

Public Document Pack



EXECUTIVE COMMITTEE TUESDAY, 6 OCTOBER 2020

A MEETING of the EXECUTIVE COMMITTEE will be held on TUESDAY, 6 OCTOBER 2020 at 10.00 am. The Chairman has directed that this meeting will be conducted in accordance with Section 43 of the Local Government in Scotland Act 2003 and will be accessed remotely by Members via MS Teams. The meeting will be live-streamed to the public and a link will be on the Council website.

J. J. WILKINSON,
Clerk to the Council,

29 September 2020

BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
EDUCATION BUSINESS		
4.	Approval of Final Draft of Partnership with Parents Framework (Pages 3 - 34) Consider report by Service Director, Young People Engagement & Inclusion (copy attached).	10 mins
5.	Learning Estate Strategy - Secondary Schools Update (Pages 35 - 42) Consider joint report by Service Director, Young People Engagement & Inclusion and Service Director, Assets & Infrastructure (copy attached).	20 mins
6.	Standards and Quality Report and Improvement Plan (Pages 43 - 132) Consider report by Service Director, Young People, Engagement & Inclusion (copy attached).	20 mins
	Education theme additional membership of Committee:- Mr I. Topping, Ms C. Thorburn, Mrs L. Craig, Mr Gareth Wilkinson (Parent representative), Mr T. Davidson (Parent representative), Pupil representatives.	
OTHER BUSINESS		

7.	Minute (Pages 133 - 142) Minute of meeting held on 15 September 2020 to be approved for signature by the Chairman (copy attached).	
8.	Winter Service Plan for Year 2020/21 (Pages 143 - 192) Consider report by Service Director, Assets & Infrastructure (copy attached).	20 mins
9.	Update on The Scottish Borders Events Plan (Pages 193 - 196) Consider report by Executive Director, Corporate Improvement & Economy (copy attached).	10 mins
10.	Any Other Items Previously Circulated	
11.	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 S. Haslam (Chairman), S. Aitchison (Vice-Chairman), G. Edgar, C. Hamilton, S. Hamilton, E. Jardine, S. Mountford, M. Rowley, R. Tatler, G. Turnbull and T. Weatherston

Please direct any enquiries to Fiona Walling Tel:- 01835 826504
Email:- fwalling@scotborders.gov.uk



APPROVAL OF FINAL DRAFT OF PARTNERSHIP WITH PARENTS FRAMEWORK

Report by Service Director, Young People Engagement & Inclusion

EXECUTIVE COMMITTEE

6 OCTOBER 2020

1 PURPOSE AND SUMMARY

- 1.1 **This report proposes that the attached Partnership with Parents Framework reflects and aligns with the national guidance and legislation outlined in Learning Together: national action plan on parental involvement, engagement, family learning and learning at home, to provide a clear strategic direction on collaborative practice with parents for all schools and in Scottish Border Council.**
- 1.2 The Partnership with Parents Framework (Appendix 1) sits within the "Achieving Excellence in Learning play #yourpart", alongside the Inclusion Strategy and the Inclusion Policy presented to Executive Committee in January 2020.
- 1.3 National Legislation and Guidance sets out a vision for parental involvement and engagement from pre-birth to age 18. It takes account of a national and international evidence base and Scottish education system expertise. Aiming to provide a national vision, but allowing for local and community innovation and flexibility, it sets out clear expectations for all Scottish schools.
- 1.4 The guiding vision is that every parent and family should be supported to be involved and engaged in their child's education throughout their learning journey. This national approach has been informed by The National Parent Forum's Review of Scotland's 2006 Parental Involvement Act (published May 2017).
- 1.5 There is an evolving set of national expectations and resources to further define and support this work with parents published by Scottish Government and Education Scotland to provide further guidance to Local Authorities and outline Scotland's vision and underlying principles regarding collaboration with parents:
 - 1) Review of Family Learning (Education Scotland) July 2019
 - 2) Engaging Parents and Families Toolkit (Education Scotland) October 2019
 - 3) Scottish Schools (Parental Involvement) Act 2006: updated statutory guidance consultation January 2020 to April 2020

- 1.6 Scottish Borders Council has a clear vision and commitment to raise attainment and achievement for all our children and young people. The full participation of parents in learning and school improvement is an essential element in achieving this. The Partnership with Parents Framework has been designed to provide schools within Scottish Borders Council with a clear framework to support them in developing a collaborative improvement culture with parents.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee agrees to approve the final drafts of the Partnership with Parents Framework (Appendix 1) and confirm this can be circulated to all learning establishments in Scottish Borders.**

3 BACKGROUND

3.1 Two Scottish Government documents are central to the development of the Framework:

1. **Learning together: national action plan on parental involvement, engagement, family learning and learning at home (Learning Together)** in August 2018. This guidance was developed in partnership with the National Parent Forum of Scotland, the members of the national Parental Engagement Steering Group, the Scottish Parental Involvement Officer Network (SPION), the Association of Directors of Education, Headteachers, parents and third sector employees. The national plan is defined by three key principles:

1. That our priorities and our approach should be guided by the needs and interests of the child and their family.
2. That parents are the primary educators of children.
3. That it is only through positive relationships – relationships between families, and those working with children and young people, relationships based on trust, mutual respect and partnership - that we will achieve our aims.

It's aims are to: ensure that parents are supported to be fully involved in the life and work of their children's early learning and childcare setting or school; encourage and support collaborative partnerships between practitioners, parents and families; get the right support in place so that parents can engage in their child's learning; expand access to family learning opportunities which meet participants needs; improve the quality of all communication between practitioners, staff, parents and families, and improve the skills of leaders, front-line practitioners and support staff.

2. **Review of Scotland's 2006 Parental Involvement Act** in May 2017, recognised that a great deal had been achieved, but there is more to be done. It formed recommendations to Scottish Government, national agencies, local authorities and schools. Key messages include: a desire to improve and update key aspects of the Act and accompanying guidance; a need to extend the legislation to cover the early years; a requirement for further partnership working between parents and practitioners; a need to protect and promote the role of the parent council whilst addressing equality and; and a desire to further implement the learning at home strand of the Act.

These documents have informed the Partnership with Parents Framework and resulting in clear alignment with national guidance and policy.

- 3.2 (a) The Partnership with Parents Framework sits within a suite of frameworks:
- i. Quality Improvement
 - ii. Learning Teaching and Assessment
 - iii. Inclusion
 - iv. Partnerships with Parents
- (b) Each of these frameworks form part of the Council's strategy to raise attainment for all. They are all informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment.
- (c) The Partnership with Parents Framework, and its associated appendices, detail the actions required by all concerned to ensure the ongoing development of collaborative practices with parents in all learning establishments within Scottish Borders Council. It has drawn on the evidence from our Parental Involvement and Engagement Census to baseline our regional picture on parental collaboration and clearly defines strengths and areas for improvement.
- (d) In doing this, the framework provides clarity for all and supports Scottish Borders Council's schools in implementing the national legislation and expectations which currently sit within several Scottish Government and Education Scotland documents. The framework also allows for flexibility within schools to identify their local improvement priorities, as long as it is evidence based and in collaboration with parents.

4 CONSULTATION PROCESS AND NEXT STEPS

- 4.1 At a national level, the expectations of practice, along with guiding principles and aims, were co-produced with parents. The regional tailoring of Scottish Borders priorities has been heavily informed by the results of our Parental Involvement and Engagement Census, which had just under 2000 respondents and covered all areas required by the national guidance contained in Learning Together. Further consultations have also taken place through discussions with the Strategic Headteacher Group and all Headteachers have had the opportunity to engage with the draft framework and provide feedback at the Headteacher Engagement day in February 2020.
- 4.2 Work will continue with parental groups in further developing engagement practice. This will be informed by recent practice on digital engagement with parents as a result of the Coronavirus pandemic.
- 4.3 A Strategic Overview Group has been established to oversee the delivery and evaluation of the framework. The Group consists of a Headteacher representative from each high school cluster, an Early Years Team

representative, Quality Improvement Officers and a member of the Additional Support Needs Team.

5 CONCLUSION

- 5.1 The attached Framework (Appendix 1) has been developed based on the information gathered during consultation and national expectations.
- 5.2 The Partnership with Parents Framework clearly defines the expectations on each school regarding collaborative practice with parents. It supports the work needing to be undertaken by schools by providing an outline of national policies, research evidence and supportive tools to enable delivery and evaluation of impact.
- 5.3 This approach will ensure that all parents living in Scottish Borders can experience a clear and consistent approach to involvement in their school and their child's learning.

6 IMPLICATIONS

6.1 Financial

There are no costs attached to any of the recommendations contained in this report.

6.2 Risk and Mitigations

The Council has considered new national documentation and ensure that Council policy and guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

6.3 Equalities

- (a) An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.
- (b) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

6.4 Acting Sustainably

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

6.5 Carbon Management

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

6.6 Rural Proofing

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

6.7 Changes to Scheme of Administration or Scheme of Delegation

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

report.

7 CONSULTATION

- 7.1 The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and their comments have been incorporated into this report.

Approved by

Lesley Munro
Service Director,

Young People Engagement & Inclusion

Signature.....

Author(s)

Name	Designation and Contact Number
Kevin McCall	Quality Improvement Officer, Education

Background Papers:

Scottish Government papers:

Scottish Borders Improvement Framework: Quality Improvement in Education (2019)

Review of the Impact of the 2006 Parental involvement Act (2017)

"Learning together" Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home (2018)

Scottish Schools (Parental Involvement) Act 2006 (2006)

Scottish Schools (Parental Involvement) Act 2006: updated statutory guidance consultation (2020)

Review of Family Learning (2017)

Children and Young People (Scotland) Act (2014),

National Improvement Framework (2016),

Previous Minute Reference: N/A

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. We 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. Tel 01835 824000.

.

SCOTTISH BORDERS COUNCIL'S
ACHIEVING EXCELLENCE IN
LEARNING

Play # yourpart

**PARTNERSHIP WITH
PARENTS
FRAMEWORK**

Contents

- 1. Achieving Excellence in Learning**
- 2. Vision and Principles**
- 3. Aims and Objectives**
- 4. Legislation and Policy**
- 5. Current Picture and Improvement Priorities**
- 6. Implementation of the Framework**
- 7. Roles and Responsibilities**
- 8. How we will Evaluate Progress**

Appendices

- I. Parental Involvement and Engagement Census Results**
- II. Research**
- III. Resources**
- IV. Guidelines on SIP Evaluative Statement**
- V. School Audit Tool**

Achieving Excellence in Learning

Achieving Excellence in Learning #yourpart, the council strategy to Raise Attainment for All comprises five key frameworks:

Quality Improvement
Learning, Teaching & Assessment
Inclusion
Leadership
Partnership with Parents

Each of these frameworks is informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment and improving learning outcomes.

This Partnership with Parents Framework details the actions required by all to ensure the ongoing development of partnership practices in all learning establishments within Scottish Borders Council.

Vision

Scottish Borders Council Directorate has a strong vision for all young people – *In Our Sight, In Our Minds, In Our Actions and Being Heard*.

This framework will provide clear guidance for each learning establishment or community to improve their work with parents to meet the needs of all our children and young people; whilst allowing flexibility to develop practice that is responsive to their own unique context.

There has been a significant national drive in developing the collective capacity to improve parental involvement in the life of the school and engagement in learning. In the Scottish Borders and we are committed to maximising these approaches to improve attainment, inclusion, achievement, and progress for all.

Principles

Parental involvement and engagement are not ends in and of themselves. They serve a purpose, and that purpose is to support the learning and development of children and young people. This is based on three key principles:

1. That our priorities and our approach should be guided by the needs and interests of the child and their family.
2. That parents are the primary educators of children.
3. That it is only through positive relationships – relationships between families, and those working with children and young people, relationships based on trust, mutual respect and partnership - that we will achieve our aims.

Aims and Objectives

Our aims are to:

1. Further develop parental representation and collaboration at all levels of our education structure and practice with a clear focus on improvement.
2. Ensure parents and families are fully supported to be involved in the life and work of their child's school or early learning and childcare setting.
3. Fully support parents and families to engage in and support their child's learning whilst expanding our family learning opportunities.
4. Work to ensure equitable approaches are implemented ensuring the removal of barriers to parental involvement.

Our objectives are to:

1. Promote positive partnership relationships and behaviours
2. Develop all parents and school staffs' awareness of the complementary roles they have in supporting learning
3. Ensure communications between home and school are effectively supporting learning.
4. Develop family learning opportunities and reduce barriers to involvement
5. Increase parental understanding of the education their child is receiving and how they can support it at home
6. Effectively engage Parent Councils in supporting good relationships with the wider parent body and the local community to support the work of the school and improve learning outcomes
7. Help schools and parents develop partnerships with other services and community groups to improve curricular opportunities and learning outcomes
8. Support the implementation of evidence based approaches by identifying core professional learning and development for staff.

Legislation and Policy

'This new self-evaluation framework highlights partnership and collaboration as significant features of a highly-effective school and a high-performing learning system.'

How Good Is Our School 4 p5

Scottish Government and Education Scotland guidance presumes partnership working with parents as a pre-requisite, in any educational setting, to an inclusive and high performing learning community.

A range of national documents and guidance has been published which provides a strong legislative framework for promoting and growing partnership practices in Scottish Schools.

These policy and legislative drivers identify the vital role parents play in supporting the learning, achievements and wellbeing of children and young people. This recognises the importance of parents in our improvement journey and in delivering the objectives of the National Improvement Framework:

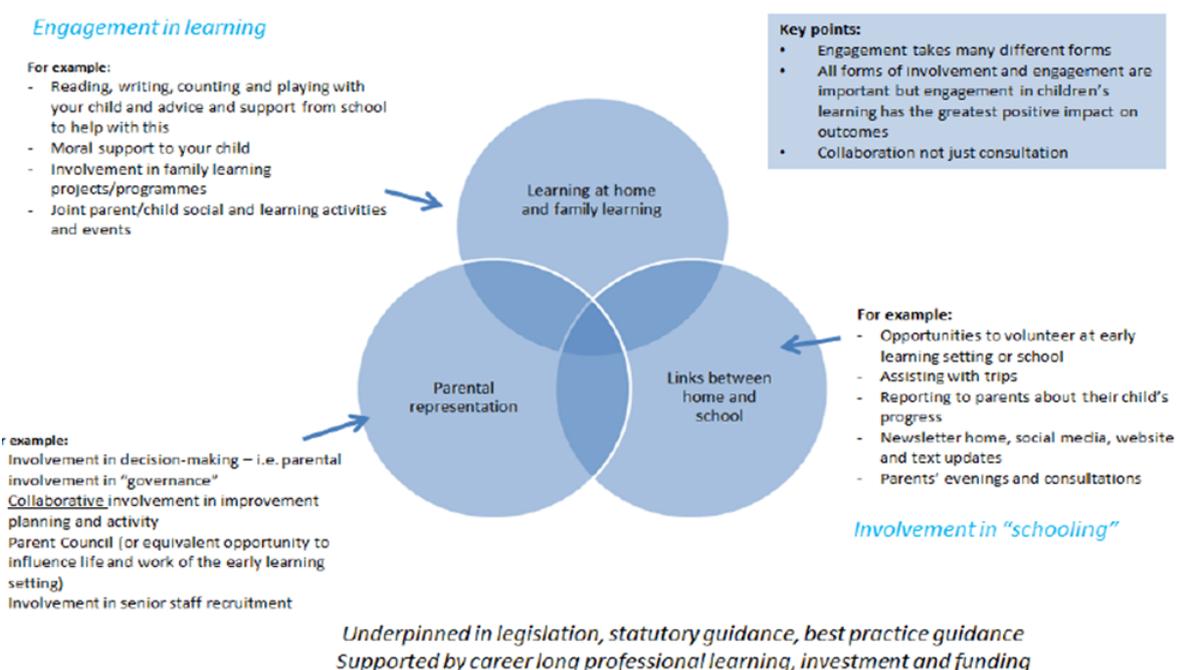
- Improving attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improving children and young people’s health and wellbeing
- Improving employability skills and sustained, positive school leaver destinations for all young people

National expectations are laid out in the following legislation and guidance. Foremost amongst these is:

[Learning Together: national action plan on parental involvement, engagement family learning and learning at home.](#)

It sets out a vision for parental involvement and engagement from pre-birth to age 18 and takes account of a national and international evidence base alongside Scottish education system expertise. Whilst providing a national vision it allows for local and community flexibility.

Parental involvement and engagement The Scottish Approach 3-18



*'The aim of this plan is to take forward a further phase of reform. This next phase will **shift the emphasis from "involving" to "collaborating with" parents and families.**Parents who wish to undertake a more collaborative role in areas such as improvement activity and policy development should be supported to do so, shaping and influencing plans and strategies from the very beginning. Parent Councils will be supported to act as a partner in school improvement. A variety of opportunities should be provided, recognising that formal meetings are not going to work for everyone.'*

[The Scottish Schools \(Parental Involvement Act\) 2006](#)

This lays down the legislative requirements and the framework for supporting parental involvement in the education of their children and the wider school community. As well as requiring the establishment of a Parent Council in each school it aims to ensure parents are:

- Involved with their child's education and learning (Learning at Home)
- Welcomed as active participants in the life of the school (Home/ School Partnership)
- Encouraged to express their views on school education generally and work in partnership with the school (Parental Representation)

[SBC 2015 Parental Involvement in Schools Policy](#)

School communities (School staff, support staff, parent councils and parents) will be expected to work together towards delivering the key elements of this policy and should be able to provide evidence of the implementation of some of the suggested examples from each broad theme:

- Learning at Home
- Home/School partnership
- Parental Representation

[HGIOS 4](#)

Designed to support effective self-evaluation and improvement processes to ensure educational outcomes for all learners are improving. One of its nine aims is to 'extend and deepen partnerships to improve outcomes for all learners' (p7)

Quality Indicator 2.5, Family Learning -This indicator focuses on increasing the positive impact of working with families to improve learning and achievement.

Quality Indicator 2.7, Partnerships – This indicator aims to capture the school's success in developing and maintaining strong partnerships approaches which improve outcomes for Learners and continued self-improvement for the school and community.

Almost all other Quality Indicators note parents and other partners as important factors in delivering improvements in learning outcomes.

[Delivering Excellence and Equity in Scottish Education](#)

'We also know that when parents are fully involved in their child's learning, and in the life and work of their local school, that we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers. Research by the Children and Young People's Commissioner has also shown that the level of participation of children and young people within schools can have

a significant impact on attainment, so empowerment matters for them too.'

PEF

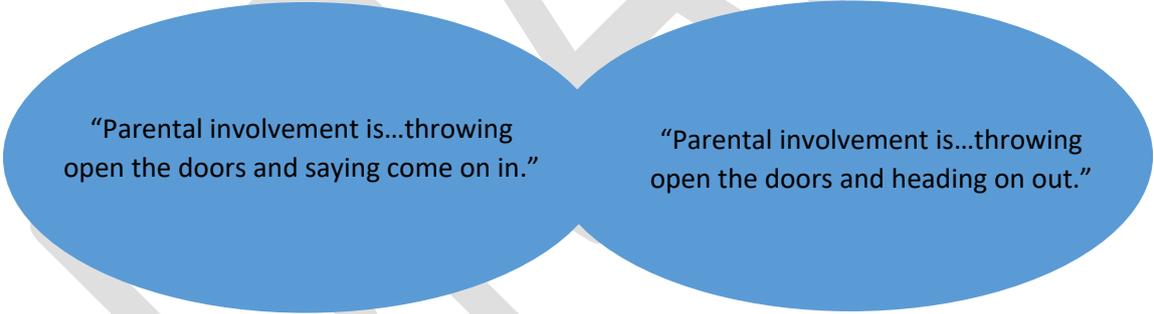
'As with other aspects of the life and work of your child's school, parents and carers should be kept informed by their school and have the chance to share their thoughts and ideas on how the money could be spent as part of the school plans.

This could be through the Parent Council or it might be through other parent associations or discussion groups. Schools are being encouraged to be creative about the ways they work with families, carers, the third sectors and others around the ways they use the money.

(Pupil Equity Funding: information for parents and carers 2017)

Curriculum for Excellence; Building the Curriculum 4

"Working in partnership with others is a fundamental way for educational establishments and services to help practitioners act in ways that make positive differences for children, young people and adult learners. A coherent curriculum requires close collaboration across transitions. This means that educational providers must work with each other, with parents and with other services for children and adults to ease learners' transitions between stages and educational sectors. Such joint working ensures a continuous lifelong learning experience where barriers to learning are successfully identified and tackled."



"Parental involvement is...throwing open the doors and saying come on in."

"Parental involvement is...throwing open the doors and heading on out."

Current Picture and Improvement Priorities

In June the SBC Parental Involvement and Engagement Census (PIE, appendix 1) revealed a positive picture regarding parents' views on; being able to contact their school, the approachability of staff and that their school keeps them informed of what their child is learning and their child's progress.

All of our schools have Parent Councils that represent the views of parents and actively support the work of their school. A positive picture emerged from the PIE regarding their representative role and their working relationship with their schools senior management.

It also illustrated areas where we need to improve within parental involvement and engagement.

Parental involvement covers models of parental representation and involvement in the life of the school. It can range from chairing a Parent Council through volunteering in the classroom to taking part in a session on school improvement.

Parental engagement however has a greater focus on learning. Parental understanding of the child’s learning, how to support that learning or participating in Family Learning opportunities.

Our PIE census has provided a range of evidence and baselines that will help to focus our improvement agenda. The results have been organised using the three themes from [Learning Together: national action plan on parental involvement, engagement family learning and learning at home.](#)

Implementation of the framework

Schools

Theme 1 Parental representation and involvement:

(Expanded evaluative statements/questions on these actions can be found in the Audit tool, see appendix 5)

Action	Timescale
Review how their Parent Council seeks the views of the wider parent forum on identifying priorities for improvement, barriers to involvement and how best to help them support their child’s learning.	Before Summer 2021
Review and if necessary redesign the collaborative processes for parental involvement in the school evaluation and improvement process.	To be implemented session 2020/21
Ensure a paragraph is included in the next SIP and SIR on parental involvement and engagement. (appendix 4)	Session 2019/20

Theme 2 Parental engagement in learning:

Action	Timescale
Work with your Parent Council to evaluate the school’s communications to parents to increase the proportion of information or learning events aimed at support learning at home.	Session 2020/21
Work with your families, partners, school performance data and relevant stakeholders to assess the family learning needs within your school community.	Completed by February 2021 to inform improvement areas for 2021/22 SIP

Plan professional learning for your school setting/s to develop staff expertise in collaborative working with parents with an emphasis on engagement in learning.	Professional Learning opportunities to be included in session 2020/21 and 2021/22
Develop a parental engagement and involvement approach for Early Years and Childcare.	By end of 2021

Theme 3 Links between home and school

Action	Timescale
Work with parents and staff to consider volunteering opportunities and what would remove barriers to participation and support the creation of new volunteering opportunities within the school.	2021/22 for planned improvements in 2022/23
Collaborate with parents to examine your school's communications and reporting mechanisms (school handbook, website, SIR, reports) Within this consider the use of information technology and social media.	From session 2020/21 through to end of 2021/22

Parental Engagement Lead and the Strategic Overview Group

The Parental Engagement Lead and the Strategic Overview Groups will provide the link to national parent organisations and relevant professional networks with the aim of disseminating research and effective practice. They will also be responsible for the following:

Theme 1 Parental representation and involvement:

- Support Parent Councils through training, sharing of practice and resources to communicate with their parent forums
- Work with Parent Councils Chairs on ways of improving communications with their wider parent forum and providing them with relevant support and advice on how to get involved
- Provide collaborative opportunities for parents to be involved in evaluation, planning and improvement at regional levels
- Further develop a professional learning opportunities for all staff and stakeholders
- Research and disseminate effective practice regarding the use of information technology in the involvement and engagement of parents.
- Undertake work at a strategic level on poverty proofing and the improved involvement of those under-represented groups of parents at a school improvement level and policy level.

Theme 2 Parental engagement in learning

- Work with parents to develop new tools to improve our communications to parents on what children are learning and how they are progressing. This will include responsive feedback mechanisms on parents' views on learning.
- Develop our skills and capacity to provide information and support to parents to enable them to effectively support learning
- Grow our strategic support for schools to develop family learning opportunities appropriate to the needs of pupils and their community.

Theme 3 Links between home and school

- Co-produce effective and appropriate communications tools and strategies to support parental involvement in our schools
- Develop and deliver resources and training for parents on understanding your school how to engage and get involved
- Provide resources and training on removing barriers and improving parental engagement and involvement for practitioners

Roles and Responsibilities

Senior officers will provide:

An annual report on the SBC Partnership with Parents Framework to the Children and Young People Committee as part of the Children and Young People's Standards and Quality Report

Clear authority improvement priorities, targets and evidence of progress linked to the Children and Young People's improvement Plan

Support, challenge and professional learning to school leaders to develop their understanding, capacity and processes in involving parents in the life of the school and supporting learning.

The Children and Young People's Service will be responsive to issues raised by parents and will ensure that there is a regular mechanism to gather the priorities and issues that are important to parents.

