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EXECUTIVE COMMITTEE TUESDAY, 15TH SEPTEMBER, 2015

A MEETING of the EXECUTIVE COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS, TD6 0SA on TUESDAY, 15 SEPTEMBER 2015 at **10.00 am**

J. J. WILKINSON,
Clerk to the Council,
8 September 2015

EDUCATION BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
4.	Sub-Committee Minutes	
	(a) Education Performance (HMle) held on 12 March 2015 (Pages 1 - 4) (Copy attached.)	2 mins
	(b) Education Performance (HMle) held on 4 June 2015 (Pages 5 - 6) (Copy attached.)	2 mins
5.	Presentation on Attainment Results 2015.	30 mins
6.	Senior Phase Strategy (Pages 7 - 30) Consider report by Service Director for Children and Young People. (Copy attached.)	10 mins
7.	Review of Out of School Care Policy (Pages 31 - 50) Consider report by Service Director for Children and Young people. (Copy attached.)	10 mins
8.	Any Other Items Previously Circulated	
9.	Any Other Items which the Chairman Decides are Urgent	
10.	Private Business Before proceeding with the private business, the following motion should be approved:-	

	<p>“That under Section 50A(4) of the Local Government (Scotland) Act 1973 the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in the relevant paragraphs of Part 1 of Schedule 7A to the aforementioned Act.”</p>	
11.	<p>Sub-Committee Minute (Pages 51 - 54)</p> <p>Consider Private Minute of Education Performance Sub-Committee (HMIE) held on 4 June 2015. (Copy attached.)</p>	2 mins
<p>Education Theme additional Membership of Committee:- Mr G. Donald, Mr J. Walsh, Mr G. Jarvie, Jeanette Aitchison (Parent Representative), Alison Ferahi (Parent Representative)</p>		
	OTHER BUSINESS	
12.	<p>Minute (Pages 55 - 60)</p> <p>Minute of Meeting of Executive Committee of 1 September 2015 to be approved and signed by the Chairman. (Copy attached).</p>	2 mins
13.	<p>Sub-Committee Minute (Pages 61 - 62)</p> <p>Minute of Trading Operations Meeting of 17 August 2015 to be approved and signed by the Chairman. (Copy attached.)</p>	2 mins
14.	Any Other Items Previously Circulated	
15.	Any Other Items which the Chairman Decides are Urgent	
16.	<p>Private Business</p> <p>Before proceeding with the private business, the following motion should be approved:-</p> <p>“That under Section 50A(4) of the Local Government (Scotland) Act 1973 the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in the relevant paragraphs of Part 1 of Schedule 7A to the aforementioned Act.”</p>	
17.	<p>Sub-Committee Minute. (Pages 63 - 64)</p> <p>Consider Private Section of Minute Trading Operations Meeting held on 7 August 2015. (Copy attached.)</p>	2 mins

NOTES

1. **Timings given above are only indicative and not intended to inhibit Members' discussions.**
2. **Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

Membership of Committee:- Councillors D. Parker (Chairman), S. Aitchison, S. Bell, C. Bhatia, J. Brown, M. J. Cook, V. M. Davidson, G. Edgar, J. G. Mitchell, D. Moffat, D. Paterson, F. Renton and R. Smith

Please direct any enquiries to Fiona Henderson Tel:- 01835 826502
Email:- fhenderson@scotborders.gov.uk

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SCOTTISH BORDERS COUNCIL
EDUCATION PERFORMANCE (HMIE) SUB-COMMITTEE

MINUTE of MEETING of the EDUCATION
PERFORMANCE (HMIE) SUB-COMMITTEE
held in Council Headquarters, Newtown St.
Boswells on 12 March 2015 at 10.30 am.

Present: - Councillors S Aitchison (Chairman)
Apologies:- Councillors B Herd, F Renton.
In Attendance:- Service Director Children and Young People (D Manson), Chief Officer Strategy &
Policy Development (Y McCracken) (Senior Planning, Policy and Performance
Officer) S Yates, Democratic Services Officer (JTurnbull).

ST JOSEPH'S RC PRIMARY SCHOOL

1. The report was withdrawn.

ST BOSWELLS PRIMARY SCHOOL

In attendance:- Councillors J Brown, S Scott, R Stewart;
Margaret Nailen (Headteacher); Christine Brown (Senior Education Officer);
James Denne (Parent Council representative).

WELCOME

2. The Chairman welcomed the St Boswells Primary School representatives to the meeting.

HMIE Report

3. There had been circulated copies of a report by the Chief Officer Schools to consider the findings of the HMIE inspection report in respect of St Boswells Primary School, following the inspection on 12 May 2014. Also circulated were copies of a letter to parents/carers of pupils regarding the inspection, the Record of Inspection Findings, the School Improvement Report 2014/15 and the School Improvement Plan 2014/15. The report outlined the findings of the inspection in terms of the school's particular strengths as well as the key points for action. The key strengths identified were: The caring and supportive ethos created by the headteacher and school staff which provided children with a happy learning environment; Very well behaved children who were keen to learn and enjoyed school; The promotion of pupil voice which informed school improvements. The main points for action were defined as: Continue to develop the curriculum to make it more relevant and challenging for children; To continue to develop approaches to self-evaluation, including assessment and tracking children's learning, to further improve children's achievement.
4. The headteacher, Mrs Nailen, explained how the points for action defined in the HMIE report had been addressed. In terms of developing the curriculum, maths was now delivered in a pathway format which had helped in progression across the school, the previous programme had been based on one particular resource and this had now been widened to ensure delivery in more relevant and meaningful contexts. Social Studies' plans had been redesigned to promote interdisciplinary learning and relevance to the children's locality and life experience. Development of crucial reading skills would continue; the working group had produced a toolkit which had been shared with all teachers and would encourage children to be more evaluative in their reading. Moderation work in reading had also been completed, moderating the pace of reading across the school and the reading programme would be further extended.
5. Mrs Nailen went on to discuss the second action which referred to assessment and tracking children's learning. The school had taken forward formative assessment, ensuring that there was a consistent format in all classes. Children were also given feedback in what they could do to improve their learning, they were looking in particular to challenge the more able learners. Class observations had increased, there would be five observations in classrooms

this year; every visit identified formal actions which would be followed up before the next visit. The school were adapting their planning to be more focused, regular and more responsive. New systems had been introduced for tracking in pathways and there was an increased use of standardised assessments through the introduction of PIPS & INCAS. Mrs Nailen concluded by stating the school would continue to work on curriculum mapping, interdisciplinary learning, critical reading, mental maths and the promotion of high quality learning and teaching in all classes.

6. The Parent Council representative, Mr Denne, advised that feedback from the Parent Council was positive. The school was a happy school with an excellent team and should be praised for their drive to improve the school and the way in which they had dealt with challenges.
7. In response to Members' questions, Mrs Nailen advised that homework consolidated the learning that had been taught in the school. The homework provided was interesting and engaging for pupils and kept parents informed and involved. The inspection process had been fair, and the process had allowed the school to take stock and make progress. The representatives were thanked for their attendance and commended on the progress they had made in relation to the points for action identified.

DECISION AGREED:-

- (a) **to commend Mrs Nailen, Headteacher and her staff at St Boswells Primary School for the hard work undertaken in achieving due recognition for the key strengths;**
- (b) **to continue to develop teaching and learning within the school. Ensuring consistency across all stages and more effective feedback to pupils ensuring they know their next steps in learning;**
- (c) **to ensure attainment was raised in all key stages for all groups of learners, and the effective use of tracking and monitoring across the school to raise attainment; and**
- (d) **to continue to develop curricular planning and interdisciplinary learning across the whole curriculum.**

KNOWEPARK PRIMARY SCHOOL

In attendance:- Councillor G Edgar, Maria McGinley (Headteacher);
Christine Brown (Senior Education Officer); Diane Brown (Parent Council Representative).

WELCOME

8. The Chairman welcomed the Knowepark Primary School representatives to the meeting.

HMle Report

9. There had been circulated copies of a briefing note by the Chief Officer Schools to consider the findings of the HMle inspection report in respect of Knowepark Primary School, which was inspected in April 2014. Also circulated were copies of a letter to parents/carers, the School Improvement Plan 2014/15 and School Improvement Report 2014/15. The report outlined the findings of the inspection in terms of the school's particular strengths as well as the key points for action. The key strengths identified were: The introduction of Big Maths had ensured significant improved maths ability across all stages; Science had become high profile in classroom practice; A permanent Support for Learning teacher had enabled clear achievable targets to be set for identified pupils in agreement with class teachers and parents; Teachers' plans ensured breadth, balance and application across the curriculum. The main points for action were defined as: Continue to develop assessment across all stages within the school; Develop outdoor learning to ensure all pupils had many opportunities to experience this both within the school grounds and beyond; Continue to develop problem solving in particular within the maths curriculum; Embedding the key work involving critical reading across all stages.

10. The headteacher, Ms McGinley, reported that there had been a lack of leadership, now they had in place, a deputy head teacher and had recently appointed a principal teacher. All staff were involved in developing the curriculum and there was an understanding by parents and children of the teachers' roles. There had also been a concern at the lack of self-evaluation in the school; all staff were involved in weekly self-evaluation, questioning and analysing what was working in the classrooms. Staffs were also given suggestions on how they could improve and provide evidence of their successes. Teachers planned well focused lessons, which were well differentiated with learning intentions and challenges. Classrooms were organised and children well behaved; teachers managed behaviour through a nurturing approach, teaching respect. Ms McGinley went on to advise that reading targets had been exceeded; work continued on the school's critical reading, comprehension, setting targets and tracking progress.
11. In relation to the maths curriculum, children now understood concepts and applied to real problem solving. Science had advanced in school and the teacher had been recommended as a Teacher of Excellence. Ms McGinley continued that children were being taught about their responsibility as global citizens through social science and through links with a school in Ghana. The school had also introduced a quality assurance programme – monitoring jotters, children's behaviour and involving parents in the process. The Parent Council had their own events, raised money and contributed to the school's Shine programme – which gave every child in school the opportunity to improve in an area which was not reading and writing. The headteacher concluded by stating that the next steps were to develop outdoor learning, early learning, provide more opportunities for children to contribute to a record of their learning, embed formative assessment and liaise positively with parents and outside agencies.
12. The Parent Council representative, Ms Brown, advised that the school was unrecognisable from where it had been. Staff had worked well with parents and children and it was a joy to be involved in the school. Children had continuity and lesson plans were clear. The next stage was for the school to consolidate what it had achieved. The Parent Council made a meaningful contribution to the life of school, this year they started a Facebook page which made the school more visible and engaged with parents.
13. The Headteacher answered questions with regard to encouraging parental involvement and ensuring that the opportunity associated with the Selkirk Early Years Centre was maximised for the benefit of children and families. The Chairman thanked the representatives for their attendance and commended on the progress they had made in relation to the points for action identified.

**DECISION
AGREED:-**

- (a) **to commend Mrs McGinley and her staff at Knowepark Primary School for the hard work undertaken in achieving due recognition for the progress made;**
- (b) **to continue to develop the flourishing partnership with parents in a variety of ways;**
- (c) **to continue to develop the 'pupil voice' within the school;**
- (d) **to ensure that the opportunity associated with the Selkirk Early Years Centre was maximised for the benefit of all children and families; and**
- (e) **to ensuring pace and challenge was achieved for high achieving pupils in all areas of the curriculum.**

The meeting concluded at 1.00 p.m.

