement Plan 2024-2025 will further improve the outcomes for all learners and therefore underpin the highlighted Articles above.

6. How have you consulted with relevant stakeholders, including involving children and young people in the development of the policy/measure?

Children and young people were consulted during

The National Conversation focus groups.

Quality Improvement visits to schools (learner focus groups).

Council-wide representative groups for children and young people (eg learner conferences).

7. What evidence have you used to inform your assessment?

See below.

8. How will the impact of the policy/measure be monitored?

The Midlothian Education Service Improvement Plan has outcome measures that we use to evaluate the impact of the plan. These are clearly laid out in Section 1.5. The Education Senior Leadership Team reports on progress towards our outcome measures every 3 months. The Excellence & Equity Board monitors our outcomes.

9. How will you communicate to children and young people the impact of the policy/measure on their rights?

At the start of the school year, the Education Senior Leadership Team provides a [child-friendly summary](#) of the Service Improvement Plan. This can be used by teachers to discuss our improvement plan, and its impact on children's rights, with children and young people. It can also be used to gather views from children and young people about what is going well and what could improve.

10. Sign & Date

Policy Lead Signature & Date of Sign Off:

Once signed off, please send to CRWIA@gov.scot

APPENDIX 2

[*LTAC Workstream Plan Final.xlsx*](#)

[*Attendance & Engagement Workstream Plan.xlsx*](#)

[*Relationships, Wellbeing and Care Workstream Plan.xlsx*](#)

[*Inclusion Workstream Plan.xlsx*](#)

Photos courtesy of in-house photo library & Pexel