Quality Improvement Officers and other central functions will support and challenge Head Teachers in translating this strategy into purposeful actions resulting in improved outcomes for our learners.

All School Leaders will:

Each Head Teacher will ensure that their school has in place consistent and accessible arrangements that support the engagement of their parents within the terms of this framework.

Include other services, agencies and community groups, e.g. Community Learning and Development, NHS and voluntary sector groups in working with parents and establishing improved home school links and family learning opportunities.

Engage in relevant professional learning to develop their knowledge and skills in this area

Establish this improvement priority within their school's evaluation and improvement strategies.

All School staff will:

Maintain a culture of mutual respect and understanding based on solution focused practice and the development of positive relationships.

Develop their learning in line with the practice outlined in this framework.

Contribute to a culture, ethos and values that are fundamental to promoting positive relationships and behaviour within their setting and particular role.

Promote and contribute to a collegiate climate of support, listening and understanding that will build strong working relationships between school and parents.

Demonstrate values and personal commitment to social justice, integrity, trust and respect in all partnership relationships

Actively seek the views of parents and seek to understand and value the expertise and perspective they bring.

Parents and Parent Councils will:

Work within the principles of practice outlined in this framework to work in a positive partnership with their child's school in a solution focused manner and support a positive climate for learning.

Support the work of the school and ensure there is appropriate and effective communication between the school, the parent body (Parent Forum) and the wider community guided by the purposes contained in the 2006 legislation.

Contribute to a culture, ethos and values that promotes positive relationships and behaviour within their setting and particular role.

Promote and contribute to a collegiate climate of support, listening and understanding that will build strong working relationships between school and parents.

Evaluating Progress

This Partnership with Parents Framework reflects our commitment to work in partnership with parents to promote their involvement in supporting their child's learning and in the life of the school. The impact of improved parental partnership will ultimately be the difference that is made to children's achievements and academic attainment. An important measure is that children are having a happy and productive learning experience at school and they are achieving their full potential. Therefore this work will feed into data and evaluation carried out through other frameworks.

With this in mind we will evaluate this framework's effectiveness and impact in the following ways:

- We will survey our parents every two years using the PIE census
- Each school will evaluate the effectiveness of its partnership practice with parents using the Quality indicators in HGIOS4 within a three year cycle. This will be done in partnership with a representative group from the parent body or consultation with the wider Parent Forum.
- The evaluation of partnership practice will be built into our school review programme and collate the findings each year.
- School Inspections provide parental views on our schools' practice that will be used as evaluative evidence.
- Children and Young People's Services will evaluate the progress and impact of this strategy annually as part of their engagement event with Parent Councils.
- Each school will produce an evaluative statement on their partnership practice with parents covering engagement in learning, links between home and school and parental representation.

APPENDICES

1. Parental Involvement and Engagement Census Results

PIE Census Results

The results have been given a red, amber or green status on the following criteria.

Green – over 75% of responses strongly agree or agree (continue current improvement activity)

Amber - 50 to 75% of responses strongly agree or agree (design new improvement methodologies)

Red – less than 50% of responses strongly agree or agree (prioritise areas for re-design and improved delivery)

SBC 2019 Census, Theme 1: Parental Representation		
Subject	% parents that agree or strongly agree	RAG
Does your school have a parent council?	83	G
The views and suggestions of the Parent Council are taken into account by the school's senior management	78	G
The Parent Council represents the views of the parents	77	G
Does the parent council communicate at least once a term?	55	A
The Parent Council is involved in senior staff recruitment	52	A
The school seeks my views and opinions on school policies	39	R
Parents views help to decide priorities in the school improvement plan	26	R

SBC 2019 Census; Theme 2: Links between home and school (involvement in the life of the school)		
Subject	% parents that agree or strongly agree	RAG
The school staff are approachable.	83	G
I can contact the School within school opening hours, to speak to staff.	76	G
Does the school get in touch with you to provide general information about the school at least once a term?	75	G
I am confident that if I need to contact my child's school, it will respond helpfully to my questions and comments.	63	A
There are opportunities for me to help with my child's school.	60	A
Overall, how satisfied are you with how the school engages with you?	51	A
Would you like to be a lot/or slightly more involved in the life of the school?	11/38	R
Barriers to involvement: The biggest barriers to further involvement in school life were; work commitments 68%, not made aware of opportunities 27%, other 23%, care of younger, children 21%, there are no opportunities 11%, lack of confidence 8%, cost 2%		

SBC 2019 Census, Theme 3: Learning, Learning at Home and Family Learning		
Subject	% parents that agree or strongly agree	RAG
I know what my child is learning at school	67	A
School keeps me well informed about my child's progress in a way I can understand.	65	A
Does the school provide information on what your child is currently learning about at least once a term	60	A
Does the school provide information on how your child is progressing with their learning at least once a term	58	A
The school asks for my views about my child's learning and takes them into account.	44	R
The school gives me the information I need to support my child's learning.	40	R
Does the school get in touch with you to provide information on ways to help your child continue learning at home at least once a term?	36	R
My child's school offers a selection of Family Learning activities such as events and workshops.	37	R
The school is making me aware of the Family Learning opportunities.	33	R
I have taken part in Family Learning activities in the past school year.	23	R

2. Research

How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (Dr Janet Goodall)

This significant study concludes that 'parental engagement in children's learning is associated with improved academic outcomes at all ages'. However on a cautionary note this positive association, and improved outcomes, is strongest when based upon the parent's aspirations and expectations for their child. The emphasis is therefore on listening and understanding the parent's views as the primary educator in order to gain most benefit from any supported intervention. The main findings are listed below.

There are four areas of promise:

- *supporting parents to help their children read via home and family literacy interventions;*
- *classroom and home-based summer reading interventions;*
- *school-home communication, including via text message; and*
- *structured, targeted interventions for parents aimed at improving children's social, emotional and behavioural outcomes, which could support learning.*

By contrast, the following activities require caution:

- *giving parents general information on child development or curriculum content linked to specific actions that they can take to support learning);*
- *home visiting (unless it is sufficiently intensive and includes active learning for parents);*
- *engaging parents directly with homework; and*
- *offering regular group sessions for parents, which can be helpful but requires concerted efforts to ensure adequate attendance.*

Several interlocking features of a more effective approach to schools supporting parents' engagement in their children's learning have emerged from the evidence reviewed, the interviews, the wider literature and discussion within the project's expert advisory panel:

- *adopting a more holistic and sustained model;*
- *providing the support, resources and time required for school staff to support parents;*
- *building positive and trusting relationships with parents;*
- *using more sustained and intensive approaches to support parental engagement for children who are struggling with early reading, from disadvantaged backgrounds or displaying behavioural difficulties;*
- *making concerted efforts to engage so-called 'hard-to-reach' parents;*
- *planning, monitoring and evaluating parental engagement activities;*
- *training teachers in how to engage with parents but also using other trained professionals.*

<https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/parental-engagement>

Engaging Parents

<https://learningfoundation.org.uk/5680-2/>

Top Ten Tips

<https://www.connect.scot/teacher-professional/resources/connect-consultant-dr-janet-goodall-shares-her-top-ten-tips-engaging-parents>

Lecture on Parental Engagement

<https://www.youtube.com/watch?v=3DosjwFwCLQ>

Review of Family Learning

The review completed in July 2019 considers the available evidence on family learning through research, case studies and consultation with practitioners.

<https://education.gov.scot/improvement/research/review-of-family-learning>

3. Resources

Engaging parents and families - A toolkit for practitioners (Education Scotland)

Education Scotland has developed the toolkit to provide all practitioners with practical resources and support to develop effective partnerships with parents and families that support all aspects of children and young people's learning.

Throughout the resources you will find support materials and guidance on:

- The benefits of involving and engaging parents in their children's learning
 - Involving all parents
 - Learning at home and family learning
 - Home school partnerships and community connections
 - Home school link workers
 - School improvement planning
 - Reporting to parents and children
 - professional learning materials for use by individuals or in groups
 - activities that can be used as a starting point and/or as a tool to measure and evaluate current practice in parental involvement
 - activities that can be used in partnership with parent councils, committees or associations to ensure that all parents/carers and families are fairly represented
- examples of practice from ELC settings, Primary and Secondary schools, community settings and parental organisations.

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners/#>

Family Learning Framework

Focusing on the four key areas of: programme development, evaluation, workforce development and research this framework supports practitioners to plan develop deliver and evaluate their family learning practice.

<https://education.gov.scot/improvement/self-evaluation/Family%20Learning%20Framework>

SEIC resources: All the resources can be accessed via the SEIC website on:

<http://www.seicollab.co.uk/equity-improving-outcomes-for-children-living-in-poverty.html>

4. Guidelines regarding your evaluative statement on partnership with parents

Clear guidelines on self-evaluation processes can be found in [HGIOS 4 P7-11](#) and Appendix 1 on pages 56/57. Quality Indicators 1.1 Self-Evaluation, 2.5 Family Learning and 2.7 Partnerships and the related challenge questions are also helpful.

To ensure the evaluation and continued development of effective partnership working, Head Teachers should consider the following questions when writing their evaluative statement into their School Improvement Reports and Improvement Plans. These have been adapted from the expectations contained in *Learning Together: the national action plan on parental involvement*.

Parental Involvement in Improvement:

- When identifying future areas for improvement have we collaborated with parents and families in the development of improvement plans including the investment of Pupil Equity Funding and other key activities?
- Have we integrated parental involvement and engagement activities into our broader improvement plan activity?
- Do we have two-way communications with parents as part of the improvement planning process
- Have we involved parents in early learning and childcare improvement, and considered parental involvement in the life of the school and parental engagement in their children's learning as areas for improvement.
- How do we ensure that parental engagement in learning and family learning are considered as part of improvement planning processes?
- When we evaluate how we are doing do we do so in partnership with parents? Designing the evaluation process
- Do our parents get regular opportunities throughout the year to monitor progress by engaging with data and intelligence to analyse the results and impact of our work?

- Do we consider the quality of the involvement and the intelligence gathered as well as the numbers involved and data produced?
- Have we shared good practice in involving parents in school improvement planning across our learning community or further?

Involvement in the life of the school

- Are we recognising the contribution of parents to the life of the school and developing new opportunities?
- Are we giving parents the opportunity to suggest and shape those opportunities?

Supporting Learning and Family Learning offer (universal and targeted /uptake/impact)

- When do we talk with parents and families about the role that they play in supporting children's learning and develop strategies that help them to further develop their skills and confidence to support their child's learning.
- How have we made it everyone's role to support parental engagement?
- Have we considered parental engagement when considering our policies on homework?
- Do we invest the time to build the necessary trust and confidence amongst staff and parents?
- Have we regularly asked parents what works for their children and what might help them to engage with their children's learning?
- Are we aware of the factors causing child poverty and have an understanding of local demographics in order to consider the diverse needs of parents and families and tailor advice and learning to suit individual parents' needs?
- When did we work with families, partners and relevant stakeholders to identify needs within families and the community?
- Did we ask parents and families to identify if and when they need to access family learning programmes?
- How do we let families know what's available and what benefit they can derive from the learning programmes?
- Does our practice understand and build on the assets and potential of the individual, the family and the community?
- Do we work with partners and families to support their understanding of family learning outcomes and the positive impact this can have on the whole family?

5. Audit Tool

Parental Representation and Involvement

Evaluative questions	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Representation (particularly in Early Years and Childcare settings), how do we:</i> Make sure that all parents feel welcomed and supported to get involved in the life and work of the school, bearing in mind that some parents may not have had a positive experience of school? Identify approaches to support parents who might initially feel reluctant to be involved but may wish to do so with the right support and the right opportunities? Ensure that all parents can have their views represented and Identify and address any barriers which may prevent parents from being involved? Work with the Parent Council or equivalent group in early learning and childcare settings to seek views of the wider parent forum?</p>			
<p><i>Collaboration, How do we:</i> Support parents to identify areas for improvement that matter and are relevant to them and not only ask questions on what we have decided is important for us? Widen the range of opportunities to obtain parents' views in flexible "parent friendly" ways? Identify the strengths and expertise amongst parents and families and build on those strengths? Support joint working with parent representative groups? Provide opportunities to think about how we are listening, who we are listening to and communicate what we are doing as a result?</p>			

<p>Ensure a culture and approach that is welcoming and supportive and challenge any behaviours likely to alienate or intimidate parents?</p>			
<p><i>Parental involvement in improvement planning and policies, how do we:</i> Collaborate with parents and families in the development of improvement plans, the investment of Pupil Equity Funding and other key activities. Evaluate how we are doing in partnership with parents, and ensure this is done with parents. (Consider the quality of involvement as well as numbers) Ensure two-way communication as part of the improvement planning process. Make sure that parents are involved in early learning and childcare and school improvement, and consider parental involvement and parental engagement in their children’s learning as areas for improvement. Share good practice in involving parents in school improvement planning.</p>			
<p><i>Information technology do we:</i> Seek meaningful and appropriate opportunities to use digital technology to enhance parental involvement and engagement?</p>			
<p><i>Equalities and Equity</i> Relevant to your school’s context which parents are under-represented in your improvement planning and policy development? Do you know what the barriers to involvement are for your school? How does your approach to poverty proofing, PEF/SAC help parental involvement and engagement? Do you work with the Parent Council or additional parental involvement groups to consider how to</p>			

<p>minimise the impact of cost on children’s experience of school? How have you considered the Cost of the School Day Toolkit and its relevance in the context of your school or early learning and childcare setting?</p>			
<p><i>Leadership and skills, how are you:</i> Developing practitioner skills to develop expertise in collaborative working with parents? Building the capacity of your parents? Considering training and support needs in relation to parental inclusion and the full range of equalities considerations?</p>			

Education Scotland -Engaging Parents and Families Toolkit – Section 6 (Parental Representation)

<https://education.gov.scot/improvement/Documents/par2-section6-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 3 (Involving all Parents)

<https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 10 (School Improvement Planning)

<https://education.gov.scot/improvement/Documents/par2-section10-mar19.pdf>

Parental Engagement in Learning

Evaluative question	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Learning at home, how do we:</i> Make it everyone’s role to support parental engagement. Ensure that parental engagement and family learning are considered as part of improvement planning processes. Consider parental engagement when considering our policies on homework and ask parents what works for</p>			

<p>their children and what might help them to engage with their children’s learning. Proactively ask parents and families what works for them in supporting their child’s learning and progress? Provide advice to parents to help talk to their child about their learning and next steps?</p> <p>Talk with parents and families about the role that they can play in supporting children’s learning. Talk with parents to create supports that help them to further develop their skills, confidence and levels of engagement with their child’s learning and development.</p>			
<p><i>Family learning, how do we:</i> Work with families, partners and relevant stakeholders to identify learning needs within families and community and ask parents and families to identify if and when they need to access family learning programmes Let families know what's available and what benefit they can derive from the programmes. Work with families to support their understanding of family learning outcomes and the positive impact this can have on the whole family. Understand and build on the assets and potential of the individual, the family and the community. Increase the opportunities for families to access evidence based family learning opportunities and programmes</p>			
<p><i>Information Technology, do we:</i> Make innovative use of social media and other forms of electronic communication – e.g. texts, online journals - to share what children are learning - whilst considering</p>			

alternative provision for parents who have no access to this form of communication?			
<p><i>Equalities and Equity, how do we:</i></p> <p>Consider the diverse needs of parents and families and tailor advice to suit individual parents' needs.</p> <p>Use our PEF/SAC funding to remove barriers for parents' involvement in supporting learning at home or family learning?</p> <p>Use our approach to poverty proofing to help engagement in learning.</p>			
<p><i>Leadership and skills, how do we:</i></p> <p>Developing practitioner skills in supporting learning at home and family learning?</p> <p>Take time to build the necessary trust and confidence amongst staff and parents?</p> <p>Build the capacity of our parents to support learning?</p>			

Education Scotland -Engaging Parents and Families Toolkit – Section 7 (Family Learning)

<https://education.gov.scot/improvement/Documents/par2-section7-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 10 (School Improvement Planning)

<https://education.gov.scot/improvement/Documents/par2-section10-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 7 (Family Learning)

<https://education.gov.scot/improvement/Documents/par2-section7-mar19.pdf>

Links between Home and School

Evaluative question	What do we currently do?	RAG priority	What improvement is required?/timescale
<p><i>Communication, do we:</i> Develop school handbooks or alternatives for early learning and childcare settings in consultation with parents. Ensuring that those handbooks are accessible in their language, meet their information needs and do we share the content in a range of ways? Support parents to share their questions, views and knowledge about their children and support parents to be active participants in the assessment and reporting process? Make communication and reporting to parents simple, quick and responsive to parents’ needs? Provide information on how the school is doing and seek parental feedback?</p> <p><i>Information Technology, do we:</i> Make innovative use of social media and other forms of electronic communication – e.g. texts, online journals - to share what children are learning - whilst considering alternative provision for parents who have no access to this form of communication? Have a simple, easy to navigate website?</p>			
<p><i>Volunteering, do we:</i> Work with parents in our community to identify the arrangements that would need to be in place to maximise the opportunities for parents and families to volunteer. This can include some very basic but important items such as bus tickets, crèche facilities, alternative timing of events? (The important thing is to</p>			

Page 33

<p>uncover and respond to any potential barriers to participation) Ask parents and families what would work best for them and find out parents' and families' skills and strengths and follow up on offers of support? Think about how PEF/SAC could help? Think about our approach to poverty proofing and how this may help?</p>			
---	--	--	--

Education Scotland -Engaging Parents and Families Toolkit – Section 5 (Home/school partnerships) and Section 11 (Reporting/communicating with Parents)

<https://education.gov.scot/improvement/Documents/par2-section5-mar19.pdf> <https://education.gov.scot/improvement/Documents/par2-section11-mar19.pdf>

Education Scotland -Engaging Parents and Families Toolkit – Section 3 (Involving all Parents)

<https://education.gov.scot/improvement/Documents/par2-section3-mar19.pdf>

DRAFT

LEARNING ESTATE STRATEGY - SECONDARY SCHOOLS UPDATE

**Report by Service Director, Young People Engagement & Inclusion and
Service Director, Assets & Infrastructure**

EXECUTIVE COMMITTEE

6 October 2020

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to update the Executive Committee on plans for the replacement of the Secondary School Estate and on the planned submission to Scottish Government seeking funding from Phase 2 of the Learning Estate Investment Programme (LEIP). The report outlines the further adjustments that require to be made to the Capital Investment Strategy to progress with the replacement of Galashiels Academy, while accelerating the replacement of Peebles High School following the significant fire in November 2019.**
- 1.2 The Learning Estate is a significant and valuable resource for the communities of the Scottish Borders and high value is placed on learning within well designed buildings, which facilitate the skills development required for the rapid changes of life, learning and work. It is therefore vital that the Learning Estate is planned, maintained and managed in an efficient, effective and strategic manner so that that all priorities meet the wider strategic objectives of the Council and the needs of our communities.
- 1.3 The replacement of outdated inefficient secondary schools in Galashiels and Peebles will make a substantive contribution to the sustainability and energy efficiency of the wider school estate and make a significant contribution to reducing future CO2 emissions.
- 1.4 The plan for secondary school replacement sits within a wider strategy, which will make recommendations regarding future work-streams and policies that will be required to deliver the overall Learning Estate Strategic Plan. This strategy will be presented to Scottish Borders Council following further engagements at locality level and feedback from Scottish Government, which is expected to be by the end of the year.

2 RECOMMENDATIONS

2.1 It is recommended that the Executive Committee:-

- (a) Endorse the submission of an update proposal to Scottish Government seeking approval for funding support towards the replacement of Galashiels Academy and the substantive replacement of Peebles High School.**
- (b) Notes the requirement for additional upfront capital funding to replace Galashiels and Peebles Secondary Schools will require to be prioritised within the Capital Investment Programme 2020/21.**
- (c) Agrees that locality engagement will be undertaken on the overall Learning Estate Strategy in preparation for the presentation of the full strategy to Scottish Borders Council following cluster engagement and Scottish Government feedback.**

3 BACKGROUND

- 3.1 Investment in the Learning Estate improves educational benefits for children and young people and increases learning opportunities for communities. In terms of the Secondary Estate, recent investment has provided a replacement High School in Kelso, the creation of an Intergenerational Learning Campus in Jedburgh and approval of progression of proposals regarding the learning provision in Galashiels and Hawick (November 2018).
- 3.2 In September 2019, the Scottish Government announced a new **Learning Estate Strategy** with a further £1bn of funding available with the key objectives of:
- a) supporting the delivery of Scotland's Learning Estate Strategy
 - b) improving the condition and suitability of the learning estate
 - c) establishing links across the learner journey where appropriate
 - d) supporting sustainable estate planning and improved stewardship
- 3.3 In response to the evolution of the School Estate Strategy and to incorporate the challenges being addressed in the Council's **Fit for 2024** strategies, a Learning Estate Strategy is being developed. As part of an overall property strategy, this adopts a joint approach across services and partners, including Health and Social Care, Social Work and Live Borders, to maximise investment opportunities and support communities to rethink and reshape the property portfolio to ensure that it meets all current and future needs, maximises and makes best use of resources and is sustainable.
- 3.4 In February, adjustments to the Capital Investment Strategy were approved by Scottish Borders Council to progress with the replacement of Galashiels Academy, while accelerating the replacement of Peebles High School following the significant fire in November 2019, maximising the opportunity to enhance facilities there.

4 SCOTTISH GOVERNMENT LEIP PHASE TWO

- 4.1 On 15 September 2020, the Scottish Government requested a status update on the development of the Learning Estate Strategy and associated investment plans. The update is to include identification of priority projects for investment that are supported with an approved financial and political commitment. This should include high level costs, indicative delivery timescales and detail how the projects respond to the strategic outcomes of LEIP. A response is to be submitted by 13 October 2020.
- 4.2 The funding model of the LEIP is based on up front Local Authority capital borrowing. Successful submissions to LEIP are anticipated to receive ongoing revenue support to maintain the condition of buildings from Scottish Government. The premise of the funding will be on a 50:50 'like for like' basis to support the delivery of outlined outcomes, over a 25 year period.

- 4.3 Scottish Borders Council’s Fit for 2024 programme looks to extend the use of schools as community assets. Where possible, the intention is to accommodate to a wider range of public services including Live Borders, with the aim of improving access and the quality of public services available. This aligns with some of the broader aims of LEIP and could create added value through opportunities to rationalise the Council’s estate enabling more focussed investment in the long term sustainability of public service transformation.
- 4.4 In response to Scottish Government’s request for a status update, it is proposed that Galashiels Academy and Peebles High School are presented as priority projects, a progress update on Hawick High School is provided and the draft Learning Estate Strategy is submitted for feedback.
- 4.5 Proposals for Galashiels Academy have been developed that provide:
- a) A new Secondary School with a roll of 1000;
 - b) An Additional Special Needs (ASN) unit for 50 pupils with hydrotherapy pool;
 - c) A replacement swimming pool and an increase in the games hall provision to enable the existing Galashiels Swimming Pool and Queens Centre to be closed and demolished;
 - d) Synthetic 3G and 2G sports pitches;
 - e) A site for future development of a replacement Primary School and Early Years Centre; and
 - f) Possible co-location of administrative functions of the Galashiels Police Station.

The proposed location for the new build is on the town side of the existing building and extends into the existing Scott Park.

- 4.6 A budget of £50.8m is allocated for Galashiels Academy in the Capital Plan approved in February 2020. Current proposals are estimated to cost £55.5m, £4.7m higher than budget. The increase is due to the inclusion of the swimming pool, the ASN hydrotherapy pool and the additional games hall provision.
- 4.7 Recognising the budget pressure, it is noted that it is relatively straightforward at this stage to remove the swimming pool and games courts. This should bring the project back within this current budget. It should be recognised that closing and demolishing the existing swimming pool and Queens Centre could realise modest receipts from land sales, which could be used to offset some of the additional capital costs.
- 4.8 The delivery programme for Galashiels Academy is summarised:

Design Stage 1	09/2020 – 07/2021
Design Stage 2	04/2021 – 06/2022
Main Construction and Opening	07/2022 – 03/2025
Demolition and Finishing Works	03/2025 – 12/2025

- 4.9 Proposals for Peebles High School seek to redevelop the existing school site to:
- a) Provide accommodation for a school roll of 1400, the largest Secondary School in the Scottish Borders;
 - b) Provide a replacement ASN unit for 50 pupils;
 - c) Retain and refurbish the existing Millennium Wing;
 - d) Extend the Millennium Wing replacing the fire damaged elements, but also those older less functional elements of the existing building;
 - e) Retain the existing Sports Building;
 - f) Provide a new synthetic 3G sports pitch; and
 - g) Retain the existing Science Building for future conversion for an undetermined non educational use.

One of the key drivers for this project is to minimise disruption to learners during the construction process over a 3 year period.

- 4.10 A budget of £30m is allocated for Peebles High School in the Capital Plan approved in February 2020. This assumed a £10m funding contribution from an insurance settlement. Current proposals are estimated to cost in the region of £40m and insurers have advised that their settlement will be £7.1m, (£2.9m less than budgeted), meaning that overall costs are estimated to be £12.9m higher than budget. The increase in costs is partly due to the logistics and phasing associated with a major construction project on a challenging site, whilst minimising disruption to learners.

