

Public Document Pack



EXECUTIVE COMMITTEE TUESDAY, 17 JANUARY 2017

A MEETING of the EXECUTIVE COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS, TD6 0SA on TUESDAY, 17 JANUARY 2017 at 10.00 am

J. J. WILKINSON,
Clerk to the Council,

10 January 2017

BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
EDUCATION BUSINESS		
4.	Scottish Borders Equestrian Success	10 mins
5.	Quality Improvement Framework - Education (Pages 1 - 48) Consider report by Service Director Children and Young People. (Copy attached.)	10 mins
6.	Naming of Additional Support Needs Provision in Earlston (Pages 49 - 76) Consider report by Service Director Children and Young People. (Copy attached.)	10 mins
7.	Any Other Items Previously Circulated	
8.	Any Other Items which the Chairman Decides are Urgent	
	Education Theme Additional Membership of Committee:- Mr G. Donald, Mr G. Jarvie, Jeanette Aitchison (Parent Representative), Alison Ferahi (Parent Representative), Pupil Representatives.	
OTHER BUSINESS		
9.	Minute (Pages 77 - 78) Minute of Meeting of Executive of 29 November 2016 to be signed by the	2 mins

	Chairman. (Copy attached.)	
10.	Earmarking of Revenue Budget from 2016/17 into 2017/18 (Pages 79 - 82) Consider report by Chief Financial Officer. (Copy attached.)	10 mins
11.	Borders Railway - Scottish Borders Council Contribution (Pages 83 - 88) Consider report by Chief Financial Officer. (Copy report herewith.)	15 mins
12.	Scottish Landfill Communities Fund (Pages 89 - 94) Consider report by Service Director Neighbourhood Services. (Copy attached.)	10 mins
13.	Any Other Items Previously Circulated	
14.	Any Other Items which the Chairman Decides are Urgent	

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

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QUALITY IMPROVEMENT FRAMEWORK – EDUCATION

Service Director Children and Young People

EXECUTIVE COMMITTEE

17 January 2017

1 PURPOSE AND SUMMARY

1.1 The report presents the Quality Improvement Framework for Education (Appendix 1) which sets out:

- (a) A quality improvement infrastructure which embeds national policy and guidance developments into practice in all education provisions;**
- (b) An approach to quality improvement focused on raising standards in all education provisions;**
- (c) The collaboration taking place with regards to quality improvement at all levels within education provisions in the Scottish Borders and with a range of partners locally and nationally.**

1.2 The report highlights the impact of the Quality Improvement Framework to date.

2 RECOMMENDATIONS

2.1 I recommend that the Education Themed Executive Committee acknowledge the place of the Quality Improvement Framework in securing continuous improvement in Scottish Borders Council education provisions.

3 BACKGROUND

- 3.1 Scottish Borders Council is ambitious to have an Education Service that is excellent and views an unrelenting focus on quality improvement as the key driver in achieving this ambition.
- 3.2 In Education a Quality Improvement Framework (QIF) has been devised to focus all staff at all levels in raising standards through a focus on continuous improvement. There are three strands within the QIF:
- (i) Interpretation, analysis and cascading of national and international policy and guidance into daily practice in education settings;
 - (ii) Improving performance across the range of quality practice standards and indicators through a range self-evaluation activities and processes;
 - (iii) Identifying and sharing of best practice through local and national collaborative professional learning activities within and across education provisions and local authorities.
- 3.3 The Children and Young People's Department is currently looking to pull together Quality Improvement Frameworks for all service areas: Education, Community Learning and Development and Children and Families Social Work, which will ensure a holistic approach to a child's learning and service improvement. There is also work being developed within the People Department to develop a full partnership approach to quality improvement with the full range of children's service partners. For the purpose of this report, the focus is on presenting the work that has been developed so far in Education. The QIF (Appendix 1) is an evolving approach and will continue to be developed to further improve the impact services can have on improving the outcomes and life chances for all children and young people in the Scottish Borders.

4 KEY ACHIEVEMENTS IN IMPLEMENTING THE QUALITY IMPROVEMENT FRAMEWORK

- 4.1 The implementation of the QIF set out in Appendix 1 has resulted in the following progress being achieved:
- (a) Significant improvement in performance of the quality indicators in all Early Learning and Childcare settings in the Scottish Borders;
 - (b) Early intervention and targeted support in a range of schools raising the performance of quality indicators to satisfactory level and above;
 - (c) Good practice in schools and early years settings being identified and shared with local and national practitioners;
 - (d) A focus on 'closing the gap' and raising attainment for key groups of learners;
 - (e) A strong and robust focus on quality improvement across all education settings;
 - (f) A key commitment to 'looking inwards', 'looking outwards' and 'looking forwards' in all education provisions;

- (g) A significant number of schools participating in national improvement activities;
 - (h) Greater collaboration locally and nationally by lead officers and Headteachers;
 - (i) Improvement in the quality of moderation and attainment levels in the National Improvement Framework;
 - (j) Improved quality of leadership across all education provisions.
- 4.2 The QIF is the key driver in raising standards and improving outcomes for learners in the Scottish Borders. There is substantial evidence of the positive and sustained impact the focus on quality improvement is having in the performance of the range of national quality indicators and professional standards in all nurseries, schools and education provisions. The Council has made a considerable investment in the QIF and it is recommended that the place of the QIF be recognised as fundamental in striving towards the ambition for Scottish Borders to become an excellent Education Service.

5 **IMPLICATIONS**

5.1 **Financial**

There are no financial implications within this report.

5.2 **Risk and Mitigations**

The Quality Improvement Framework enables Scottish Borders Council to drive continuous improvement and ensure the successful implementation of national policy developments into practice. The Quality Improvement Framework also ensures strong education provision performance in national inspections and national improvement framework assessments.

5.3 **Equalities**

Equalities is a key focus area within all quality improvement work. It is anticipated that there are no adverse equality implications as a result of this report.

5.4 **Acting Sustainably**

There are no significant effects on acting sustainability arising from this report.

5.5 **Carbon Management**

There are no significant effects on carbon emissions arising from this report.

5.6 **Rural Proofing**

There are no significant effects on rural proofing arising from this report.

5.7 **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 this report.

6 CONSULTATION

- 6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council have been consulted and any comments received will be reported at the Executive Committee Meeting.

Approved by

Donna Manson

Service Director Children & Young People

Signature

Author(s)

Name	Designation and Contact Number
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Appendix 1: Ensuring Quality: The Improvement Framework

Background papers: Improving Schools In Scotland: An OECD Perspective

Previous Minute Reference: Not applicable

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 Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.

This guidance document outlines the approach to ensuring continuous improvement through assisted self-evaluation. This is a working document and should be referred to in matters relating to quality improvement. The content of this document applies to all educational establishments, including ELC.

Ensuring Quality: The Improvement Framework

Updated December 2016

Foreword

The content of this document applies to all educational establishments, including ELC settings. Session 2016-17 started with a request for you to share with your teachers and non-teachers a summary of the key messages contained within Scottish Government's plan for education delivery (Appendix C). *The National Improvement Framework* (January 2016) and *Delivering Excellence in Education* (June 2016) are two key national documents driving transformation in our schools and local authority over the next few years. It is essential that headteachers, teachers and non-teaching staff engage with the plans for how education will be delivered in Scotland in the near future, so that everyone has the opportunity to contribute to the consultation process and be prepared for changes as and when they are implemented. It is also important that all headteachers, teachers and non-teaching staff are aware of local and national priorities and policies in order to understand factors such as accountability, needs and pressures. The introduction of the 'Assessment of Children's Progress' as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. There will be CPD opportunities to support the development of assessment practices.

During this period of local and national transformation **Scottish Borders Council** will continue to prioritise positive educational outcomes for **all children**, particularly for those who experience high levels of social, emotional or economic deprivation. We recognise the interconnections across the key drivers of leadership, quality of learning, teaching and assessment, and intelligent use of data to inform next steps as essential to enable continuous improvement and maximise attainment and achievement. We will build on the work already started to support schools in striving for excellence and equity for all our children and young people. Last session we introduced a number of events to provide 'support and challenge' for Headteachers to develop and lead self-improving schools. This session, as well as 'Headteacher Engagement' days, we will be providing focused events for targeted audiences, including teachers and promoted members of staff.

Some things have not changed – there is still a clear expectation that school leaders will demonstrate that they are using data effectively and evidencing improvement on learning, teaching and achievement for all learners. Senior Lead Officer engagement has been amended this session to focus on supporting headteachers to fulfil this expectation.

I hope this document provides clear guidance on the expectations and entitlements relating to Quality Improvement within Scottish Borders.

Michelle Strong

Chief Officer for Education

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APPENDICES

Appendix A - Attainment proforma - Primary

Appendix B - Attainment proforma - Secondary

Appendix C - Key points contained within 'Delivery Excellence and Equity in Scottish Education

Appendix D - Departmental Peer Review - Secondary Schools

Appendix E - Best-fit Writing Criteria

Our vision

Our vision for education in the Scottish Borders is that all our children and young people are achieving the highest possible standards with the appropriate skills to allow them to enjoy success now and in the future.

Using this Improvement Framework we can ensure our vision is being realised, with children and young people benefitting from excellent learning and teaching and being at the heart of all practice, policy and decision making in our schools and centres.

What is the Improvement Framework?

The Improvement Framework for Scottish Borders Council (SBC) brings together the necessary information which allows the evaluation of our educational provision and informs the key actions we need to take to drive continuous improvement. It will ensure we are supporting all schools to improve year on year. In particular, it will ensure we remain committed to breaking the link between deprivation and underachievement by narrowing the attainment gaps between groups of children and young people and schools.

Under the Standards in Scotland's Schools Act 2000 the local authority has a statutory duty to ensure the quality of provision in its schools and establishments. The local authority is required to produce an annual statement of improvement objectives with an agenda to raise standards and deliver continuous improvement. The Improvement Framework allows the local authority to see where we are successful and where we need to improve.

This Improvement Framework:

- is founded on the principle of self-evaluation against nationally agreed indicators contained within *How Good is our School ?* Edition 4. Schools are expected to evaluate performance using all relevant quantitative and qualitative data and involving all stakeholders.
- recognises the importance of having school-to-school collaboration and involving an integrated approach with wider involvement of all school staff as central to individual school improvement.

- utilises a proportionate, validated self-evaluation approach to school reviews, including peer reviews, cyclical reviews, thematic reviews and pre/post Education Scotland inspection reviews.
- requires all primary and secondary schools to hold dependable information including data on attainment, qualifications, attendance, exclusions and positive destinations.
- delivers a proportionate approach to supporting and challenging schools and centres based on rigorous and accurate self-evaluation using an intelligent use of data. The level of support required by a school or centre will be agreed by the headteacher and Senior Lead Officer/Chief Officer and reviewed on a regular basis.
- requires all staff in schools and centres to recognise the shared responsibility in delivering high quality learning provision for our children and young people.
- promotes continuous engagement with professional learning opportunities and literature for developing the knowledge and skills required for effective learning and teaching and for asking critical questions about our own practice.

The following section outlines the roles and responsibilities of staff in relation to the Improvement Framework along with the expectations and entitlements around the positions.

Roles and Responsibilities

Teachers including promoted staff with a teaching commitment will:

- Provide a welcoming, stimulating and inclusive environment where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included
- Plan and deliver differentiated learning opportunities to meet individual/group needs for all curriculum areas
- Communicate high expectations and ambition for all pupils through their daily work
- Use a range of assessment evidence for reporting progress of individuals and for determining next steps in learning
- Provide timely and appropriate feedback that supports next steps in learning and delivered in a way that the learner understands
- Provide appropriate and timely interventions for those either not reaching or who are exceeding their targets
- Prioritise professional learning time to develop practice
- Recognise professional support in the form of discussions and observations from peers, SMT and SLO
- Be aware of and demonstrate commitment to their statutory codes of practice and duties, for example, GTCS, GIRFEC, etc
- Develop a culture and practice of self-reflection, self-evaluation, and self-improvement
- Recognise the importance of collaborative working in developing their own and others' practice.

Headteachers, supported by DHTs and PTs, will:

- Promote a culture of high aspiration, expectations and ambition for the school community
- Ensure the school has a clearly communicated strategic plan for self-improvement which is ongoing and evidence-based
- Use information and attainment data intelligently to guide self-evaluation and improvement planning
- Invite the engagement of all stakeholders in self-evaluation and value their contributions
- Ensure attainment data is quality assured within and across schools
- Engage fully with cross-school working
- Ensure all staff fulfil their statutory codes of practice and duties
- Encourage professional engagement for staff through the PRD process
- Promote an environment and culture where all staff and partners feel valued and supported
- Provide pastoral care for all staff
- Lead staff in driving up standards and improving attainment through the highest quality of learning and teaching provision, including the environment
- Regularly track, monitor, evaluate and feedback to staff on school provision and pupil performance
- Make available all relevant school information and attainment data to the SLO/local authority representative, including councillors, when requested
- Provide timely and appropriate support and challenge to ensure the best possible outcome for pupils and young people.

Management Teams in schools leading and managing ELC will:

- Implement Early Years policy, procedures and legislation to raise attainment of all children
- Meet all regulatory, contractual and legislative requirements
- Ensure there is a strong focus on inclusive and nurturing approaches, linking with named person as required and particularly at times of transition
- Lead ELC development and improvements ensuring that robust self-evaluation is embedded in all processes
- Lead and support staff team
- Lead regular practice focussed meetings with the ELC staff group
- Ensure that all staff team in ELC actively engage in high level professional learning
- Ensure that the learning environment in ELC facilitates learner entitlements and has a consistent focus on literacy, numeracy and health and wellbeing through a play-based curriculum
- Support, develop and manage the ELC team in setting
- Establish and support strong links with parents at the earliest stages, working with families to engage them in their child's learning and development
- Regularly meet SNN
- Liaise with EY teacher team
- Support the ELC staff team in planning appropriately for the age and stage of each child
- Ensure that staff time is focused on play-based learning approaches and that planning is responsive to children's development and needs.

Early Years Teacher (EYT) will:

- Develop strong, open and productive relationships with operational staff team and management team link in setting
- Provide support to setting in terms of; engaging and relevant learning environments, quality of play, interactions, progress in learning, planning and evaluation cycle

- Provide advice and support on creating or developing inclusive and nurturing approaches, including ASN
- Support curriculum balance and entitlements, helping staff towards a consistent focus on literacy, numeracy and health and wellbeing through a play-based curriculum
- Sign-post staff to improvement opportunities through modelling, sharing good practice, possible professional learning activities/visits
- Support and challenge pedagogical aspects of ELC setting
- Monitor and support the evaluation and reporting of children's progress
- Where required, use modelling or teaching as a support to professional learning for staff
- Work with the staff team to support pre and post inspection processes.

N.B. The EYT is not responsible for curricular planning or curricular reports within the setting.

SBC Central Early Years Team will:

- Lead the Early Years Teacher Team
- Monitor contractual requirements
- Deploy the EYT team, in a proportionate manner according to need
- Ensure availability of opportunities for professional learning for ELC staff
- Support management Pre and post inspection
- Work closely with cluster SLO
- Ensure all settings are appropriately staffed
- Access to referral pathway to parenting programmes.

The role of the Senior Lead Officer

Senior Lead Officers (SLO) hold a strategic remit and have responsibility for clusters of schools and ELC centres.

The areas of strategic responsibility include:

1. Quality Improvement and Assessment
2. Inclusion and Additional Support Needs
3. Curriculum, Learning, Teaching (Primary)
4. Curriculum, Learning, Teaching (Secondary), ICT
5. Health and Wellbeing (including GIRFEC and Child Protection), Sport and Culture
6. Professional Learning, Leadership and Partnerships
7. Community Partnerships, Employability Skills and Performance (Partnerships)
8. Early Learning and Childcare
9. Policy, Planning and Performance

As well as leading on the strategic remit, a key role of the SLO is to support self-evaluation and quality improvement. The school can expect the SLO to:

- Provide feedback on the Standards and Quality Report and School Improvement Plan with the HT/SMT
- Engage with pupils, staff and parents to support increased quality within the school
- Provide advice and support on local and national priorities and developments
- Support headteachers in maintaining a focus on raising attainment and self-evaluation for continuous improvement
- Participate in school reviews
- Support the working of the Learning Community
- Support the school with moderation activities that increase the dependability of assessment data
- Provide pastoral care for the wellbeing of the headteachers

- Encourage professional engagement for the headteacher through the PRD process
- Identify and share good practice across SBC
- Provide support before, during and following inspection by Education Scotland. The level of support and follow-up required will be agreed by the headteacher, the SLO and the Chief Officer.