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SCOTTISH BORDERS COUNCIL
EDUCATION PERFORMANCE (HMIe) SUB-COMMITTEE

MINUTE of MEETING of the EDUCATION
PERFORMANCE (HMIe) SUB-COMMITTEE
held in Council Headquarters, Newtown St.
Boswells on 4 June 2015 at 10 a.m.

Present: - Councillors S. Aitchison (Chairman), C. Bhatia, F. Renton.
In Attendance:- Service Director Children and Young People (D. Manson), Chief Officer Schools (K.
McCall), Democratic Services Officer (K. Mason).

PRIVATE BUSINESS

DECISION

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in paragraph 3 of Part I of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

HMIe Reports

1. The Committee considered the findings of the HMIe inspection reports in respect of Tweedbank Primary School and West Linton Primary School.

The meeting concluded at 12.10 p.m.

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SENIOR PHASE STRATEGY

Report by Service Director, Children & Young People's Services

Executive Committee

15 September 2015

1 PURPOSE AND SUMMARY

- 1.1 This report describes the work taking place in Scottish Borders Secondary Schools to progress the ambitions set out within Curriculum for Excellence in relation to the Senior Phase learning experience for all our pupils in their 4th, 5th and 6th year at school.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:

- a) Notes and approves the Senior Phase Strategy, April 2015 for our Secondary Schools.**
- b) Request an update of the progress of the Senior Phase Strategy in September 2016.**

3 BACKGROUND

3.1 The Senior Phase spans from 4th to 6th year in our schools. "The senior phase of a child's education is one of the most important, and potentially one of the most challenging. Schools are tasked with creating a curriculum that not only provides a meaningful learning experience which supports pupils in obtaining qualifications, but also enables them to develop emotionally, physically and socially as young adults. In short, the senior phase prepares pupils to make their own way in the world."

(Education Scotland, 2012)

3.2 Our schools have been working together to develop the curriculum, providing a much more diverse and ambitious Senior Phase experience for all our 4th to 6th pupils across the Scottish Borders. This expansion of the curriculum presents challenges and opportunities. The "Senior Phase Strategy, April 2015" (Appendix 1) builds upon good practice in our schools and sets out key recommendations of actions to be taken to ensure our children obtain the highest level of qualifications and the highest quality skills for learning, life and work; resulting in a positive and sustained destination for all young people.

3.3 It is evident in the development of the strategy for the Senior Phase that schools must build and develop partnerships with a range of further education providers and businesses, both within and beyond Scottish Borders. The ambitious agenda set out in the Senior Phase Strategy recommendations clearly demands high quality partnerships moving forward.

4 IMPLICATIONS

4.1 Financial

There are no financial implications associated with the direction of travel set out within the strategy

4.2 Risk and Mitigations

The principles set out within the Strategy will ensure that the Senior Phase is planned to result in the best outcomes for senior phase students and the new structure will continue the improved trend in delivering positive destinations.

4.3 Equalities

The development of the Senior Phase will deliver an increased range of learning pathways and achievement routes for individuals which should result in increased levels of achievements for all senior phase students irrespective of their backgrounds.

4.4 Acting Sustainably

There are no significant impacts on the environment arising from the proposals contained in this report.

4.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

4.6 Rural Proofing

The Senior Phase will be developed to take account of the needs of local communities across the Scottish Borders.

4.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

5 CONSULTATION

5.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council will be consulted and their comments will be reported at the meeting.

5.2 Staff at all levels in our schools have been consulted in devising the "Senior Phase Strategy, April 2015".

Approved by

Donna Manson

Service Director Children & Young People

Signature

Author(s)

Name	Designation and Contact Number
Donna Manson	Service Director Children & Young People

Background Papers: Developing Scotland's Young Workforce – page 13 sets out the key themes and milestones for schools which will inform the further development of the Senior Phase in Scottish Borders.

Previous Minute Reference: A Report on developing 'Developing Scotland's Young Workforce' was discussed at the Executive Committee meeting on 1 September 2015.

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Donna Manson can also give information on other language translations as well as providing additional copies.

Contact us at Scottish Borders Council, Council Headquarters, Newtown St Boswells TD0 6SA.

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SCOTTISH BORDERS COUNCIL

Senior Phase Strategy

Ambitious for the Borders

April 2015

CONTENTS

1. SCOPE

2. PURPOSE

3. CONTEXT

- 3.1 National Context
- 3.2 Local Context

4. THE PRINCIPLES

5. THE SCHOOL CURRICULUM

- 5.1 Expectations of the Broad, General Education
- 5.2 The Challenge of S3
- 5.3 Senior Phase Curriculum
- 5.4 SQA courses
- 5.5 Wider achievement
- 5.6 Courses and opportunities offered by partners
- 5.7 Raising the value and increasing the range of vocational pathways

6. SQA COURSES & QUALIFICATIONS

- 6.1 National Qualifications
- 6.2 Vocational Qualifications
- 6.3 Wider Achievement
- 6.4 Inclusion
- 6.5 Courses and opportunities offered by Partners

7. FLEXIBLE APPROACHES TO LEARNING

- 7.1 Activity Agreements
- 7.2 Foundation Apprenticeships
- 7.3 Work Readiness Awards
- 7.4 Raising the value and increasing the range of vocational pathways.
- 7.5 Encouraging growth in STEM subjects
- 7.6 Responding to Local employment need

8. PARTNERSHIP WITH BORDERS COLLEGE

- 8.1 What's on offer
- 8.2 Commitment
- 8.3 Future opportunities

9. ONLINE LEARNING

- 9.1 Distance Learning provision
- 9.2 Future development of Virtual Learning across Scottish Borders

10. BUSINESS ENGAGEMENT

- 10.1 The benefits
- 10.2 A strategic approach
- 10.3 Ensuring a positive impact

11. DEVELOPING SCOTLAND'S YOUNG WORK FORCE

- 11.1 Key recommendations
- 11.2 Making it happen
- 11.3 Work Experience
- 11.4 Partnership working

12. SUPPORTING CAREER PATHWAYS

- 12.1 Partnership with Skills development Scotland
- 12.2 Inputs from school staff

13. THE SCOTTISH BORDERS STANDARD

14. RECOMMENDATIONS

15. RISKS COMMENTARY

16. CONCLUSION

17. ACKNOWLEDGEMENTS

1. SCOPE

In October 2014 a Senior Phase Strategy group was established. Membership included representation from Schools, Borders College, Inclusion services, Skills Development Scotland, Opportunities for All, Employment Support services and Scottish Borders Council (Education Officer, Development Officer and ICT Manager).

The recommendations of the group are outlined in this paper and are intended to support staff in their understanding of the how the Senior Phase will be managed in Scottish Borders. It aims to provide clear expectations and parameters to those involved in the delivery of the Senior Phase. Fundamentally, there is an expectation that partners will work together to ensure that all young people are given the best opportunity to maximise their potential through raised ambition, increased opportunities and flexible routes.

2. PURPOSE

Curriculum for Excellence aims to raise attainment for **all** pupils. Scottish Government is equally committed to improving life chances through education and has clear expectations for schools for improving attainment.

There is an unacceptable gap in attainment and achievement between children from our most and least advantaged backgrounds and that gap is wider than in some comparable countries.

Raising Attainment for All

Schools are required to have the highest expectations of young people's attainment and to take into consideration the range of learner journeys which are in the best interests of young people.

Schools, through rigorous quality assurance and self-evaluation, need to ensure young people are receiving the high quality experience they deserve.

3. CONTEXT

The senior phase of a child's education is one of the most important, and potentially one of the most challenging. Schools are tasked with creating a curriculum that not only provides a meaningful learning experience which supports pupils in obtaining qualifications, but also enables them to develop emotionally, physically and socially as young adults. In short, the senior phase prepares pupils to make their own way in the world.

(Education Scotland, 2012)

3.1 National Context

This paper promotes the principle that all young people have an entitlement to a senior phase of education which:

- Provides specialisation, depth and rigour

- Prepares them well for achieving qualifications to the highest level of which they are capable of, and assists them in developing attributes and capabilities relating to the four capacities
- Continues to develop skills for learning, skills for life and skills for work
- Continues to provide a range of activities which develop the four capacities
- Supports young people to achieve a sustained and positive destination

More recently, the report of the Commission for *Developing Scotland's Young Workforce (Education for All, 2014)* suggests schools should further develop their role in preparing young people for work through such areas as increased vocational training, enhanced opportunities for work experience and improved careers advice. The report also reinforces the importance of improved partnership working as a key to delivering these to learners.

3.2 Local Context

SBC has a duty to deliver a universal service that meets the needs of every young person and which ultimately leads to a sustained positive destination. At present, all schools deliver different models within the senior phase. In part this is driven by historic staffing, a lack of alternative pathways and finance as well as an absence of clear parameters.

With this in mind, and given the plethora of national guidance and legislation, there is a need to transform and improve our provision for our current and future learners.

4. PRINCIPLES

Taking account of the Curriculum for Excellence (CFE) principles, and the context of Scottish Borders we are committed to:

- Providing the best possible service for young people, whilst promoting the highest aspirations in each individual
- Developing a service that is both innovative today, and sustainable in the future
- Providing an inclusive and consistent experience for all young people regardless of location or ability
- Ensuring an engaging, ambitious and flexible service that meets the holistic need of the individual up to the age of 18.
- Working collaboratively and with partners to ensure a wide range of learning opportunities are available to young people
- Supporting individuals to continue to develop skills for learning, skills for life and skills for work, whilst also continuing to develop each of the four capacities
- Ensuring a parity of esteem between academic and vocational routes, and flexibility in terms of access and delivery
- Improving the life chances of young people in the Scottish Borders, with strong transitions throughout which lead to a positive and sustained destination

The assumption of inclusion is made throughout this paper, and the proposals within apply to all young people, including those with additional support needs. As with all aspects of the

curriculum, educationalists should, as appropriate, ensure equality of opportunity for all young people.

5. THE SCHOOL CURRICULUM

5.1 Expectations of Broad General Education (BGE)

The Broad General Education (BGE) spans from P1 through to the end of S3. It is expected that schools will:

- Work cross-sector to ensure a progressive and challenging experience for all learners.
- Track pupil progress to ensure young people make the right choices for the Senior Phase
- Ensure Profiling is continuous and not just at P7 and S3. It should be created and owned by the learner and communicated to parents/carers on a regular basis.

5.2 The Challenge of S3

Education Scotland highlights the significance of S3 and therefore schools are tasked with ensuring the following:

- Learning in S3 provides appropriate challenge so that all young people are well prepared for moving into the Senior Phase.
- The S3 Curriculum is NOT dominated by the assessment standards for qualifications and practising for examinations.
- Young people are well informed about their progress. They are taking increasing responsibility for tracking their own progress and profiling their achievements. This will support decisions about subject choice at the end of S3.
- Young people continue to build on their prior achievements
- S3 courses provide in-depth learning and support higher order thinking
- Young people are given opportunities for personalisation and choice - Learning into fourth level is encouraged however it is recognised that for some consolidation of third level would be of greater benefit.
- Curriculum design in S3 continues, as far as possible, to allow study within the eight curricular areas and within the four contexts for learning.
- By the end of S3, young people have reached a level of attainment at a higher level of skills and understanding than before. This allows the progressive building of skills for lifelong learning
- Interdisciplinary learning is well planned with a clear purpose and providing young people with progression in their learning.
- For those young people with additional support needs, schools must ensure the curriculum provides opportunities to make progress towards their targets
- Built into Curriculum for Excellence is an entitlement to personal support. This support should enable young people to review their learning and plan for next steps
- Young people gain access to learning activities which meet their needs, have opportunities for personal achievement and are prepared for and supported through changes and choices.