- 4.11 The delivery programme for Peebles High School is summarised:

Design Stage 1	10/2020 – 04/2021
Design Stage 2	02/2021 – 06/2022
Construction Phase 1	06/2022 – 06/2024
Construction Phase 2	07/2024 – 05/2025

- 4.12 Proposals for Hawick High School are in the early stages of development. They seek to redevelop the existing school site, retaining some limited historically important elements, whilst replacing the less functional elements of the existing school. The design roll is 900 with an ASN unit for 50 pupils.

- 4.13 A budget of £48.4m is allocated for Hawick High School in the Capital Plan approved in February 2020. As outlined within the Capital Plan, the delivery of Hawick High School runs slightly behind that of Galashiels Academy and Peebles High School with completion expected in 2026/27. A further update on budget and delivery programme will be provided once the current design stage is concluded.

- 4.14 On 25 September 2020, Scottish Borders Council declared a Climate Emergency. As projects progress, proposals will seek to achieve the highest environmental credentials. This may add further pressure to project budgets, which will be carefully monitored throughout the design and delivery stages. Progress updates will be provided at key stages in the delivery programme.

- 4.15 The Learning Estate Strategic Plan seeks a transformative review of each of the 9 clusters. The review will highlight schools requiring a more detailed appraisal which may include:
- a) Capital investment
 - b) Reconfiguration
 - c) New school/merger/relocation
 - d) Shared headships
 - e) Catchment reviews
 - f) Closure/rationalisation
- 4.16 Scottish Government have invited submission of the draft Learning Estate Strategy alongside and to support the submission for funding in October 2020. Feedback from this process will be considered and reported at the next step in the process of seeking approval of the strategy.
- 4.17 Engagement with each cluster will enable key stakeholders, as well as Ward Members, to consider the strategic vision for the local area, as well as the overall scope of the strategy, to inform the overall proposals and long term approach to the Learning Estate and how this links with the wider estate.

5 IMPLICATIONS

5.1 Financial

The proposals for Galashiels Academy and Peebles High School add a £17.6m pressure to the Capital Plan. It is expected that the Capital Plan being developed for 2021/22 will be reviewed and revised to reflect the increased estimated costs for both projects, as well as other aspects which will need to be considered in the context of the entire Capital Plan.

5.2 Risk and Mitigations

The main risk to these proposals is Funding Risk. All investment models for the Learning Estate are delivered in partnership with the Scottish Government. In September 2019 the Scottish Government announced a new £1bn would be made available as part of its Learning Estate Strategy. The funding will be available following bids from Local Authorities in released tranches. To ensure that Scottish Borders Council remains in a position to receive this funding, the Service Directors of Young People Engagement & Inclusion and Assets & Infrastructure continue to maintain regular dialogue with the Scottish Future Trust and Scottish Government Officers regarding our Learning Estate Strategy and plans for investment, and detailed work is being undertaken to ensure that bids are ready for submission by 13 October 2020.

5.3 Equalities

An Integrated Impact Assessment has been commenced in relation to this report. Individual Integrated Impact Assessments will be undertaken in respect of all future recommendations in terms of the Learning Estate Strategy.

5.4 Acting Sustainably

Sustainability is a guiding principle of the Learning Estate Strategy. Scottish Borders Council’s declaration of a Climate Emergency will place a renewed focus on achieving the highest environmental credentials achievable.

5.5 Carbon Management

Carbon management assessments will form an integral part of each recommendation made in terms of the Learning Estate Strategic Plan.

5.6 Rural Proofing

This report does not relate a new policy or strategy regarding rural proofing. Any future recommendation regarding changes to rural learning provision will consider the impact on rural communities. Rural proofing is embedded in the legislation that governs any permanent changes to the Learning Estate.

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 recommendations contained in this report.

6 CONSULTATION

The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications are being consulted and any comments received will be incorporated into the report during the meeting.

Approved by

Lesley Munro

Service Director, Young People Engagement & Inclusion

Signature

Approved by

John Curry

Service Director, Assets & Infrastructure

Signature

Author(s)

Name	
Gillian Sellar	Solicitor Learning Estates 01835 824000

Background Papers:
Previous Minute Reference:

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

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



STANDARDS AND QUALITY REPORT AND IMPROVEMENT PLAN

Report by Service Director – Young People, Engagement & Inclusion

EXECUTIVE COMMITTEE

6 October 2020

1 PURPOSE AND SUMMARY

- 1.1 This report informs the Executive Committee of the progress made by the Education Service and schools during 2019-20, and notes the improvement priorities for session 2020-21.**
- 1.2 The Standard in Scotland's Schools etc Act 2000 places a responsibility on Local Authorities to provide schooling for children and to ensure continuous improvement of the education system. The 2019/20 Standards and Quality Report provides a high level summary of the performance of schools in line with the Education Service improvement Plan. It notes attainment and achievement across all aspects of service delivery.
- 1.3 The Standards & Quality Report is an evaluation of academic session 2019-20 and draws on a range of data/information to support its conclusion (Appendix A). This report acknowledges the challenges faced by schools as a result of COVID 19 and the subsequent lockdown but also highlights a number of successes and achievements across all sectors.
- 1.4 The Improvement Plan is a statement of our objectives for academic session 2020-21 (Appendix B). This plan is a slimmed down plan which takes cognisance of the challenges our teachers, families and young people have faced returning to school buildings. It is also important to note the inclusion of Inspire Learning as a key driver for improvement in schools.
- 1.5 Both documents evidence a strong commitment to improving outcomes for children and young people in the Borders and their families.

2 RECOMMENDATIONS

2.1 I recommend that the Committee notes:-

- (a) the Standards & Quality Report 2019/20 attached as Appendix A; and**

(b) the Education Improvement Plan 2020/21 attached as Appendix B.

3 BACKGROUND

- 3.1 The Standard in Scotland's Schools etc Act 2000 places a responsibility on Local Authorities to provide schooling for children and to ensure continuous improvement of the education system.
- 3.2 In 2006, an amendment to legislation placed a responsibility on Local Authorities to prepare and publish an annual report setting out:
- (a) The steps taken to reduce inequalities of outcomes for pupils;
 - (b) The steps taken to comply with the duties imposed on it by legislation and Scottish Government recommendations; and
 - (c) A statement of improvement objectives.
- 3.3 Our Standards and Quality Report 2019/20 evaluates a challenging year, not only for education but across the Scottish Borders and indeed globally. Amid the challenges, there are notable achievements in Scottish Borders Council including:
- (a) A continuation of and return to education of all the children and Young People at Peebles High School following the devastating fire of November 2019;
 - (b) The provision of Childcare Hubs from 7.30 am to 6pm 7 days a week from the beginning of the pandemic lockdown on 23rd march until the schools returned to fulltime education on 10th August. The childcare hubs were provided to ensure key workers were able to continue to attend their workplace to support the COVID 19 response.
 - (c) The launch of our Inspire learning Programme, which will create a world class learning environment for education in the Scottish Borders. At its heart, the programme has four key pillars: personalisation, mobility, collaboration and excellence. This innovative programme allowed all learners in our secondary schools to stay connected with learning throughout the period of lockdown.
 - (d) The opening of the new community campus in Jedburgh, a state of the art provision for learning, sport, performance and service provision across a range of services and partners.
- 3.4 Progress against the 4 core priorities for 2019/20 is evaluated fully in Appendix A. In addition, performance information has continued to demonstrate improvements in the service, with highlights below.

4 ATTAINMENT

4.1 Broad General Education

Due to Covid 19 the attainment data for the Broad General Education reflects the position in February 2020 and not June 2020 and so comparisons with previous years cannot be made.

- Literacy 83% of P1-7 on track

- Numeracy 82% of P1 – 7 on track
- Literacy 95% of S3 on track
- Numeracy 95% of S3 on track

4.2 **Leavers S4-6**

- 96% of leavers achieved SCQF Level 4 and 91% achieved Numeracy. This is in line or greater than the virtual comparator for Scottish Borders Council.
- 85% of leavers achieved SCQF Level 5 and 68% achieved Numeracy. This is in line or greater than our virtual comparator.
- Performance of the most deprived 20% of leavers achieving SCQF Levels 4 and 5 in Literacy and Numeracy is in line with our virtual comparator.
- In Literacy and Numeracy, the performance of young people with additional support needs is in line with our virtual comparator.
- Improved performance at SCQF Level 5 in Literacy and Numeracy of all care experienced leavers.

4.3 **Leavers Destinations**

- 27% of leavers went in to employment. This is the highest % over a 5 year trend as is above the National figure.
- 26% went on to Further Education, a 2% increase from the previous year. This is above the National figure.
- 37% went on to Higher Education a 4% decrease over the previous year.
- 3% went into training an increase over the previous year
- The 2019 Annual Participation Measure showed that of the 4682 16-19 year olds in Scottish Borders, 91.5% were in education, employment, training and personal development.

4.4 **Pupil Equity Fund (PEF)**

Scottish Borders received £1.8 million to support schools to close the poverty related attainment gap. The funding, which is allocated directly to schools, has enabled schools to provide focussed and targeted support to pupils in receipt of free schools meals, care experienced children and children who are eligible for clothing grants. All schools have identified key areas of literacy, numeracy and health and wellbeing as the focus for their interventions.

4.5 **Developing Inclusive Practice**

The SBC Inclusion Framework has been launched this year; this is an overarching document of a suite of policies which provide direction and guidance to staff regarding legislation and expectations of inclusive practices in all schools. In accordance with our current strategic priorities, exclusions incidents are down by 50% for all care experienced children and young people and attendance has increased by 2.6%. This has been supported by the appointment of our LAC Virtual Leader.

4.6 **Wellbeing and Mental Health**

The Quarriers Resilience for Wellbeing Service has continued to develop and support our children and young people in all secondary schools across the Scottish Borders. During the period August 2019 to May 2020, there were

536 active referrals with 341 interventions completed. Young people receiving this service report increasing levels of wellbeing, confidence and support alongside a decrease in anxiety and risk.

4.7 **Partnerships and Family Learning**

In June 2019, we completed our first Parental Involvement and Engagement Census (PIEC), coupled with a home learning survey in May 2020 this provided robust data to form the basis for our self-evaluation. The PIEC produced 1.892 responses allowing the information gathered to be considered statically robust. Feedback from parents revealed a strong picture of parental knowledge of what their children were learning, good progress reports re learning and consistently good communication from schools. The next steps identified the need to further inform parents as to how best to support their child's learning at home.

4.8 The Service priorities for session 2020/21 Improvement Plan remain consistent to ensure continuous improvement across all sectors, and they are as follows:

(a) **Developing High Quality Learning, Teaching and Assessment**

This will include the continued rollout of the Inspire Learning Programme across all P4 – P7 children and the finalisation of the Learning, Teaching and Assessment Framework. This framework will include SBC literacy and numeracy strategies which will be supported by cluster champions in each locality.

(b) **Developing Inclusive Practice**

SBC will continue to work in partnership with Glasgow City Council's Educational Psychology team to roll out Nurture Principles and Nurturing Practice across all schools and settings. A partnership approach will be used to support school attendance, to ensure agencies work collaboratively to support families to improve attendance at school. The Virtual LAC Lead will continue to support schools to reduce exclusions and improve attainment of our Looked After children and young people. A mentoring programme will be developed and piloted for Care experienced and previously looked after children and young people to ensure the best possible outcomes are achieved.

(c) **Improving Partnerships and Family Learning**

There will be further development of approaches to enable and allow parents to support their children's learning at home. The information gathered from schools and parents during COVID 19 lockdown will direct this work to ensure we build parents capacity to support learning at home.

(d) **Developing High Quality Leadership at all Levels**

We will continue to build and develop our workforce through the provision of high quality professional learning matched to our SBC priorities. This will include a bespoke programme designed specifically to support probationers in response to the effects of COVID 19 on their training and learning opportunities.

The information contained within this report and appendices is also made available on the SBC website. This can be accessed at www.scotborders.gov.uk/performance

5 IMPLICATIONS

5.1 Financial

There are no costs attached to any of the recommendations contained in this report.

5.2 Risk and Mitigations

There are no risks associated with this report.

5.3 Integrated Impact Assessment

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

5.4 Acting Sustainably

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

5.5 Carbon Management

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

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

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 Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and their comments have been incorporated into the final report.

Approved by

Lesley Munro

Service Director – Young People, Engagement and Inclusion

Signature

Author(s)

Name	Designation and Contact Number
Christian Robertson	Quality Improvement Manager

Background Papers: N/A

Previous Minute Reference: N/A

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Michelle Strong 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 page is intentionally left blank

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play     #yourpart

STANDARDS AND QUALITY REPORT 2019-20





CONTENTS

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

1. INTRODUCTION	3
2. OUR VISION	5
Local Context	6
3. SUCCESSES AND ACHIEVEMENTS	7
4. PUPIL EQUITY FUND	13
5. STRATEGIC PRIORITY 1 – Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all our schools and settings	17
6. STRATEGIC PRIORITY 2 – Developing Inclusive Practice	23
7. STRATEGIC PRIORITY 3 – Improving Partnerships and Family Learning	31
8. STRATEGIC PRIORITY 4 – Develop high quality leadership at all levels	41
9. NEXT STEPS	49

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

1. INTRODUCTION

We are delighted to present our report on achieving equity and excellence in Scottish Borders, outlining the successes and achievements of all our children and young people.

The report celebrates our improving attainment levels, increased positive destinations, reduction in school exclusions and high attendance rates. There continues to be a strong focus on reducing inequities and tackling poverty with enhanced supports provided as part of the Scottish Attainment Challenge fund. Throughout the report there are examples of the difference we are making to children, young people and families across the Scottish Borders.

We recognise that our success and achievements are as a result of a hardworking and committed workforce who work in partnership to ensure the needs of our children and young people are met. We are beginning to see the benefit of increased collaborative working with partner Local Authorities to maximise impact and ensure that we are getting it right for every child. Looking to the future, we will continue our relentless drive for excellence and equity in all that we do. We will continue to embrace innovative approaches to ensure the highest quality experience for our learners and are confident that the 'Inspire Learning' Project will transform the way learners learn and teachers teach.

The academic session 2019/20 has been unique. The COVID-19 virus resulted in the closure of all schools and Early Years establishments across Scotland. Indeed, for the first time ever all SQA exams were cancelled and new arrangements put in place to recognise the hard work, dedication and achievements of our young people. Many planned developments did not take place and the education of all our learners was interrupted, despite excellent home learning initiatives. Staff across all aspects of the education family were a credit to their profession. They planned and provided quality home learning experiences throughout the closure period. Our sector leading Inspire Learning Programme is now the landmark digital learning platform to which all other Local Authorities aspire.

The Peebles Community also dealt with a devastating fire in November 2019 which required young people to be educated across 9 venues until their return in February 2020. They were adjusting to their new norm when the Covid-19 virus closed schools. It is important to recognise the efforts of the whole school community and the wider corporate teams in supporting Peebles High School. The staff and young people have demonstrated resilience, drive, commitment and determination in the face of adversity.

As we celebrate our success during this very difficult year I know that everyone will want to join us in thanking our NHS colleagues who are an inspiration. Their skill, dedication and courage is greatly appreciated and our children and young people will learn valuable lessons from their response at a time of National Crisis.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

2. OUR VISION

At the end of each academic session, the Education Service evaluates the priorities and commitments set for the year and produces an evidence report. This report describes the progress made in taking forward our strategic priorities below, and the positive impact of this work on our children and young people in the Scottish Borders. It also outlines next steps for the following year to ensure continuous improvement.

OUR PRIORITIES

- **Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all our schools and settings**
- **Developing inclusive practice**
- **Improving partnerships and family learning**
- **Develop high quality leadership at all levels**

These priorities align to those outlined in the National Improvement Framework (NIF) and our evaluative statements, contained with this report, illustrate improvements made under each of the NIF drivers. School improvement, school leadership, teacher professionalism, assessing children's progress, parental engagement and performance information are all key factors that contribute to the quality of our education system.

As well as aligning to national expectation, the SBC Education Priorities link to the Scottish Borders Council's Strategic Plan (2018-2023), the Integrated Children & Young People's Plan (2018-2022) as well as the South East Improvement Collaborative Plan (2018-19).

LOCAL CONTEXT

Scottish Borders is a rural Local Authority covering a large area – 1,827 square miles – taking approximately 90 minutes by car to travel from East to West. There are 16,838 children and young people in our early years, primary, secondary schools and centres.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 9 secondary schools and 59 primary schools. 48 Primary schools have Early Learning & Childcare provision, there are 4 Early Years Centres and Early Learning and Childcare places are also procured from 36 Funded Providers. There are 3 Roman Catholic schools, situated in Peebles, Galashiels and Selkirk. A Primary and Secondary Inclusion and Wellbeing Service and 1 Special Primary School which is designed to support children with autism. In addition, we have 4 Primary and 4 Secondary Enhanced Provisions which meet the needs of children and young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

24% of children in the Scottish Borders live in families with limited resources with 10.4% of P1-S3 children in receipt of free school meals. The new SBC Child Poverty Indicator (CPI) takes into account a range of measures to provide a CPI score for each school. This CPI was used to plan the phased implementation of 1140 hours for Early Learning & Childcare.

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

3. SUCCESSSES AND ACHIEVEMENTS

JEDBURGH GRAMMAR CAMPUS



In March 2020, the keys to Jedburgh Grammar Campus were handed over to Scottish Borders Council, the campus is our first education provision for children and young people from ages 2 – 18 with a very strong intergenerational drive to ensure the campus supports and is used by the entire community of Jedburgh. Unfortunately, the planned opening date had to be delayed from April 2020 due to COVID lockdown, however the whole community were very happy to open the campus in August 2020. Due to the ongoing restrictions the usual ceremonial and celebratory activities to mark such a momentous occasion have been delayed,

ALWAYS BE WARY

A resource developed by a group of S3 learners at Galashiels Academy on behalf of the Child Protection Committee, has been distributed to all Secondary Schools. The short film animation sends a stark and meaningful message to all young people about internet safety.



Following a devastating fire at Peebles High School in November 2019, Scottish Borders Council worked tirelessly to ensure that the young people and staff were able to return to their school as quickly as possible. Learners in S1-3 were accommodated in a number of church halls in Peebles where they were able to continue to engage in learning and S4-6 were hosted by Galashiels Academy where, apart from a slightly longer bus journey, their studies continued as normal. The school opened its doors once again in February 2020, an amazing accomplishment.



INSPIRE LEARNING



The Inspire Learning Programme is a major council initiative to create a world-class learning environment for education in the Scottish Borders. The programme, shortlisted for UK local government awards, has a central commitment to equity of access for every child and young person from P6-S6 to have the same great tools for learning. At its heart, the programme has four key pillars: *personalisation, mobility, collaboration and excellence.*

The Inspire Team have delivered an ambitious programme of deployment in year one of a ten-year plan, ensuring that every young person and teacher in all nine secondary schools received their iPad. This phase of the project has been delivered ahead of schedule and just in time to provide a valuable tool for learning during these unprecedented times.

The Inspire team are working with a network of school leaders and digital ambassadors to plan, develop and deliver high quality Professional



Learning, which supports the changing way learning is delivered in schools. The Cluster Leaders have been key to supporting staff in their own school during this time, demonstrating the sustainability of the programme.

We have already been visited by the Executive Teams from other Local Authorities in Scotland and further afield who have spoken of the strategic significance of a programme like Inspire.

CENTRE OF EXCELLENCE FOR TEXTILES

The textile department at Hawick High School has developed a sector leading curriculum partnership with Centre of Excellence in Textiles and local textile manufacturers and this was highlighted by the recent school inspection as an example of best practice. The curriculum provides young people with a learning experience of STEM, develops the skills needed for the local context to prepare them for the world of work. This is supported by live projects, visits to manufacturers and visiting professionals in class.



1st year pupils achieve their 'Sewing Machine Driving Licence' and are introduced to industry standard equipment. They visit the Centre of Excellence in Textiles to see CAD/ CAM knitting on the Shima, different qualities of yarn, how garments are linked together and try hand sewing processes. In 2nd year this is further developed by assigning teamwork tasks where the young people are each given industry type job roles to explore while undertaking a practical project.

The 3rd year curriculum is designed around industry 'live project briefs' for young people to learn about the design process within a real-life context and at the same time cover key elements that are also required in their future SQA qualifications. This year Susie Finlayson (Susie Stitch to the young people!) who is a specialist in Embroidery volunteered her time to involve learners in the Tapestry Project and they learned sewing skills that are in demand by the local textile industry and also played a part in the National Tapestry Project. Johnstons of Elgin also assigned a live project brief where young people were challenged to design a cushion for their interiors range. This is when their learning gets real and relevant. In class they researched the company and the market for the product, discovered the influence of trends and designed a concept from start to finish. The Centre of Excellence in Textiles then made their creations a reality using the Shima CAD/ CAM technology to knit the designs into fabric lengths which were then brought back to class to be seamed and hand stitched into cushions.

The learning experience was reinforced with factory visits to see manufacturing in the real world of work and the young people learned the different processes involved in making a high-quality product at Johnston's of Elgin. The project involved 34 young people with each step of their learning recorded using their iPad as a key tool.



BETTER ENERGY AWARDS

We are delighted to announce that Stow Primary School are Scottish Champions for the 2nd year running in the Better Energy School Awards. The award received under the totally creative section encompassed projects delivered around sustainability and environmentally focused creativity. The projects were developed by the pupils of Stow Primary, aimed to disrupt current thinking, pushing for a more sustainable, environmentally friendly future for us all.

With over 28,750 national school children participating in these awards, they are both humbled and honoured to have retained their Scottish champion title.



SCOTTISH MATHS WEEK

Sprouston Primary School received a £300 grant from Maths Week Scotland which they used to purchase a weather station. Children collected weather data from the weather station throughout the days of the week which they analysed and recorded to develop their understanding of chance, uncertainty, direction, speed and measurement.

At the end of the week the children showcased their work and were joined by Meteorologist Dr Heather Reid, aka 'Heather the Weather' and Laura Ross from the Scottish Government.



RIGHTS RESPECTING SCHOOLS GOLD AWARD

Ayton Primary School have been awarded Rights Respecting Schools Gold Status. This accolade is awarded to schools who uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (CRC). The Convention outlines, in the form of Rights, what adults must do to enable children to grow and be healthy; to learn; to receive protection; to have their views listened to and to be treated fairly.



EXPANSION OF EARLY LEARNING AND CHILDCARE



A further 27 school catchment areas have expanded from 600 to 1140 hours of delivering quality Early Learning and Childcare (ELC) that will meet the needs of children and families.

The success in expanding these services has ensured that the Council is moving towards its statutory duty to provide 1140 hours for all children.

There are now 5 school nurseries who open full day and full year for families who need this provision: Broomlands, Chirnside, Earlston, Jedburgh and Knowepark.

FINALIST PLACE FOR JEDBURGH SCHOOLS CLUSTER

The Jedburgh Schools Cluster is delighted to have secured a place in the finals of the Community Learning and Development Category of the 2020 Scottish Education Awards.

These are just some of the initiatives that impressed the judges and helped to earn that coveted place in the finals, with more details below about two which have been particularly successful:

- Morning breakfast/nurture club
- Lunchtime wellbeing group
- Active girls' fitness group
- Gardening, arts and craft and woodworking group
- Summer activity programme
- Step up transition program
- Wednesday night youth club
- School residential.

In addition, a successful funding bid has allowed the project to train 10 members of staff to deliver Seasons for Growth grief, change and loss programmes to young people across the cluster while 75 young people have achieved either Dynamic Youth Awards or Hi 5 Awards.



RESEARCH SCHOOL

Eyemouth High School, were delighted to become the first Secondary School in Scottish Borders to be awarded the status of Research School as part of an exciting new project within the South East Improvement Collaborative. This status was awarded on the basis of ongoing high-quality educational research and practitioner enquiry into effective teaching, reflecting the fantastic Inspire learning opportunities in the Scottish Borders.



The project takes place with the support of staff from Edinburgh University. This journey for Eyemouth High reflects that staff have taken part in fantastic professional learning opportunities over the last few years, which were officially recognised through the GTCS Excellence In Professional Learning award in 2019.

CHILDCARE HUBS (COVID 19)



The Scottish Government closed all schools in Scotland on 27th March in response to the global pandemic. Scottish Borders Council opened 16 hubs across the Local Authority to provide childcare for the families of keyworkers and some identified children and young people who were vulnerable at this time.

Our Partner Providers supported this response and 6 of the Early Year's Hubs were provided by them. All the Hubs were open 7 days a week from 7.30am to 6pm.

On average 250 – 300 children attended these Hubs each day.

EARLY LEARNING AND CHILDCARE INNOVATIVE

Kingsland ELC have changed their approach to delivering digital learning experiences to ensure links can naturally be made to computing science concepts such as computational thinking and sequencing. Children enjoy using BeeBots to develop and run sequences of instructions and some can now problem solve and 'debug' their sequence when they hit a problem.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

4. PUPIL EQUITY FUNDING (PEF), SCHOOLS PROGRAMME AND CARE EXPERIENCED FUND

The Pupil Equity Fund (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge Programme. PEF forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term.