The level of support within a school should be agreed with the individual headteacher and be based on available data arising through the process of continuous self-evaluation. Support may include participating in learning visits to classrooms, providing advice and support to staff, analysing information and data, attending meetings of staff, pupils or parents, or any activity which assists the SLO in fulfilling the expectations set out above.

SLO Engagement

Schools can expect regular engagement with their Senior Lead Officer throughout the year. The level of engagement will be determined by the needs of the individual school at any given time. Engagement may be through a formal visit where specific preparation will be required; this will be communicated by the SLO in advance, for example, Attainment Visits in September/October. Other visits may be informal where the SLO will gather information about the school by, for example, talking to teachers and pupils or sitting in on a meeting.

Schools are encouraged to develop a self-improving culture by continually looking inwards, outwards and forwards– How are we doing? How do we know? What are we going to do now?

The main focus of engagement throughout Session 2016-17 will be:

1. (QI 1.3) Leadership of change – *Impact of school improvement planning and interventions*
2. (QI 2.3) Learning, Teaching and Assessment– *Quality of feedback for learners and teachers*
3. (QI 3.2) Raising attainment and achievement– *Continuous improvement over time*

School Review Process 2016-17

Approximately 18 primary schools, 2 SEBN centres and 7 private and voluntary ELC settings will have a local authority review during session 2016-17. In addition, by December 2017, all secondary schools will have been reviewed in the last two years.

Why are there different types of review?

The School Review process is always centred on a validated self-evaluation approach and led by the headteacher. Carried out effectively, a school review can tell the school and the local authority a great deal in a relatively short space of time. It is not always necessary to gather the same size of team for every review. Therefore, the Improvement Framework contains 3 specific types of review:

1. Local Authority Review – this process is at the discretion of the local authority and will involve a fixed team comprising SLOs, HT colleagues and possibly an external member from a neighbouring local authority.
2. Validated Self-Evaluation – this process is initiated by the individual school and involves HT colleagues within the same cluster group. It does not require a local authority representative.
3. Thematic Review – this process is carried out by the local authority with a specific focus. For example, the level of involvement of all stakeholders in self-evaluation and planning for improvement.

Local Authority Review

The core indicators for Review taken from HGIOS 4/HGIOLEC will be:

QI 1.3 Leadership of change

QI 2.3 Learning, teaching and assessment

QI 3.2 Raising attainment and achievement/securing children's progress

In addition, schools may also include an indicator of choice.

The plan for a review will be as follows but the process will be proportionate to the size of the school.

Preliminary Visit - On announcing the review, the team leader visits the school and shares with staff the arrangements for the forthcoming week, negotiates any additional

QIs for consideration, identifies areas of good practice, identifies areas of recent investment, identifies areas requiring support.

Day 1 am Team walkabout
pm Self-evaluation presentation

Days 2 /3 (proportionate) Evidence gathering through Focus groups and Classroom observations

Day 4 am Collating evidence identifying areas of uncertainty or concern and then discuss with HT
pm Draft report shared with HT and SLO

Follow up Improvement Plan drafted by HT and SLO within 4 weeks of Review
Regular engagement of SLO with HT regarding progress
Members of the Review Team will return within 3 months to monitor progress.

The findings of the School Review should be reflected in the subsequent School Improvement Report (SIR) and School Improvement Plan (SIP).

In a **Thematic Review** the team would focus on one particular area, for example, the impact of the literacy strategy

Validated Self-Evaluation

Individual HTs can invite colleagues to carry out a peer review in their school. The agenda is set by the school, including the scope of the review. The findings would be reflected in the SIR and SIP.

Departmental Peer Review - Secondary Schools - See Appendix D

Validated Self Evaluations in Scottish Borders Council aim to support and challenge departments in secondary schools to improve the quality of provision and outcomes for learners, building on good practice and securing continuous improvement.

Review of Early Learning and Childcare (ELC) Settings

The review process for ELC settings is as the school process however the length of the review will be shorter in response to the size of the setting.

By the end of session 2016/17 approximately 7 ELC Settings will have been reviewed.

HT, DHT and Teacher Engagement

Business meetings for headteachers

Date
Thursday 29 th September 2016 (S) Thursday 6 th October 2016 (P)
Wednesday 30 th November 2016
Thursday 23 rd February 2017
Thursday 11 th May 2017

Early Years Managers Meetings

Date
Thursday 8 th September 2016
Wednesday 17 th November 2016
Wednesday 8 th February 2017
Wednesday 19 th May 2017

Engagement Days for headteachers

Date
Wednesday 19 th October 2016
Tuesday 24 th January 2017
Wednesday 15 th March 2017
Thursday 1 st June 2017

Targeted School Support - Self-evaluation for continuous improvement

In addition to Engagement Days, headteachers may be invited to a two day tutorial style event designed to support self-evaluation for continuous improvement. Headteachers have the opportunity to listen to others' experiences and work collaboratively to develop their own self-evaluation for continuous improvement. These events are conducted in small groups of 8-10. These are two separate day events held within working hours.

DHT Leadership Days for 2016-17

These events will support the development of management skills and attributes as well as support effective collaborative working. In addition, DHTs will be encouraged to participate in ESCI 360° self-evaluation.

Induction and Mentoring

SBC is aware of the challenges that headteachers face in successfully leading and managing schools and is committed to providing the best support possible in order that they can fulfil the roles and responsibilities expected. Headteachers are entitled to support from their assigned SLO as well as from their colleagues within their cluster. Headteachers new to SBC

will be provided with an induction programme and assigned a mentor in the form of a currently serving headteacher.

The induction programme will cover areas such as expectations, SBC policies and practices and will include mandatory training in Child Protection; Attendance management and Performance management. Induction and mentoring is not an optional entitlement and should be viewed as a necessary professional learning opportunity to ensure headteachers are fully prepared to manage and lead a school in SBC.

Professional Learning Opportunities – mandatory and optional

Throughout the year professional learning opportunities can be accessed through the professional learning programme on the Soprasystem. Some professional learning opportunities are mandatory and this will be indicated within the communication. It is the responsibility of the individual to ensure that mandatory training is undertaken.

National Improvement Framework - Training and support

The introduction of the ‘Assessment of Children’s Progress’ as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. Throughout the year there will be CPD sessions for teachers and headteachers on developing assessment practices including constructing dependable assessment tasks, understanding and applying assessment terminology and analysing data intelligently.

Moderation events

Moderation is a process of comparing and sharing judgments ensuring teacher assessment is in line with national standards and to help to develop a shared understanding of the attainment outcomes. Teacher assessment by its nature tends to provide valid assessment information but moderation is necessary if it is to be considered dependable. The professional dialogue which takes place within the moderation setting encompasses teaching as well as assessment so moderation also serves to deliver professional development for participating teachers. **Best-fit criteria for assessing writing can be found in Appendix E of this document.**

Developing Numeracy using a ‘Learning schools’ Approach

All schools aspire to excellence in learning and teaching. For the second half of this session schools will have a particular focus on Numeracy. Schools will look *inwards* at their own practice, look *outwards* by working in partnership within others and look *forward* to realising the aspiration of consistent, excellent practice. We recognise the importance of highly skilled staff and the value and impact professional and thus will expect to see evidence of staff using the framework below in practice:

<p><u>Pedagogy and Play</u></p> <ul style="list-style-type: none"> • Deep content knowledge • Knowledge of learners and their needs • Planning content/experiences • Be open to new learning & challenges • Talk, listen & involve pupils in learning • Develop thinking & learning skills 	<p><u>Quality instruction/interactions</u></p> <ul style="list-style-type: none"> • Effective/skilled questioning • Review previous learning • Feedback which moves learning forward/promotes curiosity, independence and confidence • Quality dialogue • Time to practice new skills/ and follow their interests • Model responses • Differentiation • Learning which is collaborative, active and cooperative
<p><u>Classroom/Playroom environment</u></p> <ul style="list-style-type: none"> • Learning that is challenging • High expectation • Warmth, nurture and enjoyment • Motivating and engaging lesson • Success is celebrated though mistakes are ok • Respect and rapport 	<p><u>Classroom management</u></p> <ul style="list-style-type: none"> • Effective time management/time to wallow in their play • Activities that maximise engagement • Independent learners • Well organised learning spaces/stimulating, exciting and challenging • Positive behaviour strategies • Appropriate use of resources
<p><u>Teacher/Practioner behaviours/beliefs</u></p> <ul style="list-style-type: none"> • Reflective practioners • Focussed feedback from colleagues • Professional learning which encourages staff to grow and develop • Influencing others and challenging mindset • Communicating with families 	

Working Collaboratively

inwards... outwards... forwards

Working collaboratively within schools and across schools

All schools are committed to continuous improvement in learning and teaching and improved outcomes for learners. When teachers work together, whether to observe each other's practice, or to consider work learners have produced, or to decide appropriate next steps, or to share ideas/problem-solve, they bring collective wisdom of all the people in the group to the activity. More eyes and minds result in more reliable decisions and judgements. Policies and practices in all schools should promote a collegiate learning culture rich in peer learning, constructive feedback and professional dialogue and debate.

Working collaboratively with partners

Partnerships are integral to the way a highly-effective school works. To achieve the best possible outcomes, schools work with partners and businesses to maximise the learning experiences for all learners. All partnerships are based on mutual trust and respect and understand, appreciate and value the range of expertise from which learners can benefit. Parents, carers and families can provide successful partnerships.

Working collaboratively across local authorities

Looking outwards involves not only working across schools but investigating best practice within our neighbouring local authorities. This session SBC is committed to sharing ideas within the areas of ELC, Professional Learning, ASN/Inclusion and the Review process within Quality Improvement. All partners recognise that as well as being at different stages of development within these areas, there are also specific issues directly related to the demographics of each and what works in one local authority may not meet the needs of another. However, by participating in a collegiate learning culture, underpinned by professional dialogue and debate, we can learn from what happens elsewhere to challenge our own thinking, as advocated in HGIOS? (4th Ed).

This session SBC is participating in the National Moderation of Numeracy and Writing with 8 teachers acting as Quality Assurance Moderation Officers. This important work will support all schools in developing a shared understanding of standards.

Expectations of Leadership of Self-evaluation

inwards... outwards... forwards

- Leadership of self-evaluation is everyone's responsibility
- Schools are responsible for their own improvement. Self-evaluation is the key principle to school improvement and is everyone's responsibility
- Self-evaluation has to be valued and led by all with a clear steer on processes and on expected outcomes
- Where schools use self-evaluation effectively, the experiences and achievements of learners continue to improve
- When schools act on the messages from rigorous self-evaluation, they can engage in well-judged innovation
- Schools should use the self-evaluation and improvement tools which best suit their context and purpose
- Self-evaluation processes should be robust, data rich, and manageable, avoiding unnecessary bureaucracy
- The greater the changes made, the greater the need to evaluate the impact of those changes to inform future improvements in provision and improve outcomes for learners
- Where schools know themselves well, they can focus energies on where they really need to improve and on what is most important for them in their context.
- Good leaders develop the skills of leadership and self-evaluation in others
- Key questions on self-evaluation – Is there evidence of:

Improved attainment and achievement for all?

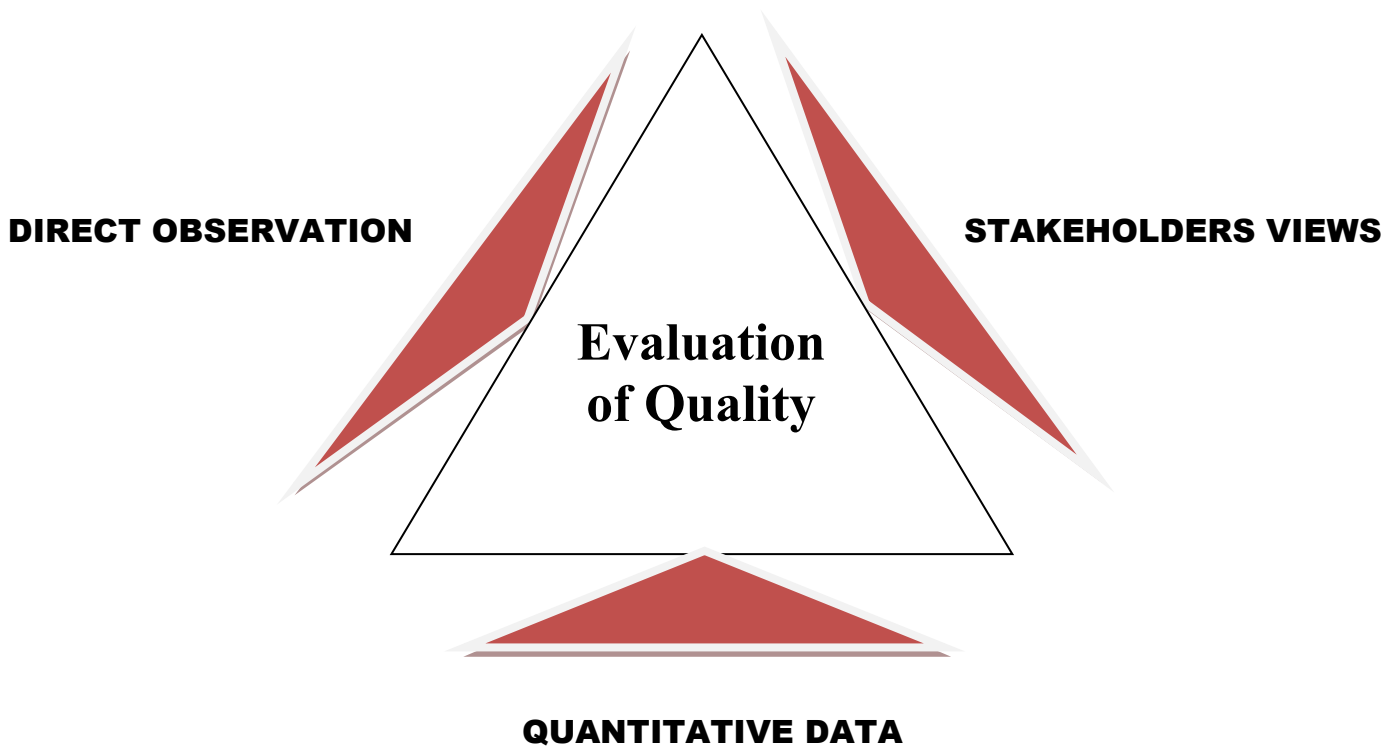
Learning and teaching strategies helping raise attainment for all?

The curriculum raising attainment for all?

An impact on identified school priorities?

'Buy-in' from staff, pupils, parents and partners for the school's vision?

- Robust evidence of impact can be gathered through data/documentation, views of stakeholders and observations of practice.



Performance Framework for Schools

Schools should use a range of evidence to evaluate performance. Sources of evidence will include, for example, interrogation of SQA data and data from PIPS, INCAS and MidYiS including trends over time; views of stakeholders; School Improvement Plans and Reports; Positive Destinations; data pertaining to attendance, exclusion and achievements eg DoE award; School Review and Education Scotland inspection reports.

Tracking and monitoring – Data collection and reporting

SBC's Improvement Framework is designed to support schools in ensuring continuous improvement through robust self-evaluation involving all stakeholders. This section outlines the expectation of all schools in relation to collecting and using data intelligently to promote continuous improvement.

Evaluation of quality requires pulling together the following 3 sets of information to form an evidence-based approach to self-evaluation:

- Quantitative data – for example, SQA results; standardised test results; quality assured teacher-based assessment; attendance; exclusion; subject uptake etc
- People's views – for example, focus groups with pupils and parents; on-going professional dialogue with staff; surveys involving all stakeholders; learning visits etc
- Direct observation –teaching and learning observations within and out with the classroom; sampling pupils' work.

All schools should have a timetable of activity and a system for recording which ensures that all 3 sets of evidence-based information and data is generated and made available for reporting to all stakeholders, including pupils, parents, staff, local authority representatives, Education Scotland and Scottish Government. It is insufficient to just collect data; the emphasis is on what use is made of the data to improve outcomes for our children and young people.

National Improvement Framework

From 2016 all schools will self-evaluate and report annually on their work to raise attainment in relation to the priorities of the National Improvement Framework. These are in line with our current priorities of improving attainment in literacy and numeracy; closing the gap between our most and least disadvantaged children and young people; improving the health and wellbeing of our children and young people, and improving positive destinations for our young people.