5.3 Senior Phase Curriculum

The Senior Phase spans S4 – S6 (approx. ages 15 to 18 years) and provides opportunities for accreditation and qualifications. The Senior Phase follows the Broad General Education and should build on what young people have achieved and experienced up to the end of S3.

The Senior Phase must cater for all learners; most of whom will complete two or three years of the Senior Phase. Young people should be encouraged to remain at school and to engage in the range of opportunities available to them. However, targeted support and preparation should be given to those who exit at the end of S4. The curriculum should be designed in such a way as to ensure that all young people have the best chance of being prepared for life and work and so are best placed to maximise their potential. Achievement, as well as attainment, should be a strong feature of the Senior Phase experience. Schools are expected to review their curriculum annually to ensure it reflects the aptitudes and career aspirations of their young people, as well as a constantly changing jobs market.

In June 2014, HMIE released an updated '*Inspection Advice Note for 2014-15*'. In this document, clear expectations of the Senior Phase are outlined as follows:

- *The design of the Senior Phase curriculum enables young people to learn over variable time-frames (e.g. 1 or 2 year programmes) to meet learners' needs, creates space for more in-depth learning and allows more time to be spent on challenging learning at higher levels. In the Senior Phase, young people can learn across the Scottish Credit and Qualifications Framework levels with flexibilities in relation to decisions about the level of qualification for which they are presented to encourage them to attain as highly as possible. This should involve partners as appropriate.*
- *Programmes of learning in the Senior Phase provide progression through opportunities for personal achievement with a continued focus on developing the skills and attributes of the four capacities.*
- *It enables them to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.).*

6. SQA COURSES & QUALIFICATIONS

6.1 National Qualifications

Across Scotland, schools vary in terms of qualifications - number of subjects, bypassing levels, presentation stages and duration of courses. Pleasingly, further and higher education providers are aware of such diversity across Scotland and publish admissions policies to support learners' across the country.

Within Scottish Borders schools have the autonomy to make decisions based on the needs and interests of their community. The number of subjects which schools should offer will not be prescribed.

School timetablers must maintain strong links with other schools to maximise qualifications offered to young people. However schools must ensure that:

- An emphasis is placed on the qualifications, skills and attributes gained by the end of a young person's Senior Phase; schools need to ensure these lead to positive and sustained destinations for our young people, whether employment, Further or Higher Education.
- Qualifications are taken at the appropriate stage for the individual young person over the three years of the Senior Phase.
- Young people leave with a portfolio of qualifications demonstrating their skills and learning at the highest level they can.
- Courses do not have to take a year – units achieved, which may not lead to a full course award, are valuable. Units can be extended to suit the needs of the learner.
- Young people who leave at the end of S4 or Christmas of S5 are appropriately catered for in terms of qualifications and preparation for next steps
- Students are prepared for positive destinations and the world of work. When planning qualification options, consideration should be given to the local community and business context and where possible relevant qualifications should be offered.
- Bespoke senior phase models are designed to meet the needs of their young people in each school.
- Curriculum must be for all – flexible progression routes must be available
- S4 is not viewed in isolation or presentation in S4 seen as a 'given'.
- Focus is on the quality of planned end point qualifications, rather than how many qualifications can be picked up in any given single year.
- Learning starts a long time before the exam – schools need to encourage independence rather than reliance. Young people need to truly understand what they are learning rather than preparing through past papers only.
- Young people have enhanced opportunities for relevant work experience. Senior students should engage in progressive work experience related to their chosen career pathway.

6.2 Vocational Qualifications

Over recent years SQA has developed a range of courses that are more vocational in nature. These include Employability, Enterprise, Leadership, Personal development, Skills for Work, Certificate of Work Readiness, and National Progression Awards.

Skills for Work and Employability courses span from SCQF level 3 up to level 6 (Higher) and should not be restricted to pupils of lower academic ability.

Given that most young people will end up working at some point in their life, Schools are encouraged to offer courses aimed at developing transferable employability skills. These could be timetabled as 'core' alongside PE, RME and Personal Support.

6.3 Wider achievement

Schools should enrich young people's learning and develop skills and positive attitudes through engagement opportunities such as Duke of Edinburgh, Sports Leaders awards, volunteering and Saltire Awards.

Bearing in mind Building the Curriculum 4 and Education Scotland's increased expectations 2014-15, schools should also ensure that all young people experience enterprise during the Broad General and Senior Phase of their school career. This must go beyond traditional business and should include third sector and social enterprises, as well as ethics and commitment to sustainability.

Enterprise in the Senior Phase offers significant opportunities to develop wider achievement opportunities, as well as develop skills and knowledge. Schools need to be smarter in terms of Enterprise education and genuine partnership working should be established at the planning stage through to completion. For some Young people Enterprise may involve a three year project that spans the Senior Phase.

6.4 Inclusion

Across the authority there is a need for long-term planning for young people with additional support needs. This may include:

- 'Supported' work placements to develop awareness of the world of work, combined with employability skill development
- Where possible, schools should offer a greater range of National 1&2 qualifications, especially those relating to Employability and Life skills.
- Schools should develop a strategy that gives clear pathways for ASN students in the Senior Phase. It should offer clear progression in the acquisition of skills and experiences in order to support transition to post-school settings.

6.5 Courses and opportunities offered by partners

As well as courses delivered by school staff, some schools already engage with partners to deliver or support in the delivery of courses. Such partnership working allows schools to draw upon an expertise beyond that which exists within the school and so enhance the experience of young people. All schools, wherever possible, should develop such partnerships.

Where effective partnership delivery already exists, schools should ensure that partners are included in discussions and decisions about curriculum design and delivery.

7. FLEXIBLE APPROACHES TO LEARNING

In the Senior Phase, schools and their partners now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners – including pupils who might previously have become disengaged from education.

7.1 Activity Agreements

At present Activity Agreements happen post-school. The current model uses various partners and provision outside of formal education to encourage disengaged young people to re-engage with learning in a more achievable way. Young people work towards improving

Literacy and Numeracy, take part in group work and gain work experience through volunteering. They are supported by a Trusted Professional (Activity Agreement Support Worker) funded by Scottish Government for post-school provision.

To reduce the risk of negative or short-term destinations, Activity Agreements should be an option within the Senior Phase. It would allow the vulnerable learner to remain engaged in school whilst gaining skills for life beyond school.

Funding would need to be secured to employ a Trusted Professional who would manage an Activity Agreement team in each school. Schools would need to support Literacy, Numeracy and where required other qualifications such as Duke of Edinburgh, Saltire and SQA units.

7.2 Foundation Apprenticeships

Now is the time to more actively target Modern Apprenticeships towards supporting economic growth... where long term prospects of young apprentices are greatest.

Education Working for All!

As well as commitment from the school, there is emerging practice of STEM being delivered through Foundation Apprenticeships during the Senior Phase. Early adopters are reporting favourably on the impact on budding engineers of Employers working closely with College and School. It is hoped that Foundation Apprenticeships, not just STEM related, can be adopted by Scottish Borders by session 2016-17.

Further detail can be found at:

www.skilldevelopmentscotland.co.uk/.../foundation-apprenticeships

7.3 Work Readiness Awards

The awards are designed by Skills Development Scotland (SDS), SQA and Employers for young people who are ready for their first experience of the world of work, but need some guided support.

7.3.1 Certificate of Work Readiness

The qualification is currently available through colleges and training providers working in partnership with employers but could be delivered by schools in partnership with employers. The young person will get a minimum of 190 hours of work experience with an employer and develop their skills with a tutor. The certificate is made up of five SQA units: Responsibilities of Employment, Dealing with work situations, Personal Development, Skills for Customer care including a customised work experience unit. However funding through SDS is not available to those in full-time education or work.

7.3.2 Introduction to Work Certificate

The Introduction to Work Certificate is becoming successful in schools across Scotland because it doesn't have the mandated 24 hours per week work experience but does have work experience as part of the core module.

A pilot should be established in one or more schools to test the delivery model. Once evaluated, the intention is to roll it out to all nine secondary schools.

Further information about the programmes can be found at either:
www.skillsdevelopmentscotland.co.uk/.../provider-central-certificate-
www.sqa.org.uk/sqa/64560.html

7.4 Raising the value and increasing the range of vocational pathways

Building the Curriculum 4 makes reference to the schools giving a greater prominence and a parity of esteem to vocational pathways. *Education Working for All!* identifies practical steps that schools and local authorities should be doing to develop skills for work to prepare young people for the workplace.

To break down traditional barriers between ‘academic’ and ‘vocational’ qualifications, schools must explicitly emphasise the vocational aspect of many academic course, most obviously STEM (Science, Technology, Engineering and Maths).

Developing Scotland’s Young Workforce sets a target that 60% of school leavers without a Higher in 2020 should have at least one ‘industry relevant qualification’. Clearly schools need to work with the Local authority DSYW group, partners and employers to ensure this target is planned for, and met.

Recognising and celebrating success is vital and schools need to ensure that this is inclusive and positive for all learners.

7.5 Encouraging growth in STEM subjects

There is a national drive to increase the uptake, range and gender balance of STEM subjects and to encourage young people into STEM related careers. Where possible, Schools should commit to this to support the future development of the national economy.

7.6 Responding to Local Employment Needs

The Senior Phase should aim to prepare young people for life beyond school. Whilst some young people go onto Further and Higher Education, some go directly into employment. Schools have a duty to work with partners to ensure school leavers exit with the skills needed for local employment and are confident in the work place. Nationally there are great examples of how this is being achieved through planned partnerships.

Locally, schools are working with organisations such as Borders Chamber of Commerce to try to develop young people’s understanding and skills. Borders Textile Training Group, are very keen to roll out a programme first developed in Elgin to develop the future workforce of the textile industry. A pilot involving three schools will run 2015-16 with a view to rolling out the concept to other schools and employers within Borders.

8. PARTNERSHIP WITH BORDERS COLLEGE

8.1 Current Provision

From August 2015, secondary schools and Borders College will align one column (two afternoons per week) to enable cross-region delivery of subjects. This will increase the choice available for all learners. Following discussion with individual schools Borders College has extended the range of options available for 2015-16. Pleasingly, SBC has established a process that enables schools to be given credit for attainment when the presenting centre is college or another school.

As well as offering a range of options through the Borders College Schools Academy provision, Borders College also work in conjunction with QMU, Edinburgh to facilitate the South East Scotland Academy Programme.

8.2 Commitment

Schools should continue to work together with college and other partners to maximise the range of courses and opportunities which can be made available to young people.

To ensure an effective curriculum partnership, Borders College Management will meet with school curriculum managers every December to agree plans for the following session.

School timetablers should maintain strong links with Borders College to ensure issues are resolved quickly.

At present transport, for some schools, is a barrier to attending College, in part because of limited public transport or distance from College. Transport to and from College is responsibility of Scottish Borders Council. It is hoped, that each school will have access to a minibus, through a bid to the Wood Foundation –this will create flexibility for schools.