The Government has set National stretch aims which include that 85% of all children from all quintiles will achieve their expected levels of attainment in literacy and numeracy. They expect that by 2024 no gap in attainment will exist between the most and least deprived areas of Scotland. PEF is provided to disrupt the pattern of low attainment amongst the most disadvantaged children and young people in Scotland.

In the Scottish Borders £1.8 million has been allocated to schools in 2012-20. Allocations were based on the number of children and young people claiming Free School Meals. For each eligible child the school received £1,200. Two schools in the Scottish Borders did not receive any funding and two schools received over £90,000. Head Teachers must use the fund to provide additional and targeted support for all learners affected by poverty regardless of their attainment status. Their choice of intervention should be based on evidence of what works in raising attainment. The Attainment Officer (AO) continued his role in supporting schools with their plans for the use of PEF. This included supporting an analysis of needs, identification of appropriate interventions and designing plans to measure the impact of each intervention. The AO met regularly with Head Teachers, clusters and school teams to provide support and plan next steps. This has been supported by our Education Scotland Attainment Adviser.

Scottish Borders schools have focused on providing targeted support to children and young people who are in receipt of free school meals, clothing grant, are care experienced or previously care experienced and those who are disadvantaged by poverty.

HOW ARE SCHOOLS MAKING IMPROVEMENTS THROUGH USE OF PEF?

Almost all schools have identified the key areas of Literacy, Numeracy and Health and Wellbeing as the focus of their interventions. Depending on the needs and resources available, schools are targeting one or more of these areas.

In Literacy there are interventions at all stages of the schools. These include support in developing speech and language, early reading and writing skills, reading strategies and reading comprehension. There are a significant number of literacy interventions which support those children who are currently attaining well below expected levels.

In Numeracy interventions are targeted at those children who have gaps in their knowledge and understanding, who are not attaining at expected levels and who are not on track to achieve. There is a focus on basic numeracy skills and skills for life.

In the area of Health and Wellbeing, schools are addressing the social and emotional wellbeing of children through provision of nurture groups, 1-1 mentoring, wider experiences and therapeutic groups. These are often provided alongside support in literacy and numeracy.

Whilst distance learning has continued during lockdown and all children and young people affected by poverty have been supported throughout this time it is recognised that there is a possibility that the poverty related attainment gap has stayed the same or possibly increased. If this is the case targeted focused work will be required to support our young people to help them back on track to continue to close the gap. Resources will also be targeted to ensure the children who are most affected by the lockdown will benefit from enhanced support.

SCOTTISH BORDERS ATTAINMENT

BROAD GENERAL EDUCATION P1- P7

The following data identifies the number of pupils who were on track to achieve the appropriate level for their stage at the March 2020 update from all schools. No comparative data from previous years is included as this data was obtained three months earlier than the final achievement of a level data.

BGE P1 - P7

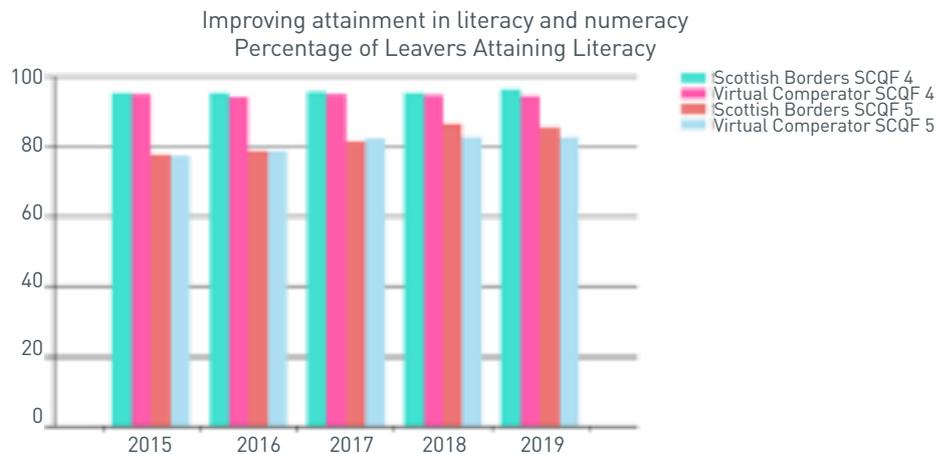
	LISTENING & TALKING	READING	WRITING	NUMERACY
% on track	87	81	78	82

BGE P1 - S3

LEVEL	LISTENING & TALKING	READING	WRITING	NUMERACY
Third	96	96	95	95
Fourth	64	60	59	51

SENIOR PHASE - SCHOOL LEAVERS S4-6

LITERACY SCQF LEVEL 4 & 5

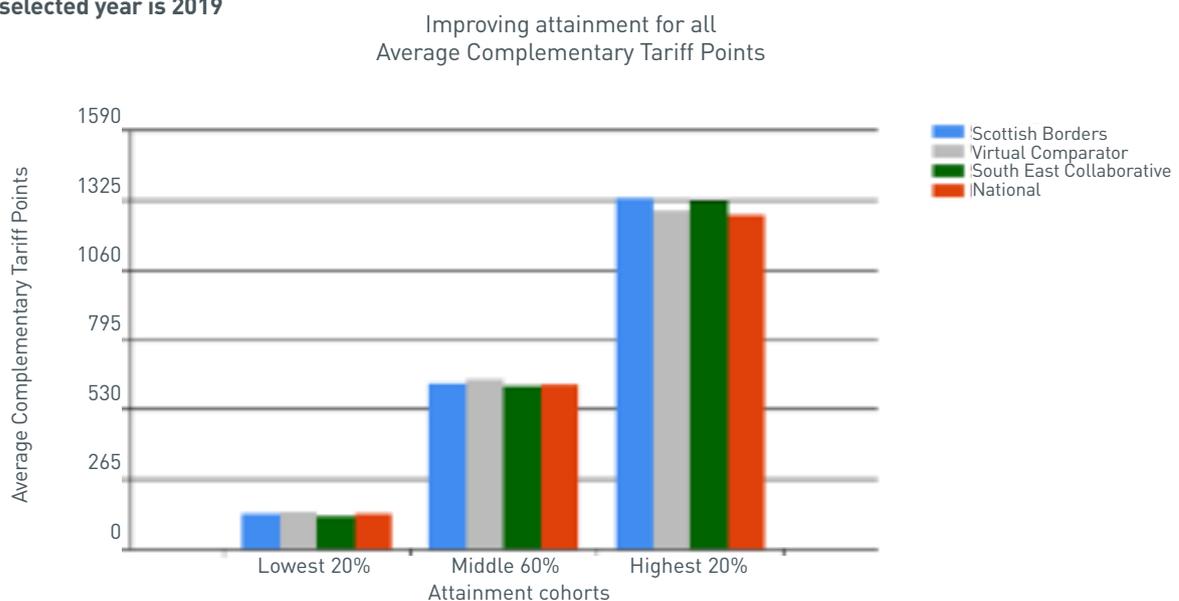


- 96% of all leavers in 2019 achieved SCQF Level 4 Literacy and 91% achieved Numeracy. This is in line with or greater than the virtual comparator for our authority
- 85% of all leavers in 2019 achieved SCQF Level 5 Literacy and 68% achieved Numeracy. This is in line with or greater than our virtual comparator
- Performance of the most deprived 20% of leavers at SCQF Level 4 and 5 in Literacy and numeracy is in line with the virtual comparator
- Performance of young people with additional support needs is greater or in line with the virtual comparator in Literacy and Numeracy
- Improved performance from 2017 of all Care Experienced leavers at SCQF level 5 Literacy and Numeracy

ATTAINMENT FOR ALL

Attainment for all leavers in every cohort is in line with the virtual comparator and greater than the South East Improvement Collaborative (SEIC) and National levels.

The selected year is 2019

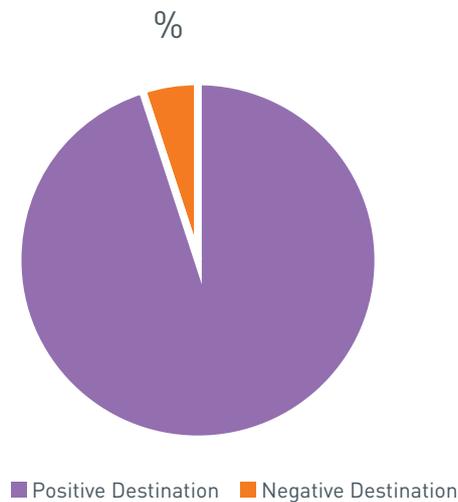


13% achieved 2+ qualifications at SCQF level 7

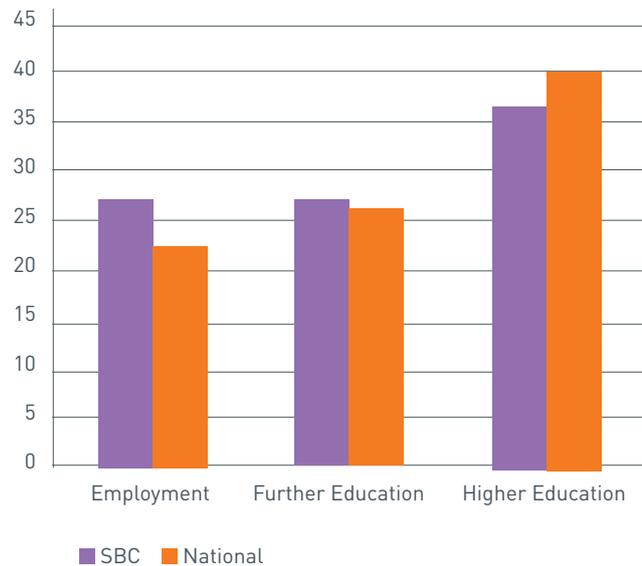
ATTAINMENT FOR ALL

Attainment for all leavers in every cohort is in line with the virtual comparator and greater than the South East Improvement Collaborative and National levels.

- 27% of leavers went onto employment. This is the highest % over a 5 year trend and an increase from 2017-18. This is 3% higher than our virtual comparator
- 28% of leavers in 2018-19 went onto Further Education, this is an increase of 2% from the previous year and above our virtual comparator
- 37% of leavers in 2018-19 went onto High Education, this is down 4% on the previous year
- 3% of leavers went into training in 2018-19, this is an increase from 2017-18
- The 2019 Annual Participation Measure showed that of the 4,682 16-19 year olds in Scottish Borders 91.9% were in education, employment or training and personal development



2019 DESTINATIONS



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

5. STRATEGIC PRIORITY 1 - IMPROVING LEARNING

Increase the variety of qualifications on offer in the Senior Phase leading to an increase in levels of attainment and achievement

To increase attainment in literacy and numeracy in all BGE levels to 85% by June 2023

To provide high quality education throughout the BGE and Senior Phase



1.1 Increase the variety of qualifications on offer in the Senior Phase leading to an increase in levels of attainment and achievement

HOW WELL DID WE DO?

Assessment of Children's Progress

New courses delivered for the first time in 2018-19 include National 5 Beekeeping, Events Management, Horse Care, Cybersecurity, Musical Theatre and Journalism.

A strategic partnership approach involving Secondary Head Teachers, Borders College and Skills Development Scotland (SDS) was undertaken to increase the uptake of Foundation Apprenticeships. As a result, there are 16 young people in Year 2 of these apprenticeships and a further 51 enrolled in August 2020.

From 1st June 2019 to 31st March 2020, SDS delivered 6,995 Career Information, Advice and Guidance engagements for 3,956 young people through a mix of group and one-to-one sessions.

From 1st April 2019 to 31st March 2020, 4,188 young people have registered on myworldofwork. This is the portal for children and young people which directs them to engage in skills for life and work.

1.2 Increase attainment in literacy and numeracy across the BGE to 85% by June 2023

HOW WELL DID WE DO?

Assessing Children's Progress

SBC Model for Moderation was presented at the National Assessment Conference (December 2019), following on from this, requests were received from a number of other Local Authorities and Regional Improvement Collaboratives to share practice.

All clusters subsequently engaged in a second year of Moderation within the BGE leading to improving levels of confidence in all elements of the Moderation cycle and ultimately our Achievement of a level data.

Plans scheduled with the National Improvement Framework (NIF) Advisor to provide additional training and boost Quality Assurance and Moderation Support Officers (QAMSO) numbers for next session did not go ahead due to COVID 19 restrictions, this will be planned for next session. Existing QAMSOs are well placed to continue to support moderation at a local level with central networks continuing next session (virtually and in-person)

BROAD GENERAL EDUCATION P1- P7

PERFORMANCE INFORMATION

	LISTENING & TALKING	READING	WRITING	NUMERACY
% on track	87	81	78	82

BGE S3

LEVEL	LISTENING & TALKING	READING	WRITING	NUMERACY
Third	96	96	95	95
Fourth	64	60	59	51

This data was obtained in March 2020 three months earlier than normal. In order to meet our intended outcome 85% attainment across BGE by 2023.

- Primary schools will be set targets of a minimum of a 4% annual uplift across BGE in literacy and numeracy
- Secondary schools will be set a minimum of a 5% annual lift in Fourth Level literacy and numeracy

TEACHER PROFESSIONALISM

Analysis of Literacy Data across SBC revealed the need to focus Professional Learning activity at Early Level to ensure strong foundational literacy skills underpinned by pedagogy that firmly focussed on taking a developmental approach to Literacy.

All primary schools within Scottish Borders Council are expected to engage in a rolling programme of Professional Learning. This is offered over 3 years to allow schools to self-select their entry point according to their individual needs. All primary schools have now engaged with the developing Emerging Literacy Programme. The Professional Learning Programme was developed by a multi-agency team consisting of Speech and Language Therapists, Occupational Therapists, Early Years Teachers, Educational Psychologists, Community Learning and Development Officers and Head Teachers.

Our SBC Early Literacy Framework has been developed and is now ready to be launched with schools. A number of Professional Learning Networks were held throughout the session across the Local Authority to allow practitioners to collaborate and share practice. Each school has identified a Literacy and Numeracy Champion ensuring that the Literacy and Numeracy Frameworks are adopted consistently across all schools. The network of champions meet regularly to share and develop practice.

Aligned to strategies, champions helped raise the profile of SBC schools nationally through events such as Maths Week Scotland and Book Week Scotland, sharing success through social media channels.

Five national competitions form a core part of the Maths Week Scotland programme: The Deputy First Minister's Daily Challenge, Maths wi nae Borders, Maths Inside, Sumdog and Mangahigh. SBC schools participated in all of these competitions and received prizes in several.

Champions have been supported this year to share research and professional reading aligned to strategies. This has been discussed at Champions Networks and is then a focus for sharing back in schools. Feedback has identified many school book groups being established. Suggested Reading Lists have now been established for Literacy and Numeracy to support schools with developing a professional reading culture with materials linked to SBC strategies these were issued to school in June 2020.

In addition a number of cross Authority professional engagements took place, including a 4 day Professional Learning Programme to support numeracy champions across SBC and Midlothian. This enabled teachers to share best practice and engage in robust dialogue around moderation.

Some Professional Learning planned for this session had to be postponed due to COVID 19 however will be rescheduled either virtually or when it is safe to do so.

1.3 Provide high quality education throughout the BGE and Senior Phase

HOW WELL DID WE DO?

School Improvement

The revised Quality Improvement Framework was used by the Quality Improvement Officers and Senior Leadership Teams to support schools to take responsibility and be accountable for their own improvement journey. This set clear expectations of Class Teachers, Senior Leaders and Officers to support empowerment and improve outcomes for learners. An annual cycle of activity was identified and is received by all schools with additional bespoke activity, including school reviews, identified through school's self-evaluation and QIO Quality Assurance activity.

Visits 1 and 2, were completed for all schools with support agreed, and actions identified in several schools. Due to the closure of schools as a result of Covid 19, QIO Visit 3 was completed virtually through MS Teams. Senior Leaders presented a range of evidence to support their evaluation of QI 2.3 Learning Teaching and Assessment (HGIOS 4 and HGIOELC). As a result of these virtual visits, in discussion with the Head Teacher, schools were identified as requiring either high, medium or minimal levels of support and as a result, bespoke packages to support schools were developed. Unfortunately, due to the restrictions imposed by Covid 19 and the ongoing work to support schools to reopen safely for children and staff much of this work is currently on hold and will restart with a redesigned approach.

Before schools closed in March 2020, 3 school reviews had been undertaken as were part of the ongoing cycle of reviews in Scottish Borders. Review Team members included colleagues from the South East Improvement Collaborative (SEIC). A collaborative approach was taken with Senior Leaders presenting their self-evaluation to the team and participating in review activity including shared classroom and playroom visits. The strengths and areas for improvement were agreed following a sharing of the evidence gathered throughout the review. This led to a shared understanding of progress and allowed a bespoke package of support to be provided with ongoing monitoring by the improvement team.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

6. STRATEGIC PRIORITY 2 - DEVELOPING INCLUSIVE PRACTICE

To promote and develop inclusive practices across all our schools and settings
To achieve equity ensuring every child has the same opportunity to succeed
To deliver improved Health and Wellbeing outcomes for children and young people



2.1 Promote and develop inclusive practices across all our schools and settings

HOW WELL DID WE DO?

School Improvement

Inclusion Framework and Inclusion Policy - Scottish Borders Council has a clear commitment to ensuring children and young people are *'in our sight, in our minds, in our actions and are being heard'* as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The completed Inclusion Framework and Inclusion Policy detail the actions required by all to ensure the ongoing development of inclusive practices in all learning establishments within Scottish Borders Council and were designed by our staff for our staff.

The Inclusion Framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate's vision for all children and young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*.

All staff in our learning establishments are to be provided with opportunities to engage, understand and implement the guidance principles and values within these documents as summarised by the new **SBC INCLUDES** poster.

Phase 1 of the review our current Inclusion & Wellbeing Provision (The Arches) - Phase 1 of this review focused on our Secondary Provision which supports vulnerable young people with social and emotional behaviour needs. The overarching aim of the review was to: -

Deliver better outcomes for young people through:-

- Supporting young people in maintaining their position and accessing the opportunities within their local community – recent Government publication “**Guidance on presumption to provide education in a mainstream setting**” (March 2019)
- Ensuring breadth in curricular offer for vulnerable young people
- Supporting flexibility in approaches to learning and engaging young people in learning
- Supporting universal and small group targeted work
- Providing additional support in times of crisis
- Providing support for mainstream school staff to develop their skills and understanding to support young people
- Providing support for transitions – from Primary and to Positive Destinations

From January 2020, all young people remained in their mainstream schools and secondary staff working in the Inclusion & Wellbeing Service were deployed to localities to provide additionality to Pupil Support Teams.

Teacher Professionalism

SBC Nurturing Approaches - In collaboration with Educational Psychologists from SBC, Glasgow City Council and Scottish Government we began our first phase in implementing our programme for SBC Nurturing Approaches in October 2019. This has been promoted as a key approach to supporting behaviour, wellbeing, attainment and wider achievement in Scottish schools. Informed by significant data and research, the potential benefits of adopting a nurturing approach will help tackle the Attainment Challenge and reduce the poverty related attainment gap.

We plan to ensure that inclusive practice is embedded in all our schools by adopting both a wider “Universal” nurturing approach and develop training to support this in all our establishments in all our communities by June 2022.

Others have focused on the setting up of targeted Nurture Groups supported by the Nurture Group Network or their own training. Self-evaluation has been developed by some Local Authorities to support their nurturing approach.

Phase 1 this session included:-

- Creating a Nurture Steering Group – with representatives from Education sectors
- Visiting and observing two other authorities where this had successfully been implemented to gather evidence, advice and resources
- Planning a specific Universal training programmes for all staff to practice nurturing approaches in every classroom and throughout the learning community
- 45 members of staff completed training so that they can deliver “Introduction to Nurture” training to all school staff in November 2020
- Developing Universal Nurturing Approaches Guidelines for all learning establishments.
- 24 Secondary staff attended a 4 day training course on “Targeted” Nurturing approaches. These staff will lead and managed Nurture bases in each of our secondary schools by June 2021 and work in partnership with classroom teachers

2.2 Achieve equity ensuring every child and young person has the same opportunity to succeed

HOW WELL DID WE DO?

Assessment of Children's Progress

Framework for Staged Intervention – A staged intervention guide has been designed to provide support to all learning establishments in Scottish Borders Council on decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity. Decisions should be made involving the child or young person, parents/carers, school staff and, at some levels, other professionals - working in partnership to get it right for every child.

All schools and settings will now be able to fully engage with this document and ensure that practitioners identify, assess needs, plan and adapt relevant learning and carefully track the progress of all children and young people and are quick to communicate concerns about the degree of progress or different patterns in learning and behaving.

Equity

The creation of the Equity Network (working in partnership with Education Scotland) has allowed for a greater understanding among teaching staff the barriers pupils face due to poverty. The group started to look at linking in with the SBC Literacy and Numeracy Framework to start to link interventions together.

Other partnership working that has had a positive impact on closing the poverty related attainment gap is the work of CLD and youth workers supporting in schools. This has demonstrated an increase in attendance and engagement of learners with school.

Working closely with the Local Authority and Education Scotland Burnfoot Community School presented at the Scottish Learning Festival on the whole school approach to Numeracy and its impact on narrowing the poverty related attainment gap.

Similarly, Hawick High School have supported young people where poverty has affected attendance and attainment. The impact of their work can now be measured using their newly developed tracking system which is starting to be shared with other schools.

Performance Information

Care Experienced young peoples' data has also been impacted by the Covid-19 situation however positive data from November to March is shown below

Exclusions

2018/19 – 29 incidents

2019/20 – 12 incidents

Attendance

2018/19 – 87.9% Average

2019/20 – 90.5% Average

Attainment (LAC)

	PERCENTAGE ON TRACK		
	NOV	MARCH	IMPROVEMENT
Listening and Talking	61.19	63.91	2.72
Numeracy	50.74	54.89	4.15
Reading	50.77	56.39	5.62
Writing	44.78	46.62	1.83

Following the success of the Developing Young Workforce Looked After Children (LAC) event organised for S2/3 pupils last session, attendance at this session's event doubled from 60 pupils to 120 pupils and now uses the Inspire Learning iPads to record learning.

School Improvement

Schools have received individualised support on effective use of the Pupil Equity Fund as well as scrutiny of the interventions in place. The Attainment Advisor from Education Scotland is becoming involved in the Quality Assurance process and has also supported with individualised support.

Teacher Professionalism

The continuation of the Support for Learning Teacher Network, in collaboration with Educational Psychologists, provided opportunities for focused discussion and Professional Learning around three themes of Assessment & Assessment Tools, Nurturing Approaches and Dyslexia Identification & Moderation.

As a Network, Support for Learning Teachers in Scottish Borders met with Educational Psychologists three times in total throughout the session, sharing practice and agreeing consistent approaches to assessment and recording. Over sixty teachers attended each meeting.

Each cluster of teachers met with their identified Educational Psychologist four times throughout the session to discuss individual cases, share practice and agree consistency of approach at a local level. Evaluation suggests that this form of collaborative working has been beneficial to almost all staff and welcomed for future working

2.3 Deliver improved Health and Wellbeing outcomes for children and young people

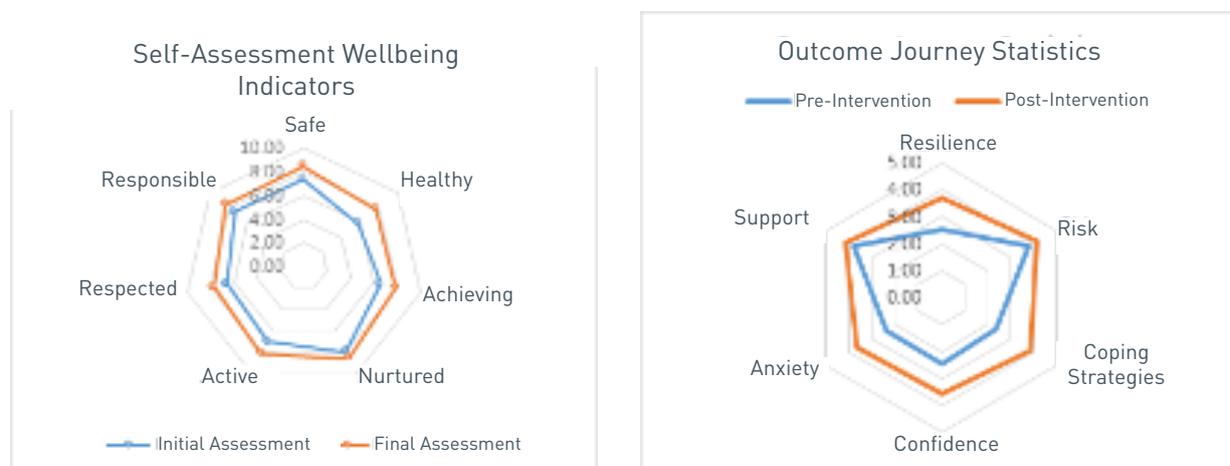
HOW WELL DID WE DO?

Assessment of Children's Progress

The Quarriers Resilience for Wellbeing Service has continued to develop and offer support in year 2 of their work within all Secondary Schools within Scottish Borders.