The local authority will be required to report annually on these 4 priorities and it is essential that schools provide dependable information. Therefore, primary schools should be ensuring quality assurance and moderation activity is undertaken within and across schools.

All Primary Schools and Secondary Schools must have a quality improvement calendar in place for the beginning of the session to ensure the collection and use of evidence-based information and data is a continuous, on-going process. To ensure dependability which includes the notion of 'fairness' there has to be moderation at the 3 key stages of the learning and teaching cycle:

- At the beginning to ensure programmes can result in success and achievement for all
- In the learning and teaching phase to ensure all children and young people are accessing the highest quality provision
- At the 'product' or 'folio' stage to ensure children have been given the 'best-fit' achievement.

Moderation at these key stages is only effective if followed up with: “if not, why not, and what are we going to do to bring about change?”

All schools will receive at least one formal attainment visit but attainment will be a regular focus for conversation throughout SLO visits.

Teacher/Practitioner-based assessment

All schools should have a system for carrying out and recording teacher/practitioner-based assessment throughout the session. In school and across school benchmarking and moderation should be taking place to ensure the dependability of the assessment information.

Best-fit criteria for assessing writing can be found in Appendix E of this document.

Standardised assessment

In addition to any standardised assessment a school deems necessary, the following assessments must be carried out by all schools:

P1	PIPS	September and June
P4	INCAS	May
P7	INCAS	March
S2	MidYIS	Between January and March

Attainment visits

Secondary schools

Secondary schools and Officers will make effective use of benchmarking resources within Insight, including comparator school data, authority wide data and national data, to evaluate progress and determine priorities for development, as well as NIF data (see Appendix B). During attainment visits from local authority representatives, the Senior Management Team will present NIF data, SQA data and SQA predictions, explaining where the school is and what interventions are being put in place to ensure improvements. These visits will take place during October.

The format of these visits will be the responsibility of the school. However, the following 3 questions should be addressed:

1. What does our attainment look like?
2. Where is the capacity for improvement?
3. What activity is planned to improve attainment?

Primary schools including ELC

Primary schools and Officers will make effective use of standardised assessment data and quality assured teacher-based assessment. During these attainment visits, the Senior Management Team will present teacher-based assessment data and available standardised assessment data, explaining where the school is and what interventions are being put in place to ensure improvements (see Appendix A). Attainment data for LAC/LAAC pupils and young people should be recorded. These visits will take place during September/October.

The format of these visits will be the responsibility of the school. However, the following 3 questions should be addressed:

1. What does our attainment look like? (ELC – children’s progress over time)
2. Where is the capacity for improvement?
3. What activity is planned to improve attainment?

School Improvement Reporting (SIR) and Planning (SIP)

Purpose

The Scotland's Schools Act 2001 made it a requirement for Schools/centres to provide an annual report on progress. The report's function is to provide information about the strengths and areas for improvement of an establishment.

School Improvement Report (SIR)

The SIR is a summarised reflection of the school's ongoing self-evaluation and school improvement activity in light of the national guidance contained within HGIOS²⁴ and responds to the 3 main questions which lie at the heart of self-evaluation:

1. How are we doing?
2. How do we know?
3. What are we going to do now?

HGIOS²⁴ directs schools towards:

Looking inwards – knowing ourselves inside out

Looking outwards – learning from what happens elsewhere to challenge our thinking

Looking forwards – exploring what the future might hold for today's learners and planning how to get there.

A proforma will be available. However, the format and layout of the report may be decided by the school, but it must make clear:

How good we are now

How good we can be

The self-evaluation which informs the content of the SIR should reflect all information generated from different sources throughout the Session and include the voice of all stakeholders, including pupils, staff, parents and partners.

School Improvement Plan (SIP)

The School improvement plan (SIP) should build on from the evaluations and next steps contained in the SIR and should describe the impact intended. The link between self-evaluation, the actions/activity, and the improved outcomes must be clearly evidenced. The SIP should also link to the local cluster plans, wider business plans and national drivers. The SLO will support the school in their development and agree priorities for improvement. Headteachers may be invited to present the school's SIP to a panel of local authority representatives.

Submission of reports

The SIP and SIR should be submitted electronically to the link SLO no later than the end of June each year. The SIP and SIR should be developed with the on-going support of the SLO and be made available to all stakeholders at the start of the Session via the school website. A number of hard copies should be made available at the school reception area.

Headteachers may be invited to present their SIR and SIP during the following session.

Professional Learning

Vision

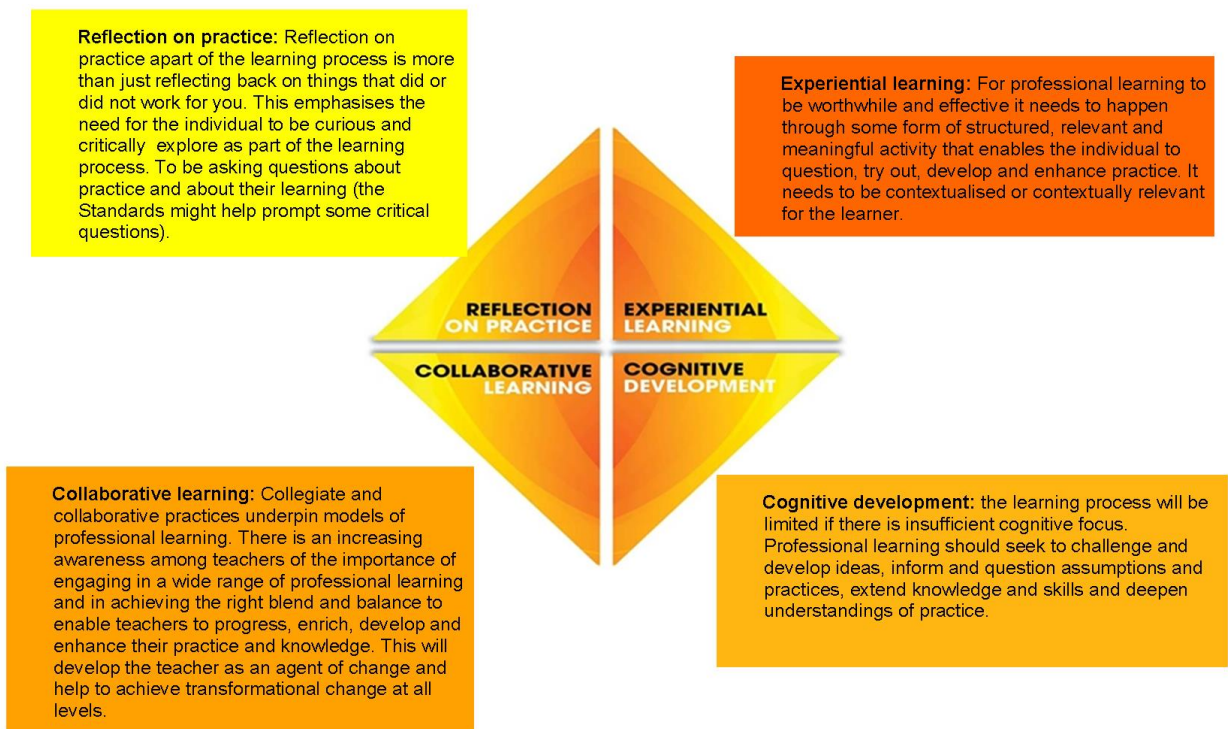
Across SBC we aim to have an ethos which promotes and expects professional engagement and collegiality at all levels. The impact of this will be continuous improvement in teaching and learning and improved outcomes for learners.

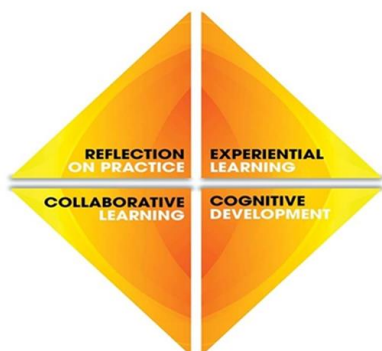
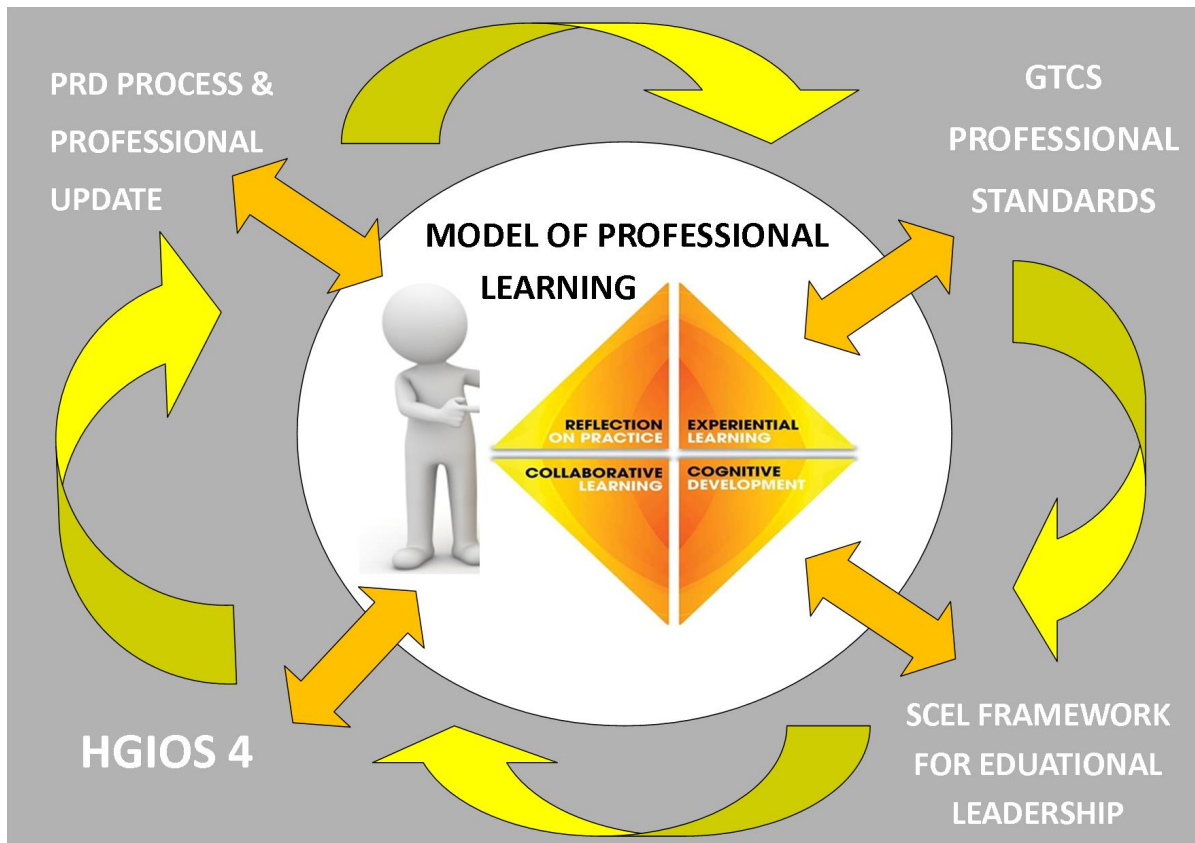
Principles

- We will develop and support strong leadership of learning by practitioners at all levels across a range of contexts
- We recognise the importance of building constructive relationships which foster collective responsibility and mutual support
- Our authority has a collegiate and collaborative learning culture demonstrated through; for example; learning networks, practitioner enquiry; professional dialogue and debate

- All staff understand and embrace the concept of career long professional learning and work towards developing enquiring and coherent approaches which build and sustain their practice
- The model of professional learning is understood and used by all staff
- We will use research and evidence to support and inform the process of leading and developing learning
- All staff will be proactive in extending and deepening their knowledge and understanding of both pedagogy and curricular areas
- We can evidence the impact our professional learning through the progress, achievement and attainment of learners over time.

Model for Professional Learning





Professional Learning

- Self-evaluation and critical reflection processes
 - Experiential, action or enquiry-based learning
 - Professional dialogue with colleagues, other professionals, parents, and learners
 - Focused professional reading and research
 - Leading or engaging in practitioner enquiry/action research
 - Critical analysis of reading, learning and impact on professional practice
-
- Learning about aspects of the curriculum or pedagogical practice
 - Peer support e.g. coaching or mentoring
 - Classroom visits/peer observation
 - online learning/blogs
 - Work shadowing
 - Co-operative or team teaching
 - Participation in collaborative activity e.g. teacher learning community, learning round
 - Leading or participating in a working or task group
 - Planning learning which is inter-disciplinary or cross-sector
 - Participation in activities relating to assessment and moderation
 - Secondments, acting posts and placements
 - Masters study and qualifications
 - Accredited courses or activity related to achieving national professional standards for teachers
 - Professional/ Academic conferences

Professional Review and Development (PRD) and Professional Update Sign off

All teaching and support staff are entitled to access the PRD process to review their professional skills and knowledge and to a personal action plan to meet identified and agreed needs. Whilst it is the school's assigned SLO who is responsible for carrying out the PRD of the headteacher, it is the headteacher who is responsible for ensuring that all staff within the school receive annual PRD by the end of session.

All staff registered with GTC Scotland are required to engage in on-going professional learning as part of their self-evaluation against the appropriate GTC Scotland Professional Standards. Discussion of this engagement and the impact forms part of the PRD process.

It is the individual's responsibility to maintain a reflective professional learning record and associated evidence of impact and to ensure the statutory 5 yearly confirmation of this engagement to GTC Scotland (Professional Update sign off).

Additional support for Session 2016-17

For the next 12 months SBC has funded an additional support resource in the form of two headteacher supporters.

Headteacher Supporters

The role of the Headteacher Supporter is to work closely with a headteacher to provide coaching and mentoring in order to further develop management and leadership skills and build capacity. Headteachers receiving coaching and mentoring from the Headteacher Support will continue to have the full input of the SLO. Input from the Headteacher Supporter may be either directed by the SLO or requested by an individual headteacher.

Feedback from the class teacher and headteacher should be forwarded to the SLO with responsibility for Quality Improvement on the effectiveness of the support.

Developments for Session 2016-17

National Improvement Framework - Training and support

The introduction of the ‘Assessment of Children’s Progress’ as part of the National Improvement Framework has called for positive assessment practices that permit evaluation of performance at all levels. Teachers and headteachers are required to collect reliable data and use it in planning for interventions, either at individual, class or school level, to ensure all children and young people achieve as well as they can. The summative data is also required to be submitted to Scottish Government – the subsequent publication increasing the stakes. Throughout the year there will be CPD sessions for teachers and headteachers on developing assessment practices.

Scottish Borders Council Learning Festival

The Scottish Borders Learning Festival will take place on Friday 19 May 2017 at Springwood Park, Kelso. SBC schools will be invited to share the good practice that is happening in their schools. There will be guest speakers and exhibitors from a range of organisations. Further information regarding the festival will be shared throughout the year.