If distance is the main barrier then schools should continue to negotiate individual timetables with the college and other providers.

8.3 Future opportunities

Borders College have ambitious plans for session 2016-17 but these are funding dependant.

9. ONLINE LEARNING

9.1 Distance learning provision

Online learning is growing in popularity. Pleasingly, the quality and range of courses continues to improve.

9.1.1 YASS

The Young Applicant in Schools Scheme (YASS) is run by Open University. A wide variety of courses are available each with a credit rating. The 30 credit modules are equivalent to an Advanced Higher. There is no fee for the 10, 15 and 30 credit modules. The 60 credit module incurs a fee of around £200 per module per student. There are a range of courses available

and there is an online tutor to support learners. However this model requires a high degree of motivation for independent study. Every school should be offering YASS.

9.1.2 SCHOLAR

This is an online resource developed by Heriot Watt University for learning in Maths, Sciences and languages. The resource is a useful addition to direct teaching and is not seen as a replacement. However, it provides useful learning during absence from school. The interactive aspects such as the chat rooms make learning more stimulating. SBC pay for Scholar each year and schools are asked to make best use of it by raising the profile via Parents nights, induction days, assemblies, subject specific tutorials and CPD with staff.

9.1.3 MOOCS

This is a massive online college offering thousands of free modules run by universities across the world. Unlike Scholar and YASS there is no online support tutor or forums.

9.2 Future development of Virtual Learning across Scottish Borders

Across Scottish Borders a large number of young people go onto further or higher education after leaving school. Increasingly FE and HE courses are part-delivered using online learning. Therefore schools have a role in developing independent learners. Across Scotland many authorities are exploring the concept of virtual learning to support Advanced Higher delivery but few have found a reliable system, and as yet nobody sees it as a replacement to teacher interaction.

Virtual learning has the potential to develop independent learners and to reduce the cost of Advanced Higher teaching. However, developing Virtual learning is a major piece of work and a culture change for Border schools. It will require a dedicated team to explore and develop robust ICT infrastructure requirements, pedagogical approaches, training requirements and support mechanisms.

10. BUSINESS ENGAGEMENT

10.1 The Benefits

Employers are in a unique position to help give young people the inspiration, knowledge, skills and motivation they need to transition successfully from education to the workplace.

Education Working for All!

Employers are important partners and there are now more opportunities open to employers and schools to work directly with each other. The breadth and depth of skills, knowledge and experience that young people gain through the curriculum will give them more confidence to apply their learning and use their skills in real-life situations.

All schools already engage with a range of businesses in a range of ways to support:

- Work experience
- Work shadowing
- Workplace visits
- Expertise in curriculum development
- Enterprise education
- 'Real world' context
- Mentoring
- Internships
- Training programmes
- Seek their views
- Community relations
- Sponsorship

This benefits employers, by developing the skills and experience in young people that they need for their own businesses, and young people, by developing the skills they will need for the future jobs market.

In order to maximise the benefit of the partnership, it is important to ensure that both school and business are benefitting from the engagement.

10.2 A strategic approach

Schools should aspire to involve business representatives on school curriculum planning groups and self-evaluation /improvement planning processes.

10.3 Ensuring a positive impact

Schools need to be clear about the purpose of the partnership. The simplest measure is to ask what difference it is making to our young people, especially to their learning. All activities should be evaluated to measure impact.

11. DEVELOPING SCOTLAND'S YOUNG WORK FORCE

Scottish Government established an independent Commission, led by Sir Ian Wood, to look at developing Scotland's workforce following the recession. The final report *Education Working for All* was published on 3 June 2014 and set out 39 recommendations all of which built on Scottish Government's Economic strategy. At the heart is the drive to create a world class vocational education system to reduce unemployment by 2021. The full report can be viewed at: <http://www.scotland.gov.uk/Resource/0045/00451746.pdf>

11.1 Key recommendations

There are clear recommendations for schools, colleges, employers and organisations. These can be viewed at: <http://www.scotland.gov.uk/Resource/0046/00466012.pdf>

In summary, schools need to ensure that:

Recommendation 1: Pathways start in the Senior Phase which leads to the delivery of industry recognised vocational qualifications alongside academic qualifications.

Recommendation 2: A more comprehensive standard for careers guidance involving employers

Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience. Work experience should feature in INSIGHT and in School inspections.

For Schools and colleges:

Recommendation 6: Commitment to the enhancement of vocational education pathways.

Other recommendations include:

- *Prioritisation of Modern Apprenticeships*
- *A focus on STEM and encouraging gender balance across occupations*
- *Sustained support for young people at risk of disengaging and early intervention for those that have.*
- *Businesses supported to enter into 3-5 yrs. partnerships with schools*
- *Equality for All*

11.2 Making it happen

Developing the Young Workforce - Scotland's Youth Employment strategy, 2014 sets out clear recommendations in relation to Schools, Colleges, Apprenticeships, Employers and Equality. There is a 7 year plan with a clear emphasis on measuring progress. Education Scotland has published a plan for 2014-15, and for 15-16. Scottish Government has announced funding to support the implementation - £12m for session 14-15 and £16.6m for 15-16.

Scottish Borders Council, ahead of many other authorities, took its first step in January when it launched DSYW to an audience representing schools, businesses, third sector and Council staff.

The targets outlined in *Education Working for All!* are ambitious, with clear timeframes for all stakeholders. Achieving some of the targets such as 20,000 Modern Apprenticeships by 2021 can only be achieved through partnership planning. The same can be said for the implementation of industry recognised vocational qualifications within the Senior Phase.

Local authorities must take the lead on developing a strategic plan to support schools, colleges and employers to implement the recommendations as per the published timescales. Local authorities are required to develop specific regional targets related to the local context.

11.3 Work Experience

The key message we have heard from young people is their need for significantly enhanced quality work experience while at school and college.

Sir Ian Wood, Education Working for All!

Work experience is not a new concept and has proved its worth in terms of developing skills for life and work. It is critical that schools provide a real experience of work whilst young people are still at school. However, this does not need to be whole cohorts at the same time- it is more important that it is relevant, meaningful and at an appropriate time.

Schools should work towards achieving the aspiration that all young people should experience a work placement. Special emphasis should be placed on those at risk of a negative destination, few qualifications, leaving at the end of S4.

The work load associated with work experience placements is challenging for schools. Coordinators are sometimes frustrated with delays because of health & safety checks. Given the increased expectations contained in *Developing Scotland's Workforce* and the recommendation of *'Education for All'* which emphasises the importance of high quality placements, the local authority should appoint a dedicated person to support schools in terms of health and safety legislation. Current good practice around work experience for Borders College students should also be explored.

There is a need to develop a more strategic approach to work experience; therefore school coordinators would be expected to meet twice yearly to plan with the local authority. Further guidance from Education Scotland in relation to the standard for work experience will need to be adopted from August 2015. Scottish Borders has been selected to be one of six authorities to pilot 'the Standard'.

12. SUPPORTING CAREER PATHWAYS

A recommendation of *Education Working for All* called for a more comprehensive standard for careers guidance. Education Scotland is currently developing this and once published it will give clear guidance for all partners involved in the delivery of world of work 3-18.

12.1 Partnership with Skills Development Scotland

Schools already work in partnership with Skills Development Scotland (SDS). There is room to develop the scope and consistency of input across schools.

12.2 Inputs from school staff

Pastoral staff, through PSE and/or Personal Support should be ensuring career-related inputs are being delivered. Schools should also ensure provision to develop pupils' wider employability skills through assemblies, careers fairs and enterprise related events.

It is the responsibility of all staff to ensure that skills for learning, life and work are developed throughout the Senior Phase.

13. THE SCOTTISH BORDERS STANDARD

Our aim is ensure our young people reach their full potential and move on to a positive and sustained destination of their choice. Gaining and sustaining employment can be challenging both locally and nationally. Therefore we have a duty to ensure young people leave with the skills and attitudes to allow them to gain employment, as well as the qualifications

Schools have different approaches for developing skills and personal achievement and growth. There would be merit in gathering good practice across Border schools and developing a Standard. Such a standard would outline the core entitlements that all young people would be guaranteed to receive during the senior phase. For example; a mock interview, development of a C.V., engagement in an enterprise activity, relevant work experience, Skills for Work qualification. Ideally, schools should use young people to support the delivery of key aspects.

14. SUMMARY OF RECOMMENDATIONS

14.1 Schools need to:

Session 2015-16

- Review their Broad General Education to ensure firm foundations are laid for the Senior Phase and opportunities for IDL, specialisation, personalisation and choice, especially in S3, are fully exploited
- Consider the learner journey and how best to prepare young people for post-school. This will require schools to look at qualification stages and courses differently.
- Ensure that there are appropriate courses and experiences for all learners, especially vulnerable learners.
- Engage with the pilot of the Careers Guidance and Work Experience Standard produced by Education Scotland, to deliver a progressive package for young people, involving partners to support young people into appropriate post-school destinations.
- Embrace emerging practice in terms of Foundation apprenticeships, work readiness certification, online learning and vocational delivery through partnership working and engage in pilot opportunities to test the model.
- Increase the opportunities for wider achievement and for recognising and celebrating success at whatever level.
- Ensure the delivery of Skills for Learning, Life and Work, including careers education and work placements. Every school should have a designated SMT member with responsibility for this.
- Review their links with businesses to ensure that partnerships are meaningful and are leading to improved outcomes for young people. These partners should be involved in improvement planning and priority setting processes with the school.
- Work with colleagues to agree a 'Standard' for all school leavers to achieve by session 2016-17
- Support the work of the VLE development team to support 'tests of change'.

- Continue to work with Borders College to ensure a joint curriculum that meets the needs of all learners in the Senior Phase.
- Develop a parity of esteem, where further education and employment are valued and valuable choices.

Session 2016-17

- Deliver the 'Borders Standard' for all school leavers
- Ensure by session 2016/17, all young people who plan to leave school at the end of S4 will experience a work placement. Priority should be given to those young people likely to leave without Highers.
- Prevent young people disengaging from education by offering flexible and alternative models which prepare them for employment such as activity agreements, foundation apprenticeships, part-time placements.
- Engage with primary colleagues to ensure the careers education is progressive and relevant at all stages.
- Implement SBC developed VLE programmes to support Senior Phase learning- details will emerge throughout 2015-16.
- Roll-out pilot programmes, as appropriate such Borders Textile Group, Foundation apprenticeships, Introduction to Work Certification.

Session 2017-18 onwards

- Work towards the recommendation (*Education Working for All!*) that 60% of school leavers not attaining Highers should leave school with an industry recognised qualification by 2020.

14.2 Scottish Borders Council need to:

- Establish a strategic group, involving schools, employers, SDS and other relevant organisation, to plan for implementing the recommendations of *Education Working for All!* This may be an existing group such as the Skills & Pathways group.
- Establish a strategic group to explore and develop virtual learning. Targeted funding is required to fund technical infrastructure, training and research.
- Secure funding for a minibus for each secondary school to support blended learning opportunities between schools and colleges.
- Provide a central resource to support schools to offer flexible work placements, Foundation apprenticeships and activity agreements throughout the Senior Phase.
- Provide resources to extend the delivery of skills for work experiences and qualifications.
- Monitor the improvement and equity of attainment in schools, especially those who are most disadvantaged. Investment in professional development of pedagogy to help improve attainment and reduce the attainment gap.
- Use evidence to challenge schools to improve outcomes for young people.