Total referrals active in this period August 2019 – May 2020	536
Ad-hoc referrals received from Peebles High School immediately following the Fire (195 sessions)	59
Referrals currently active	195
Interventions Completed	341
Total number of sessions offered in this period	4407

Young people who are receiving the service report increasing levels of wellbeing as evidenced in the 'outcome journey statistics' and 'self-assessment wellbeing indicators' charts below.



Feedback about the service:

Thank you so much for supporting our daughter, we really appreciate your input
LD, Parent of YP

Thank you for all your help..... You have really helped me open up, become more confident and of course resilient too.
SD, age 17

I would like to say thank you to Lisa and the Quarriers Service for supporting me through this time of need... This service has been absolutely wonderful and I don't know where I would currently be without the help I've received.
PD, age 14

See Me have trained 60 senior pupils in 2019 across the Scottish Borders in Scottish Mental Health First Aid. The partnership of See Me, NHS and Quarriers has supported some of the trained pupils to become Mental Health Ambassadors in each secondary school.

The Mental Health Ambassadors have been supported by their school's Quarriers Resilience Practitioner to deliver Peer Led Mental Health Awareness Sessions that have been delivered to S6 students within each of the secondary schools in the Scottish Borders. The Ambassadors have confidently led on discussions using See Me's What's on Your Mind Pack to educate their peers to build literacy and resilience to support Mental Health and challenge stigma within their schools.

Our Mental Health Ambassadors have used their knowledge and skills they have gained through their Scottish Mental Health First Aid Training with See Me and raised awareness of Mental Health by:

- Delivering Mental Health Awareness Sessions to their peers
- Hosted school events with a focus on Mental Health
- Delivered school assemblies with a focus on Mental Health
- Attended this year's Children in Scotland's National Conference and co-presented a workshop on Young People's Mental Health
- Ran peer led activities during Mental Health Week and Time to Talk Day
- Created 'wellbeing walls' to provide information to all students at their school, with ideas such as self-help, self-care, and ways to improve your Mental Health, coping strategies and useful contacts

10 Ambassadors from Kelso High School, Jedburgh Grammar School and Peebles High School attended the See Me Scotland's 'What's on your mind? 2019' event in Glasgow in October and were able to share their ideas and learn from other young people from across Scotland about what is happening in their individual schools and other Local Authorities.

12 Ambassadors from Scottish Borders met with 2 members of the Scottish Parliament to support The Scottish Parliament's Public Petitions Committee's Inquiry into Mental Health support for young people in Scotland Report.

Ambassador Feedback

Wellbeing Ambassador from Peebles High School: -

'I feel very passionately that the addition of the Wellbeing Ambassadors to our school community will provide a foundation onto which a positive culture of Mental Health can be built. To realise real improvement in the health of young people, young people must be the ones standing up to act. Quarriers and See Me have created an opportunity for students to take the lead on this change and alter the attitudes of their peers, independent from the initiatives of adults in the school community. They have crafted a system in which the Ambassadors are supported by members of staff and See Me resources, allowing us to build our individual confidence and knowledge base whilst delivering vital Mental Health Education to our year group. Together, we can achieve our goal of creating a safe and supportive environment, which will encourage open discourse about Mental Health, helping eliminate stigma in society by nipping it in the budding minds of my fellow students. Personally, I am very grateful for this opportunity as it has given me the toolkit for fortifying my voice, allowing me to speak up about Mental Health and help my classmates embrace the idea that It's Okay not to be Okay.'

'vital mental health education to our year group. Together, we can achieve our goal of creating a safe and supportive environment, which will encourage open discourse about mental health, helping eliminate stigma in society by nipping it in the budding minds of my fellow students. Personally, I am very grateful for this opportunity as it has given me the toolkit for fortifying my voice, allowing me to speak up about mental health and help my classmates embrace the idea that It's Okay not to be Okay.'

Teacher Professionalism

All primary schools in Scottish Borders have delivered year 2 materials of Building Resilience. The feedback from the pupils in one school was:

How does Building resilience help you?

- It helps me to do tricky stuff
- It helps me to cope and accomplish things. If I have a challenge and am scared, I can try and try, and close my eyes and talk it over
- It helps me to do what I think is best and to try new things
- Building Resilience helps me with my life. I've been through a lot of hard things and it helps me out because I used to think I was all alone but now I know I'm not

A new online package of resources was launched on Thursday 7th November 2019 for Teachers across Scottish Borders Schools (Primary and Secondary) on Drugs, Alcohol and Tobacco Education and Prevention.

This partnership work was led by Education, the Joint Health and Improvement Team (JHIT) and the Alcohol, Drugs Partnership (ADP) Support Team. Alongside Programme Leaders, a short life working group was established with partners from Primary and Secondary Schools, Crew and Police Scotland.

The aim of the working group was to review current resources, develop and implement a robust evidenced based programme which will be delivered in a timely approach across all Scottish Borders Schools.

These resources are age and stage appropriate and linked to Curriculum for Excellence, experiences and outcomes and benchmarks and held on GLOW.

The package includes:

- Age 3-18 resources
- Parental information leaflet linked to age and stage
- Consideration of children affected by parental substance use
- Foetal Alcohol Spectrum Disorder
- Information on where young people can access support
- Latest drug trends (Police Scotland/Crew)

This resource was launched to Secondary School Pastoral Teachers on 7th November 2019 with a training session on latest drug and alcohol trends delivered by Crew, TD1 Youth Hub and CHIMES. Members of the short life working group including the ADP Support Team attended primary school cluster meetings to launch the resource to Primary Head Teachers between November 2019 – January 2020. Between November 2019 and January 2020 the new GLOW site had 11,664 visits by

School Improvement

The annual Child Protection Update focus for staff in Education, Community Learning and Development (CLD) and Early Years' Service covered Adverse Childhood Experiences (ACE) and Neglect as the main themes. Incorporating the ACE aware Scotland video by the Scottish Government has meant over 2391 staff are aware of the drive for Scotland to become an ACE aware nation. The change in the Domestic Abuse legislation regarding coercive and controlling behaviour



was highlighted to staff as well as a reminder on human trafficking and mobile phone concerns regarding indecent images of children. In addition to this, mention was made to SBC's Policy on Whistleblowing and Escalation Procedures. As requested by participants the previous year, a reminder on the use of open questioning was included as a reminder to staff. This training was co-produced by the Child Protection Training and Development Team and Education partners.

In evaluating the feedback from the Education Annual Update, the attendees reported that they were 'very informed', 'using real life cases was very relevant', 'made me aware of how important it is to pass on concerns', 'feeling more confident', 'balance of content and participatory activities was excellent' and they 'much prefer the yearly updates than 3 hour sessions every 3 years', the course 'heightened my awareness of ACEs'.

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

7. STRATEGIC PRIORITY 3 - PARTNERSHIPS AND FAMILY LEARNING



Where are we currently?

The National Framework *Learning Together: a National Action Plan on Parental Involvement, Engagement, Family Learning and Learning at Home* sets out a vision for Parental Involvement and engagement from pre-birth to age 18 and takes account of national and international evidence base and Scottish Education System expertise.

This vision is outlined within three central themes:

- Family learning and supporting learning at home
- Parental representation and involvement in improvement processes
- Links between home and school communications reporting and volunteering

In June 2019 we completed our first Parental Involvement and Engagement Census (PIEC) coupled with a survey on Home Learning. The data from the PIEC was completed and reported on in the November that year. With 1,892 responses from parents the PIEC was our first statistically robust regional consultation, and it provided a strong baseline of current practice on the three themes outlined above.

Feedback from parents revealed a strong picture of parental knowledge of what their children are learning, their progress in learning and that the frequency of communication from their school was appropriate. However, it revealed a requirement to improve the level of information that can help parents to support their children's learning at home coupled with a need to improve the availability and accessibility of family learning opportunities.

These key themes and survey findings have informed our work over the past year and formed the basis of our Improvement Priorities within our Partnership with Parents Framework.

3.1 Improve access to family learning opportunities and support parents to assist in their child's learning

Parental Engagement/School Improvement

HOW WELL DID WE DO, HOW DO WE KNOW?

Giving Head Teachers the thinking and collaboration space to engage and interpret this improvement area within the context of their school was deemed important. Head Teachers participated in a Professional Development Day where they engaged with the national legislation, both national and regional effective practice was also shared. Awareness of their responsibilities in ascertaining parental learning needs and delivering suitable family learning offers suitable to the context of their school/s formed the aims of the day and the planned learning outcomes. A group of parents participated in the session to share with Head Teachers the impact that Family Learning had on their level of engagement in school and their children's learning.

School Leaders identified changes to their practice they planned to implement to develop partnerships with parents based on Family Learning and supporting Learning at Home. In evaluating the day 64% of Head Teachers reported an improved understanding of expectations and how to apply them in their school's context. Furthermore 67% registered an improved knowledge of relevant resources and partners that can assist their school in moving forward. A further 55% had engaged with the Parental Engagement Audit Tool and developed plans for practical changes in improving their school's practice in Parental Involvement and Engagement.

Meetings with each Head Teacher had been planned to map the development of changes to practice and measures of impact within each school from February onward; but these had to be cancelled during the lockdown and will be resumed when appropriate.

Family Learning Programmes are driven at a regional level through partnership working across our Early Years Team, CLD and Educational Psychology Team and at an individual school level. On a regional level the work has focused on 20 schools based on their profile of needs and deprivation. In these schools, Programmes that have been run were all designed to be responsive to local need and involved local schools and parents. A wide range of Parental Learning Programmes have been delivered these included; Parents as Early Education Partners, Triple P, Strengthening Families, ESOL Women’s Group, Raising Children with Confidence Flying Start/Easy Start, Stay and Play (Eligible 2s), Digital Safety for Parents and Supported Reading for ESOL families.

PEEP Learning Together Learning Programmes were delivered to Early Years families across the Borders. The programme helped new parents to lay strong foundations for early literacy and supported nursery parents to develop communication and language skills.

- o 72 parents/carers attended and 50 completed PEEP programmes in Earlston, Eyemouth, Galashiels, Hawick, and Tweeddale
- o Of the 50 parents/carers who completed programmes:
 - o 29 reported increased confidence in their parenting role
 - o 28 reported feeling better able to support their children’s learning
 - o 10 reported improved family relationships

CLD with the Early Years Team and the Educational Psychology Service delivered the Triple P and Incredible Years Parenting Programmes in Eyemouth, Hawick, Peebles and Selkirk.

- o Five Triple P and four Incredible Years groups were attended by 66 families / 79 caregivers with children aged 3-6yrs
- o 76% of families completed the programmes and of these, 74% of children had improved behaviour as reported by parents / carers
- o Of the parents / carers who completed their group, all reported feeling more confident as parents and most said their family life had improved as well as their child’s behaviour
- o 51% of participating families came from areas of highest deprivation in Scottish Borders

An Education Scotland Thematic Inspection of Parental Engagement and Family Learning in Burnfoot Primary School noted ‘... that as a result of a strong ethos of partnership working across the school and the significant impact of Parental Involvement and Engagement there was a solid foundation on which to build future Family Learning offer in line with SBCs vision.’

Parents from Galashiels and Hawick were supported to develop peer support groups, co-designing programmes of learning and mutual support. The Galashiels “Parent Voice” Group is now keen to understand and contribute to the development of policy and has actively contributed to Newly Qualified Teacher (NQT) training, South East Improvement Collaborative (SEIC) Conferences and the SBC Literacy Strategy.

What next?

- Professional Learning offers will be provided to further develop understanding around supporting Learning at Home and Family Learning and measuring it’s impact
- Support and challenge will be delivered for schools based on the engaging parents audit tool.
- A strategic and operational network will explore opportunities for research and learning to further develop Learning at Home and Family Learning Programmes aligned with curricular developments e.g. Emergent Literacy
- Continue to work with Education Scotland and SEIC to develop online Family Learning Resources drawing on effective practice from our schools and partners.

3.2 Deliver improved levels of parents' and other partners involvement in school improvement processes

Parental Engagement/School Improvement/School Leadership

Our improvement agenda within this theme focussed on three areas:

1. Develop our schools' understanding of the parents and the Parent Council's role in improvement.
2. Build the capacity of our parent councils in working with our schools on improvements.
3. Develop a strategic model to support and challenge practice.

Professional Development Sessions were run with Head Teachers around Parent Council purpose and practice and the Parents as Partners Framework. Feedback from attendees was positive. Evaluations, and changes to practice, show some evidence of a developed understanding on how to involve parents in school improvements and view them as active partners not passive recipients of information. At our Head Teacher Engagement Day, 55% had developed plans for practical changes in improving their school's practice on Parental Involvement. Parental Involvement is now part of our new Head Teacher Induction Programme. A Head Teacher stated, '...It has changed my thinking from sharing School Improvement with my Parent Council to seeing them as full partners and an active asset in driving School Improvement' Training on this was also run with our Principal Teachers; the majority attending reported a clearer understanding of why Parental Involvement was important and how to improve their practice. Almost all Learning Communities have engaged in discussion sessions with the Quality Improvement Officer Team. These have been individually or in cluster groups to support professional dialogue in identifying current practice and next steps. Head Teachers now understand the difference between engagement in learning and involvement in the improvement process and are looking to increase opportunities for this involvement in their schools. Standards and Quality Reporting advice has been updated to schools, to reflect this expectation. Progress however is not consistent across all our schools and further work is required.

Parent Council Training was adapted this year into an outreach model, in our rural Local Authority this has improved participation figures. In the year 18/19 three training offers resulted in 9 Parent Councils participating. The outreach model in 19/20 delivered training on effective Parent Council engagement in improvement practices, funding and attracting and supporting volunteers attracting involvement from 37 Parent Councils. This represents a significant increase on the previous year. Feedback from parents provides evidence of a clearer understanding on the role of the Parent Council and its partnership role in School Improvement. One Primary Head Teacher remarked very positively that their Parent Council Chair had 'altered their view on the role of the Parent Council and they wanted to review their processes, meetings and constitution following the training'. More work is required on collecting data on the levels of Parental Involvement in School Improvement across our schools.

A Parental Engagement Toolkit has been developed as part of our Parents as Partners Framework. Head Teachers have engaged with this and are clear on the expectation that the toolkit must inform statements and next steps around Parental Involvement, Engagement and Family Learning in annual Improvement Reports and Plans. This work will be supported by the newly formed Strategic Group as part of the Education Improvement Plan.

Virtual Parent Council sessions have been introduced. This has allowed the Senior Management Team to engage directly with a large number of Parent Council Chairs on a very regular basis. The nature of these virtual sessions has allowed for a dynamic partnership between SBC and Parent Council Chairs which has continued to develop positive relationships with parents.

What next?

- Continue to improve the levels of parents' engagement in School Improvement processes.
- The Strategic Partnership Group will develop and share resources and practice to enhance the way schools engage with parents and partners in the improvement process.

3.3 To further develop parental representation and involvement in the life of the school

Parental Engagement

HOW WELL DID WE DO, HOW DO WE KNOW?

We have successfully baselined parental levels of satisfaction regarding school communications/reporting, opportunities to be active in the life of the school and how their views are represented. This revealed some strengths and made clear our areas for improvement.

Parents find our school staff very approachable and show high levels of satisfaction with the frequency of reporting they receive and the descriptive content that helps them understand what their child is learning and the progress they are making. However, where parents reveal lower levels of satisfaction is in the supply of information that can help them support their child's learning. Similarly, they reveal significant barriers in being able to become involved in the life of the school, these being work commitments, being made aware of opportunities and caring for younger children respectively. The representative role of the Parent Council is seen in a positive light with the majority of parents confident that the school takes the Parent Council views into account. Communications and consultations from the Parent Council to the wider parent body show some room for improvement.

These findings have informed the relevant aims, objectives and actions within our Partnership Framework.

Partnership Framework Aim

1. Ensure parents and families are fully supported to be involved in the life and work of their child's school or Early Learning and Childcare setting.

Objectives

1. Develop all parents and school staffs' awareness of the complementary roles they have in supporting learning.
2. Ensure communications between home and school are effectively supporting learning.

A Strategic Overview Group leads this Improvement Priority. Their remit is to provide the link to National Parent Organisations and relevant Professional Networks with the aim of disseminating research and effective practice.

The impact of the pandemic has been greater in this theme than the other two. The work of the Strategic Group in delivering the Partnership Framework has still to commence.

Next Steps?

- Continue to deliver training for schools, particularly on school communications and reporting developing the offer in line within the current context and informed by consultation with parents
- Support and challenge all schools to implement the Parental Engagement Strategy.
- Effective practices on recruiting, developing and celebrating volunteers will be researched developed and disseminated in the coming year

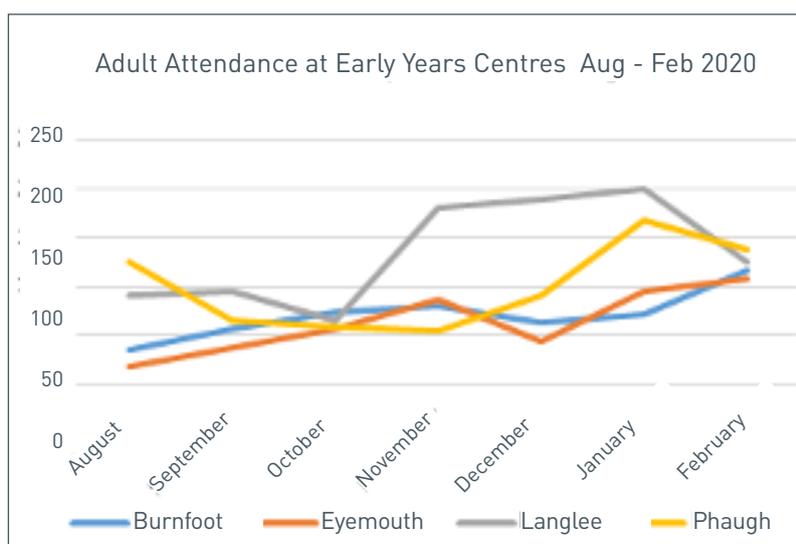
SPOTLIGHT ON SUCCESS

IMPROVING HEALTH AND WELLBEING OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

Early Years Centres – Burnfoot, Eyemouth, Langlee and Philiphaugh

Key Aims

In all four centres statistics on foot fall gathered show a steady increase in numbers attending since August 2019.



Families accessing support from the centre suffer from real disadvantage. Many have large families and they struggle with the day to day workings of family life that living in poverty can bring. Local knowledge and feedback gathered from parents during informal Drop In sessions have highlighted that family's struggles centre around, managing their children's behaviour, managing family meal times and ensuring their families were well fed, and managing their finances. Families were particularly vulnerable to outside pressures at special times of the year, for example at Christmas.

The Centres aimed to improve both their core offer and to plan and deliver specific planned work on particular Health and Wellbeing issues raised. The Centre Managers supported each other through planning, data collection and evaluation. Findings were shared from term 1 to inform approaches in term 2 and beyond. Due to Coronavirus from March 2020 the planned sessions were only completed in term 1 in all Centres and in two Centres in term 2. The Centres however, refocused their work on supporting families with food and increased the distribution of food parcels across their community.

Outcomes

- Parents are better informed and have practical ideas on dealing with the issues relating to Health and Wellbeing
- Parents are able to use the practical advice given to improve their family circumstances
- Parents will have access to some free foodstuff and will be supported to use this to make nutritional family meals
- Parents are able to take time for themselves to help them relax, without feeling guilty
- Parents are able to plan how to manage their finances better, for example feed their whole family at Christmas for less than £30

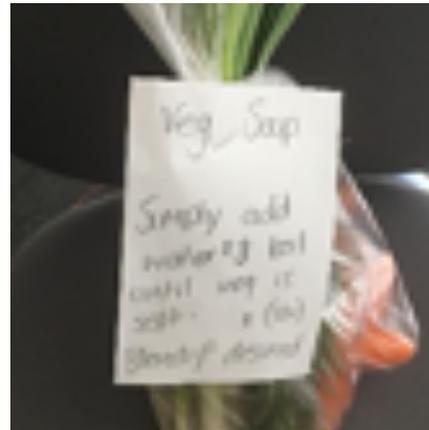
Programme Overview – Supporting Families through Food

FOODSHARE AND NEIGHBOURLY FOOD

In Burnfoot and Philiphaugh Early Years Centres (EYC), weekly deliveries of free food from Foodshare, support families both universally and targeted. Food is used to make nutritional meals at Drop In Lunch in Burnfoot, with parents encouraged to try these at home. In Philiphaugh a number of families receive a weekly food parcel and advice on what they could be making. Langlee Early Years Centre has food from Neighbourly which is universally available each week, where possible food is put into bags and ideas of what to make are shared. Recipes are shared on social media. Working in partnership with Community Food Workers and Eyemouth Links Project, families in Eyemouth are supported and challenged to eat new and different foodstuffs.



Specific planned work.



Planned programme 1 & 2 Overview

CHRISTMAS FOR LESS AND ALL ABOUT ME

The Christmas for Less Programme in term 1 and All About Me in term 2 were delivered over 5 x 2 hour sessions. Parents had an option of attending either the whole five weeks or they could choose whichever workshop they wanted to attend. If required crèche was available to enable parents to attend.

CHRISTMAS FOR LESS

Supporting Mental Health: Reflecting as a group, parents were able to share key pressures they faced, and problem solve together so that they might manage these better. They explored post-Christmas how they might minimise the financial pressure for the coming year by planning ahead. Parents learned how by having time to themselves can help reduce stress and worry.

Practical safety advice: Several professionals gave advice on dealing with personal pressures on socialising and alcohol intake and practical ideas on dealing with safety in the home.

Practical experiences: Parents were challenged to work together to plan, prepare, cook and enjoy a low cost two course Christmas dinner together for under £30.



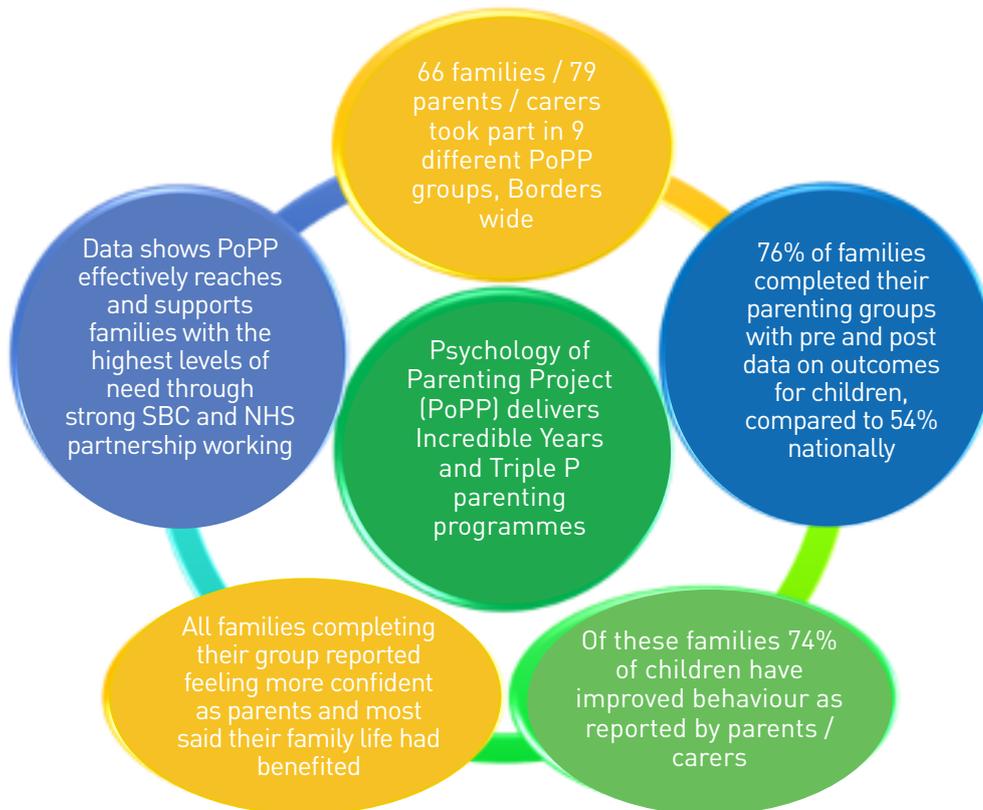
SPOTLIGHT ON SUCCESS: PSYCHOLOGY OF PARENTING PROJECT (POPP) DELIVERY OF INCREDIBLE YEARS AND TRIPLE P PARENTING PROGRAMMES

Incredible Years and Triple P evidence based Parenting Programmes are delivered across Scottish Borders as part of the Scottish Governments' Psychology of Parenting Project (PoPP). Both Incredible Years (IY) and Triple P groups are aimed at parents / carers of children, 3 – 6 years old with elevated levels of behaviour problems. Typically, these children have much more difficulty than their peers regulating their emotions, forming positive social relationships and behaving in way that enables them to get on positively with the adults and children around them.

Both Incredible Years and Triple P Parenting Groups aim to:

1. Strengthen parent-child interactions and attachment.
2. Provide strategies for improving and managing behaviour.
3. Foster parents' ability to promote children's social, emotional and language development.
4. Support parents to support their children's learning and encourages parents to promote children's emotional regulation and social skills.
5. Encourage parental partnership with early years professionals and teachers.