Appendices

Attainment Performance

School: _____

- Summative judgement based on teacher assessment and standardised test results
- LAC/LAAC requires the number of children expected to achieve 'n' / total number of LAC/LAAC children 'T'*

NIF 15/16	P1 %	LAC/ LAAC Actual n/T*	Targets 16/17	P1 Target %	P1 Actual %	LAC/ LAAC Target n/T*	LAC/ LAAC Actual n/T*
Reading			Reading				
Writing			Writing				
L&T			L&T				
Numeracy			Numeracy				

NIF 15/16	P4 %	LAC/ LAAC Actual n/T*	Targets 16/17	P4 Target %	P4 Actual %	LAC/ LAAC Target n/T*	LAC/ LAAC Actual n/T*
Reading			Reading				
Writing			Writing				
L&T			L&T				
Numeracy			Numeracy				

NIF 15/16	P7 %	LAC/ LAAC Actual n/T*	Targets 16/17	P7 Target %	P7 Actual %	LAC/ LAAC Target n/T*	LAC/ LAAC Actual n/T*
Reading			Reading				
Writing			Writing				
L&T			L&T				
Numeracy			Numeracy				

Attainment Performance

School: _____

- Summative judgement based on teacher assessment and standardised test results
- LAC/LAAC requires the number of young people expected to achieve ‘n’/ total number of LAC/LAAC young people ‘T’*

Level 3

NIF 15/16	S3 %	LAC/ LAAC Actual n/T*	Targets 16/17	S3 Target %	S3 Actual %	LAC/ LAAC Target n/T*	LAC/ LAAC Actual n/T*
Reading			Reading				
Writing			Writing				
L&T			L&T				
Numeracy			Numeracy				

Level 4

NIF 15/16	S3 %	LAC/ LAAC Actual n/T*	Targets 16/17	S3 Target %	S3 Actual %	LAC/ LAAC Target n/T*	LAC/ LAAC Actual n/T*
Reading			Reading				
Writing			Writing				
L&T			L&T				
Numeracy			Numeracy				

The National Improvement Framework (NIF) published in January 2016 sets out how Scottish Government will provide the information needed to drive improvement in the system. ‘*Delivering Excellence and Equity in Scottish Education*’ (June 2016) sets out the plan for delivery. The following summarises some of the key actions and dates of which schools should be aware:

CLOSING THE GAP

Scottish Government actions will include, for example:

- Providing almost double the hours of early learning and childcare to 1,140 per year **by 2020**.
- Ensuring that nurseries in the most disadvantaged areas benefit from an additional teacher or degree qualified early learning and childcare professional **from August 2018**.
- Sharing and developing ways in which the vocabulary gap can be closed through a literacy-rich curriculum in P1-3 **from August 2016**, with an expectation that all schools will have clear strategies in place in **school session 2016-17** to reduce the gap in their context.
- Using NIF data **from October 2016** to identify the attainment gap in P1, P4, P7 and S3 and at school and local authority level - and agree targets to reduce this.
- School inspection and self-evaluation focusing more directly on closing the gap **from September 2016**.
- Allocating directly to school from **financial year 2017-18** the additional £100 million per annum that will be raised each year from our Council Tax reforms, based on the numbers of children in primary and S1-3 in secondary school who meet the eligibility criteria for FSMs.
- Launching **in December 2016** a new framework of fully evidenced and proven educational interventions and strategies to improve attainment. This Framework will inform the decisions schools make to spend the additional funds and monitor the impact on improving individual children's progress.
- Using the data available from the Framework to help the Attainment Advisors work directly with schools where they can make the biggest difference to accelerate efforts to close the gap.
- Working with all 32 local authorities to develop local action research based projects on closing the gap led by educational psychologists **from August 2016**.
- Continuing to focus on delivering equity for all children and consider the impact of issues such as looked after status, additional support needs and English as an additional language.
- Publishing the Digital Learning and teaching Strategy **in September 2016**.

CURRICULUM

Scottish Government actions will include, for example:

- Publishing a clear and concise statement of the basic framework within which teachers teach. This statement will be published in time for the new school session **in August 2016**.
- Making clear, for example, that the 'Experiences and Outcomes' of CfE should not be used for assessment - that is the exclusive role of the 'Significant Aspects of Learning'.
- Making clear that you do not need to cover each and every E & O individually, or in a 'tick-box' way. It will also make clear that primary teachers do not need to cover every curriculum area every week – a factor that can lead to the curriculum feeling 'cluttered'.
- Ensuring above all else every child achieves the best possible progress in the key areas of literacy, numeracy, health and wellbeing and to maintain their commitment to PE.
- **By August 2016**, asking Education Scotland to provide clear, practical advice on assessing achievement in literacy and numeracy - making clear the expected benchmarks for each level.
- **By the end of 2016**, asking Education Scotland to have provided similar advice on the achievement of curriculum levels in every curriculum area across the BGE.
- Significantly streamlining the current range of guidance and related material on CfE, based on feedback from teachers. **By January 2017**, a new, much simpler set of key resources will be available on the new National Improvement Hub.
- **From September 2016**, instructing SQA to consult stakeholders on how best to streamline its course documentation for the national qualifications.
- Formulating a more intense new programme of reducing workload in schools.

EMPOWERING STAKEHOLDERS

Scottish Government actions will include, for example:

- Launching a Governance Review **in September 2016** to examine the system changes required to deliver its commitments to empower schools, decentralise management and the support through the encouragement of school clusters and creation of new educational regions. The objective is to devolve decision making and funding to schools and communities. This process will run in parallel with the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland (NPFS).
- Using information gathered from the NIF, the NPFS review of the 2006 Act and through the Governance Review to develop a National Improvement Plan on Parental and Family Engagement.

- Developing proposals for a fair and transparent national funding formula immediately, listening to the views of teachers, parents, system leaders, local authorities and communities through the Governance Review. Building on the responses to this review Scottish Government will consult on proposals for a funding formula in **March 2017**.
- Supporting the development and expansion of school clusters and increased regional working **throughout 2017-18**.
- Extending to individual schools responsibilities that currently sit with local authorities, that is, the legal responsibilities for delivering education and raising standards.
- Working with teachers, headteachers, parents, and communities throughout to ensure that every support is provided to them to build capacity and ensure that these changes support a reduction in bureaucracy and workload.

A CLEAR FOCUS ON IMPROVEMENT

Key actions to continue implementation of the NIF will include, for example:

SCHOOL LEADERSHIP

- Continuing to support the Scottish College for Educational Leadership with an ambitious new package of support in place **by March 2017** for aspiring, new and experienced headteachers.
- As part of the Governance Review **in September 2016**, considering leadership throughout the system, building on existing shared headship models and supporting the development of school clusters and regional models.
- Holding the Standard for Headship mandatory for all new Headteachers by **August 2019**.

TEACHER PROFESSIONALISM

- Ensuring the right number of teachers, with the right skills, in the right places to educate young people. All local authorities in Scotland have been allocated an appropriate share of £88 million funding provided to meet the agreement to maintain teacher numbers.
- Introducing new and innovative routes into teaching and promote the teaching profession.
- Encouraging more people into early learning and childcare and teaching, particularly those groups under-represented in teaching (men and minority ethnic communities) as well as in particular subjects (STEM) and geographical areas.

PARENTAL ENGAGEMENT

- Publishing a review looking at the available evidence on family learning programmes.
- Leading a revolution in transparency on school performance through further improvements to ParentZone - the national online resource for parents by **August 2018**. Scottish Government will publish additional clear information on each school on a range of key measures, such as attendance rates, children's progress and grades from school inspection.
- Providing support for learning communities in the Scottish Attainment Challenge to develop progressive family learning programmes **by the end of 2017**, and providing support for all learning communities to roll out this approach **by the end of 2018**.
- Developing guidance on reporting to parents **by January 2017**.
- Working with local authorities to understand the nature of parental demand for early learning and childcare in their areas, so that provision can be sufficiently flexible to respond to need.

ASSESSMENT OF CHILDREN'S PROGRESS

- **From August 2016**, collecting teacher professional judgement data on an annual basis on whether individual children have achieved the expected Curriculum for Excellence levels in literacy and numeracy by the end of P1, P4, P7 and S3.
- **From October 2016**, providing further support for local and national quality assurance and moderation of teacher judgement of Curriculum for Excellence levels.
- **From December 2016 until May 2017**, carrying out testing of new standardised assessment materials in schools across Scotland. The results will inform teacher assessment judgements.
- **From August 2017**, ensuring the new standardised assessments will be used by all schools.
- **In December 2016**, publishing plans for gathering information about the health and wellbeing of children and young people, including the data gathered at early years stages.
- **In December 2016**, publishing appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.

SCHOOL IMPROVEMENT

- **From September 2016**, gathering evidence through school inspections on the quality of learning, teaching and assessment (QI 2.3), progress in raising attainment and achievement (QI 3.2), and the leadership of change (QI 1.3) through school inspection.
- **By June 2017**, developing a new Standards and Evaluation Framework, which will set out clear expectations for schools and the focus and frequency of school inspection.

- **By the end of 2016**, providing advice and support to ensure that schools, parents, communities are effectively involved in improvement planning on the basis of the evidence generated by the National Improvement Framework and school self-evaluation.
- **By January 2017**, issuing advice to support more consistent and robust annual reporting on school improvement.
- **In September 2017**, gathering information from 2016-17 school inspections and other evaluative activity on the quality of learning, teaching and assessment, progress in raising attainment and achievement, and the quality of partnerships.
- **By the end of 2017**, supporting the publication of school-level reporting for parents and communities against their own action plans.

PERFORMANCE INFORMATION

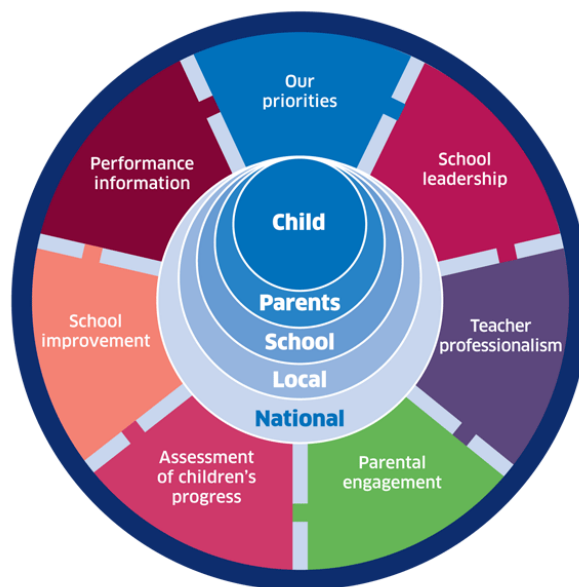
- **In August 2016** establishing a panel of teachers to discuss key developments in Scottish education and to monitor workload demands.
- **In December 2016**, publishing an annual National Improvement Framework report, with progress against the four priorities and evidence against all of the 6 drivers of improvement.
- **By December 2016**, publishing an improvement plan and any revisions to the National Improvement Framework in consultation with key stakeholders.
- **By February 2017**, sharing evidence of what is working in achieving the four priorities and where further research or evaluation is needed.
- **In March 2017**, publishing Statutory Guidance to support local authorities in carrying out their duties to plan and report on the National Improvement Framework, including advice on how they use performance information for this purpose.
- **By March 2017**, publishing information for parents on a school-by-school basis, including for the first time information on achievement of Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3.
- **By summer 2017**, publishing a draft information 'dashboard' covering the Broad General Education - making detailed performance information available to teachers and local authorities.

Validated Self Evaluations: Peer Review Secondary Schools

Validated Self Evaluations in Scottish Borders Council aim to support and challenge departments in secondary schools to improve the quality of provision and outcomes for learners, building on good practice and securing continuous improvement.

High quality self-evaluation should be flexible, with the scope to recognise differences in the school context achievement and proportionate to need. Schools will do this by:

- Promoting the use of effective practice and supporting establishments to increase their capability to self-evaluate their own performance.
- Providing assurance to all stakeholders within education services of the quality of provision and learning outcomes achieved;
- Developing a robust evidence base, drawn from professional evaluations of key aspects of educational provision which is rigorous and transparent
- Providing a clear timeframe to allow engagement with the process. As part of the School Improvement Plan, schools should select at least one subject per year to be involved in this process.
- All subjects should expect to have their self-evaluation validated at least every 5 years and schools will review this cycle annually and amend according to need. Departments should be made aware of their involvement in VSE at the beginning of the new school session.



Experience indicates that reviews work best when conducted in partnership with those involved in the review and are most successful when:

- The DHTs / PTs prepare the staff for the process of validation.
- Participants engage with the review team in an open, constructive and professional way.
- Participants provide the information which will enable the team to report accurately, fairly and reliably.

Documentation required prior to visit:

- Self –evaluation proforma (see attached)
- Course plans / curriculum pathways
- Evidence of staff and student evaluation of courses
- Department Improvement Plans / Improvement Plan Reviews
- Evidence of routine monitoring and evaluation
- Evidence of impact based on actions taken.

(Additional resources may be requested depending on areas of HGIOS 4 chosen for the validation).

Further examples of evidence which may be requested depending on target areas:

- Tracking and monitoring records
- Continuous self-evaluation evidence – classroom observations, QI calendar, audit materials, surveys etc.
- A sample of student work.
- Samples of communication with parents
- Transition materials – Primary to Secondary , BGE to senior phase
- Interdisciplinary lesson plans including cross cutting themes

In all validated self-evaluations:

A small team of 3 to 4 staff will visit the department and look for evidence to validate the subjects own self-evaluation. The team should typically contain:

- the DHT line manager for the subject
- a DHT from another school or from another authority
- a Principal Teacher subject specialist from another school
- A classroom teacher from another school.

The team leader will work with the Principal Teacher and school management to identify three key themes for review. It is suggested that these include an area of strength, an area for development, identified by the self-evaluation, and the Q.I. 2.3 Learning, Teaching and Assessment.

The team leader will then create a proportionate programme, depending on number of staff and other factors, of a 2 to 3 day validation programme, that will ensure a clear focus on raising educational standards, promoting improvement and supporting the effective delivery of education. The review team should understand and agree to the following protocols:

- The validation team throughout their visit will treat people with respect, engage them in professional dialogue, recognise their efforts and provide constructive feedback which will include feedback, as soon as is practically possible from observations.
- Maintain a professional objectivity, challenging views and checking evidence before evaluating.
- *At all stages of this process, the review team must maintain a high level of confidentiality and it is hoped that this experience would impact on their own professional learning*
- The team will listen carefully to the views of all stakeholders, but reach their own professional, evidence-based judgements
- Provide a concise, evidence-based report, written collaboratively on site, as a team, and presented to the school in draft, before the end of the visit, on which they will have the opportunity to comment.
- Provide clear and concise verbal feedback to the PT and Head teacher on the outcomes of the review. This will be provided by the lead officer of the review (normally the school's DHT - Curriculum) and shared with the relevant senior education officer.

Example of a 3 day Validated self-evaluation visit

Day 1

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0850-0940	0940-1030	1030-1045	1045-1135	1135-1225	1225-1315	1315-1400	1405-1450	1450-1540
Team member 1	Prep	Team meeting	PTC : Self evaluation presentation		S1 – S3 Student Focus Group	S1 class observation	Reading Documents			Jotters S1 – S3 (targeted based of self eval)
Team member 2	Prep	Team meeting	PTC presentation		S1 – S3 Student Focus Group	Reading Documents	S3 Class observe			Jotters S1 – S3
Team member 3	Prep	Team meeting	PTC presentation		S1 – S3 Student Focus Group	S1 class observation			Reading Documents	Jotters S1 – S3

Day 2

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0850-0940	0940-1030	1030-1045	1045-1135	1135-1225	1225-1315	1315-1400	1405-1450	1450-1540
Team member 1	Prep	S5 class observe	4A1		Reading Documents		S4 – S6 Student Focus Group	Meeting with Staff		Jotters S4 – S6 (targeted based of self eval)
Team member 2	Prep	S5 class observe			S2 class observation	S4 class observe	S4 – S6 Student Focus Group	Meeting with Staff	Reading Document ation	Jotters S4 – S6
Team member 3	Prep	S5 class observe	Reading Documents		S2 class observation	S4 class observe	S4 – S6 Student Focus Group	Meeting with Staff		Jotters S4 – S6

Day 3

		Period 1	Period 2	Break	Period 3	Period 4	Period 5	Lunch	Period 6	Period 7
	0830-0850	0845-0935	0935-1025	1025-1040	1040-1130	1130-1220	1220-1310	1310-1350	1350-1440	1440-1530
Team member 1	Prep	Draft validation discussion	PT directed observation			PT directed observation	Report		Report	Report
Team member 2	Prep	Draft validation discussion	PT directed observation		PT directed observation		Report		Report	Report
Team member 3	Prep	Draft validation discussion	PT directed observation			PT directed observation	Draft Report		Draft Report	Draft Report

Initial feedback session will take place from 1545 – 1615 on day 3.

Example of a 2 day Validated self-evaluation visit

Day 1				
9 – 9.40	PT Self Evaluation Presentation			
	Team member 1	Team member 2	Team member 3	Team member 4
9.40 - 10.30	Documentation	Staff Meeting	Documentation	Staff Meeting
10.30–10.45	Interval			
10.45-11.35	S5 Observation	S4 Observation		S3 Observation
11.35–12.25	S4 Observation	S3 Observation	S3 Observation	
12.25 – 1.15	Pupil Group S4-S6	S5 Observation	S4 Observation	Pupil Group S4-6
1.15 – 2.00	Lunch			
2.05 – 2.50	S1 Observation	PT Meet	S5 Observation	PT Meet
2.50 – 3.40	College link - observation		S2 Observation	S2 Observation
Day 2				
8.50 – 9.40	Documentation	Pupil Group S1-3	Documentation	Documentation
9.40-10.30	Documentation	Documentation	Documentation	Documentation
10.30–10.45	Interval – PT discussion			
10.45–11.35	PT Directed Observation	PT Directed Observation	PT Directed Observation	PT Directed Observation
11.35–12.25	Pupil Group S4-6	Staff Group	Documentation	Documentation
12.25 – 1.15	Team Meeting			
1.15 – 2.00	Lunch			
2.05–3.40	Draft Report			

Self-evaluation Pro forma –

Context of the Curricular Area

(E.g. features that you feel are significant to mention which affect the Curricular Area/Subject Department such as staffing, timetabling, significant trends, characteristics etc.)