15. RISKS COMMENTARY

The Senior Phase Strategy outlines expectations for schools, colleges, employers and the local authority. It assumes that resources will be available to develop various aspects such as virtual learning and an enhanced work experience provision. Transport needs to be more readily available to facilitate blended learning opportunities between schools, colleges and employers.

Should funding not be available, then aspects of the Senior Phase Strategy are at risk of not being delivered. However, the change of mind-set required to deliver many of the aspects such as curriculum design, partnership working, and parity of esteem are not resource dependent.

The success of the Senior Phase Strategy is dependent on phasing the implementation appropriately.

16. CONCLUSION

This strategy aims to identify and build on best practice in our schools to ensure that all our young people, irrespective of background or ability, are provided with the very best supports to enable them to maximise their potential and find positive and sustained post-school destinations.

The Senior Phase Strategy group will continue to meet to ensure that the recommendations contained within this report become practice across all nine secondary schools and lead to improved outcomes for young people.

17. ACKNOWLEDGEMENTS

This paper was produced by the Senior Phase Strategy group after extensive research and planning.

The Senior Phase Group wish to acknowledge the help they have received – and continue to receive- from the following Local Authorities:

- Aberdeenshire Council
- Argyll & Bute Council
- Eilean Siar Council
- East Lothian Council
- Highland Council
- Midlothian Council
- North Ayrshire Council
- Stirling Council

Scotland should be the best place to learn. We want each child to enjoy an education that encourages them to be the best they can be and provides them with a full passport to future opportunity.
Raising Attainment for All, 2014

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REVIEW OF OUT OF SCHOOL CARE POLICY

Report by Depute Chief Executive – People

Executive Committee

15 September 2015

1 PURPOSE AND SUMMARY

- 1.1 This report describes the review undertaken to develop a revised Out of School Care Policy. This review has recommended enhanced governance arrangements for the Vulnerable Out of School Care Grants Scheme.**
- 1.2 Out of School Care is provided in the Scottish Borders by a range of voluntary and private sector organisations who operate from a mixture of Scottish Borders Council (SBC), community and privately-owned facilities. Out of School Care providers supplement the core universal school activities provided in communities whilst providing a valuable service for families.
- 1.3 SBC provides financial support to Out of School Care providers through subsidised rent arrangements for some Out of School Care providers who operate from SBC premises and the Vulnerable Out of School Care Grant Scheme is in place to assist Out of School Care providers who meet specific criteria.
- 1.4 A number of organisations who are based within SBC premises provide Early Learning and Childcare as well as Out of School Care. Currently there are a range of rental agreements in place for these providers. A piece of work will be taken forward to review these agreements and to ensure there is for consistency in arrangements across Children & Young People's Services.

2 RECOMMENDATIONS

2.1 I recommend that the Executive Committee:

- (a) Approves the revised SBC Out of School Care Policy (2015)**
- (b) Approves the implementation of a decision making panel to assess applications to the Vulnerable Out of School Care Grants Scheme.**

3 BACKGROUND

- 3.1 There are 37 Out of School Care providers operating across the Scottish Borders. There is a mix of voluntary and private sector providers and several providers operate clubs in more than one location.
- 3.2 The majority operate as a voluntary organisation with opening hours to meet the requirements of local families whilst aligning with the constraints of the business. Most provide care before and after school and some also provide wraparound and holiday/in service care.
- 3.3 The Early Years Team within SBC provides support to the Out of School Care providers with the aim of improving the quality of care across the Scottish Borders. This may be in the form of practical support ranging from establishing new Out of School Care provision, setting up a management committee through to provision of training and practice development.
- 3.4 The Out of School Care in the Scottish Borders Policy was approved by the Council Executive in November 2010 and outlines SBC's commitment to work with all Out of School Care providers to develop their services and achieve financial sustainability. The policy established principles which would be applied consistently when working with all Out of School Care providers in the Scottish Borders. To further assure consistency of application, a review of the 2010 Policy has been undertaken.

4 REVIEW OF THE 2010 POLICY

- 4.1 To inform the review of the existing policy, the following has been considered:
 - Data collected through the Out of School Care quality assurance scheme
 - information provided through the Vulnerable Grants Scheme application process which has enabled a financial appraisal of a number of providers to be undertaken
 - Recommendations and findings from Care Inspectorate inspections
 - The range of premises in which Out of School Care providers are located (SBC premises, community owned, privately owned/rented)
 - Range of discussions with Out of School Care providers at the quarterly management meetings arranged by the SBC Early Years Team.
- 4.2 A main conclusion of this review has been that further clarity on rental arrangements for providers and access to the Vulnerable Grants Scheme is required. This is now reflected within the updated Policy.
- 4.3 The review has established that the Vulnerable Out of School Care Grants Scheme is fit for purpose, however there is awareness that some providers have experienced challenges in accessing the funding. To address this, the Early Years Team are consulting with the current providers on their views to improve the process and this will inform improvement actions going forward. An information leaflet will be provided for Scottish Borders Area Forums to provide clarity on the availability of this scheme and the application process and this will be informed by the consultation. Further detail on the Vulnerable Grants Scheme is found in section 5.

4.4 The revised 2015 Policy has a suite of linked documents, each addressing a specific aspect of the necessary information as outlined in the table below.

Out of School Care Policy 2015	<ul style="list-style-type: none"> • Covers the Council’s position on and commitment to supporting the development of Out of School Care • Outlines the support available • Links to the documents below
Out of School Care Guidance for SBC Premises 2015	<ul style="list-style-type: none"> • Detailed guidance on the operation of Out of School Care within SBC premises • Standard let agreement in the appendices
Vulnerable Out of School Care Grants Scheme: Governance and Operations	<ul style="list-style-type: none"> • Explains the governance and operation of the grants scheme • Covers eligibility and appeals process • Detailed guidance for applicants and application form in the appendices

4.5 The Policy maintains the commitment that where providers are located within SBC owned premises that they will continue to benefit from a free let arrangement. The annual charge for consumables based upon a reasonable assessment of costs will remain in place. This is currently a maximum of £150.00 and this will be reviewed at regular intervals.

4.6 The revised Policy recognises that that it will not always be possible or practical to provide accommodation for providers within SBC premises. There will be examples where there is a demand for service provision where there are no suitable SBC premises or these may not meet the needs of service providers. The Vulnerable Out of School Care Grants Scheme is available for providers who are experiencing immediate significant financial difficulties to provide some support with operating costs. The support provided by the Early Years Team, in particular the sharing of good practice may also assist in identifying potential efficiencies within the operation of a service which will support sustainability.

5. VULNERABLE OUT OF SCHOOL CARE GRANTS SCHEME

5.1 The Vulnerable Out of School Care Grant Scheme is administered by the Early Years Team under delegated authority. This is open to all voluntary and private Out of School Care providers who are experiencing immediate and significant financial issues within the current financial year and providers will be considered when they meet specific criteria. Up to £3,500 can be awarded to Out of School Care providers who meet the criteria.

5.2 Under the 2010 Policy, applications to the Vulnerable Out of School Care Grants Scheme were previously assessed by the Childcare Partnership. This group is no longer in operation and applications are currently considered by the Early Years Team.

5.3 To enhance transparency and fairness, it is recommended that a decision making panel be established to asses and decide on applications to the scheme. The Panel would comprise a senior member of the Early Years Team, an Elected Member, and the Funding and Projects Officer, Chief Executive’s Department. A flowchart detailing the application and decision making process is found at appendix 1 of the Vulnerable Out of School Care Grants Scheme: Governance and Operations document.

- 5.4 The Funding and Projects Officer will also attend the Out of School Care providers meetings arranged by the SBC Early Years Team on an annual basis to provide advice on applying for funding to raise awareness of potential organisations who provide funding for providers.

6. IMPLICATIONS

6.1 Financial

- (a) The proposals set out in this paper maintain the current approach and would not result in increased costs.
- (b) It should be noted that some providers operate in premises which may transfer to the Culture Trust. A further discussion may be required with the Executive Committee relating to potential implications for some providers if changes to current arrangements are proposed.

6.2 Risk and Mitigations

- (a) There is a risk that Scottish Borders Council is viewed as the first option for any organisation seeking funding, which can lead to an expectation of support, poor financial practice and a dependency on limited public funding. It may also lead to inconsistent application of Council policies if some organisations are treated differently. This report seeks to consolidate the current policies to encourage long term future self-sustainability of these organisations.
- (b) There is a risk that valuable local provision closes due to funding difficulties. SBC must have a transparent and equitable way of ensuring that emergency funding is available for essential local services, whilst also ensuring that all funding is channelled towards genuine need. Should emergency situations arise, the Early Years Team will ensure that decision making on the Vulnerable Grants Scheme is completed as quickly as feasible.

6.3 Equalities

- (a) The revised Vulnerable Out of School Care Grant Scheme and Out of School Care Policy will support consistency of application and improve equity. It is anticipated that there are no adverse equality implications due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.
- (b) An Equalities Impact Assessment has been carried out on the revised Policy, procedures and proposed scheme governance.

6.4 Acting Sustainably

There are no significant impacts on the environment arising from the proposals contained in this report. Out of School Care and Early Learning and Childcare support employment in local areas and provide a valuable community service. This report seeks to promote continuation of sustainable local voluntary and private enterprises which have an effective business model.

6.5 Carbon Management

There are no significant effects on carbon emissions arising from the proposals contained in this report.

6.6 Rural Proofing

Out of School Care Services in rural areas may face particular difficulties of viability due to funding issues and uptake of places. This report seeks to ensure that all clubs are supported and issues of viability are addressed as necessary. Out of School Care is also provided by child-minders, particularly in a rural setting where a club or group would not be viable.

6.7 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

7 CONSULTATION

7.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Service Director Strategy and Policy, the Chief Officer Audit and Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and their comments have been incorporated into the final report.

Approved by

Name Jeanette McDiarmid

Signature

Title Depute Chief Executive - People

Author(s)

Name	Designation and Contact Number
Diana Potter	Policy, Planning & Performance Officer Tel: 01835 824000 ext 8175

Background Papers:

Previous Minute Reference:

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Diana Potter can also give information on other language translations as well as providing additional copies.

Contact us at:

Diana Potter, Policy, Planning & Performance Officer
Children and Young People's Support Services, People Department
Council Headquarters, Newtown St Boswells, Melrose TD6 0SA
01835 824000 ext 8175

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**PEOPLE DEPARTMENT
CHILDREN AND YOUNG PEOPLE'S SERVICES**

OUT OF SCHOOL CARE POLICY 2015

1 PURPOSE

- 1.1** Scottish Borders Council (SBC) supports the development of Out of School Care where a need has been identified and where this is within available resources. It supports Out of School Care as part of its social and economic policy priorities: to improve outcomes for children; to make the Scottish Borders an attractive place to live and work; to attract inward investment; and to meet the needs of existing working parents and those returning to employment and this enhances the provision of universal children's services. SBC will work in partnership with providers to ensure Out of School Care is high quality and there is equity in provision across the Scottish Borders.

2 CORPORATE CONTEXT

- 2.1 This policy supports the following priorities of the Scottish Borders Council Corporate Plan:

- Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and outwith the formal curriculum
- Priority 3:** Providing high quality support, care and protection to children, young people, adults, families, and older people
- Priority 4:** Building the capacity and resilience of our communities and voluntary sector

3 ACCESSIBILITY

- 3.1 This document can be made available in large print, on tape or in other languages on request.