Delivery of PoPP Parenting Groups and Impacts for Children and their Families:



Some Parental Quotes - How have you personally benefited from participating in a group?

- *I understand and listen to my children more, and how important it is to have a positive relationship with appropriate praise and boundaries*
- *Knowledge that many/most parents struggle at times. Infinitely more faith in myself and my parenting skills!!! In tandem with other things in my life, this group has truly helped me resolve*
- *Gained more confidence in myself to participate and also in dealing with the challenging behaviours I sometimes face with my children*
- *Being a step parent thrust into parenthood having never had any form of childcare experience this group has given me many tools that I can use in difficult situations as well as a bigger support network*



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

8. STRATEGIC PRIORITY 4 - DEVELOP HIGH QUALITY LEADERSHIP AT ALL LEVELS

- 4.1 Continue to provide high quality Professional Learning for current and aspiring leaders.
- 4.2 Provide high quality Professional Learning for Teachers, Practitioners and Support Staff.
- 4.3 Continue to develop 'Grow your own teachers' for Scottish Borders.



4.1 Continue to provide high quality Professional Learning for current and aspiring leaders

HOW WELL DID WE DO?

School Leadership

Introduce refreshed Induction Programme for all new Head Teachers

7 new Head Teachers were involved in the refreshed Induction Programme. The programme focused on strategic areas within Scottish Borders Improvement Plan along with core elements of school leadership.

Feedback from participants:

'Being completely new to the Borders I think ensuring that key procedural systems like SEEMIS, Business world etc. are important to have delivered at the very beginning of the programme. I think then considering when certain things fall in the school calendar these can then be introduced.'

'For me I thought the programme gave me an understanding of the procedures within SBC and that was very useful. I do think if you were new to the role of a Head Teacher i.e. never had been one, I think there is a place for such a programme to develop leadership skills.'

Refreshed Leadership Programme for Middle Leaders

In partnership with Education Scotland Scottish Borders ran a Middle Leaders Leading Change Programme starting in February 2020. The first cohort consisted of 43 Principal Teachers. Sessions 2 and 3 were planned for May and September 2020 but could not go ahead due to COVID-19. Rescheduled dates are in place for next session.



Following a pilot of First Steps in Leadership course, expand this opportunity across the Local Authority

After a successful pilot in session 2019/19 Scottish Borders organised an additional 3 cohorts to undertake the programme in partnership with Clearwater Brookes.

8 Class Teachers have completed the programme, with an additional 22 partly through the programme, which was put on hold due to COVID-19. Additional dates have been scheduled for next term.

Feedback from participants:

'An excellent course. One of the most worthwhile/impactful Professional Learning experiences to date.'

'This has allowed me to recognise strengths and qualities that I have that I can bring to leading as a Class Teacher within the schools I work in. I have gained new valuable skills to help me to work with other staff, such as delegating or coaching. In general, it has given me the confidence to go and lead changes within my school and bring my ideas forward.'

Develop Coaching Framework

A Scottish Borders Coaching Framework has been developed and issued to all staff in May 2020. A cohort of 11 staff undertook the Coaching for Success Programme between September – December 2019.

Feedback from participants:

Helped me both on a personal and professional level. The format was excellent as it gave time to practise and develop coaching skills as well as developing theoretical knowledge of coaching.

I am hoping to develop a mini course for LMT within the school as well as developing coaching for pupils. I listen better and have created a better work/life balance for myself as a direct result of this course.

Continue to work with Edinburgh University partnership and SEIC to develop and deliver leadership opportunities

A Depute Head Teacher (DHT) from Scottish Borders was part of the team creating the new DHT Connect Programme. 4 Depute Head Teachers are currently half way through the pilot programme, which has been put on hold currently due to COVID-19.

1 Depute Head Teacher was awarded the qualification for Headship, 2 are currently working towards the qualification and 3 have been recruited for the 202/21 session.

Next steps

- Further work is required to grow and embed a coaching culture within all schools and settings

4.2 Provide high quality professional learning for teachers and support staff

HOW WELL DID WE DO?

Teacher Professionalism

Induction and Professional Learning Programmes are further developed for Probationers and Flexible Route Probationers

The Probationer Programme has been developed to focus on the strategic priorities of high quality Learning and Teaching, Inclusive Practice and Partnerships and Family Learning.

The programme now includes schools visits for Primary Probationers where small groups observe teaching and learning and followed with a professional discussion with management staff within the school. A similar programme will start next session for Secondary Probationers.



Feedback from participants:

This was a super opportunity. Although we only managed to carry out 1 school visit the experience was invaluable and something which I think should be considered more for future NQTs. You learn so much from visiting different schools, meeting new staff, children and different ways of doing things. I took away a lot from my visit to another school and implanted it within my own classroom. I really enjoyed the opportunity to engage with fellow NQTs on our Professional Learning days. It provided a support network and members of staff were always at hand to answer any questions or provide advice.

Continue to support Probationer Mentors through further training

The programme has been re-aligned to provide four sessions for Mentors. An introduction to the role and responsibilities for the year has been strengthened at the start of the year. A subsequent session which focuses on building relationships through a coaching and mentoring approach has been introduced.

A new addition is a regular 'surgery' session for Mentors where they can discuss any challenges they may be facing.

A handbook has been developed to support Mentors which compliments the Probationer's Handbook.

Next steps

- The development of a focused programme of Professional Learning is required for support staff
- With the current challenges of COVID-19 there is a particular requirement to focus on the development needs of Probationers and Early Phase Teachers

4.3 Continue to develop 'Grow your Own' Teachers for Scottish Borders

HOW WELL DID WE DO?

School Improvement

Scottish Borders continues to work closely with the University of Highlands and Islands to develop individuals who live in the Borders and want to join the Teacher Workforce.

5 students, in the Secondary Subjects of Technical, Chemistry with Science, Biology with Science, Home Economics and Mathematics, are progressing to become Probationers in 2020/21.

Through this programme 7 Secondary Teachers joined Scottish Borders workforce permanently in 2020, teaching Home Economics, Mathematics and Computing.

For the first time Scottish Borders offered a Primary *PGDE Programme in partnership with University of Dundee for Secondary STEM student inductees.*

5 students have successfully completed this course covering the subjects of Chemistry and Home Economics. The 3 Home Economics teachers have posts within Scottish Borders Schools for session 2020/21.



Additional Information

Professional Learning Awards

Induction and Professional Learning Programmes are further developed for Probationers and Flexible Route Probationers

Eymouth and Earlston High Schools were successful in gaining the GTCS Professional Learning Award. The award recognises schools which "promote, support and lead professional learning which has a significant and sustained impact on Teachers, Classroom Practice and Professional Learning.'

GTCS Re-accreditation

Scottish Borders successfully gained GTCS re-accreditation for the PRD/PU processes in March 2020. This involved re-writing the Professional Learning and PRD Policy and Guidance documentations.

The following key strengths were noted:

- *Staff across Scottish Borders show strong commitment to PRD and PU. This is clearly enhanced through active engagement with coaching strategies in all schools to support PRD conversations as well as developing challenge and support across other aspects of professional dialogue within schools*
- *The focus groups confirmed that Teachers take ownership of their own PRD and are now feeling more empowered to be agents of change as a result of their PRD conversations*
- *The Focus Group Teachers all described the culture in positive ways. There is a genuine desire to ongoing, continuous improvement, not just solely through self-evaluation for the purposes of PRD/PU. Staff report that they are now enthusing and motivating each other which is having a positive influence*
- *Time for PRD is protected through Working Time Agreements and prioritised in individual schools to ensure the sessions are not interrupted*

The following effective practice was noted:

- *The Professional Learning Operational Group (PLOG) allows the voices of all Teachers to be heard, and strongly supports the continual learning journey that Scottish Borders Council sees itself on. PLOG is collectively creating and identifying next steps to make improvements across the Local Authority. Scottish Borders Council sees itself as not being static, but is emerging and growing with a continued, ongoing commitment to Professional Learning; this was clearly demonstrated during the Revalidation Event*
- *The recent deployment of newly appointed central staff has ensured that Secondary Schools feel supported and valued, with focus group consensus that they are motivating, inspiring and challenging colleagues about the impact Professional Learning may have on the outcomes of young people. Additionally, colleagues feel supported by central Professional Learning Officers whenever they have concerns, knowing they can make contact for support at any time*
- *As a consequence of strong professional relationships, PRD meetings are often a place where staff feel safe enough to take the opportunity to talk about other relevant issues beyond Professional Learning, therefore opportunities to extend PRD timings are available if necessary*

Grow Your Own Modern Apprentices (MAs)

As part of the Local Authority's Grow Your Own Programme, our second Cohort of Modern Apprentices, (MAs) commenced their careers in Early Learning and Childcare in June 2019. Twenty two Modern Apprentices have been supported in our school ELC settings, committing to 17.5 hours in settings and having 17.5 hours to engage in course work for their SVQ (SCQF level 7 in Social Services Children and Young People).



'17.5 hours are spent attending training sessions relevant to my post and producing written work based on my learning so far. I have found this to be so valuable having the experience training "on the job." This is how I am able to put my learning in to practice.
Donna

Throughout the year the MAs have engaged in a series of in-house training opportunities.

Peer visits were organised for MAs to experience a range of different settings, as well as visits for the Modern Apprentices with a particular interest, to the Leader Valley School in Earlston.

Visiting professionals offered training sessions to the MAs-including GIRFEC/ Child Protection/ Environmental Health/Autism Support /EAL and Poppys.



We attend training every second Tuesday and receive different training. All of the sessions have been extremely useful and brilliant opportunities for information sharing.

Partnerships School - the Schools involved in supporting the Modern Apprentice Program have been very supportive with very positive feedback.

'Our MA is dedicated to the team and is a valued member. She is progressing in her learning very
Early Years Officer.

'Our MA has a real can do approach and really goes above and beyond in all areas. She has worked particularly hard in respect of working with the team to get our environments inside and outside up to a very high standard prior to our Inspection which came only 5 weeks after moving back ,so the outdoor area had been neglected for the previous 7 months. She got stuck in coming up with ideas and working on these during the weekend.' Head Teacher

'Our MA has confidently stepped into her role and is very hands on and has gone 'above and beyond 'as she has stepped in and helped out in any area she has been needed in. She has become a valuable member of our team.' Early Years Officer

As a consequence almost all the Modern Apprentices have now completed their SVQ qualifications and have successfully gained Early Year Practitioner posts across Borders. They are fully prepared to delivery high quality Teaching and Learning in the playrooms.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

9. NEXT STEPS

OUR PRIORITIES

- Implement SBC Inclusion Policy and Strategy and provide training for all staff to ensure consistent application
- Improve Learning and Teaching by implementing key strategies and 'Inspire Learning'
- Implement the Parental Engagement Strategy

SCHOOL LEADERSHIP

- Continue to work with partners to enhance leadership at all levels in schools and settings
- Support the national expectation for empowerment

TEACHER PROFESSIONALISM

- Provide high quality Professional Learning opportunities for all staff to support inclusive practices (including Nurture), Leadership and Literacy/ Numeracy

PARENTAL ENGAGEMENT

- Implement the SBC Parental Engagement Strategy
- Develop approaches to support Family Learning across Scottish Borders

ASSESSMENT OF CHILDREN'S PROGRESS

- Implement "***SBC's Framework for Staged Interventions in Schools***" – a support document for schools to provide guidance on a staged approach to meeting all learners' needs
- Continue to work on a multi-agency basis to improve the support for children and young people's physical and emotional health and wellbeing



SCHOOL IMPROVEMENT

- Support and challenge schools/settings through the Quality Improvement Framework and Support Agreement
- Continue to work with schools and partners to develop a Senior Phase Curriculum to ensure appropriate pathways and qualifications for young people, as well as meeting wider economic need

PERFORMANCE INFORMATION

- Develop and implement an SBC Data Dashboard for schools to track and record progress



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an Officer to meet with you to explain any areas of the publication that you would like clarified.

CHILDREN AND YOUNG PEOPLE'S SERVICES

Scottish Borders Council | Headquarters | Newtown St Boswells

MELROSE | TD6 0SA

email: SeniorMgtSupport@scotborders.gov.uk



Printed in the Scottish Borders. Designed by Scottish Borders Council Graphic Design Section. JD/08/20.

SCOTTISH BORDERS COUNCIL'S



EDUCATION IMPROVEMENT PLAN 2020-21





CONTENTS

EDUCATION IMPROVEMENT PLAN 2020-21

1. INTRODUCTION	3
2. NATIONAL CONTEXT	5
3. LOCAL CONTEXT	7
4. STRATEGIC PRIORITY 1 – DEVELOPING HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT	10
5. STRATEGIC PRIORITY 2 – DEVELOPING INCLUSIVE PRACTICE	15
6. STRATEGIC PRIORITY 3 – IMPROVING PARTNERSHIPS AND FAMILY LEARNING	22
7. STRATEGIC PRIORITY 4 – DEVELOP HIGH QUALITY LEADERSHIP AT ALL LEVELS	26

EDUCATION IMPROVEMENT PLAN 2020-21

1. INTRODUCTION

The academic year 2019/20 was a challenge for all Local Authorities across Scotland. Our staff, children and young people and parents responded strongly to the challenge presented by Covid-19 and we can be very proud of the actions taken to reduce the impact of this devastating illness. Clearly the Plans set out in last year's Improvement Plan remain relevant, not only because some were unable to be fully achieved as a result of school closure, but because of the commitment made to Staff to consolidate our approaches to Improvement. Our strategic priorities remain unchanged but have been updated and our proposed actions focused accordingly. These actions reflect National Best Practice, research and experience.

Our Improvement Plan reflects the overall vision of Scottish Borders Council and this Education Plan sits as part of the wider Children's Services Plan and other strategic Planning across the council.

This Education Plan reinforces our priorities, the actions we will undertake to support these, the intended outcomes and the measures of success. This year's Plan continues to be both aspirational and Inclusive, and makes use of a wide range of data, which reflects the needs of our children, young people and families in Scottish Borders.

Our Staff are our biggest resource. It is our intention therefore to ensure that Staff Development, Professional Learning and the delivery of excellent Staff Training will be, for the next five years, at the heart of our drive to be an excellent Education authority.

While we can evidence that progress has been made over recent years in relation to narrowing the poverty-related gap, our drive for continuous Improvement remains relentless, and we will continue to ensure that all of our children, regardless of background, have every opportunity to succeed. The priorities and actions in this Plan provided systemic stability in order to support this ambition.

The plan focuses on improving Learning and Teaching; developing Inclusive Practices; and enhancing partnerships to support Family Learning. High quality Learning is key to the success of learners. It is essential that we provide all learners with an Education which best develops their skills for life, Learning and work. The sector leading, Inspire Learning



will continue to enrich the quality of Learning and enhance digital skills for every child and young person. Our focus on School Leadership ensures that Scottish Borders continues to invest in its leaders at all levels to provide the very best Staff in our schools.

Scottish Borders Council has a very clear ambition to develop independent, achieving people; to empower vibrant communities; and to develop a thriving economy, with opportunities for everyone. We believe the priorities set out in this Plan will support and challenge our Staff to continue to improve the standard and quality of service that we provide.

Lesley Munro

DIRECTOR

YOUNG PEOPLE, INCLUSION AND ENGAGEMENT

EDUCATION IMPROVEMENT PLAN 2020-21

2. NATIONAL CONTEXT

The document, **'The National Improvement Framework for Scottish Education: Achieving Excellence'** published in 2016, set out the National Priorities for

They are:

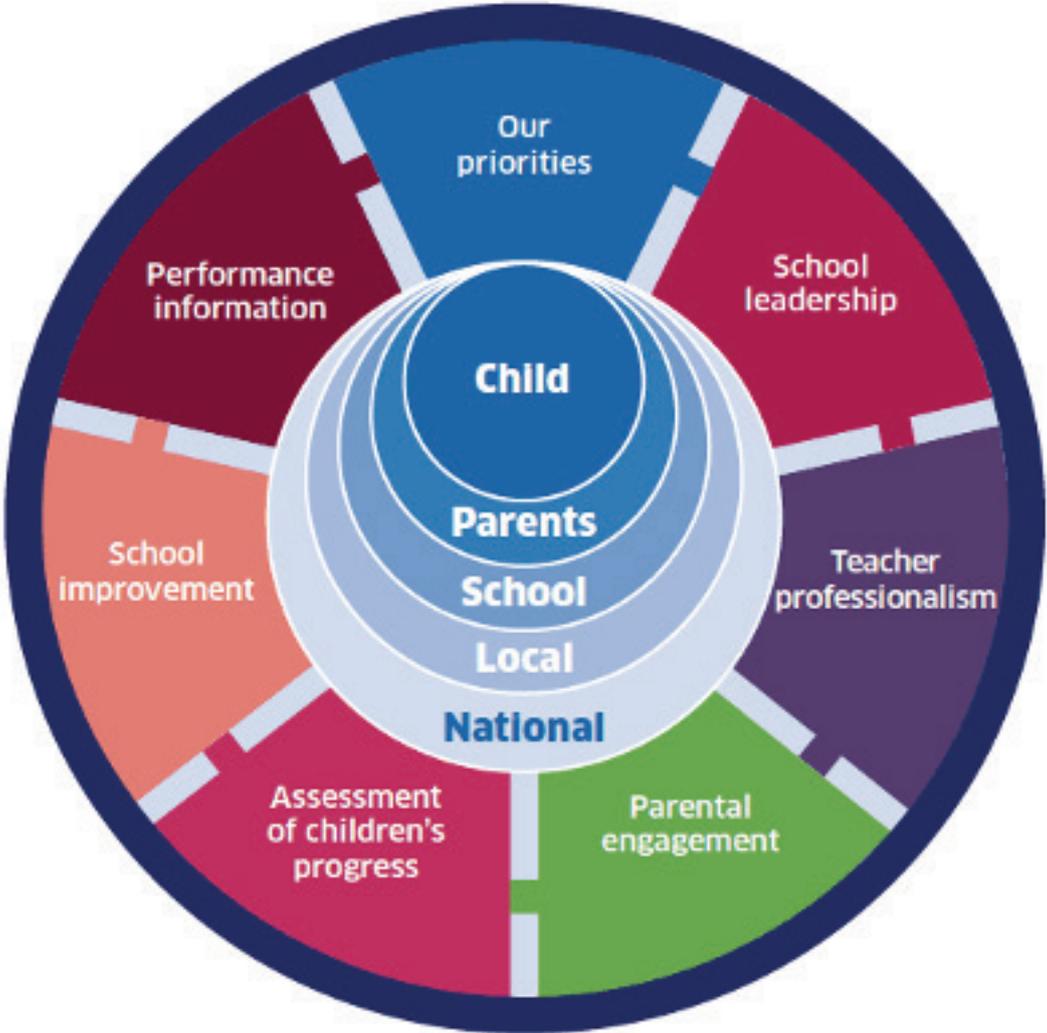
- Improvement in attainment, particularly in literacy and numeracy
- Closing the Attainment gap between the most and least disadvantaged children
- Improvement in children's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for young people

The improvement Framework documentation notes further that:

'Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local Authority and School Improvement Plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further Improvement priorities at school level based on local needs and school self-evaluation.'

National Improvement Framework for Scottish Education Achieving Excellence and Equity 2017 pg 2.

These four National Priorities for Education are set in the context of the **seven drivers for Improvements** as detailed below:



EDUCATION IMPROVEMENT PLAN 2020-21

3. LOCAL CONTEXT

'We are an ambitious Local Authority, well placed to ensure that all our children and young people continue to benefit from living and growing up in the Scottish Borders.

We promise that:

We will continue to have a relentless focus on Improvement.

That our children and young people will learn in establishments where all staff expect everyone to succeed to the best of their ability.

That our Staff have the opportunity to continue to develop their practice and skills through involvement in high quality Professional Learning and Training.

That we ensure that Scottish Borders is a place where every child is valued and included.

That our Education establishments are places where our children's unique talents, skills and abilities will be nurtured, valued and respected.

Our aim will be not to exclude any child or young person from our Inclusive Schools.

We will ensure every young person leaving our schools can look back and be completely satisfied that they were supported by skilled, capable and caring Staff, to be the best they can be.

We will ensure that our children benefit from a curriculum that provides breadth, depth and challenge.

That every child and young person's school career provides opportunities to learn in an environment that promotes creativity, entrepreneurial talent, self-awareness and confidence.

When we deliver on these promises then we can be sure that our young people will attain, achieve and contribute to the economic success of the Scottish Borders. We will do this while maintaining a strong focus on Early Intervention and Prevention, building resilience and supporting children, young people and families to develop the skills and capabilities that enable them to navigate the challenges of modern life.

PURPOSE OF THE PLAN

This Plan describes our strategic priorities which have been developed to support the shared vision. It also details the key actions which we will take to ensure the best possible outcomes for children and young people in the Scottish Borders.

Our 4 strategic priorities below articulate well with the National Improvement Framework (NIF) Priorities. These priorities remain constant to ensure progress is made in each area over a 3 year development period:

STRATEGIC PRIORITY 1

Develop high quality Learning and Teaching that leads to improved levels of Attainment and Achievement in all of our schools and settings

- Increase the variety of qualifications on offer in the senior phase leading to an increase in levels of Attainment and achievement
- Increase Attainment in Literacy and Numeracy across the BGE to 85% by June 2023
- Provide high quality Education throughout the BGE and Senior Phase

STRATEGIC PRIORITY 2

Developing Inclusive Practice

- Promote and develop Inclusive Practices across all our schools and settings
- Achieve equity ensuring every child and young person has the same opportunity to succeed
- Deliver improved Health and Wellbeing outcomes for children and young people

STRATEGIC PRIORITY 3

Improving Partnerships and Family learning

- Improve access to family Learning opportunities and support parents to assist their child's Learning
- Deliver improved levels of parents' and other partners involvement in School Improvement processes
- To further develop parental representation and involvement in the life of the School

STRATEGIC PRIORITY 4

Develop high quality leadership at all levels

- Continue to provide high quality Professional Learning for current and Aspiring Leaders
- Provide high quality Professional Learning for early phase teachers



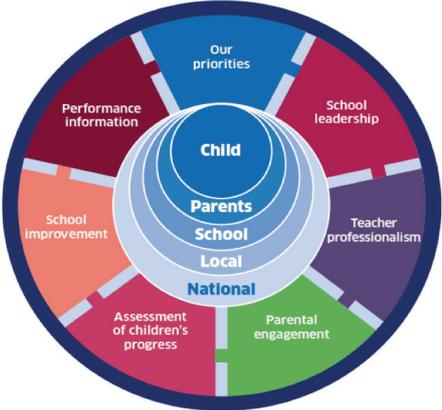
STRATEGIC PRIORITY 1

Develop high quality learning and teaching through Inspire Learning that leads to improved levels of attainment and achievement in all of our schools and settings

- Increase the variety of qualifications on offer in the senior phase leading to an increase in levels of attainment and achievement
- Increase attainment in literacy and numeracy across the BGE to 85% by June 2023
- Provide high quality education throughout the BGE and Senior Phase

Ensure the senior phase curriculum has breadth, depth and challenge for all our young adults through a variety of qualifications in the senior phase. Those opportunities will lead to an increase in levels of attainment and achievement that supports individual aspirations and economic activity in Scotland.

- Increase attainment in literacy and numeracy across the BGE to a stage average of 85% by June 2023. In addition, we will close the poverty related attainment gap by 10% by June 2023.
- Ensure high quality education throughout the BGE and Senior Phase through the Inspire Learning programme in developing pedagogy through technology



STRATEGIC PRIORITY 1

1.1 Ensure the senior phase curriculum has breadth, depth and challenge for all our young adults through a variety of qualifications in the Senior Phase. Those opportunities will lead to an increase in levels of Attainment and Achievement that supports individual aspirations and economic activity in Scotland.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Assessment of Children's Progress	Schools will deliver a Senior Phase which ensures appropriate pathways for young people and provides the best opportunities for them to achieve a range of qualifications.	Increased Attainment within the Senior Phase, including number and quality of accreditation.	Data Analysis. SQA examination results.
Performance Data	Schools will implement recommendations of the Senior Phase expectations paper.	Each School will ensure that year on year, throughout the duration of the Plan, Attainment and wider Achievement will improve: -	Information from Insight. CLD Database Secondary Attainment Meetings.