COMMENTS:

What approaches to learning and teaching are employed to deliver consistently high-quality experiences for young people? Q.I 2.3

Existing Strengths:

Evidence:

Priorities for future development

Please add any other information that you feel would be helpful to the team

(e.g. you should include any examples of good practice which you would like to bring to our attention)

Best-fit Criteria for 1st and 2nd Level in Writing

Notes to consider:

- Read the piece of writing, ideally more than once.
- Take a holistic approach. Do **NOT** count words/paragraphs/errors etc.
- Do not refer to any other criteria.
- Do not penalise a piece of writing where it appears the writer has a specific difficulty with spelling.
- Credit for what is there rather than penalise for what is not there.

Writing achieving 1st Level

Overall the writing is ordered in a manner that makes sense, has sufficient detail to make the given circumstances/response clear and includes important points/feelings. Most of the points are relevant to the task and attempts have been made to use words and phrases to attract the reader. Basic punctuation is correct and relevant and appropriate conjunctions are used to link ideas and sentences. Commonly used words are spelled correctly and there is an attempt to use knowledge of spelling rules or patterns to spell more demanding words.

Writing achieving 2nd Level

The writing has a clear overall shape which flows and is rounded off in a suitable manner. It clearly describes a given circumstance/point of view/plot, providing sufficient detail to support the scene or stance. Genre/task specific markers are evident. The choice of words and phrases holds the attention and informs the reader. The writing shows an attempt at matching an appropriate style and tone to the given purpose. The writing demonstrates a variety of sentence structures with correct punctuation and is paragraphed. Most of the spelling is correct.

There may be occasional errors but, in the main, they do not seriously flaw the writing.

NAMING OF ADDITIONAL SUPPORT NEEDS PROVISION IN EARLSTON

Report by Service Director Children and Young People

EXECUTIVE COMMITTEE

17 January 2017

1 PURPOSE AND SUMMARY

- 1.1 **This report requests approval to formally name the new Additional Support Needs Building in Earlston.**
- 1.2 At its meeting on 16 August 2016, the Executive Committee agreed that:
- (a) A statutory consultation be undertaken in terms of the Schools (Consultation) (Scotland) Act 2010 on the proposals to:
 - (i) Establish a new additional support needs school in Earlston;
 - (ii) Discontinue the spectrum class at Wilton Primary School; and
 - (iii) Discontinue the spectrum class at St Ronan's Primary School.
 - (b) Simultaneously to the statutory consultation as detailed in (a) above, a non-statutory consultation be undertaken on the naming of the new Additional Support Needs School in the village of Earlston and that the outcomes of this non-statutory consultation be brought back to the Executive Committee in due course for approval.

2 RECOMMENDATIONS

- 2.1 **I recommend that the Executive Committee agrees that the new Additional Support Needs Building in Earlston be formally named as 'Leader Valley School'.**

3 BACKGROUND

- 3.1 Scottish Borders Council has invested in a new Additional Support Needs provision, located in the central Borders village of Earlston, to ensure children within the Scottish Borders with complex additional support needs can be educated and cared for in a high quality fit for purpose learning environment.
- 3.2 A formal proposal paper and report in respect of commencing the statutory consultation process was presented to the Executive Committee (Education) on 16 August 2016. Within the report it was proposed that at the same time as the formal consultation was carried out, that a separate non-statutory consultation be undertaken on the naming of the new Additional Support Needs School in Earlston.
- 3.3 Approval was given to proceed with the statutory and non-statutory consultations. It was agreed that while the outcomes of the Statutory Consultation would be presented to the full Council in December 2016, the outcomes of the non-statutory consultation on the school name would be presented to the Executive Committee for approval in due course.
- 3.4 Officers proceeded to arrange for the proposal paper to be published and the consultation period ran from 26 August 2016 until 10 October 2016. The statutory and non-statutory consultations period have now been completed. Following this, a Consultation Report was prepared and published on 22 November 2016 and all interested parties were given until 14 December 2016 to respond. The Consultation Report is Appendix 1 to this report. A copy of the Proposal Paper is Appendix A of the Consultation Report.

4 NAMING THE NEW ADDITIONAL SUPPORT NEEDS BUILDING IN EARLSTON

- 4.1 Through the non-statutory consultation, fourteen suggestions were received for the name of the new Additional Support Needs School. A short list of three names was created by Officers, namely Leader Valley School, Leaderbank School and South Croft School. Consultees were invited to vote on the three names and were given until 14 December 2016 to respond. Nine votes were received and Leader Valley School received six of these votes.
- 4.2 The power to establish a new school, following appropriate statutory consultation, rests solely with the Education Authority in terms of the 2010 Act. As the Council approved the establishment of a new school in December 2016, it is wholly appropriate that the Authority may name the school 'Leader Valley School' without further procedure.

5 IMPLICATIONS

5.1 Financial

There are no financial implications arising from the proposal in this report.

5.2 Risk and Mitigations

There are no risks arising from the proposal in this report

5.3 Equalities

- (a) An Equalities Impact Assessment was carried out on the overall proposals set out in the Proposal Paper and given the proposals are unchanged in terms of the Consultation Report, it continues to be anticipated that there are no adverse equality implications.
- (b) Consultees were invited to vote on the naming of the school, therefore given every opportunity to be included.

5.4 Acting Sustainably

There are no significant effects on acting sustainably arising from this report.

5.5 Carbon Management

There are no significant effects on carbon emissions arising from this report.

5.6 Rural Proofing

There are no significant effects on rural proofing arising from this report.

5.7 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.

6 CONSULTATION

- 6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council have been consulted and any comments received will be reported at the Executive Committee Meeting.

Approved by

Donna Manson

Service Director Children & Young People

Signature

Author(s)

Name	Designation and Contact Number
Janice Robertson	Programme Co-ordinator (C&YP) (01835 825511)

Appendix 1: Consultation Report

Background Papers: Additional Support Needs Provision in Earlston, presented to Executive Committee on 24 May 2016
Additional Support Needs Provision – Statutory Consultation, presented to Executive Committee on 16 August 2016
Additional Support Needs Provision in Earlston, presented to Scottish Borders Council on 22 December 2016

Previous Minute Reference: Not applicable

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

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA

SCOTTISH BORDERS COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICES
Public Consultation Report

November 2016

The following provisions are affected by the Proposals:

- Spectrum support provision at Wilton Primary School
- Spectrum support provision at St Ronan's Primary School
- The new build Additional Support Needs (ASN)School in the village of Earlston

The following schools are affected by the Proposals: (a) Wilton Primary School; (b) St Ronan's Primary School; (c) Earlston Primary School; (d) Earlston High School;

Consultation period:

9am, 22nd November 2016 to 5pm, 14th December 2016

This Public Consultation Document has been issued by Scottish Borders Council's Children and Young People's Services in terms of the Schools (Consultation) (Scotland) act 2010 as amended.

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1.0 SUMMARY OF THE PROCESS FOR THIS CONSULTATION REPORT

Committee Decision

- 1.1 This Consultation Report has been issued as a result of a decision by The Scottish Borders Council's Executive Committee on 16 August 2016 to formally undertake the process.

Proposal Paper

- 1.2 A copy of the Proposal Paper was made available free of charge in these locations –

- Council Headquarters, Newtown St Boswells, TD6 0SA
- Wilton Primary School, Wellfield Road, Hawick TD9 7EN
- St Ronan's Primary School, St Ronan's Road, Innerleithen, EH44 6PB
- Earlston Primary School, Earlston, TD4 6HF
- Earlston High School, East End, Earlston, TD4 6JP
- Hawick Library, North Bridge Street, Hawick, TD9 9QT
- Innerleithen Library, Buccleuch Street, Innerleithen, EH44 6LA
- Earlston Library, based within Earlston High School, East End, Earlston, TD4 6JP

and was published on the Scottish Borders Council website:

www.scotborders.gov.uk/asnschool

A copy of the proposal paper is in [Appendix A](#).

Promotion

- 1.3 The publication of the Proposal Paper was advertised in the various Borders newspapers, on the week commencing 22 August 2016, providing the dates for the consultation period and the public meetings. Future parents were notified from information the Council has on nursery attendance and to those parents who live in the catchment areas who choose not to have their children attend Wilton or St Ronan's Primary Schools.
- 1.4 Formal notice of the proposal was sent by Letter or email to:
- the parents/carers of the children who attend the spectrum support classes at Wilton Primary School and St Ronan's Primary School;
 - the Parent Councils of the affected schools;
 - the parent/carers of the pupils of the affected schools;

- the parent/carers of any children likely to attend the new school or any affected school within two years of the date of the publication of the Proposal Paper;
- the pupils attending the spectrum support classes and the affected schools insofar as the Education Authority considers them to be of a suitable age and maturity;
- the staff (teaching and other) of the spectrum support classes and the staff at the affected schools;
- any Trade Union which is representative of the staff;
- the Community Council of Earlston; Hawick and Innerleithen;
- Community Planning Partnership named partners
- the constituency Member of the Scottish Parliament;
- the constituency Member of Parliament;

Length of Consultation period

1.5 The consultation for the proposal ran from Friday 26 August 2016 and ended on Monday, 10 October 2016 (both dates inclusive). This period allowed for the statutory minimum of 30 school days. There were 16 written representations in respect of this statutory consultation, these representations are summarized and responded to in section 7 below. Some of these representations also contained responses in respect of the non-statutory consultation into the naming of the new school. However in addition there was a written representation from the Auld Earlston Group relating solely to the non-statutory consultation into the naming of the new school. The responses regarding the naming of the school are not summarized in the report as this issue will be progressed separately from this statutory process.

Public meetings

1.6 Public meetings were held on:

Tuesday 13th September 2016, 7.00pm – 9.00pm, in Wilton Primary School (number of attendees 16)

Wednesday 14th September 2016, 7.00pm – 9.00pm, in Earlston Primary School (number of attendees 18)

Tuesday 15th September 2016, 7.00pm – 9.00pm, in St Ronan's Primary School (number of attendees 0)

Notes were taken at each meeting and views were sought following a presentation being given. Copies of the meeting notes are included as Appendix B and a copy of the presentation as Appendix C. 34 members of the public attended these meetings in total.

Meetings with Pupils and Staff

- 1.7 Meetings were held with pupils (considered to be of a suitable age and maturity) and staff in the affected schools. Where appropriate pupils in the spectrum support classes had their views represented by their parents and staff. A record of questions, responses and views is included as Appendix D.

Involvement of Education Scotland

- 1.8 Education Scotland was notified in advance of this Statutory Consultation process being approved and they agreed to the timelines. On completion of the Statutory Consultation period, a copy of the Proposal Paper was sent by Scottish Borders Council to Education Scotland. Education Scotland also received a copy of all relevant additional materials, minutes of public meeting, written representations and replies received and sent by the Council following the consultation period.
- 1.9 Education Scotland has prepared a report on the educational aspects of the proposal, based on the representations and documents mentioned above as well as their interviews with pupils, parents, staff, and associated schools. In preparing their report, Education Scotland visited the affected local schools and made reasonable enquiries of people there as they considered appropriate. This can be found at Appendix E and also on the Education Scotland Website. <http://www.educationscotland.gov.uk/>
- 1.10 Issues raised in the Education Scotland Report with regards to Spectrum Support provision at Wilton and St Ronan's Primary School being discontinued and the building of a new Additional Support Needs (ASN) School in the village of Earlston and the Authority's responses are set out in section 8 of this Consultation Report.

Preparation of Public Consultation Report

- 1.11 The Council has reviewed the proposal having regard to the Education Scotland Report. This Consultation Report has been prepared by Scottish Borders Council Children and Young People's Services team as a result. This report will be published in electronic and printed formats. It will be available on the Council web-site and from Council Headquarters, public libraries in the vicinity of the affected schools, as well as the affected schools, free of charge. Anyone who made written representations during the consultation period will also be informed about the report.

- 1.12 This Consultation Report will be published at **9am, 22nd November 2016** and is available for further consideration for a period of three weeks from that date (15 days), until **5pm, 14th December 2016**. The intention is that interested parties should have time to consider the Consultation Report and if they so wish, to raise concerns and pose alternative solutions by making written or electronic submissions to:

Additional Support Needs School
Children and Young People's Services
Scottish Borders Council Headquarters
Newtown St Boswells
Melrose
TD6 0SA; or

Email Address: schoolestates@scotborders.gov.uk; or

Web Address: www.scotborders.gov.uk/asnschool

If you wish to respond by letter or electronically, you are invited to state your relationship with the school – for example, “pupil”, “parent”, “carer”, “relative”, “former pupil”, “teacher in school”, “member of the community” etc. Responses from Parent Councils, Staff and Pupil Councils are particularly welcome.

Those sending in a response, whether by letter or electronically, should know that their response will be open to public scrutiny and may have to be supplied to anyone making a reasonable request to see it. If they do not wish their response to be made publicly available, they should clearly write on the document: “I wish my response to be considered as confidential with access restricted to Councillors and Council Officers of Scottish Borders Council”. Otherwise, it will be assumed that the person making the response agrees to it being made publicly available.

For any written or electronic response to be considered it must be received by the Council no later than 5.00pm on the last day of the consultation period, Wednesday 14th December 2016.

Decision

- 1.13 This report together with any other relevant documentation will be considered by Scottish Borders Council who will be asked to make a decision at the full Council meeting on 15 December 2016.

Distribution

- 1.14 A copy of the Consultation Report will be made available free of charge for public consultation from **9am, 22nd November 2016 to 5pm, 14th December 2016** in these locations –

- Council Headquarters, Newtown St Boswells, TD6 0SA
 - Wilton Primary School, Wellfield Road, Hawick TD9 7EN
 - St Ronan's Primary School, St Ronan's Road, Innerleithen, EH44 6PB
 - Earlston Primary School, Earlston, TD4 6HF
 - Earlston High School, East End, Earlston, TD4 6JP
 - Hawick Library, North Bridge Street, Hawick, TD9 9QT
 - Innerleithen Library, Buccleuch Street, Innerleithen, EH44 6LA
 - Earlston Library, based within Earlston High School, East End, Earlston, TD4 6JP
- and published on the Scottish Borders Council website:
www.scotborders.gov.uk/asnschool

2.0 THE PROPOSAL

2.1 The Proposals subject to statutory consultation as set out in the proposal paper are:

That subject to the outcome of this statutory consultation process as set out in the Schools (Consultation) (Scotland) Act 2010, as amended:

- 1) Spectrum support class provision at Wilton Primary School is discontinued;**
- 2) Spectrum support support provision at St Ronan's Primary School is discontinued;**
- 3) That the new additional support needs build in the village of Earlston is established as a school;**
- 4) That the naming of that school is consulted upon simultaneously as a non-statutory consultation part of this proposal process;**
- 5) That children from the new school and children from Earlston Primary School and Earlston High School will have the opportunity to build curricular and facility links creating educational benefits for all children**

2.2 As stated in the proposal paper the proposal therefore also has implications for:

- Wilton Primary School
- St Ronan's Primary School
- Earlston Primary School
- Earlston High School

2.3 The original proposed date for the implementation of the Proposal to establish the new school was January 2017. However, there was to be flexibility as the staff will transition the children to the new build according to their needs. The original proposed date for discontinuation of spectrum support provision at St Ronan's Primary School and Wilton Primary School was April 2017.

2.4 However having listened to consultee responses, in particular the opinions of staff that it would be desirable for the children to all move together as soon as possible to the new school to allow them more of the school year to settle into their new environment, the Council intends to adjust its implementation timetable. The Council intend to establish the new Additional Support Needs (ASN) build in the village of Earlston as a school in early January 2017 and immediately thereafter commence transitional arrangements for the pupils and staff currently utilising the Spectrum Services at Wilton and St Ronan's Primary School during January and February 2017. The week commencing after the February 2017 school holiday is the current intended date for all pupils being moved to the new school on a long term basis. Subject to Scottish Government approval having first been granted, the Council intend to also proceed with discontinuing Spectrum Support provision at Wilton and St Ronan's Primary School on the week commencing after the February 2017 school holiday.