4 IMPLEMENTATION

- 4.1 This policy is relevant to all staff working with families. It has particular relevance to Headteachers, school support staff including janitors and office managers, and to staff managing SBC premises.

5 LEGISLATIVE AND POLICY CONTEXT

- 5.1 This policy sits within the context of the Education (Scotland) Act 1980 and the Children and Young People (Scotland) Act 2014.

6 TYPES OF OUT OF SCHOOL CARE AVAILABLE IN THE BORDERS

- 6.1 Out of School Care providers have been established as voluntary and private organisations and operate from a mixture of SBC, community and privately-owned facilities. Out of School Care providers supplement the core school activities provided in communities whilst providing a valuable service for families.
- 6.2 Funding for Out of School Care providers comes in a range of streams, including direct income from customers, grant funding including Lottery Funding, local fundraising and financial support from SBC.
- 6.3 All Out of School Care providers are registered with, and inspected by, the Care Inspectorate.

7 SUPPORT AVAILABLE TO OUT OF SCHOOL CARE PROVIDERS

Advice and support

- 7.1 The Early Years Team provides support and practical advice on establishing Out of School Care provision and ongoing support and training to staff in existing providers and this includes members of management committees.
- 7.2 The Early Years Team provides specific advice on accessing appropriate funding streams and achieving a self-sustaining financial position.

Free lets of SBC owned buildings

- 7.3 Where registered Out of School Care providers are located within SBC owned premises, including schools, they will benefit from a free lets. Where there is sufficient capacity, SBC will make accommodation available for the provision of wraparound childcare services including breakfast clubs, holiday and after school clubs. Buildings offered in these circumstances must be accessible to children with disabilities and of an appropriate standard to meet legislative requirements. Out of School Care providers that benefit from free access to SBC buildings make a maximum annual contribution of £150 towards consumables such as soap, toilet paper and hand towels.
- 7.4 Some Out of School Care provision is located within premises which will be planned to transfer to the Culture Trust. An implication is that charging may be introduced for rent and utilities. There may need to be a further discussion with Education Executive at a future date regarding the impact on providers.

Facilitation of Out of School Care Located Within SBC Buildings

- 7.5 Where Out of School Care is based in SBC premises staff will work in partnership with the providers to overcome any organisational barriers which could prevent quality services being delivered to children and parents.
- 7.6 The Out of School Care Guidance for SBC premises advises that childcare providers should be able to share school/centre equipment and in return make arrangements for full payment of materials used. Providers are expected, within resource limitations, to contribute to the replenishment and replacement of equipment that is used regularly.
- 7.7 Providing childcare is seen as a key service in schools and can influence parents' choice of school. The Out of School Care Guidance for SBC premises advises that schools should regularly promote the availability of childcare, for example by distributing leaflets, through school newsletters, or by offering providers the opportunity to join in school open days and Primary One parent inductions.

8 VULNERABLE OUT OF SCHOOL CARE GRANT SCHEME

- 8.1 SBC has an established Vulnerable Out of School Care Grant Scheme, administered by the Early Years Team under delegated authority. This is open to all private and voluntary Out of School Care providers who are experiencing immediate and significant financial issues within the current financial year and providers will be considered when they meet specific criteria.
- 8.2 Up to £3,500 can be awarded to Out of School Care providers who meet the criteria and monitoring of funding is also a requirement. Most grant recipients receive less than the maximum amount. Providers are expected to submit a business plan, business continuity plan, and annual audited accounts. They are expected to have achieved or be working towards a recognised quality accreditation scheme as part of their application. Full details can be found in the document Vulnerable Out of School Care Grant Scheme: Governance and Operation.

9 EQUALITIES

- 9.1 The Out of School Care Policy supports equity of access to services across the Borders. The Policy covers specific support to improve economic wellbeing, achievement of our children, and support for rural communities. Providers receiving support from Scottish Borders Council must show evidence of appropriate equalities policies and practice.

VERSION CONTROL

Name of Document: OUT OF SCHOOL CARE POLICY 2015		Version Number: 2
Approved by: Scottish Borders Council Executive		
Date first approved: August 2015		Date of Review: August 2018
Name of officer responsible for the review: Diana Potter/Marge Hutton		
Changes to the policy		
<i>Paragraph No:</i>	<i>Wording that changed</i>	<i>Reason for change</i>

OUT OF SCHOOL CARE: GUIDANCE FOR SBC PREMISES

1 PURPOSE

- 1.1 Scottish Borders Council supports the development of Out of School Care where there is sufficient parental demand and within available resources. It supports out of school care as part of its social and economic policy priorities: to improve outcomes for children; to make the Scottish Borders an attractive place to live and work; to attract inward investment; and to meet the needs of existing working parents and those returning to employment and this enhances the provision of universal children's services. SBC will work in partnership with providers to ensure Out of School Care is high quality and there is equity in provision across the Scottish Borders.
- 1.2 As part of this support, SBC offers free lets of Council-owned premises, including schools, community centres and family centres, to providers of Out of School Care. A standard letting agreement for this purpose has been developed and can be found at Appendix 1.
- 1.3 There is an expectation that out of school care providers will be given reasonable access to SBC premises resources, including equipment, space and cleaning services.
- 1.4 Out of School Care providers that benefit from free access to Council buildings make a maximum annual contribution of £150 towards consumables. This charge covers such items as soap, toilet paper, paper towels, etc. It does not include use of stationery such as copier paper or other resources (see section 5).
- 1.5 Through the Early Years Team, SBC provides support and practical advice regarding the establishment of new groups and then provides ongoing support and training to staff and parent management groups. The following guidance is based on the best practice that has been developed by successful out of school care partnerships in the Scottish Borders.
- 1.6 Scottish Borders Council will:
 - provide free access to SBC premises

- ensure that SBC establishments are accessible for the provision of wraparound childcare services, including breakfast clubs, holiday and after school clubs, and that these are accessible to children with disabilities
- ensure that where Out of School Care is based in SBC premises that staff work in partnership with the providers to overcome any organisational barriers which could prevent quality services being delivered to children and parents
- ensure that SBC establishments and Out of School Care providers jointly participate in planning to create wrap around services that meet Care Inspectorate and any other legislative requirements
- ensure that effective communication systems are established between SBC staff and the Out of School Care provider to allow regular discussion on the needs of the children attending the service
- promote Out of School Care services as a positive aspect of the centre's package of services to working parents
- recognise the value and qualities of play centred childcare provision, as a positive addition to the child's daily experience and not as an extension of the school curriculum.

2 ACCESSIBILITY

- 2.1 This document can be made available in large print, on tape or in other languages on request.

3 COMMUNICATION

- 3.1 It is recommended that an appointed member of staff - Head or Depute Head of Establishment or Manager of SBC premises, should meet with the Manager of the Out of School Care provision on a regular basis to monitor and review any pertinent procedures regarding shared use of the premises as well as discussing any issues arising. These meetings should take place at least once per term.
- 3.2 If required or requested the Out of School Care service will provide the school/centre with an attendance list, detailing which children are attending the club.
- 3.3 All staff should form positive relationships with both Out of School Care staff and service users entering the school/centre building out of hours.

5 ACCESS TO RESOURCES

- 5.1 The Out of School Care service will require access to some essential resources in order to deliver its services to the highest standard. As far as possible, the Out of School Care service should be able to share school/centre equipment, and in return will make arrangements for full

payment of materials used, and within resource limitations, will contribute to the replenishment and replacement of equipment.

- 5.2 **Photocopier** – the Out of School Care service should be given a key code to enable use of the premise's copier. Charges will be covered by the Out of School Care service and payment arrangements should be in line with the school/centre's usual administration arrangements.
- 5.3 **Laminators/Guillotines etc** – it is recognised that in order to produce quality work within the setting, that the childcare service should ideally have access to basic resources for presentation and display. If they cannot accommodate such equipment within their setting due to Health and Safety factors, it is advised that the premise provides access to these resources when required, and that the Out of School Care provision provides any consumable items, eg, laminating pockets.
- 5.4 **Physical Play and Equipment** – the Out of School Care service should have access to the playground, school gym or other school/centre outdoor facilities on a regular basis as part of their programme. They should also be given access to general equipment eg, balls, beanbags, hoops, cones etc. A procedure for tidying the equipment, replacing it where originally located, and for its care, should be agreed jointly. A shared equipment budget should be agreed.
- 5.5 **Staff Rest Areas** – to comply with employment law, the Out of School Care service will need to provide suitable areas for its staff in which to have breaks, and in the case of full day holiday care, a lunch break. It is essential that Out of School Care staff are given access to an appropriate area for such breaks.
- 5.6 **Room Access** – the Out of School Care service requires adequate preparation time in order to set up for a session. SBC premises should be flexible to accommodate this as a basic need. Time of access will vary between providers, based on the workers' contracted hours
- 5.7 **Confidential Meeting Space** – the Out of School Care workers may have to speak to a parent in confidence and will require a suitable space to do so. This can be quite minimal - a comfortable chair in a quiet corridor, or access to another room as needed, should be considered.

6 CLEANING AND JANITORIAL ARRANGEMENTS

- 6.1 The Out of School Care service is entitled to standard cleaning arrangements as part of the SBC Let.
- 6.2 Cleaning arrangements should be flexible and responsive to the needs of the childcare service. To ensure that the Out of School Care provision has a basic allocation of janitorial resources and the location is suitably cleaned, planning and preparation should take place before the new service is set up, in order to identify any adjustments which may be needed in the day-to-day implementation of cleaning practices.

- 6.3 The Out of School Care provider and SBC premises should work together to establish routines which address Health and Safety issues and meet the requirements of both the childcare service and the auxiliary team.
- 6.4 Regular communication should be set up between the Manager of the childcare service and an appointed person within the school/centre (preferably the Head or Depute Head of Establishment) and Janitor, to monitor and review the cleaning arrangements, ensuring consistency and workable practice (see also Communication).
- 6.5 Any cleaning, repairs or maintenance work should be arranged in full consultation with the childcare service, to ensure that the service is not prevented from operating normally.

Janitorial Arrangements

- 6.6 The Manager of the Out of School Care service should be a designated key holder for the SBC premise due to the out of hours nature of the provision (registered till 6 pm). The Manager of the Out of School Care service should be fully briefed on security arrangements and alarm systems.
- 6.7 As part of the SBC Let agreement, the Out of School Care service is entitled to utilise Janitorial Services for reporting faults, repairs and general maintenance as required.
- 6.8 The SBC premise should ensure that the Out of School Care provision has a basic allocation of standard furnishings prior to set up, eg, sufficient tables, chairs and storage for the number of children registered to attend.
- 6.9 The Janitor will be responsible for arranging regular Fire Alarms in consultation with the childcare service to implement fire drill procedures in line with Care Inspectorate and other legislative requirements.
- 6.10 The Out of School Care provider will be responsible for replacing items damaged or broken within its setting. The SBC premise will remain responsible for large items of maintenance and repair – see also Access to Resources.

7 PROMOTION OF OUT OF SCHOOL CARE IN SCHOOLS

- 7.1 Providing childcare is seen as a key service in schools and can influence parents' choice of school. The school should promote the availability of childcare on a regular basis, for example by:
 - advertising the Out of School Care service by distributing information leaflets, through the school bag mail outs, in the school newsletter and on school notice boards
 - including the childcare service in any site visits and information given to potential new pupils/parents

- including the Out of School Care service in the P1 New Starts programme by inviting the Manager to attend Induction and Open Days
- promoting and publicising the service through regular updates to the Pupil Council and PTA
- enabling the Out of School Care service to host open days/evenings for parents coinciding with the school's parent consultation days/evenings.