STRATEGIC PRIORITY 1

1.2 Increase Attainment in Literacy and Numeracy across the BGE to a stage average of 85% by June 2023. We will aim to close the poverty related Attainment gap by 10% by June 2023.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>Assessment of Children's Progress</p>	<p>Support and improve approaches to assessment and moderation to improve practitioner skills in Planning and Assessment.</p> <p>Further develop SBC QAMSO Network and model of Moderation and extend to include Inter-Authority Moderation.</p>	<p>Practitioners are more skilled in the effective use of Moderation to inform Learning, Teaching and Assessment.</p> <p>Practitioners will further develop their expertise in assessment and Moderation, enabling them to lead Staff Training within their own schools/clusters.</p> <p>Reduce the poverty related Attainment gap by 5%.</p>	<p>Qualitative and quantitative feedback from QAMSOs.</p> <p>Number of QAMSOs attending Networks.</p> <p>Level of moderation activity taking place in and across schools. Authority QA visits.</p> <p>SNSA Assessments. Progress & Achievement Tracking.</p> <p>External validation including SBC, SEIC, Education Scotland and Care Inspectorate.</p> <p>SNSA and SQA results across SIMD levels</p>
<p>Performance Information</p>	<p>Schools/settings will become data literate to improve Learning and Teaching.</p>	<p>Staff at all levels are supported to use pupil data to Plan and improve Learning and Teaching interventions matched to need.</p> <p>All staff will be able to interpret relevant data for Improvement.</p>	<p>QIO Attainment visits.</p> <p>Data analysis.</p> <p>Number of Staff undertaking Data Literacy Training.</p>

STRATEGIC PRIORITY 1

1.2 Increase Attainment in Literacy and Numeracy across the BGE to a stage average of 85% by June 2023. We will aim to close the poverty related Attainment gap by 10% by June 2023.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>Teacher Professionalism</p>	<p>Schools/settings will implement Scottish Borders:</p> <ul style="list-style-type: none"> • Learning, Teaching and Assessment Framework • Literacy and Numeracy Strategies • Early Literacy Framework <p>Develop the work of school-based Literacy and Numeracy Champions.</p> <p>Create a Family Learning offer to support understanding of Literacy and Numeracy development.</p>	<p>Ensure all staff have a consistent approach to Teaching Literacy and Numeracy, aligned to the strategies, leading to improved Attainment and outcomes for children and young people.</p> <p>Champions will lead Staff development within local settings and further develop knowledge and expertise of all.</p> <p>Improvement in parents' levels of engagement, understanding and ability to support Learning.</p> <p>Improving pedagogical approaches to Literacy and English and Numeracy and Mathematics through increased access to high quality Staff development.</p> <p>School Level engagement with key principles of LTA Framework.</p>	<p>Early Years tracking records including those across Emerging Literacy.</p> <p>Transition records.</p> <p>ACEL Data and SNSA results.</p> <p>Track establishment engagement with Champions programme and Network.</p> <p>Track opportunities and levels of engagement through tracking and monitoring systems</p> <p>Feedback from Parent Councils.</p> <p>HT Feedback during QA visits with attainment focus based on available data.</p> <p>SBC Learning, Teaching and Assessment Framework in place and respective Twitter feeds accessed regularly.</p>

STRATEGIC PRIORITY 1

1.3 Ensure high quality Education throughout the BGE and Senior Phase

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>School Improvement</p>	<p>Embed the revised Quality Improvement Framework (QIF) and introduce the SBC Support Agreement.</p> <p>Schools/settings will continue to refine their systems for tracking and monitoring progress to ensure that all children and young people fulfil their potential.</p> <p>Secondary schools to further embed Inspire Learning Digital Learning Strategies into core pedagogy. Primary Staff to begin developing digital pedagogy.</p> <p>Support schools/settings to collaborate within SBC, SEIC and other partners to improve outcomes.</p>	<p>A robust QIF supports and challenges schools, with the ongoing cycle of self-evaluation and Improvement Planning.</p> <p>Increase engagement and pace; improved feedback; increased confidence in digital skills.</p> <p>Head Teachers and Practitioners engage in Professional Learning and Development opportunities including as SEIC Associates.</p>	<p>Increase the percentage of schools/settings which self-evaluate against the HGIOS4/ HGSOELC Quality Indicators in line with external validation.</p> <p>QIO Visits, SBC Review, Education Scotland and Care Inspectorate inspections.</p> <p>Feedback from parents and children on the quality of Learning in our schools/ setting gathered through HMIe inspections and SBC Review.</p> <p>No school /setting will have unsatisfactory or weak grading resulting from Inspection by 2022. All schools/settings are rated good or better for all 4 key Quality Indicators by 2023.</p> <p>Apple Teacher/Microsoft Innovative Educator Awards. Quality Improvement Reviews Attendance at Regional Training Centre.</p> <p>Data analysis of ACEL, SNSA and SQA results from all Practitioners.</p> <p>School Improvement Plans and School Improvement Reports demonstrate progress across all key measures.</p>

STRATEGIC PRIORITY 1

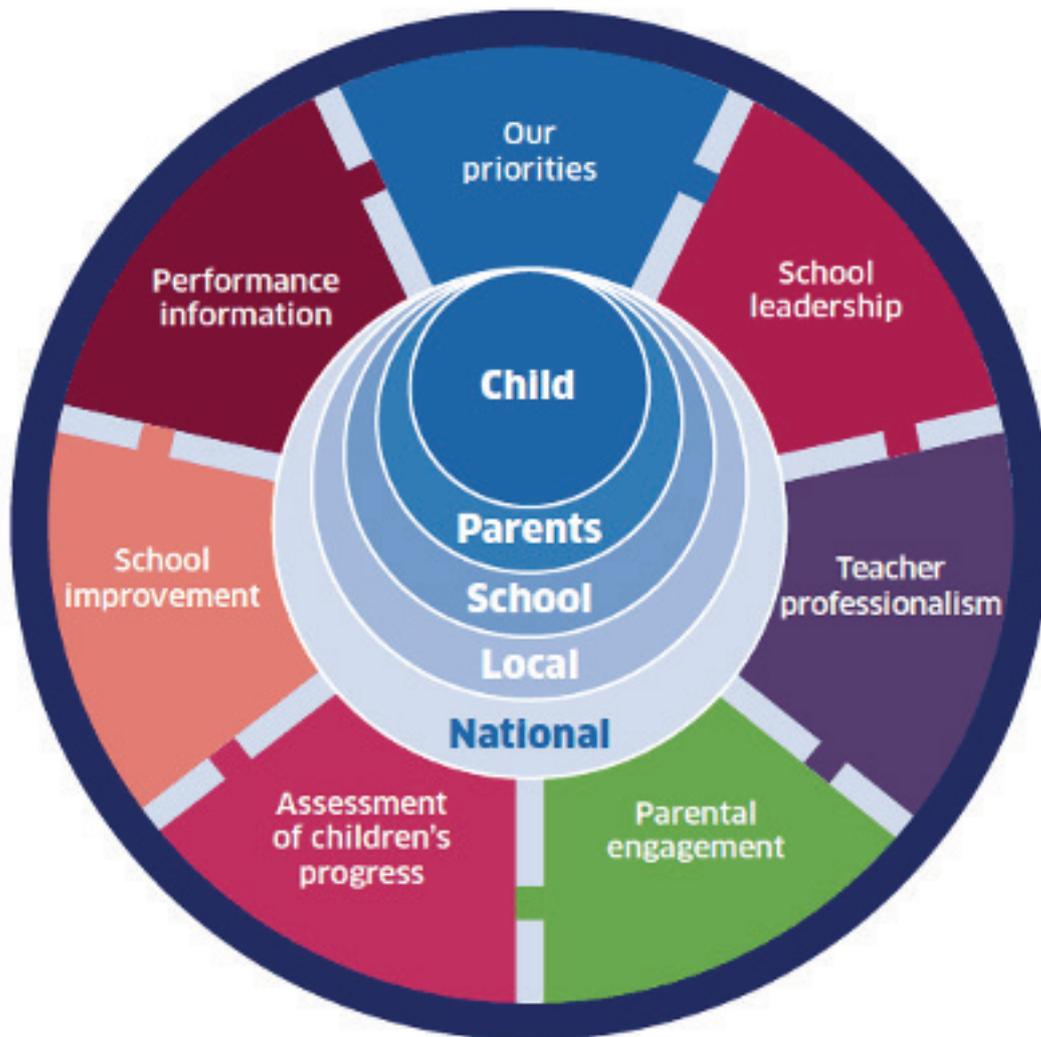
1.3 Ensure high quality Education throughout the BGE and Senior Phase

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>School Improvement</p>	<p>Implement Scottish Borders's expansion of Early Learning and childcare from 600 hours to 1140 to provide high quality Learning that meets the National Standard.</p> <p>Improve pedagogy, practice and collaboration in Early Learning and Childcare including engagement in the South East Improvement Collaborative (SEIC).</p>	<p>Quality provision for all children, ensuring they are supported to reach their full potential and have the best start in life.</p> <p>Staff and Leaders are highly skilled, knowledgeable.</p> <p>Effective practice is shared and used to improve quality across all settings/schools.</p>	<p>Ensure settings meet the National Standard and are graded good or better for 4 key Quality Indicators (QIs) for Care Inspectorate and HGIOELC.</p> <p>External validation demonstrates improving standards across all schools/ settings.</p> <p>Quality Improvement visits from Head Teachers/ Managers.</p> <p>Feedback from parents and children.</p>

STRATEGIC PRIORITY 2

Developing Inclusive Practice

- 2.1 Ensure that all of our Learning establishments are Nurturing and Inclusive.
- 2.2 Achieve equity for children and young people, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.
- 2.3 Deliver improved Health and Wellbeing outcomes for children and young people.



STRATEGIC PRIORITY 2

2.1 To promote and develop inclusive practices across all our schools and settings

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>School Improvement</p>	<p>Ensure that all learning establishments have fully embraced and implemented the guiding principles of SBC's Inclusion Framework and associated documents.</p>	<p>All Staff will be Inclusive practitioners and will understand their personal responsibility to deliver Inclusive Education across SBC.</p> <p>Inclusion principles are embedded at whole-school level over the next 3 years.</p> <p>Establishments, where appropriate, will reduce Exclusions and improve attendance.</p> <p>Key Staff confidently and competently deal with challenging situations.</p> <p>Reduced incidents of physical violence recorded on LEXI system.</p>	<p>School Exclusion and tracking & monitoring statistics.</p> <p>Feedback from key Staff and observations during Quality Improvement visits (QI 3.1 focus).</p> <p>Reducing Exclusions – work to decrease average/repeat Exclusions.</p> <p>Feedback from stakeholders through focus group and individual case studies.</p> <p>Analysis of individual school SIPs/WTAs.</p>

STRATEGIC PRIORITY 2

2.1 To promote and develop inclusive practices across all our schools and settings

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Teacher Professionalism	SBC Nurturing Approaches - Continue to work in collaboration with Educational Psychologists, Glasgow City Council and the Scottish Government to deliver Training and roll-out SBC'S Nurturing Approaches to all Staff.	<p>The Training programme will be delivered to Staff at all levels from November 2020.</p> <p>Key personnel will continue to Plan and develop resources to support the systemic change of focus to ensure all Learning establishments are Nurturing by June 2022.</p> <p>Provide clear guidance and a framework for all stakeholders to implement Nurturing Approaches.</p> <p>A sustainable approach to nurturing relationships in all Learning establishments will be in place by June 2021.</p> <p>All schools will include this Training in their School Improvement Plans and Working Time Agreements from August 2020 for the next 3 academic sessions.</p>	<p>Minutes from Central Inclusion Team meetings and action points.</p> <p>Guidance and documents produced outlining the Scottish Borders model.</p> <p>Programme and timetable of Staff Training for all schools.</p> <p>School Improvement Plans and Working Time Agreements for session 2020-21 will reflect this as a priority.</p> <p>Number of Staff trained on Introduction to Nurturing approaches.</p> <p>Number of Staff undertaking Targeted Nurturing Approaches Training.</p> <p>Tracking of Boxhall profiles (Pre and Post) undertaken. The development of a Nurture Base in every Secondary School and selected cluster Primary Schools by June 2021.</p> <p>Improved outcomes for those young people attending Nurture Bases.</p> <p>Feedback from key school staff on effectiveness.</p>
Parental Engagement	Create a Family Learning offer to support understanding of a nurture approach.	Create a Family Learning offer to support understanding of a nurture approach.	Create a Family Learning offer to support understanding of a nurture approach.

STRATEGIC PRIORITY 2

2.2 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>Assessment of Children's Progress</p>	<p>Update SBC's Attendance Policy to reflect the revised guidance launched by Scottish Government in Included Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools.</p> <p>There will be an emphasis on schools and partners working together to identify and support families to improve attendance and a pilot project will be undertaken.</p>	<p>Provide clear guidance and a framework for all partner agencies to improve attendance.</p> <p>Each cluster's multiagency Attendance panel will coordinate the delivery of support for children and families to improve attendance.</p> <p>Proportionate support on attendance provided to identified school, where required.</p> <p>Key Staff in participating School will provide targeted support to individual pupils. Improved pupil attendance and reduced exclusions.</p>	<p>Attendance statistics on SEEMIS.</p> <p>Minutes and action points from Inclusion Strategic Group (Attendance Working Party) will reflect this in all schools.</p> <p>Analysis of exclusion & attendance data of universal and targeted groups.</p> <p>PDSA action Plan and record (Improvement Methodology).</p> <p>Feedback from key Staff in participating schools.</p>

STRATEGIC PRIORITY 2

2.2 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>Performance Information</p>	<p>Virtual LAC School – To improve attendance, reduce exclusions and improve Attainment for all care experienced pupils.</p> <p>Develop and pilot a Mentoring Programme for all Looked After and Care Experienced children and young people by June 2021.</p>	<p>Increase the number of LAC pupils on track in the broad general Education in Secondary Schools by 10%.</p> <p>Decrease the temporary exclusion of LAC pupils in Primary Schools to 0%.</p> <p>Reduce the number of repeat exclusions for LAC pupils in primary and secondary schools to 0%.</p> <p>Increase number of LAC pupils of achieving 5 accredited Learning activities by 10%.</p> <p>Increase attendance of LAC secondary pupils by 10%. Decrease number of LAC in secondary schools' exclusions to 0%.</p> <p>Increased Attainment through robust tracking of all LAC pupils in and out of our Local Authority. Identified children and young people will have adult support for their Learning journey as part of the Mentoring Programme.</p>	<p>SEEMIS Attainment tracking 3 times a year. SQA results.</p> <p>SEEMIS attendance data.</p> <p>SEEMIS exclusion data.</p> <p>Individual young people feedback.</p> <p>SEEMIS Attainment data.</p> <p>Attainment data from Educational Psychologist Service to be collected when visiting other Local Authorities.</p> <p>The creation of a Mentoring Training Programme.</p>

STRATEGIC PRIORITY 2

2.2 Achieve equity for children and young person, ensuring their unique talents are valued and nurtured, each having the same opportunity to succeed.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Teacher Professionalism	<p>Create a Pupil Equity Fund Strategic Group to support the recovery after Covid-19 pandemic to promote and share effective approaches to Planning and evaluation.</p> <p>Redesign and embed SBC Support for Learning Guidelines into practice across all interventions.</p> <p>Develop an SBC Attainment Challenge Plan with explicit outcomes for Improvement in conjunction with Education Scotland.</p>	<p>Greater understanding and knowledge of effective practice using PEF interventions.</p> <p>Increased expertise, knowledge and confidence in supporting learners.</p> <p>Consistent approaches are used across all Scottish Borders schools and settings.</p> <p>Provide clear expected outcomes for all Attainment Challenge Workstreams which all schools are working towards.</p>	<p>Strategic Group minutes demonstrating the sharing of effective practice.</p> <p>Support for Learning Teacher feedback.</p> <p>Quality Improvement visits.</p> <p>Progress and achievement data for targeted pupils related to the Attainment Challenge Plan.</p>

STRATEGIC PRIORITY 2

2.3 To deliver improved Health and Wellbeing outcomes for children and young people

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Assessment of Children's Progress	<p>Review the totality of the current Service Provision across Emotional and Mental Health Services for Schools, taking into consideration the implementation of Scottish Government School Counsellors by September 2020 and the Mental Health Strategy actions 2017-27.</p> <p>In response to the effects of Covid-19, consider the effect of the Health and Wellbeing of children and young people and Staff as they return to school.</p>	<p>Young people will have access to increased support around Emotional Health and Wellbeing including group and individual counselling as required.</p> <p>The needs of children and young people and Staff will be recognised and supported during the phased return to school.</p> <p>Improved ethos and culture around emotional health and wellbeing across all secondary schools.</p>	<p>Revised contract in place and new service implemented by December 2020.</p> <p>Impact Report from Quarriers reporting improved Health and Wellbeing outcomes for young people.</p> <p>Minutes and actions from Education Recovery Group.</p> <p>Feedback from central staff and school staff.</p>
School Improvement	<p>Continue Strategic Partner Agency Group to develop Plans to support the national focus on physical activity, child healthy weight and diabetes prevention.</p> <p>Two pilot projects- Whole systems change – Eyemouth Cluster Child healthy weight – Multi-agency Early Years focus.</p>	<p>Greater understanding and awareness of developing Pilot Project Plans to meet national focus.</p>	<p>Participating school Action Plans and Evaluations.</p>

STRATEGIC PRIORITY 3

Partnership and Family learning

- Improve access to Family Learning opportunities and support parents to assist their child's Learning
- Deliver improved levels of parents' and other partners involvement in School Improvement processes
- Further develop parental representation and involvement in the life of the School



STRATEGIC PRIORITY 3

3.1 Improve access to Family Learning opportunities and support parents to assist their child's learning

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Parental Engagement	<p>Schools will: Collaborate with parents to examine school communications and reporting mechanisms (school handbook, website, SIR, reports) Within this consider the use of the opportunities with Inspire Learning.</p>	<p>Improvement in parents' levels of engagement, understanding and ability to support Learning.</p>	<p>Feedback from Parent Councils and assess progress through our 1:1 surgery.</p> <p>Over the next two years, measure recorded Learning Offers and findings from PIEC 2 As above and sampling reporting. (effective practice from each Cluster).</p>
School Improvement	<p>Use the information gathered from the Parental Survey on Home Learning and the Learning from practice during COVID 19 response to further develop approaches and consistency to develop parents capacity to support Learning at Home Establish the work of our Strategic Guidance Group in partnership with SEIC and Education Scotland. This group will cover ELC, Primary, Secondary and CLD. They will: Increase the breadth and consistent delivery of the CLD/Early Years Family Learning Offer.</p>	<p>Parents report a greater degree of confidence in support Learning at home. Learning at Home is high quality and accessible to all. Increased awareness and consistency in parents' capacity to support Learning suitable to the school's context.</p> <p>Appropriate Learning Offers will be provided. Opportunities for Family Learning across schools will be increased for targeted families by 10% by June 2022.</p> <p>Improved accreditation and progression levels in target schools.</p>	<p>Repeat Home Learning Survey for all parents in May 2021 Monitored through school SIRs and 1:1 surgery.</p> <p>Track opportunities and levels of engagement with tracking system (CLD MIS).</p>

STRATEGIC PRIORITY 3

3.2 Deliver improved levels of parents' and other partners involvement in School Improvement processes

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Parental Engagement	Schools will embed the use of the Audit Toolkit in School Improvement processes.	Improved levels of Parental Engagement in Improvement processes. Schools begin to identify underrepresented groups of parents and form plans to increase levels of equity from the parent body.	Surgeries, RAG S&Q and feedback from PC Networks and Strategic Co-production Groups.
School Improvement	Strategic leaders will develop clear strategic expectations on key stakeholders' involvement in the evaluation process.	All Head Teachers will have a full understanding of Parent Council Legislation and good practice in involving parents in School Improvement.	Annual review of this strand in SIPs/SIRs. Year 2, Measures from PIEC 2.
School Leadership	Reduce barriers to participation for parents in strategic development e.g. through increasing opportunities to network remotely with parents.	All schools/settings will consult with their parent forum and parent council throughout the improvement planning process.	QIO visits and surgeries Review self-evaluations and ascertain confidence levels in selfevaluation. Strategic Guidance Group Tracking and Monitoring system. Survey Parent Councils in April and evaluations from participants in strategic opportunities.
Teacher professionalism			

STRATEGIC PRIORITY 3

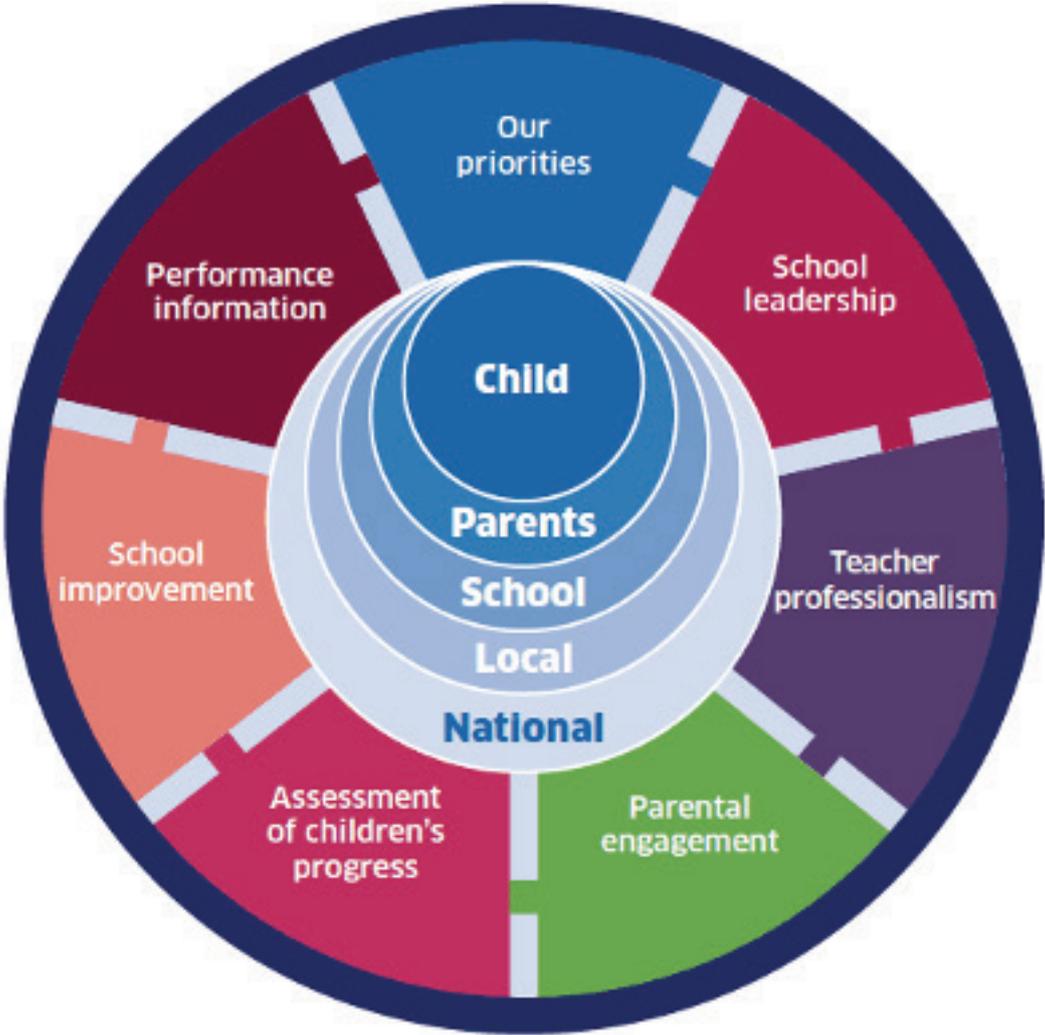
3.3 To further develop parental representation and involvement in the life of the School

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
<p>Parental Engagement</p>	<p>Support and challenge all schools to implement the Parents as Partners Framework. Schools/ settings will develop a Parental Engagement and involvement approach for Early Years and Childcare.</p> <p>The Strategic Guidance Group will research, develop and disseminate effective Practices on recruiting, developing and celebrating volunteers.</p>	<p>Number of parents actively involved in Parent Councils and voluntary roles in schools increases.</p> <p>A greater more representative range of parents have a say in representative process.</p> <p>Establish models of Parental Involvement that support Teaching and Learning in ELC and set a pattern for ongoing Parental Involvement throughout their child's school career.</p>	<p>Forms questionnaire to Parent Councils. Strategic Guidance group T&M tool.</p> <p>School Audit profiles from the Audit Toolkit.</p> <p>School Handbooks, feedback from surgeries and include questions in PIEC2.</p> <p>S&Q statements \ Strategic Guidance Group T&M tool. Feedback from Parent Councils.</p>

STRATEGIC PRIORITY 4

Develop high quality leadership at all levels

- Continue to provide high quality Professional Learning for all Staff including current and aspiring leaders
- Provide high quality Professional Learning for Early Phase Teachers
The focus will be on the key themes within the strategic priorities



STRATEGIC PRIORITY 4

4.1 Continue to provide high quality Professional Learning for all Staff including current and Aspiring Leaders.

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
School Leadership	Continue to grow and develop our Professional Learning offer matched to SBC priorities and the Inspire Learning programme.	Increased offer of high-quality courses for all Practitioners. Up-skilled Practitioners who are confidence in undertaking Practitioner Enquiry.	Numbers of Practitioners undertaking and completing Professional Learning increases. Pre and post Course evaluations.
Teacher Professionalism	Empower current Scottish Borders Staff in the delivery of Practitioner Enquiry programmes to all Staff. (Leading Learning through Practitioner Enquiry Course and Probationer's involvement). Deliver the revised Coaching Framework, ensuring progression in skills from Early Phase Teachers to Systems Leaders. Plan and prepare for the delivery of a new Training programme particularly designed for support Staff.	Probationer Supporters Group lead their Probationer with their own enquiry across schools. Coaching approaches are further developed and utilised to support work in their schools. Evidence of coaching skills development across the Professional Learning offer for Practitioners. Improved coaching conversations during PRDs. Highly trained support Staff across schools. Increased confidence of Support Staff in carrying out their role. Support Staff who are multi-skilled increasing flexibility for their deployment within schools.	Increased number involved in delivery of Professional Learning Course evaluations. Coach database. Programme included in Professional Learning offer for 2020/21. Evaluations of courses delivered. Focus groups feedback. Increased number of Practitioners involved in coaching. Notes of Planning meetings. Training programme developed. Trained Trainers in place.