3.0 BACKGROUND

- 3.1 The Council's commitment to inclusion for all and progress that has been made to date on this within our schools is set out on pages 11 and 12 of the Proposal Paper.
- 3.2 Scottish Borders Council does not currently have "special" or "ASN" schools. However, we have a wide range of enhanced learning provisions which are designed to meet the needs of our learners with complex and profound needs.
- 3.3 Nationally, almost all children with ASN are expected to receive their Early Learning and Childcare in a local setting with support. In the Scottish Borders that does happen in the main.
- 3.4 In 2013 the Council identified the need to develop a full time purpose built specialist education and care centre for young people with complex needs, both physical and learning within the Scottish Borders. At the Executive Committee on 17 January 2013 it was agreed to develop a central Borders Additional Support Needs (ASN) provision. It was recommended that the location be in the Central Borders to increase accessibility and to reduce travelling times for children. The aim of the Additional Support Needs provision is to offer a service that will reduce the number of children who access very specialist provision out of the Scottish Borders and prevent the need for children to be educated outside the authority, as well as provide an enhanced level of provision for our children with the most profound and complex needs within the Scottish Borders. It was considered that Earlston was the most appropriate location for this.
- 3.5 The current provision within the Scottish Borders for pupils with Autistic Spectrum Disorder is located across two sites:
1. A portacabin in the grounds of Wilton Primary School in Hawick (P1 – 3 pupils), currently caters for 5 pupils;
 2. A wing of St Ronan's Primary School in Innerleithen (P 4- 7 pupils) , currently caters for 10 pupils;
- 3.6 The current provisions have not been designed to meet the needs of pupils with complex needs and offer a poor quality learning environment. The fabric and condition of the resource in Wilton Primary School is particularly poor.
- 3.7 The Authority's proposed solution is set out in section 2 above. The Authority's detailed reasoning for this solution is set out within the Proposal paper. The Authority consider that discontinuing the current provision and instead providing Additional Support Needs provision at the new purpose built school in Earlston will have strong educational benefits for the affected children. This view is endorsed by Education Scotland in their Report.

4.0 CONSULTATION PROCESS

4.1 The requirements for consulting on proposed school closures are set out in the Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014:

- The proposal document was issued at 9.00am Friday 26 August 2016, and is attached as [Appendix A](#) ;
- Copies were also available to view at the locations identified in section 1.2;
- A notification was placed in all of the various Borders papers;
- A notice of consultation appeared on the Scottish Borders Council website on Friday 26 August 2016 and remained for the duration of the consultation;
- Public meetings were held on Tuesday 13th September 2016, Wednesday 14th September 2016 and 15th September 2016
- The Consultation period ended at 5.00pm Monday, 10 October 2016; Education Scotland were involved and produced a report over a three week period (see [Appendix E](#))
- This Public Consultation Document will be published at least three weeks before a final decision is taken by the Scottish Borders Council at a Full Council Meeting on 15th December 2016.

5.0 PUBLIC MEETINGS

5.1 Public Consultation meetings were held on Tuesday 13th September 2016 at Wilton Primary School, Wednesday 14th September 2016 at Earlston Primary School, & Thursday 15th September 2016 at St Ronan's Primary School.

5.2 Attendance at the public meetings comprised of 16 attendees at Wilton Primary School, 18 attendees at Earlston Primary School and 0 attendees at St Ronan's Primary School.

5.3 Attendance at the meeting by Council Officers was as detailed in the note from the public meeting attached as [Appendix B](#).

5.4 A presentation was given at each meeting which is attached as [Appendix C](#).

5.5 Key points raised at the meetings were:

Pointed Raised	Authority Response
All attendees were very positive about the facility being provided and valued the investment	<u>Noted and agree.</u>
Earlston primary school and high school excited to be welcoming this new purpose built school to their community and looking forward to establishing close links.	<u>Noted.</u>

Earlston community are very supportive of the schools in their village.	<u>Noted</u>
When will the new school open?	<u>The Authority intend to open the school and have a transitional period during January 2017 and early February 2017 to try and ensure a smooth transition. Subject to Government approval being obtained, the Authority intend to fully implement the proposal after the February 2017 School holidays by discontinuing spectrum class support provision at St Ronan's and Wilton Primary Schools and pupils instead having this provided at the new ASN School.</u>
Reassurance sought about the relationship between the new school and mainstream settings.	<u>The Authority can confirm that the school nearest home will always be the mainstream school and wherever the child is enrolled for mainstream, that school takes control of the Child Support Plan but works jointly with the spectrum staff to support the child and parents.</u>
Concerns whether curriculum being offered to their children in the current provision would be continued.	<u>Concerns Noted. Authority can confirm that Curriculum currently being offered such as swimming and riding will continue. Location of the delivery of this may change and how best to deliver it for each child will be discussed on an individual basis.</u>
Whether at the new school there would be children attending with a broader range of difficulties than currently?	<p><u>The Authority can confirm that for the reasons set out in the Proposal paper it considers there to be considerable education benefits of the new school catering for all ASN needs.</u></p> <p><u>The establishment of this school is a great enhancement to the current provision in Scottish Borders. The School shall provide a safe, secure managed environment with staff who are highly trained, who focus on meeting challenges and accept that some children don't fit into a simple box.</u></p> <p><u>The Authority can confirm that There may therefore be children attending with a broader range of difficulties than currently, however the new school will be properly equipped to meet these.</u></p>

<p>Capacity of the building being 50 was questioned, given there are 3 classrooms that can accommodate about 8 children in each depending on the activity.</p>	<p><u>The Authority can confirm that the new school has 3 classrooms that can accommodate about 8 children in each depending on the activity. The Authority therefore acknowledges that the School will not have capacity to accommodate 50 pupils within it at once. However in terms of day to day capacity pupils attend for distinct morning and afternoon sessions. There is therefore capacity to support approximately 50 children at the ASN school on each school day.</u></p> <p><u>In addition the School is a flexible resource which the Authority intends to make available beyond the school day to:</u></p> <ul style="list-style-type: none"> • <u>National Groups to use as it is a safe environment with purpose built playground which could provide a chat/social session for parents and children.</u> • <u>Spectrum Outreach Teachers to bring some children together on occasion</u> • <u>Other groups with suitably supervised children.</u>
<p>Whether staffing provision would be maintained?</p>	<p><u>The Authority can confirm that the existing staff from Wilton and St Ronan’s Spectrum Support Provision will be relocated to the new purpose built school in Earlston.</u></p>
<p>Will staffing ratios be maintained?</p>	<p><u>The Authority can clarify that its current ratios are better than other local authorities/organisations. The required ratio of staff to children during a day depends on the child’s needs and the activity that they are doing.</u></p> <p><u>The Authority does not anticipate changes to staffing ratios, but will be seeking to ensure that the resource is more mobile and equitable. If rolls do change, a more flexible allocation of staff may be needed.</u></p>
<p>Concern about transition planning</p>	<p><u>The Authority notes the concern and agrees that good transition planning is very important. Transitional plans will be put in place and individual families will be involved in ensuring these are well designed.</u></p>

<p>Concerns over how transport would be provided for each child from home and between the new ASN School and their principal school.</p>	<p><u>Noted. The Authority are preparing a detailed plan for transport door to door for each of the individual children, and a backup plan with transport particularly for those with additional needs. The Authority shall discuss the individual timetable with each family prior to the implementation of the proposals.</u></p>
<p>Concerns over what would happen when weather affected travel.</p>	<p><u>The Authority acknowledges the potential difficulties when weather affects travel. Localised decisions will be made working in partnership with bus companies and taxi services to ensure minimum disruption wherever possible.</u></p> <p><u>The Authority has a resilient schools plan in place across the Borders to maximize the number of schools that can remain open. In terms of the plan in severe weather teachers will attend the most local school that they can walk to.</u></p> <p><u>In severe weather Additional Support Needs Pupils would generally attend their mainstream local school, however authority recognizes this may not be appropriate in every individual case. The Authority is committed to improving arrangements for each ASN Pupil by developing an Emergency Plan for each.</u></p>
<p>Questions over the planned management structure.</p>	<p><u>The Authority acknowledge that there is a need to look very carefully at this, at what other specialist schools have in place and what we currently have before making a decision about this.</u></p>
<p>General support for the centralized location of purpose built School, but some concern of this causing difficulty for outlying areas.</p>	<p><u>The Authority as detailed in the Proposal paper considers that the centralized location in Earlston is the best location for Borders children as a whole. The Authority acknowledge the risk of this causing difficulties for outlying areas and will seek to minimize these through strong individual planning for each child in particular in respect of travel.</u></p>
<p>Is there going to be a nursery provision?</p>	<p><u>The Authority can confirm that that there is no barrier to providing nursery provision but the individual children's needs would have to be considered. Transport for the child would also need to be taken into account and as currently, there would be discussion with families to find the best model for the child whether it be local provision or specialist provision.</u></p>

Concerns regarding whether there were safe walking links between the new school and the existing primary and high school.	<u>Noted. The Authority can confirm that the new school would be right next to the primary school and a five minute walk from the High School. The walk to the high school is through a safe pedestrian route and there are plans for a new playground area to be shared with the new school and the primary school. This would allow the children to be outside in a safe environment.</u>
---------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6.0 MEETINGS WITH PUPILS AND STAFF

- 6.1 Meetings were held with pupils (considered to be of a suitable age and maturity) and staff in the affected schools. Where appropriate pupils in the spectrum support classes had their views represented by their parents and staff. A record of questions, responses and views is included as Appendix D.
- 6.2 Key points raised at the meetings were:

Pointed Raised	<u>Authority Response</u>
All Spectrum staff very positive about the new school. They think the facilities it will provide are going to be excellent and are very excited about being able to work in this environment.	<u>Noted and agree.</u>
Staff recognised opportunity & benefits of working within a bigger team, at one location where everyone can work flexibly, and support each other.	<u>Noted and agree.</u>
Staff considered that additional spaces provided in the new school will be a huge help in supporting the pupils when they are experiencing difficulties.	<u>Noted and agree.</u>
Staff identified that many of the pupils will benefit from shorter journeys which may help pupil tiredness levels.	<u>Noted and agree.</u>
More central location may encourage older pupils who currently do not travel from Hawick to Innerleithen due to distance to continue in Spectrum Support.	<u>Noted and agree.</u>

<p>Bringing the children back together will have benefits however staff are aware that there may need to be some planning around this to help pupils cope.</p>	<p><u>Noted and agree. The Authority is taking steps to plan for this and this will be further developed during the transitional period.</u></p>
<p>The staff from St Ronan's would prefer if all staff and pupils from both provisions were to start at the same time.</p>	<p><u>Noted and agree. The Authority intend to implement all aspects of the proposal together so staff and pupils from both current provisions start at the new ASN school in Earlston at the same time.</u></p>
<p>Staff identified there was a need to have time to work together to ensure that everything is set up very carefully so the pupils arrive to familiar organisation and resources.</p>	<p><u>Noted and agree. The Authority intend to have a transitional period during January 2017 and early February 2017 to ensure that this is done properly.</u></p>
<p>Not a priority for the pupils needs, to have extended transition work and visits in advance, proposed that move be as soon as possible (e.g. February) to allow a longer time up to the Summer holidays for pupils to become used to the school.</p>	<p><u>Noted and largely agree. Subject to Government approval being obtained the Authority intend to implement the proposal after the February School holidays.</u></p>
<p>The Principal Teacher of Spectrum sees clear benefits of managing one combined team at one location to enable more effective:</p> <ul style="list-style-type: none"> • delivery of the service • use of her time. • consistent management of staff cover • accessible staff development and training to the full team. 	<p><u>Noted and Agree.</u></p>
<p>The Principal Teacher of Spectrum highlighted the need to bring the existing teams together and to build positive relationships with Earlston Primary School early in the move period.</p>	<p><u>Noted and Agree.</u></p>
<p>Staff in both existing provisions raised some specific queries relating to the HR processes and policies around transfer.</p>	<p><u>Noted. The Authority has collated these and passed them to the HR advisor attached to the service. Staff groups will be meetings with HR advisors from early December 2016 both in group and individual consultations formats about the mechanics of transferring bases.</u></p>

7.0 REPRESENTATIONS

7.1 There were 16 written representations made during the initial consultation period in respect of the Statutory consultation proposals. Some of these representations also contained responses in respect of the non-statutory consultation into the naming of the new school. However in addition there was a written representation from the Auld Earlston Group relating solely to the non-statutory consultation into the naming of the new school. The responses regarding the naming of the school are not summarized in the report as this issue will be progressed separately from this statutory process.

7.2 The key points raised within the written representations made during the initial consultation period in respect of the Statutory consultation proposals regarding discontinuing Wilton Primary School Spectrum Support are:

Pointed Raised	Authority Response
Sub-standard accommodation. Portacabin is now completely unsuitable for purpose.	<u>Noted and agree.</u>
The class is not big enough to meet the needs of the children. The staff are amazing teaching in such confined space.	<u>Noted and agree.</u>
Not central. Funding needs to be spent right across the borders and not just Wilton primary.	<u>Noted and agree.</u>
It would be ideal to have the whole department based in the main school but space is limited so a purpose built place is the best solution.	<u>The view that the the whole department based in the main school would have been ideal is noted. However for the reasons details in the Proposal paper the Authority consider that a purpose built place is the best solution both for the pupils with these needs at Wilton Primary School and for pupils with ASN needs throughout the borders.</u>
Only if same provision for children with ASD specifically rather than more general additional support needs is provided at Earlston.	<u>The view that if provision at Wilton Primary School is closed that the new school should only be for children with ASD is noted. However for the reasons set out in the Proposal paper the Authority consider there to be considerable education benefits of the new school catering for all ASN needs.</u>

Insufficient information about the new school and how their child's day to day school day will work.	<u>Noted. The Authority shall continue to liaise with all affected parents and endeavour to ensure that they have sufficient information, regarding current, transitional and final implementation arrangements.</u>
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7.3 The key points raised within the written representations made during the initial consultation period in respect of the Statutory consultation proposals regarding discontinuing St. Ronan's School Spectrum Support are:

Pointed Raised	Authority Response
Not central	<u>Noted and agree.</u>
Not a purpose built space	<u>Noted and agree.</u>
Good class but unfortunately only takes a limited number of children. Every child with complex needs should be entitled to specialist teaching.	<u>Noted and agree.</u>
Better that all pupils are educated in a new purpose-built facility so they can all be together with a strong and properly trained staff team who fully understand their needs and can provide a high quality education for them.	<u>Noted and agree.</u>

7.4 The key points raised within the written representations made during the initial consultation period in respect of the Statutory consultation proposals in respect of the creation of a new ASN School at Earlston are:

Pointed Raised	Authority Response
Desirable to create a centre of good practice which covers all Borders with Pupils accommodated in a purpose built school, Staff able to work together and Parents able to come together.	<u>Noted and agree.</u>

Easier to share views from a central resource and meet the needs of the children as one large skilled team.	<u>Noted and agree.</u>
To bring the two classes together will be less stressful when its time to move from younger to older classes.	<u>Noted and agree.</u>
Time together for all spectrum children.	<u>Noted and agree.</u>
Desirable that is identified as a school to learn in and be part of the community like any other school, rather than label it with a title such as spectrum support.	<u>Noted and agree.</u>
Location is very central and easy to access.	<u>Noted and agree.</u>
Earlston, middle of nowhere.	<u>The view that Earlston is in the middle of nowhere is noted, however it is the Authorities view that for the Borders as a whole it is very central and easy to access.</u>
Concern regarding transition of moving to new school being a massive change in child's school life that could disrupt them immeasurably.	<u>The Authority acknowledge that for the children effected the move to the new school will be a big change and that it will be important to manage the transition for each child well. The Authority is currently carefully planning how it can manage the transition for each child to ensure that it is as smooth as possible.</u>
Concern regarding Transport for kids who do split placement a concern as previous problems with transport in the past.	<u>The Authority acknowledge the challenge of ensuring that good transport provision is in place for each child who do a split placement. The Authority is currently carefully planning how to achieve this. The Authority will continue to keep this issue under review during the transitional period, to ensure a sound travel plan is in place for each child at the point of implementation.</u>
Concern that new school will have no hydro therapy pool	<u>Noted and acknowledged that the New ASN school will not have a hydrotherapy pool. This is not part of the existing provisions at the affected schools. However there is already Hydro provision within the Scottish Borders and the Authority will continue to work to provide access to this where appropriate.</u>

8.0 EDUCATION SCOTLAND REPORT

- 8.1 In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a report was provided by Education Scotland on the educational aspects of the proposal. This report is attached as [Appendix E](#).
- 8.2 Issues raised in the Education Scotland Report with regards to Spectrum Support provision at Wilton and St Ronan's Primary School being discontinued and the building of a new Additional Support Needs (ASN) School in the village of Earlston and the Authority's responses are set out below:

HM Inspectors considered:

"3.1 Overall, the proposal has many potential educational benefits for current and future learners. At Wilton Primary School, the spectrum support class is located in demountable hut accommodation. At St Ronan's Primary School, the spectrum support class is located in an upstairs classroom, with children accessing toilets downstairs. The proposal will lead to improvements in the quality of learning environments within a building specifically designed to support the needs of children attending autistic spectrum classes, including for any users of the building with mobility issues."