8 EQUALITIES

- 8.1 All providers must sign the standard letting agreement at appendix 1. This contains requirements for providers have in place policies, etc that support equality and diversity.

9 APPENDICES

- 9.1 Appendix 1: Terms and Conditions to provide Childcare in Scottish Borders Council Premises

10 VERSION CONTROL

Name of Document: Out of School Care: Guidance for Schools and Community Centres		Version Number: 1
Approved by:		
Date first approved:		Date of Review:
Name of officer responsible for the review:		
Changes to the policy		
<i>Paragraph No:</i>	<i>Wording that changed</i>	<i>Reason for change</i>

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**PEOPLE DEPARTMENT
CHILDREN AND YOUNG PEOPLE'S SERVICES**

**VULNERABLE OUT OF SCHOOL CARE GRANT SCHEME 2015:
GOVERNANCE AND OPERATION**

1 PURPOSE

- 1.1 Scottish Borders Council (SBC) supports the development of Out of School Care where a need has been identified and where this is within available resources. It supports Out of School Care as part of its social and economic policy priorities: to improve outcomes for children; to make the Scottish Borders an attractive place to live and work; to attract inward investment; and to meet the needs of existing working parents and those returning to employment and this enhances the provision of universal children's services. SBC will work in partnership with providers to ensure Out of School Care is high quality and there is equity in provision across the Scottish Borders.
- 1.2 SBC acknowledges the barriers to developing services in rural areas and other areas with a small base of service users. The Vulnerable Out of School Care Grant Scheme has been established to address some of these barriers.
- 1.3 The purpose of the Vulnerable Out of School Care Grant Scheme is to provide limited support to voluntary and private Out of School Care providers who are experiencing immediate and significant financial issues and who meet specific criteria.
- 1.4 The maximum amount that may be provided under the scheme is £3,500. Most applications will receive less than the maximum amount.

2 CORPORATE CONTEXT

- 2.1 The Vulnerable Out of School Care Grant Scheme supports the following priorities of the Scottish Borders Council Corporate Plan:
- Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and outwith the formal curriculum
- Priority 3:** Providing high quality support, care and protection to children, young people, adults, families, and older people
- Priority 4:** Building the capacity and resilience of our communities and voluntary sector

3 ACCESSIBILITY

- 3.1 This document can be made available in large print, on tape or in other languages on request.

4 LEGISLATIVE AND POLICY CONTEXT

- 4.1 This document sits within the context of the Education (Scotland) Act 1980 and the Children and Young People (Scotland) Act 2014.
- 4.2 The governance of the scheme sits within the context of Best Value and the Council's procurement and commissioning standards and procedures.

5 GOVERNANCE OF THE SCHEME

- 5.1 The Vulnerable Out of School Care Grant Scheme is administered by the Scottish Borders Council Early Years Team under delegated authority. The Early Years Team receives a budget for the scheme each financial year.
- 5.2 Applications are considered on a quarterly basis. Applications may be made at any time and will be held over until the next meeting of the Decision Making Panel (see below).
- 5.3 The Early Years Team are responsible for reviewing applications received and ensuring those applications are robust and complete, with all necessary information provided. The Early Years Team are also responsible for ensuring the care provider making the application is fully eligible (see section 8).
- 5.4 Reviewed applications are then passed to the Decision Making Panel. The Panel comprises a senior member of the Early Years Team, a nominated elected member, and a member of the Chief Executive's grants team.
- 5.5 An annual report on the activity of the scheme, including applications received, applications passed to the Panel, grants made, and follow up reports on the recipients, is made to Elected Members.

6 ELIGIBILITY OF PROVIDERS

- 6.1 To be eligible for the Scheme, All Out of School Care providers must be registered with the Care Inspectorate, and have been so for at least 12 months. Clubs managed by volunteers must be registered with Office of the Scottish Charity Regulator.
- 6.2 Grants will only be awarded where evidence can be given to show vulnerability and / or threat of closure without this support. Grant applicants will only be considered when there is evidence of other funding routes having been investigated and applied for and the results of these.
- 6.3 Only one application per Out of School Care provider can be considered in the current financial year, but applications can cover a 12 month period, ie, the funding does not require to be fully spent in the financial year in which it was provided. Applications will only be considered where there are no outstanding debts to Scottish Borders Council.
- 6.4 It is a requirement that all Out of School Care providers operating in Scottish Borders Council premises or who have a contract with Scottish Borders Council have a **minimum** of 10 million pounds public liability and 10 million pounds employers' liability insurance cover.

6.5 Applications must be made using the application form. Providers are expected to submit a business plan, business continuity plan, and annual audited accounts. They are expected to have achieved or be working towards a recognised quality accreditation scheme as part of their application. Full details can be found in the Subsidising Vulnerable Out of School Care: Guidance Notes and Application Form.

7 APPEALS AND QUERIES

7.1 The decision of the Decision Making Panel is final and there is no route of appeal.

7.2 The Decision Making Panel will give the reasons for their decision and give feedback on applications on request. Please note 6.3, that only one application will be considered in any financial year.

8 EQUALITIES

8.1 The purpose of the Vulnerable Out of School Care Grant Scheme is to improve equity of access to services across the Borders. Providers must show evidence of appropriate equalities policies and practice to be eligible for support.

9 APPENDICES

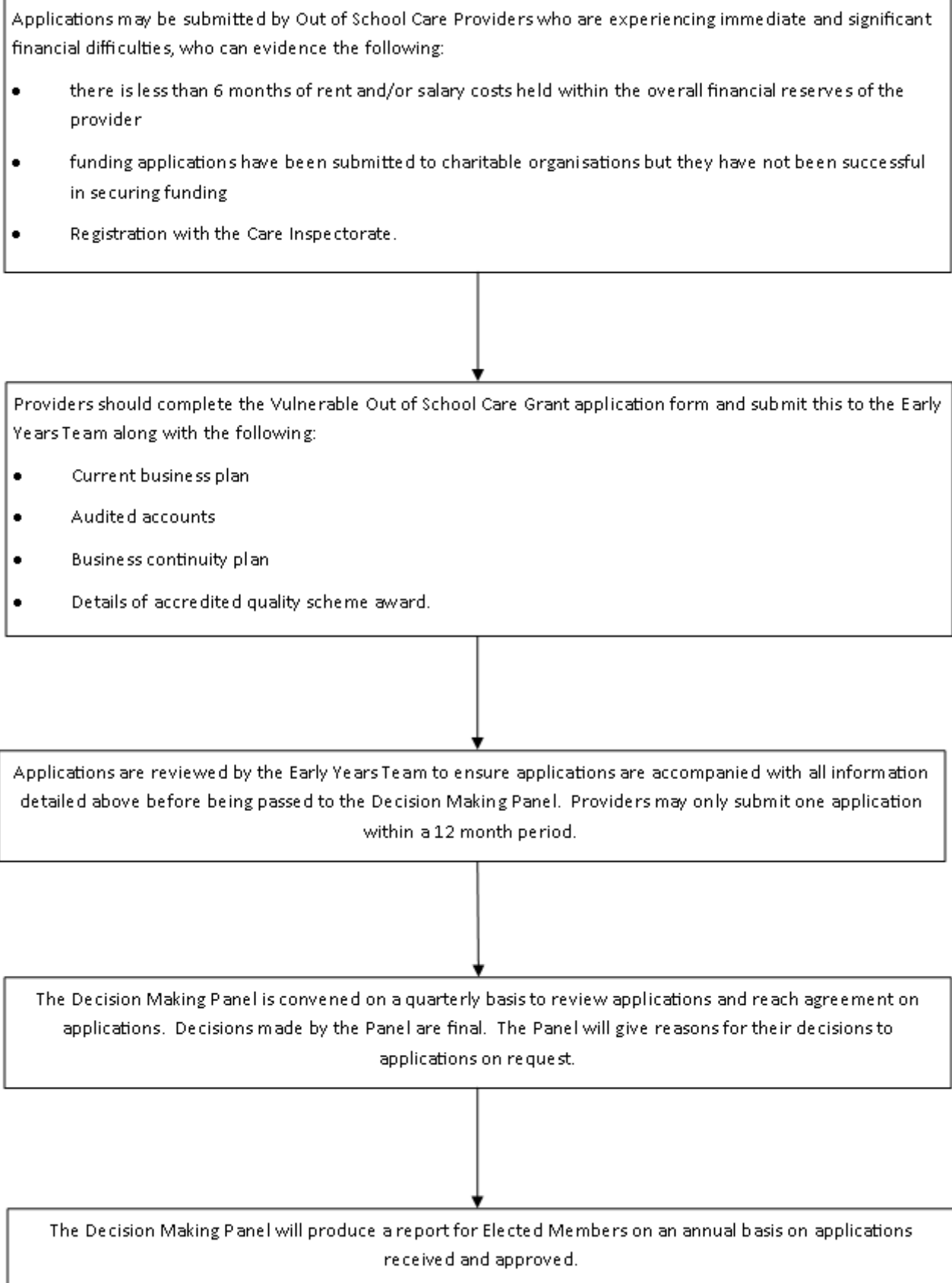
9.1 Appendix 1: Application Form

9.2 Appendix 2: Vulnerable Grants Scheme – Guidance and application form.

VERSION CONTROL

Name of Document: VULNERABLE OUT OF SCHOOL CARE GRANT SCHEME 2015: GOVERNANCE, OPERATION AND APPLICATION		Version Number: 1
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Appendix 1 – Application Process



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**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE**

MINUTE of Meeting of the EXECUTIVE COMMITTEE held in the Council Chamber, Council Headquarters, Newtown St Boswells, TD6 0SA on Tuesday, 1st September, 2015 at 10.00 am

Present:- Councillors S. Bell (Chairman – Economic Development Business), C. Bhatia (Chairman – Other Business), S. Aitchison, M. J. Cook, V. Davidson (from para. 4), G. Edgar, J. Mitchell, D. Moffat, D. Paterson, F. Renton, R. Smith.

Also Present:- Councillors G. Garvie, I. Gillespie, G. Logan, A. Nicol, S. Scott, T. Weatherston.

Apologies:- Councillors J. Brown, D. Parker.

In Attendance:- Chief Executive, Depute Chief Executive (People), Corporate Transformation and Services Director, Chief Financial Officer, Chief Officer Economic Development, Democratic Services Team Leader, Democratic Services Officer (F. Walling).

ECONOMIC DEVELOPMENT BUSINESS

Present:- Mr G. Henderson
Apologies:- Mr J. Clark

CHAIRMAN

Councillor Bell chaired the meeting for consideration of the Economic Development business. He welcomed Mr Henderson to this section of the Executive meeting and passed on the apologies of Mr Clark.

1. ECONOMIC DEVELOPMENT UPDATE

- 1.1 There had been circulated copies of a briefing note providing an update on recent Economic Development. The Chief Officer Economic Development, Bryan McGrath, summarised the paper and highlighted the main points. The update referred to recent activity of the Business Gateway Team, who had worked with 233 businesses and individuals during the period 1 April to 31 July 2015 and assisted 71 business start-ups of which 10 had the potential to be high growth. Mr McGrath advised that, as the Scottish Borders Business Week had proved so popular in 2014, this would be expanded in 2015 to a Business Month which would run from 1 October to 6 November with over 20 events scheduled across the area. The update summarised activities relating to tourism support in the Scottish Borders. The major focus was on preparations for the Borders Railway opening celebrations, which were nearing completion and for the Tour of Britain which would pass through the Scottish Borders on 8/9 September, with the Stage Finish being at Floors Castle, Kelso. Eight tourism Ambassadors had been recruited and would be based at the three railway stations for the first nine weeks of the opening of the Railway. Other proposals relating to the railway included two hop-on hop-off buses which would be available seven days a week for visitors between Galashiels, Abbotsford, Tweedbank, Gattonside, Darnick, Melrose, Dryburgh, St Boswells and Bowden. With regard to progress on European funding the update confirmed Scottish Government approval of the Scottish Borders Local Development Strategy for the delivery of two EU 2014-2020 funding programmes: the European Agricultural Fund for Rural Development through the Scottish Rural Development Programme; and the European Maritime Fisheries Fund. An indicative allocation of just over £4m had been made to the Scottish Borders LEADER Programme for the period to 2020. A new LEADER Local Action Group, made up of rural partners and stakeholders, had been recruited. This group would be the decision-making

body for LEADER applications, the Programme being open to applicants at the end of this year.

- 1.2 Members discussed the update and received answers to their questions. Mr Henderson referred to the half-day out-reach surgeries held by Business Gateway in Hawick, Kelso, Duns, Eyemouth, Galashiels and Peebles. Although attendance at these events had been limited he believed that these were important and should be continued if possible. His suggestion was welcomed that the Federation of Small Businesses should work in partnership with officers to look at ways to increase attendance and retain this outreach service. Looking at other areas of developing economic activity the issue was raised by Members of exploiting the Scottish Borders as a location for films. This followed interest around recent BBC filming of a series in Peebles. In response Mr McGrath advised that Scottish Borders was a member of the Edinburgh and Lothian film initiative, which attracted a variety of enquiries from TV/ film production units and offered locations in the Scottish Borders. It was agreed that every effort should be made to promote the area and exploit any opportunities that may arise.

DECISION

(a) **NOTED the update.**

(b) **AGREED:-**

(i) **to work in partnership with representatives from the Federation of Small Businesses to improve attendance and ensure the retention of Business Gateway outreach services; and**

(ii) **to actively promote the Scottish Borders as a location for TV/film productions.**

MEMBER

Councillor Davidson joined the meeting.

2. STRATEGIC INWARD INVESTMENT APPROACH

There had been circulated copies of a report by the Service Director Strategy and Policy providing an update on officers' work to develop a new approach to inward investment, to help support economic growth in the Scottish Borders. The report set out a new approach to attracting inward investment to the area. The report explained that working to attract new inward investment to the Scottish Borders was one of the ways in which the Council and its partners could support economic growth in the area. The opening of the Borders Railway represented a major new opportunity for attracting inward investment, which could be a driver of economic growth by creating jobs and bringing wealth into the economy. It was proposed that the Council take forward a new Inward Investment approach at two levels. The first was to work with Midlothian and City of Edinburgh Councils along the Borders Railway Corridor to promote the opportunities and benefits of the railway. The second was to work at a Borders level to promote opportunities for new investment and development at locations across the whole of the Scottish Borders. There would be close integration between these two strands of work to ensure that the best results were delivered for the Scottish Borders. It was proposed that, in order to provide an effective Inward Investment service at both the Railway Corridor and Scottish Borders levels, the Council should put in place a Rapid Response Team. This team of officers would provide the specialist input to help find the right sites for developers, or support a business to develop a new production space. These existing specialists would include planning officers, roads planners and engineers, building management experts and estates surveyors. The financial contribution of £60,000 to Inward Investment as part of the Railway Blueprint project had previously been approved by Council on 2 April 2015. The service had also identified the need for approximately £160,000 to cover the costs associated with external support and the costs over 2 years of a 1.0 FTE officer. It was

proposed that this funding be drawn from the £500,000 of additional resources identified in the Balance Sheet Review reported to Executive on 24 February 2015. Members welcomed the approach outlined in the report and particularly the establishment of a Rapid Response Team which would have an opportunity to effectively promote to potential investors all areas of the Scottish Borders, alongside the Railway Corridor. It was recognised that, if successful and in terms of a long term strategy, this approach to Inward Investment should be continued beyond the initial two years indicated and that appropriate measures should be taken to support this.

DECISION AGREED

- (a) the new Inward Investment Approach, working with Midlothian and City of Edinburgh Councils in the Borders Railway Corridor, as well as promoting opportunities across the whole of the Scottish Borders;**
- (b) that a Rapid Response Team be established within the Council to respond to inward investment inquiries and requests as they were fed through; and**
- (c) the proposed budget of £160,000 for the wider Scottish Borders inward investment resources.**

3. DEVELOPING SCOTLAND'S YOUNG WORKFORCE PROGRAMME

- 3.1 There had been circulated copies of a joint report by the Service Director Strategy and Policy and Service Director Children and Young People. The report provided an update on the work of the Council and its partners in introducing a new programme to deliver 'Developing the Young Workforce' Scotland's Youth Employment Strategy. 'Developing the Young Workforce' (DYW) set out the strategy to implement the recommendations of the Wood Commission. The strategy was published by the Scottish Government, in December 2014. Following a major local event, held in February 2015 at Earlston High School, it was agreed that a programme be established to deliver the DYW recommendations in the Scottish Borders. The programme had been set up with 5 key themes. These were: 'Schools and Pathways', led by the Council's Education service; 'Colleges' led by Borders College; Apprenticeships, led by Skills Development Scotland; Employers and Industry, led by the Council's Economic Development service; and Equality, with all partners inputting. The programme aimed to deliver a significant culture change that would see young people being better prepared for work and see businesses more directly engaged in that process. It would aim to deliver a shift in culture towards a 'parity of esteem' for vocational qualifications. The report went on to outline progress being made in delivering the programme, as well as the governance structure that was in place to manage it. The governance structure, summarised in an appendix to the report, clarified that the Borders Learning and Skills Partnership would form the Programme Board to oversee the development and implementation of the programme. Part of the additional resources from Scottish Government to help take forward the programme would be used to fund a programme manager role to support all of the partners in their input.
- 3.2 Members welcomed the report and the development of the programme. In the ensuing discussion some of the challenges in its implementation were referred to. In particular, transport was seen as a key barrier for young people in rural areas. There was also a recognition of the difficulty in engaging small and micro businesses in the apprenticeship scheme. In response to questions on the 'School and Pathways' theme, Members were assured that the redesign referred to of the Senior Phase (S4 – S6) in secondary schools was an evolutionary process. Headteachers were fully involved in the development and changes would be carried out with sensitivity over a six year timescale. With regard to the identification by employers and universities of the Science, Technology, Engineering and Maths (STEM) agenda as being increasingly important to meet the needs of business, Members were advised that this would not be at the expense of other subjects and that there would be a balanced approach to the delivery of all subject areas.

DECISION

- (a) **NOTED** the new 'Developing the Young Workforce – Scottish Borders' programme that had been set up to deliver Scotland's Youth Employment Strategy's aims across the Scottish Borders.
- (b) **AGREED:-**
- (i) **the proposed allocation of resources to support the Learning and Skills Partnership and the nine Secondary Schools in delivering the aims of the Programme; and**
 - (ii) **to receive regular updates on progress in delivering the programme's objectives, with a particular focus on the Council's responsibilities and actions.**

ADJOURNMENT

The meeting was adjourned for ten minutes.

OTHER PUBLIC BUSINESS

CHAIRMAN

In the absence of Councillor Parker, Councillor Bhatia took the Chair for the remaining business.

4. MINUTE

The Minute of meeting of the Executive Committee of 18 August 2015 had been circulated.

DECISION

APPROVED for signature by the Chairman.

5. SCOTTISH PARLIAMENT MEMBER'S BILL: PENTLAND HILLS REGIONAL PARK BOUNDARY

There had been circulated copies of a report by the Service Director Regulatory Services explaining the background and content of a private member Parliamentary Bill on a proposed extension to the Pentlands Regional Park, and seeking agreement on the response to the Bill. The report considered the implications of the Bill in relation to the Scottish Borders and found that there had not been a national or local strategic review, as advocated by Scottish Natural Heritage, on the extension to the Park area. Consequently, there was considerable uncertainty in relation to the future governance and financial arrangements that would be required for the extended Park. The expectation was that there would be no additional Governmental funding and that any resultant costs would be met by the local authorities that made up the expanded Park area. The report considered the potential implications on the Council's current operational arrangements within the proposed area for expansion within the Park. There was concern that it would adversely impact upon the operational capacity of the Council's access team which would, in turn, have implications for the provision of recreational access across the wider council area. The report therefore recommended that a strategic and local review of the potential extension to the Park was undertaken in advance of consideration of its formal designation. This would follow the process advocated by Scottish Natural Heritage policy on Regional Parks. In the interim period, it was proposed that a holding objection be put forward to allow consideration of the council's concerns. Members discussed the report. Particular concern was expressed that there had been no review of current and future needs as required by the Scottish Natural Heritage policy statement on parks and reserves. It was also noted that financial matters in relation to the proposed extension to

the Park had been left entirely to be resolved by the local authorities that made up the Park area.

**DECISION
AGREED**

- (a) to seek a strategic and local review of the potential extension of the Park prior to consideration of its formal designation; and in the interim
- (b) to formally object to the Bill which proposed an extension of the boundary of the Pentlands Regional Park into the Scottish Borders Council area at the present time, the grounds for objection being summarised in the report.

**ITEMS LIKELY TO BE TAKEN IN PRIVATE
DECISION**

- 6. **AGREED** under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in paragraph 8 of Part 1 of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

MINUTE

- 7. The Committee approved the private Minute of 18 August 2015.

The meeting concluded at 11.35 am

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**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE
TRADING OPERATIONS SUB-COMMITTEE**

MINUTES of Meeting of the TRADING OPERATIONS SUB-COMMITTEE held in COMMITTEE ROOM 4, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS on Monday, 17th August, 2015 at 2.00 pm

Present:- Councillors M. J. Cook (Chairman), G. Edgar, J. G. Mitchell and D. Paterson.
Apologies:- Councillor J. A. Fullarton.
In Attendance:- Service Director Commercial Services, (J Nagle), Business Partner – Place (D McDonald), Senior Financial Analyst – Place (L Paxton), Democratic Services Officer (P Bolson).

1. **WELCOME**

The Chairman welcomed Lisa Paxton, recently appointed to the post of Senior Financial Analyst, to her first meeting of the Trading Operations Sub-Committee.

2. **MINUTE**

There had been circulated copies of the Minute of 8 June 2015.

**DECISION
APPROVED.**

3. **PRIVATE BUSINESS**

DECISION

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this Minute on the grounds that they involved the likely disclosure of exempt information as defined in paragraph 8 of part 1 of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

4. **MINUTE**

The Sub-Committee approved the private section of the Minute of 8 June 2015.

5. **SBC CONTRACTS TRADING OPERATION UPDATE AT 30 JUNE 2015**

The Sub-Committee considered the private report by the Service Director Commercial Services.

The meeting concluded at 2.45 pm

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