Authority Response: Noted and agree.

HM Inspectors considered:

"3.2 The current provision is split over two sites, with Wilton Primary School hosting predominantly P1 to 3 depending on individual needs, and St Ronan's Primary School hosting P4 to 7. Learners will benefit from continuity in education, attending P1 to 7 without having to move school, instead of the current split site arrangement in different towns."

Authority Response: Noted and agree.

HM Inspectors considered:

"3.3 Stakeholders at Wilton Primary School and St Ronan's Primary School who met with HM Inspectors, including those who are directly involved with the spectrum support classes, all reported many positive benefits to children which could arise from the new, purpose built and specifically designed learning environment in the new school at Earlston. Staff of Wilton and St Ronan's Primary Schools spectrum support classes who are more directly affected than others, are very positive about the proposed improved learning

environments for children. Several, however, have concerns regarding increased travel times and changes to the length of their working day due to the location of the new school being in Earlston. Stakeholders are also keen for greater clarity regarding timescales for the full proposal to take place and for reassurance around children's continued access to specific learning opportunities, such as swimming. In taking forward its proposal, the council will need to work closely with staff from Wilton and St Ronan's Primary School spectrum support classes to provide greater clarity regarding travel arrangements and curricular issues."

Authority Response:

- a) Note and agree that there are many positives benefits to children that arise from the proposal.
- b) Acknowledged that for some staff the location of the new school being in Earlston will mean an increase in Travel time and as a result an increase in their overall working day. However any relocation of school provision will have such an effect to some extent. The Council has sought to minimize this effect by sitting the school in Earlston which is a central location within the Borders that is a similar distance from Wilton and St Ronan's Primary School. The travel distances of 24 and 23 miles respectively and approximate travel times of 36 and 39 minutes are not an unreasonable potential increase in the rural context of the Scottish Borders. The Council would also clarify that for other staff who did not live so locally to their existing schools the proposals may mean a decrease in Travel time and as a result an decrease in their overall working day. Importantly, in terms of environmental impact, as highlighted within other consultation responses locating the school at Earlston will result in reduced journey times for many of the pupils.
- c) Clarification is provided below regarding current intended timescales for the full proposal to take place.
- d) The Council can confirm its continuing commitment to ensure children's continued access to specific learning opportunities, such as swimming and horseriding to the same

extent as currently provided. The location of the provision of these specific learning opportunities may be altered from current provision due to the new school being located in Earlston.

HM Inspectors considered:

“3.4 Stakeholders at Earlston Primary School and Earlston High School are very positive about the new additional support needs school being located in the village of Earlston. They can see many opportunities for partnership working for children, young people and staff in each of the schools. Stakeholders in these schools also sought clarity on timescales for the full proposal to be implemented. In taking forward the proposal the council will need to work closely with all stakeholders regarding timescales for the full proposal to be implemented.”

Authority Response:

- a) Note and agree that there are many opportunities for the children that arise from the proposal.
- b) Note and agree that the Council will need to work closely with all stakeholders regarding timescales for the full proposal to be implemented. The building of the new Additional Support Needs (ASN) School in the village of Earlston is scheduled to be completed before Christmas 2016. The Council intend to commence transitional arrangements for the pupils and staff currently utilising the Spectrum Services at Wilton and St Ronan’s Primary School during January and February 2017. Subject to Ministerial approval having first been granted the Council intend to fully implement the proposal immediately after the February 2017 School holidays. Going forwards the Council will keep updated all stakeholders regarding any changes to the timescales for the full proposal to be implemented.

9.0 INACCURACY IN THE PROPOSAL PAPER

- 9.1 During the preparation of this Consultation Report the Council noted on reviewing the Proposal Paper that while the proposals are accurately stated on page 2 of the Proposal Paper, they are not stated in an identical manner on page 11 under the heading Proposals. On page 11:
- 9.1.1 the five proposals bullets have not been numbered and due to a formatting error the second and fourth bullets for the Proposals have been deleted, however the text for the second and fourth bullets remain fully stated.
 - 9.1.2 there is an inaccuracy in the wording order in respect of the second bullet as it erroneously states “Spectrum class support” rather than “Spectrum support class” as intended.
- 9.2 The Council consider that the issue outlined in 9.1.1 is purely an immaterial formatting error and does not amount to an inaccuracy. The terms of the proposal remain clear despite the formatting error.
- 9.3 The Council acknowledge that the issue outlined in 9.1.2 does amount to an inaccuracy on page 11 of the Proposal paper. However the Council does not consider the inaccuracy to be material to the Proposal paper. The proposals, including bullet 2, are clearly stated at page 2 of the Proposal paper and expanded upon in detail throughout the Proposal Paper. Despite the inaccuracy on page 11 of the Proposal paper, the proposals, including bullet 2, remain readily understandable when the Proposal Paper is read as a whole. The Council has accordingly considered that no action is required in respect of this inaccuracy.

10.0 COMPLIANCE

- 10.1 Throughout this consultation, Scottish Borders Council Children and Young People’s Services team has given due regard to the provisions of the Schools (Consultation) (Scotland) Act 2010 and Children and Young People (Scotland) Act 2014.
- 10.2 The statutory consultation process was robust and provided an opportunity for all stakeholders to identify key issues. Any areas of concern are responded to within sections 5, 6, 7 and 8. This document seeks any further views or alternatives to this proposal.
- 10.3 Based on the documents and information presented, along with the Education Scotland report a recommendation will be made to the Council at its meeting on 15 December 2016 to make a final decision on the proposal to discontinue Spectrum Support provision at Wilton and St Ronan’s Primary School and the establishment of the new Additional Support Needs (ASN) build in the village of Earlston as a school, taking due cognisance of any further views or alternatives to this proposal expressed during the consultation period on this Consultation Report.

10.4 If the Council decides to:

10.4.1 establish the new Additional Support Needs (ASN) build in the village of Earlston as a school, then it can proceed to implement this without further procedure.

10.4.2 progress discontinuing Spectrum Support provision at Wilton and St Ronan's Primary School, Scottish Government will be notified of the decision within 6 working days. Once the Scottish Government has been notified there will be a further three week period for any further representations to be made to them and then a further five weeks for Government to decide whether to approve the decision or call it in. The Council cannot proceed with discontinuing Spectrum Support provision at Wilton and St Ronan's Primary School, unless the Scottish Government approve the decision.

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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 on Tuesday 29 November 2016 at 10.00 am.

Present:- Councillors C. Bhatia (Chairman), S. Aitchison, S. Bell, J. Brown, V. Davidson (from para. 2), G. Edgar, J. G. Mitchell, D. Moffat, D. Paterson, R. Smith.
Also Present:- Councillor I. Gillespie.
Apologies:- Councillors M. Cook, D. Parker, F. Renton.
In Attendance:- Depute Chief Executive - Place, Corporate Transformation and Services Director, Chief Financial Officer, Democratic Services Officer (F. Henderson).

1. MINUTE

The Minute of meeting of the Executive Committee of 15 November 2016 had been circulated.

DECISION

APPROVED for signature by the Chairman.

MEMBER

Councillor Davidson joined the meeting during the discussion below.

2. STRATEGIC HOUSING INVESTMENT PLAN 2017-2022

2.1 There had been circulated copies of a report by the Service Director Regulatory Services which sought approval of the Strategic Housing Investment Plan (SHIP) 2017 -2022 prior to submission to the Scottish Government by 30 November 2016. The report provided comment on how affordable housing priorities would be addressed through assistance from the Scottish Government's Affordable Housing Supply Programme and the SHIP identified housing projects which were anticipated to be delivered in Scottish Borders over a five year period within this funding framework. The report explained that Local Authorities were required to produce and submit their SHIP to the Scottish Government bi-annually for review. Scottish Borders Council, with the involvement of its key partners via the SHIP Working Group, had prepared the SHIP submission. The SHIP articulated how the Council and its RSL partners would seek to assist the Scottish Government fulfil its commitment to deliver at least 50,000 new affordable homes during this Parliament and to extend delivery beyond that time period, and how the Council's affordable housing investment needs and priorities identified in the Council's forthcoming Local Housing Strategy (LHS) 2017-2022 would be delivered in practice over a five year period.

2.2 Underpinned by a verbal resource planning assumption from Scottish Government officials of between £8.6m up to as much as £15m per annum, along with RSL partner private sector borrowing and a commitment from the Council's Affordable Housing Budget, the SHIP set out how, when and where the Council and its partners could potentially deliver up to as many as 1,192 affordable homes over the period of SHIP and beyond. This was providing that all identified challenges and infrastructure issues were resolved in a timely manner, the anticipated grant funding was forthcoming, the sector had the capacity to deliver on such a scale, then Officers and partners were optimistic that substantially more affordable homes could be delivered which also included a number of additional extra care housing developments in key Borders towns. Group Manager (Housing Strategy and Service) and

the Housing Strategy Manager were present at the meeting to answer Members' questions. Members discussed the SHIP and raised issues such as the capacity of the construction industry to meet the increased target and what support they would require, the financial capacity of the Council and Partners to deliver agreed funding, the low uptake of funding from the Rural Housing Fund and the Southern Upland partnership. In response, the Group Manager explained that there had been a Housing needs study carried out to identify where people needed to live rather than demand and investigations were ongoing with regard to the possibility of securing funding for a post to tackle empty homes. Councillor Bell moved the following motion to include an additional recommendation:-

'request that officers rapidly engage with the Local House construction sector to inform them of these opportunities and get their feedback on the practicalities and that a short report on these discussions be submitted to a future Executive meeting.'

The meeting unanimously agreed to include the additional recommendation, changing the timescale of the report back to Executive to a maximum of 6 months.

DECISION

- (a) APPROVED the SHIP 2017-2022 for submission to the Scottish Government More Homes Division by 30 November 2016.**
- (b) AGREED:-**
 - (i) to request that Officers rapidly engage with the Local House construction sector to inform them of these opportunities and get their feedback on the practicalities; and**
 - (ii) that a short report on these discussions be submitted to an Executive meeting within six months.**

The meeting concluded at 11.40 a.m.

EARMARKING OF REVENUE BUDGET FROM 2016/17 INTO 2017/18

Report by the Chief Financial Officer

EXECUTIVE COMMITTEE

17 January 2017

1 PURPOSE AND SUMMARY

- 1.1 This report seeks approval from the Executive Committee to earmark available budget from 2016/17 into 2017/18 to support the 2017/18 – 2021/22 Financial Plan.**
- 1.2 The Council is currently preparing proposals to present the Financial Plan for 2017/18 – 2021/22. An opportunity has arisen within 2016/17 to assist bridging the funding gap within the Financial Plan by identifying surplus budget in 2016/17.**
- 1.3 Approval is therefore sought to earmark a total of £1.215m into 2017/18 as per Appendix 1. This will allow appropriate adjustments to be made to the Financial Plan being presented to Council on the 9th February 2017.**

2 RECOMMENDATIONS

- 2.1 It is recommended that the Executive Committee approves the earmarking of budget from 2016/17 into 2017/18 to support the 2017/18 – 2021/22 Financial Plan as detailed in Appendix 1.**

3 PROPOSAL

- 3.1 As Members are aware the Council is currently preparing proposals to present the Financial Plan for 2017/18 – 2021/22. An opportunity has arisen to assist bridging the funding gap in 2017/18 within the Financial Plan by identifying surplus budget in 2016/17.
- 3.2 Approval is therefore sought to earmark a total of £1.215m into 2017/18 as per Appendix 1. This will allow appropriate adjustments to be made to the Financial Plan being presented to Council on 9th February 2017.

4 IMPLICATIONS

4.1 Financial Recommendations

There are no additional financial implications other than those highlighted in the body of this report.

4.2 Risk and Mitigations

Risks associated with this report are mitigated by the monthly monitoring processes giving assurance that the projected underspend position is robust.

4.3 Equalities

It is anticipated there will be no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals contained in this report.

4.4 Acting Sustainably

There are no significant effects on the economy, community or environment.

4.5 Carbon Management

No effect on carbon emissions are anticipated from the recommendation of this report.

4.6 Rural Proofing

It is anticipated there will be no adverse impact on the rural area from the proposals contained in this report.

4.7 Changes to Scheme of Administration or Scheme of Delegation

No changes to either the Scheme of Administration or the Scheme of Delegation are required as a result of this report.

5 CONSULTATION

- 5.1 The Corporate Management Team, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit & Risk, the Chief Officer HR and the Clerk to the Council have also been consulted and any comments have been reflected in the report.

Approved by

**David Robertson
Chief Financial Officer**

Signature

Author(s)

Name	Designation and Contact Number
Suzy Douglas	Financial Services Manager 01835 824000 X 5881

Background Papers:

Previous Minute Reference:

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BORDERS RAILWAY – SCOTTISH BORDERS COUNCIL CONTRIBUTION

Report by Chief Financial Officer

EXECUTIVE COMMITTEE 17 January 2017

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to update the Executive Committee on the current position of the Borders Railway contribution and consider a revised approach to the payment profile of the remaining balance.**
- 1.2 The development of the Borders Railway resulted in an undertaking between Scottish Borders Council and Transport Scotland for the Council to contribute a share of £30m towards the costs. The total Scottish Borders Council share was agreed at £15.3m at 2012 prices.
- 1.3 The agreement also allowed £6.8m of costs previously incurred being offset against the £15.3m, leaving a balance of £8.4m to be paid over 30 years from the day the first train ran. The remaining balance is subject to RPI inflation and has an agreed payment profile which can be flexed if required.
- 1.4 Due to the current low interest rates and the risk from inflation it is proposed the outstanding balance of £7.7m is fully paid now, utilising the Councils borrowing powers and that the funds be subsequently recouped from developer contributions as they are received in future years. For cashflow purposes this would require borrowing to be undertaken, which will be within approved limits and prudential indicators.
- 1.5 A range of sensitivity options have been modelled against future inflation projections. Payment of the outstanding balance of funds as at 31/3/2016 will mitigate future inflation risk and is estimated to save £4.3m based on assumption of future RPI increasing at 2.5% per annum.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Executive Committee:-**
 - (a) Approve the payment of the remaining liability in a single instalment;**
 - (b) Note the required borrowing for cashflow purposes; and**

- (c) Authorise the Chief Financial Officer to repay the contributions due to Transport Scotland under the terms of the Borders Railway funding agreement under delegated authority in consultation with the Council Leader and Depute Leader (Finance).**

3 BACKGROUND

- 3.1 Scottish Borders Council during the transition of Authorised Undertaker to Transport Scotland in 2008 agreed to part fund (at December 2012 prices) the implementation of the Borders Railway.
- 3.2 The funding agreement split the agreed £30m local authority contribution across the 3 Partners. Midlothian Council element was £11.6m, City of Edinburgh £2.9m and Scottish Borders Council £15.3m. The agreement also included a breakdown of "In-kind" contributions which reduced the balance of cash funds due. These were further updated in 2012 during transfer to Network rail. The table below shows the Scottish Borders Council agreed contribution only.

	2008 Agreement £000's	2012 Agreement £000's
Land	917.6	930.3
Parliamentary Costs	1,249.4	1,293.5
Cycle Paths	900.2	827.0
SEB Grant	1,000.0	800.0
Currie Road Bridge	2553.3	3,040.1
Sub Total In Kind	6,620.4	6,890.9
Balance remaining	8,748.3	8,477.9
Total	15,368.8	15,368.8

- 3.3 The remaining balance of £8.5m per the 2012 agreement was agreed to be paid over 30 years from the time the first train ran. The profile of this is shown in Appendix 1. The profile starts with £1m for the first year, then £0.2m per annum until the last year when a payment of £1.7m is due from the Council. The outstanding balance is increased each year by RPI from 1st January 2013. It is anticipated the £8.5m will be fully funded by Developer Contributions.

4 UPDATED POSITION

- 4.1 The first train ran on 6th September 2015 which triggered the first payment of £1m plus inflation. The payment of £1.143m was fully funded from developer contributions previously received. The payment consisted of £1m agreed contribution plus £0.143m inflation costs.
- 4.2 The remaining balance, including inflation from 1st January 2013, is currently £7.7m. The annual inflation on the remaining balance (based on 2.5% RPI) is estimated at £0.12m per annum. If the current repayment profile is adhered to the total required to be delivered from developer contributions would be £13.2m. This would increase further if inflation

during the next 29 years is higher than 2.5% or the annual payments fall below £0.2m.

4.3 The cost of borrowing is currently very low, with interest rates sitting between 1.5% to 2.5% depending on duration of loan. To reduce the risk of inflation on the balance of funds the Council, could in agreement with Transport Scotland, pay the current remaining balance of £7.7m early. This would require cashflow borrowing which would then be repaid to the loans fund from the developer contributions. Contributions would be collected until the full value of the loan plus interest costs were fully recovered.

4.4 The table below gives a summary of the total

	Per Payment Profile £000's	One off payment £000's	Estimated Saving £000's
Remaining Balance	7,698	7,698	0
Inflation effect	5,508	0	(5,508)
Interest on loan		1,163	1,163
Total costs	13,206	8,861	4,345

4.5 The cost of borrowing would be charged to the loan funds budget and would be £0.381m per annum for the first 10 years and then £0.266m per annum for them remaining 19 years. This will be funded from developer contributions received. The timing however of receipt of these contributions are out with the control of the Council.

4.6 If this option was undertaken there would be some additional technical adjustments through the annual accounts. A debt liability would be created on the balance sheet which would be written off over a number of years. The loan would also be reflected on the balance sheet.

5 IMPLICATIONS

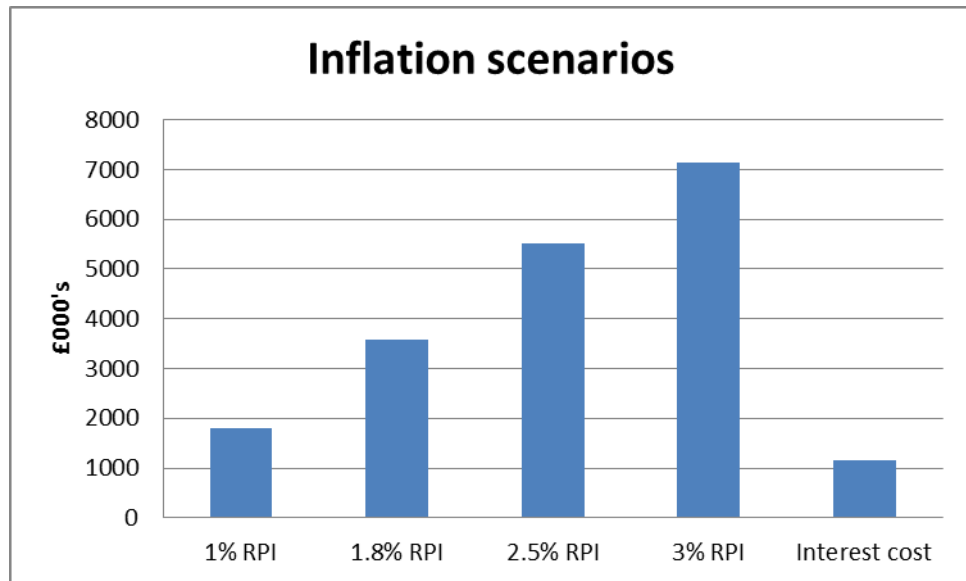
5.1 Financial

The additional borrowing for cash flow purposes per section 4 will increase the loans funds costs. The proposal will however save the Council an estimated £5.5m in future inflation costs, assuming a future inflation rate over the long term of 2.5%. The developer contributions will continue to be collected until the total costs of debt, including finance costs, are recovered.

5.2 Risk and Mitigations

(a) The current payment profile and remaining balance is currently subject to RPI inflation. Inflation, although currently very low due to the prevailing economic environment has begun to increase recently driven partially to the fall in Sterling against foreign exchange markets and there is a risk that RPI could increase beyond 2.5% during the remaining 29 year period thus increasing the value. The option to fully pay the outstanding balance eliminates this risk. The table on page 5 models the possible costs resulting from various

inflation scenarios ranging from 1%, when the net saving is just under £2m, to 3% when the net saving is just over £7m over the remaining 29 year period against the cost of the single payment option.



- (b) The current agreement with Transport Scotland allows the Council to flex the payments in accordance with the developer contribution received. This allows the Council to pay additional contributions to reduce the outstanding balance or to pay less. If however the Council reduces the payments, below the currently assumed £0.2m minimum contributions per annum, this will incur additional inflation. The option to pay the outstanding balance in full eliminates this risk.
- (c) The repayment of the borrowing and interest charges will be funded by Developer Contributions. The timing of receipts of developer contributions is out with the control of the Council. There is a risk the receipt of these will not follow the profile of the loans charges and may cause a future pressure in the loans fund budget. At an assumed future inflation risk of 2.5% the Council will need to collect £381k per annum to break even over the first 10 years. This risk will be mitigated by monitoring and the active pursuit of all developer contributions.
- (d) The proposal is subject to confirmation from Civil servants that the assessment that consent to borrow would not be required is correct.

5.3 Equalities

There are no direct economic, social or environmental issues with this report which would affect the Council's sustainability policy.

5.4 Acting Sustainably

It is anticipated there will be no adverse impact on the rural area from the proposals contained in this report.

5.5 Carbon Management

There are no direct carbon emissions impacts as a result of this report.

5.6 Rural Proofing

It is anticipated there will be no adverse impact on the rural area from the proposals contained in this report.

5.7 Changes to Scheme of Administration or Scheme of Delegation

No changes to the Scheme of Administration of Scheme of Delegation are required as a result of this report.

6 CONSULTATION

6.1 Corporate Management Team has reviewed this proposal. The Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit & Risk, the Chief Officer HR, and the Clerk to the Council have been consulted and any comments have been incorporated into the final report.

Approved by

David Robertson
Chief Financial Officer

Signature

Author(s)

Name	Designation and Contact Number
Kirsty Robb	Capital and Investment Manager, 01835 825249

Background Papers:

Previous Minute Reference:

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Contact us at: Capital and Investment Team, Council Headquarters, Newtown St Boswells, Melrose, TD6 OSA Tel: 01835 825016 Fax 01835 825166. email: treasuryteam@scotborders.gov.uk

SCOTTISH LANDFILL COMMUNITIES FUND

Report by Service Director Neighbourhood Services

EXECUTIVE COMMITTEE

17 January 2017

1 PURPOSE AND SUMMARY

- 1.1 To provide an overview of the performance of the Scottish Landfill Communities Fund (SLCF) in 2016/17 and to agree the Council's involvement in the scheme for 2017/18.**
- 1.2 The SLCF is a tax credit scheme, linked to Scottish Landfill Tax, which encourages Landfill Operators to voluntarily participate in providing funding to facilitate community and environmental projects in areas affected by landfill activity.
- 1.3 SEPA is the Regulator of the Scottish scheme and responsible to Revenue Scotland. BCCF Environmental is the Approved Body registered to receive funding generated by the scheme.
- 1.4 90% of the SLCF budget will be funded from the Council's Scottish Landfill Tax liability with the additional 10% funded by the Waste Services budget as previous. The Council will continue to bear this 10% cost provisionally for 2017/18 and will forego the need for projects to identify a Contributing Third Party payment.
- 1.5 In 2016/17, 9 projects were funded totalling £195,601. This funding supported overall total project costs of £1,241,000.

2 RECOMMENDATIONS

- 2.1 **I recommend that the Committee agrees to:-**
 - (a) continue to participate in the SLCF through its Landfill Tax Liability credits for 2017/18 (90% of fund);**
 - (b) continue to provide the additional 10% of the fund from its Waste Services budget for 2017/18**
 - (c) Note the progress of SLCF in 2016/17.**

3 BACKGROUND

- 3.1 The Scottish Landfill Communities Fund (SLCF) is a tax credit scheme, linked to Scottish Landfill Tax, which encourages Landfill Operators to voluntarily participate in providing contributions (funding) to Approved Bodies, who can then pass the funds on to community and environmental projects in areas affected by landfill activity. The SLCF is a private scheme which generates funds which are classified as private funds as opposed to public funds. The SLCF replaced the UK scheme in Scotland on 1 April 2015.
- 3.2 Approved Bodies are only those registered by SEPA, the regulatory body responsible to Revenue Scotland for the new scheme. BCCF Environmental is the body approved to receive funds from Borders landfill site operators. BCCF Environmental is a Charitable Company Limited by Guarantee and wholly run by volunteers.
- 3.3 Under the SLCF, Landfill Operators can continue to claim a tax credit equal to 90% of any funds they agree to make to an Approved Body for projects which meet the objects of the scheme, subject to a maximum percentage of landfill tax liability. The maximum percentage, which is subject to change annually as part of the Scottish Budget process, is currently 5.6% of landfill tax liability.
- 3.4 As Landfill Operators are required to provide funds at the full 100% level, Landfill Operators can either bear the cost of the additional 10% themselves or require all funded projects to refund it to them through the identification of a Contributing Third Party (CTP) payment.
- 3.5 The Council agreed at Executive Committee on 2 February 2016 to continue to bear the cost of the additional 10% via its Waste Services budget with no requirement for projects to return the 10% by identifying a CTP payment during 2016/17.

4. PROGRESS OF SLCF IN 2016/17

- 4.1 Due to lengthy negotiations between SEPA and BCCF Environmental to reach agreement on eligibility in line with previous arrangements, the scheme only became fully operational in April 2016.
- 4.2 The unutilised balance of the budget of £215,842.82 from 2015/16 was lodged with BCCF Environmental in April 2016 to ensure it was not reclaimed by Revenue Scotland (this year end solution is in line with previous procedures under the former UK scheme where all allocations must be allocated by the Landfill Operator within the same qualifying tax year).
- 4.3 SCLF provides the same geographical eligibility as the former UK scheme. A postcode 'screening tool' is available on the SLCF website to check the eligibility of project locations.
- 4.4 BCCF Environmental is the SEPA registered approved body in the Borders area who is responsible for the receipt of applications, formal approval of projects and awards of funds.
- 4.5 BCCF Environmental draw down funds from SBC via invoicing and copies of funding applications providing details of projects to be supported.
- 4.6 The fund has supported 9 projects to date to a total value of £195,601 (See Appendix 1). Total projects costs amounted to £1,241,000 in 2016/17.

- 4.7 A key change under SLCF is that projects can apply to more than one Approved Body for the same project. An Approved Body must, under the regulations of the scheme, give equal consideration to any project regardless of project location or project type. Whilst this means Borders projects have the potential to access SCLF funding outwith the local area, there is also a risk that groups outwith the area can access local funding.
- 4.8 BCCF Environmental has reported that to date only one enquiry outwith the Borders has been received and due to the current waiting list seeking funding (21 projects totalling £417,961), an application is unlikely to be forthcoming.
- 4.9 As the Borders fund can be accessed by other groups Scotland-wide there has been concern that the 10% allocation from Waste Services could potentially be used to support projects outwith the Borders area. As this now appears unlikely due to the high demand for funding in this area, it is recommended that the Council continues to facilitate the 10% additional cost from its Waste Services budget for 2017/18.

5 IMPLICATIONS

5.1 Financial

- (a) In 2016/17 a total of £133,280.41 was accrued to November 2016. An additional £95,200 is estimated to March 2017.
- (b) The £133,280.41 consists of £119,952.57 generated through the 5.6% tax credits elements to achieve 90% of the available funds. The Waste Services budget element of £13,328.41 enhances the fund to 100%.
- (c) All funds generated in the qualifying year must be transferred to an Approved Body within the same year. BCCF Environmental will ensure they invoice for all funds within the same qualifying year. Should any funds remain uninvoiced as at 31 March 2017, the 90% element will revert to Revenue Scotland. There is no carry forward facility under the fund.

5.2 Risk and Mitigations

- (a) The application and decision-making processes under SLCF present no identified risks to the Council.
- (b) There is a small risk to the Council's Waste Services 10% element as there is a potential for some funds to be allocated outwith the Borders, however this risk is minimised in 2017/18 due to the large number of Borders projects accessing the fund.

5.3 Equalities

There are no apparent equality impacts on the Council. The SCLF is operated by Revenue Scotland and regulated by SEPA. The Approved Body, BCCF Environmental, is responsible for ensuring projects funded by SCLF include equality of access. BCCF Environmental has its own Equalities Policy, a copy of which SBC holds.

5.4 Acting Sustainably

The proposal to continue to facilitate SLCF will impact positively on Borders communities and the built and natural environment.

5.5 Carbon Management

The proposal to continue to facilitate SLCF will have a positive impact, particularly in relation to community based recycling, re-use and waste

prevention projects.

5.6 Rural Proofing

This report does not relate to a new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

5.7 Changes to Scheme of Administration or Scheme of Delegation

No changes are required as a result of the proposals in this report.

6 CONSULTATION

6.1 The Chief Financial Officer, the Service Director Regulatory Services as Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR and the Clerk to the Council have been consulted and any comments received have been incorporated into the final report.

Approved by

Jenni Craig

Service Director Neighbourhood Services

Signature

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Background Paper : Executive Committee, 2 February 2016

Previous Minute Reference: Executive Committee, 2 February 2016

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

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BCCF Environmental

Registered in Scotland as a Company Limited by Guarantee 330453, Entrust - 711138, SEPA – SLCF/AB/005 and Scottish Charity SC038733.

December 2016 Update

BCCF Environmental began accepting Scottish Landfill Communities Fund applications in April 2016. To date enquiries have been received from 58 organisations throughout Scotland, 28 of which resulted in an Initial Enquiry form being sent with 23 being returned. 1 was refused at this stage, 1 is under consideration while the remaining 21 were invited to submit a Full Application.

12 applicants completed and submitted the 'Full' form along with accompanying documents. 1 was lacking in essential information, 1 currently has insufficient 'other' funding, 1 is presently awaiting assessment. The remaining 9 have been offered, and accepted, funding to allow their projects to be completed so have been registered with SEPA.

Newcastleton Fuel Pumps Project – awarded £31,544 towards a total cost *circa* £243,000

The proposal is to purchase, demolish and rebuild the defunct petrol station in Newcastleton's main street so providing fuel in this remote location.

Coldstream Lennel Kirk – awarded £16,357 towards a total cost *circa* £145,000

Conservation of the Kirk (stabilise and repair walls along with interior headstones), conduct archaeological surveys in to floors and foundations along with historical research.

Melrose Waverley Tennis Club – awarded £13,200 towards a total cost of *circa* £26,000

Refurbishing and extending the clubhouse.

Coldstream Community Centre – awarded £12,000 to meet the full cost of the work

Repairing the tower roof and making good damage from water ingress.

Paxton House Trust – awarded £25,000 towards a total cost of *circa* £95,000

Restoration of a waterwheel and beam pump.

Kelso Rugby Club – awarded £30,000 towards a total cost of *circa* £250,000

Modernise the Club's changing rooms.

Selkirk Rugby Football Club – awarded £20,000 towards a total cost of *circa* £23,000

Replacement of the "2G" playing surface with "3G".

Peebles Lawn Tennis Club – awarded £25,000 towards a total cost of *circa* £199,000

Provide floodlighting and upgrade three blaes courts.

Hawick Stobs Camp – awarded £22,500 towards a total cost of *circa* £248,000

Exploration, survey, record and commemorate the many people who were interned during WW1 and those who worked there.

Almost all the SLCF monies released by SBC this year have been allocated as shown leaving just over £1,000 to be awarded.

The Initial Enquiry forms indicted some £630,000 would be requested from Scottish Borders organisations alone, well beyond the finance available.

Ian Jarvie
6th December 2016

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