STRATEGIC PRIORITY 4

4.2 Provide high quality professional learning for teachers and support staff through Inspire Learning

NIF KEY DRIVER	WHAT ARE WE GOING TO DO?	WHAT IS THE EXPECTED IMPACT?	HOW WILL WE MEASURE THIS?
Teacher Professionalism	<p>In response to the effects of COVID 19 further develop the Induction and Professional Learning programmes for Probationers and Flexible Route Probationers.</p> <p>Empower RQTs to develop a Professional Learning Programme to support their needs.</p>	<p>Probationers and Flexible Route Probationers are better prepared for, and supported to, carry out their role.</p> <p>RQTs continue to be up skilled in areas which they required.</p> <p>RQTs capacity and confidence is further developed.</p>	<p>Probationers Sessions Evaluations.</p> <p>Feedback from Focus Groups.</p> <p>Number of 'satisfactory' final profile recommendations.</p> <p>Feedback from Focus Groups.</p> <p>Session Evaluations.</p>



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

CHILDREN AND YOUNG PEOPLE'S SERVICES

Scottish Borders Council | Headquarters | Newtown St Boswells

MELROSE | TD6 0SA

email: SeniorMgtSupport@scotborders.gov.uk



Printed in the Scottish Borders. Designed by Scottish Borders Council Graphic Design Section. GS/08/20.

**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE**

MINUTE of Meeting of the EXECUTIVE
COMMITTEE held remotely by Microsoft
Teams on Tuesday, 15 September 2020 at
10.00 am

- Present:- Councillors S. Haslam (Chairman), S. Aitchison (Vice-Chairman), G. Edgar, C. Hamilton, S. Hamilton, E. Jardine, S. Mountford, M. Rowley, R. Tatler and T. Weatherston.
- Apologies:- Councillor G. Turnbull
- In Attendance:- Executive Director Corporate Improvement & Economy, Executive Director Finance & Regulatory, Service Director Assets & Infrastructure, Service Director Customer & Communities, Democratic Services Team Leader, Democratic Services Officer (F. Walling).

ECONOMIC DEVELOPMENT BUSINESS

Present:- Mr G. Clark (Federation of Small Businesses)

1. COVID-19 FINANCIAL SUPPORT TO BUSINESS

1.1 There had been circulated copies of a report by the Executive Director, Corporate Improvement & Economy, providing information on the financial support distributed to businesses by Scottish Borders Council as part of Scottish Government's Coronavirus Support Schemes. The support funds that were administered by Scottish Borders Council on behalf of Scottish Government were the:

- Small Business Grant Fund (three phases);
- Retail, Hospitality and Leisure Grant Fund;
- Newly Self Employed Hardship Fund; and
- Bed & Breakfast Hardship Fund (B&BHF).

The administration, management and delivery of the business support grant process was primarily undertaken by the Council's Business Gateway, Economic Development and Customer Services Sections, with a large number of staff from a range of other Council Departments involved in assisting in the process of awarding the grants. At the height of the grant delivery process there was a team of approximately 60 officers involved in the administration and payment of the grant funding. The report provided details of the number of applications within each category with the number of grants awarded, grants declined and total value of funding. In total approximately 3900 applications had been received and approximately 3300 grant awards were made. The total value of funding distributed through the four funding streams was approximately £33,800,000. All four support funds were now closed and an appeals panel which was set up to reconsider a number of declined applications met for the last time on Tuesday 1 September.

1.2 The Scottish Government also introduced two new Business Rates Reliefs from 1 April 2020. All non-domestic properties had been awarded a 1.6% rates relief for the billing year 2020/21. In addition to this, those businesses in the retail, hospitality and leisure industry would receive 100% rates relief for the billing year 2020/21. To date 2440 properties had been awarded this relief. In addition to the grant support funds administered by Scottish Borders Council, discretionary funding providing additional support for businesses in the South of Scotland was administered by South of Scotland

Enterprise (SOSE) through two grant funding streams. These two funding schemes were the Creative, Tourism and Hospitality Enterprise Hardship Fund and the Pivotal Enterprise Resilience Fund. The funds proved useful in filling gaps and supporting the additional funding requirements of businesses throughout the South of Scotland. SOSE worked with Scottish Borders Council to help determine which businesses had already received funding from the other support schemes offered by Scottish Government. SOSE issued grant offers from these Funds to 137 companies in the Scottish Borders totalling just over £6m.

- 1.3 Members recognised the massive amount of work carried out by the Council in distributing the grant support funding to businesses and thanked all the officers involved in this huge effort. They welcomed the relatively high proportion of grants awarded in comparison with other areas. Mr Garry Clark also expressed his gratitude to the Council on behalf of small businesses in the Borders and referred in particular to assistance from the Business Gateway teams. In response to a question about underspend of the Council's allocation of grant funding, the Executive Director Finance & Regulatory advised that discussions were ongoing between COSLA and Scottish Government about a range of support measures and he was not aware of any plan to access the underspend.

DECISION

AGREED to recognise the Council's efforts in distributing the Scottish Government's COVID-19 Grant Support Funding to businesses throughout the Scottish Borders.

2. THE ESTABLISHMENT OF THE SOUTH OF SCOTLAND REGIONAL ECONOMIC PARTNERSHIP

- 2.1 With reference to paragraph 9 of the Scottish Borders Council Minute of 31 October 2019, there had been circulated copies of a report by the Executive Director, Corporate Improvement & Economy providing the background and context to the phased establishment of the South of Scotland Regional Economic Partnership (REP). The report gave an overview of the work of the COVID-19 Team South of Scotland Leadership Group, the forerunner of the REP, then went on to discuss the work of the REP which had now held two meetings. At its meeting on 31 October 2019, Scottish Borders Council agreed to support the establishment of South of Scotland Regional Economic Partnership (REP). Following this meeting, work commenced to transition from the South of Scotland Alliance (SOSA) to the REP, the remit and composition of which was set out in Appendix 1 to the report. The Executive Director gave the background of the REP, which aimed to support the establishment of South of Scotland Enterprise by developing and driving forward a South of Scotland Regional Economic Strategy. It comprised members of Scottish Borders Council, Dumfries and Galloway Council, South of Scotland Enterprise, together with appointed members from business, communities, social enterprise, registered social landlords, and representatives from colleges, universities and public bodies including the Scottish Funding Council, Skills Development Scotland, Scottish Enterprise, and VisitScotland. Nationally, the REP linked into the South of Scotland Convention, which was chaired by the Deputy First Minister. In early March 2020, it was agreed to pause efforts to establish the REP as the scale of the COVID-19 pandemic became clear. The Councils, together with SOSE, acted quickly to establish the COVID-19 Team South of Scotland Leadership Group with the focus to provide strategic direction and oversight to the initial economic response to COVID-19 in the South of Scotland. Key activities for the group included: understanding the impact of COVID-19; supporting business; supporting communities; advocating for the South of Scotland; communication (agreeing a joint approach); tackling labour market challenges; aligning response, restart and recovery activity; and setting the groundwork for the REP. The report went on to provide more details on the membership and organisational arrangements of the REP. A key task would be to set the development of the South of Scotland Regional Economic Strategy and Action Plan. Diagrams within the report set out the timeline the REP was working on and the relationship between the elements of the regional landscape.

- 2.2 Members recognised the significant work carried out by the Team South of Scotland during the response to the pandemic, noting that the officers working with the team would be the same as those supporting the REP. In further discussion, the priority of getting the Regional Economic Strategy in place was emphasised. In response to a question from Councillor Tatler, Chair of the Scottish Borders Living Wage Group, the Executive Director gave assurance that core principles of a living wage would be addressed and be central to the strategy. In response to further questions about the position of the REP in relation to the various other groups and bodies meeting within the South of Scotland region, the Executive Director gave a further explanation of the table shown within the report which set out the relationship between the various key elements of activity. He agreed to put this summary in a briefing note for Members.

DECISION

AGREED to:-

- (a) **recognise the work carried out by the COVID-19 Team South of Scotland Leadership Group; and**
- (b) **welcome the progress being made in establishing the South of Scotland Regional Economic Partnership and its work programme.**

OTHER BUSINESS

3. **MINUTE**

There had been circulated copies of the Minute of the meeting of 11 February 2020.

DECISION

APPROVED for signature by the Chairman.

4. **MONITORING OF THE GENERAL FUND REVENUE BUDGET 2020/21**

- 4.1 There had been circulated copies of a report by the Executive Director Finance & Regulatory providing the budgetary control statements for the Council's General Fund based on actual expenditure and income to 30 June 2020 along with explanations of the major variances identified between projected outturn expenditure and income and the current approved budget. As reported to the Council meeting on 27 August 2020, after the first quarter of 2020/21 a detailed budget review exercise had been undertaken to realign budgets in light of the financial implications of the COVID-19 response. This analysis of the revenue budget had highlighted estimated revenue budget pressures of £20.449m and available resources of £19.056m from a combination of in-year savings and additional grant support leaving a residual budget pressure, based on current forecasts, of £1.393m. As previously reported, there was likely to be a significant impact on the delivery of planned Financial Plan savings during 2020/21 as a result of the emergency situation. Financial plan savings of £12.091m required to be delivered in 2020/21. An analysis of deliverability had been updated as shown in Appendix 4 to the report. Following the June month end £5.279m (44%) savings had been delivered permanently, £3.205m (26%) were profiled to be delivered by 31 March 2021 and £3.607m (30%) had been delivered on a temporary basis through alternative savings. Full details of pressures, risks and challenges and the significant majority of areas of the Council's operation where budget plans remained on track were detailed in Appendix 1 to the report. The Executive Director explained that the level of support provided by the Scottish Government in relation to the COVID-19 pandemic had not been sufficient to fund the full financial impact of COVID-19 including the significant impact on the level of income which funded local services. Additional Scottish Government funding in the form of grant had addressed 33% of the total pressure identified with the welcome easing of restrictions in the use of specific grants taking this up to 50%. The remainder of funding was required to be found from existing Council budgets and reserve balances. The current shortfall of £1.393m plus any further impacts, beyond the estimated shortfall, would require further funding to be identified in order for the Council to successfully

manage the financial impacts of COVID-19 by 31 March 2021. The report went on to detail key assumptions made in arriving at the figures; management actions for the remainder of the financial year with the aim of closing the current £1.393m gap; and a summary of the impact of COVID-19 related pressures on individual services. The Executive Director confirmed that any budget shortfall at 31 March 2021 would require to be funded from reserves.

- 4.2 Members discussed the report and received answers to their questions from the Executive Director. They recognised the turbulent time that the Council was going through and the challenge presented in terms of savings required. They congratulated officers for their work to achieve the level of savings which had already been delivered on a permanent basis. In response to a question about the assumption that Live Borders would not require additional financial support from the Council, the Executive Director confirmed that COSLA were currently discussing an income scheme with Scottish Government which it was understood would include ALEOs like Live Borders. Members expressed regret that the Council would probably have to dip into reserves at the end of the financial year and the Executive Director confirmed that the Reserve Policy would need to be reflected in the budget planning process for 2021/22 with a view to replacing the sum used.

DECISION

AGREED to:-

- (a) **note the projected corporate monitoring position reported at 30 June 2020, the pressures identified, the underlying cost drivers of this position and the identified areas of financial risk as reflected in Appendix 1 to the report;**
- (b) **approve the virements attached as Appendix 2, following the revisions to the revenue budgets for 2020/21 approved by Council on 27 August 2020;**
- (c) **approve the virements in Appendix 3 to earmark budget into 2021/22;**
- (d) **note the progress made in achieving Financial Plan savings in Appendix 4; and**
- (e) **request the Corporate Management Team to continue to take all possible management action to balance the budget in the current year.**

5. MONITORING OF THE CAPITAL FINANCIAL PLAN 2020/21

There had been circulated copies of a report by the Executive Director Finance & Regulatory providing an update on the progress of the 2020/21 Capital Financial Plan and seeking approval for virements and the reallocation of funds. The monitoring tables in Appendix 1 to the report detailed actual expenditure to 30 June 2020. Key issues identified in the tables were summarised within the main report. The review of the capital budget, in light of financial implications of COVID-19 as presented to Council on 27 August 2020, focussed on assessing the impact of the national “lockdown” of the construction industry and the associated inevitable delays in current and planned programmes of work. The overall impact on the capital plan was that net £26.855m of budget within the Capital Plan had moved as a timing movement to future years with a movement from base budget of £96.953m to a revised plan of £70.098m. This revised plan was based on a review of deliverability of the Plan with revised budgets now representing what project managers were forecasting would be spent and delivered during the remainder of 2020/21. Appendix 2 contained a list of the block allocations approved for this year and the various approved and proposed projects to be allocated from them within the 2020/21 Capital Plan. A list of estimated whole project capital costs for single projects which would not be completed in the current financial year was contained in Appendix 3 to the report. The Executive Director answered Members’ questions about the specific issues detailed within the report. Members recognised in

particular the benefits being realised through the investment in the Inspire Learning project.

DECISION

- (a) AGREED the projected outturns in Appendix 1 to the report as the revised capital budget, following the approval of these revisions to the Capital Plan by Council on the 27 August 2020, and approved the virements required;**
- (b) NOTED:-**
 - (i) the budget virements previously approved by the Executive Director Finance & Regulatory and the Service Director Assets and Infrastructure detailed in Appendix 2 under delegated authority;**
 - (ii) the list of block allocations detailed in Appendix 2; and**
 - (iii) the list of whole project costs detailed in Appendix 3.**

6. PROJECTED BALANCES AT 31 MARCH 2021

There had been circulated copies of a report by the Executive Director Finance & Regulatory providing an analysis of the Council's balances as at 31 March 2020 and details of the projected balances at 31 March 2021. The report explained that the unaudited Council's General Fund useable reserve (non-earmarked) balance was £6.315m at 31 March 2020. The projected General Fund useable reserve was projected, at this early stage in the financial year, to remain at £6.315m at 31 March 2021 in line with the Council's Financial Strategy. Any year end overspend as a result of the COVID-19 pandemic would, however, require to be funded from reserves. The total of all useable balances, excluding developer contributions, at 31 March 2021 was projected to be £23.490m, compared to £29.866m at 31 March 2020. The projected balance on the Capital Fund of £7.965m would be affected by any further capital receipts, developer contributions, interest credited and any expenditure authorised to be financed from the Fund during the remainder of the financial year. A question was asked as to whether the 52% of risks identified, covered by the projected useable General Fund balance, was a high enough level of cover going forward, due to the different types of risks now presented by COVID-19. The Executive Director confirmed that the recommended reserve would be reviewed as part of the revenue budget process for 2020/21.

DECISION

NOTED:-

- (a) the unaudited 2019/20 revenue balances at 31 March 2020;**
- (b) the projected revenue balances as at 31 March 2021 as contained in Appendices 1 & 2 to the report; and**
- (c) the projected balance in the Capital Fund as contained in Appendix 3 to the report.**

7. CORPORATE DEBTS - WRITE OFFS IN 2019/20

There had been circulated copies of a report by the Executive Director, Finance & Regulatory, detailing the aggregate amounts of debt written off during 2019/20 under delegated authority. The report covered the areas of Council Tax, Non-Domestic Rates, Sundry Debtors, Housing Benefit Overpayments and aged debt from the balance sheet. The total value of write-offs increased from £0.702m in 2018/19 to £1.872m in 2019/20. The Executive Director referred Members to the table within the report which showed the amounts written off by category and a comparison with previous years. The highest value of write-offs for continued to be within the category where the liable party had become

insolvent. This was in part a reflection of the economic situation. There were ongoing risks associated with the management of the Council's debts and these may lead to an increase in the level of debts that may require to be written off as irrecoverable in future years. These risks were identified within the report. The Council maintained an appropriate bad debt provision to help manage these risks. In terms of the Council's approach to outstanding debt and in response to a Member's question, the Executive Director confirmed that the Council would be fair and would facilitate repayment arrangements with debtors. It was suggested that a communications message from the Council to proactively encourage anyone who was anticipating problems with payments to contact the Council at an early stage may be helpful. The Executive Director agreed that this could be looked into and also agreed to the Leader's request to provide 6 monthly updates on debtor balances to the Executive Committee.

DECISION

- (a) NOTED the debtor balances written off during 2019/20 under delegated authority.**
- (b) AGREED to provide 6 monthly updates on debtor balances to the Executive Committee.**

8. OUR PLAN AND YOUR PART IN IT: SBC'S CORPORATE PERFORMANCE AND IMPROVEMENT REPORT 2019/20

8.1 With reference to paragraph 7 of the Minute of 11 February 2020, there had been circulated copies of a report by the Executive Director, Corporate Improvement & Economy, presenting a high level summary of Scottish Borders Council's 2019/20 performance information with more detail contained within Appendices 1a, 1b, 2a and 3 attached to the report. The Executive Director explained that this report would ordinarily have been produced for the June 2020 Executive Committee but had been delayed until September 2020 due to COVID-19 impacts. He handed over to the Senior Business Services Officer, Alasdair Collison, to highlight the main points of the report which included reporting on the progress of change and improvement projects across Scottish Borders Council (SBC) under the Fit for 2024 programme. During 2019/20, SBC had continued to press ahead with a range of important initiatives and innovation, including:

- (a) The progression of a number of key capital projects including the completion of Jedburgh Grammar Campus. Works progressed on other key projects including the Great Tapestry of Scotland and preparation work for the Hawick Flood Protection scheme;
- (b) Progressing the implementation of the Inspire Learning programme, with every secondary school teacher and student receiving an iPad, enabling SBC to have a dedicated platform to allow for consistent managed remote learning opportunities for all secondary teachers and students;
- (c) Continued engagement around the Borderlands Inclusive Growth Deal and to take forward the Borders Innovation Park project as part of the Edinburgh and South East Scotland City Region Deal. SBC had taken a lead role in the establishment of the Covid-19 Team South of Scotland Leadership Group. The aim of the Group was to secure and stabilise the economy of the South of Scotland in the context of the Covid-19 pandemic and its consequences, in order to provide a foundation for the future work of the South of Scotland Regional Economic Partnership;

8.2 The information contained within the report and the appendices were also available on the SBC website and could be accessed at www.scotborders.gov.uk/performance. The appendices reflected a quarterly reporting format structured around the four corporate themes. Mr Collison referred to the summary of successes and challenges which were

listed in the report. In terms of successes, he drew attention in particular to the Waste and Recycling figures for 2019 which showed an improved performance following the introduction of the residual waste approach which commenced in July 2019. Household recycling improved in 2019 to 47.61% from 38.80% in 2018. Recycling at Community Recycling Centres increased to 63.56% in 2019 from 57.95% in 2018. Household waste landfilled reduced to 28.67% in 2019 from 60.84% in 2018. In terms of challenges, Mr Collison referred to the percentage of Freedom of Information requests completed on time, which had improved in 2019/20 to 88% from 85.8% the previous year but this remained below the target. The report went on to give a summary of activity and impact of the Community Action Team (CAT) which was provided in Appendix 3 to the report.

- 8.3 Members welcomed the comprehensive report and the ease of interpretation of performance against indicators within the infographics. They commented on the overall improving picture across the services and noted that the information would be available for public viewing on the Council's website. In particular they were pleased to note the improved recycling rates and asked for the signs at recycling centres to be updated as soon as possible to convey to the public the improving level. In response to a question about landfill tax, officers agreed to check and report back to Members about how much tax was saved by household waste not going to landfill.

**DECISION
NOTED:-**

- (a) the progress update relating to Change and Improvement Projects, referenced in Section 5 and detailed further in Appendix 1 to the report;**
- (b) the changes to performance indicators outlined in Section 6 of the report; and**
- (c) the performance summarised in Sections 7 and 8 of the report and detailed within Appendices 1, 2a and 3 and the action that was being taken within services to improve or maintain performance.**

9. **LIVE BORDERS PERFORMANCE REPORT QUARTER 4 - 2019/20 (BI-ANNUAL SUMMARY AND DATA FOR QUARTERS 3 & 4 2019/20)**

With reference to paragraph 6 of the Minute of 11 February 2020, there had been circulated copies of a report by the Executive Director, Corporate Improvement & Economy presenting a high level summary of Live Borders' performance during Quarters 3 and 4 2019/20, with details contained in Appendices 1 and 2 to the report. In an introduction to the report which referred to the last two quarters of 2019/20 the Executive Director commented that 2020/21 would clearly be a very difficult and challenging year for Live Borders. This would be focussed on in the months ahead. He then handed over to Linda Ross, Live Borders Director of Business Services, to present the report. During 2018, Live Borders developed and agreed a new Strategic Plan for the period 2018-2023. The strategy contained a new vision and 6 strategic goals. A table in the report showed how these goals would assist Live Borders in working towards the 6 outcomes in the contract with Scottish Borders Council. In terms of the two quarters subject to the report, Ms Ross drew attention to key successes and key challenges, as detailed in the appendices. A notable success included library membership numbers growing in the last quarter with a positive increase in online membership in March. Key challenges included staff absences which failed to meet the ambitious target of 2.5% and participation levels in other sports. The effect on income due to the coronavirus pandemic was estimated at £200k mainly on uncollected membership income for the period. However, there was still an increase in income excluding Management fee, of £135k compared to the previous year. This had been an exceptional year, with the fire at Peebles High School significantly affecting services in that area over December and January. Costs, although within budget, were £372k higher than 2019/20 mainly as a result of additional staffing costs in sports facilities. This needed to be the focus going forward. Members thanked officers for the report.

DECISION

NOTED Live Borders' performance and the action being taken to maintain or improve performance.

MEMBER

Councillor Haslam declared an interest in the following item of business in terms of Section 5 of the Councillors Code of Conduct and left the Chamber during the discussion. The chair was taken by Councillor Mountford while she was absent from the meeting.

10. DRAFT FOOD GROWING STRATEGY

- 10.1 There had been circulated a report by the Executive Director Finance & Regulatory introducing Scottish Borders Council's first ever Food Growing Strategy – 'Cultivating Communities' and seeking approval for consultation on the Draft Strategy. The report also set out the process and next steps in delivering the Strategy Action Plan, as well as associated changes to Allotment management, including new Allotment Regulations, as required by the legislation. The Food Growing Strategy supported the Locality Plans for the region and was itself supported with the proposed creation of new policy EP17 in the Local Development Plan. Chief Officer Roads, Jason Hedley, presented the report and provided further information by way of a slide presentation. He explained that Part 9 of the Community Empowerment (Scotland) Act 2015 updated and simplified allotments legislation, bringing it together in a single instrument, introducing new duties on local authorities to increase transparency on the actions taken to provide allotments in their area and limit waiting times. Allotments were defined in Part 9 as land that was owned or leased by a local authority and used wholly or mainly for the cultivation of vegetables, fruit, herbs or flowers and not for profit. A key requirement of the Legislation was for every local authority to develop a Food Growing Strategy under section 119 of the Act. Each authority must set out in its food-growing strategy how it would provide land to meet demand for food growing as allotments or other forms of cultivation of vegetables, fruit, herbs or flowers for community or individual growing. Stakeholders such as Community Planning Partners, local 3rd sector organisations, Allotment Associations/Societies and Community growing project managers had been consulted with through a series of meetings, gaining insight into current growing activities and needs for future capacity building. A 12 week public consultation ran from 24 July to 16 October 2019 and was promoted to all Community Councils, In Bloom groups, 3rd sector organisations, publicly via a press release (30 July) and via website and social media. It had a good response, with 300 respondents. A summary of the consultation was included as an appendix to the Strategy. The Allotment Regulations were subject to a statutory 1 month consultation, upon approval by the Executive.
- 10.2 The report referred to COVID-19 which had transformed the way we lived our lives. It was felt that the Food Growing Strategy could contribute positively to the lives of our communities during the COVID-19 era. The Strategy had been amended to include advice around working safely in communities to prevent any spread of infection. Following the consultation, the Strategy had been developed based on the information gathered. The aim of this Strategy was to support and facilitate anyone who wanted to get growing, through existing growing opportunities and new approaches. As well as supporting and facilitating self-deployment of individuals and community groups to get growing, the Strategy set out the Council's commitments through the Action Plan, which was detailed in the report. The Draft Food Growing Strategy, Proposed Allotment Regulations and the consultation feedback summary were included as appendices to the report and proposals for resourcing the project were set out in the body of the report. Members expressed their enthusiastic support for the food growing strategy and congratulated officers for the extensive work carried out in its preparation. They noted the significant number of responses to the first consultation and recognised that there was a considerable demand in the Scottish Borders for shared accessible spaces and support for residents to grow their own vegetables, fruit, herbs and flowers.

DECISION

AGREED to approve:-

- (a) the Draft Food Growing Strategy for consultation;**
- (b) the proposals for resourcing as set out in section 9.1 of the report; and**
- (c) the proposed statutory consultation on the new Allotment Regulations.**

11. JEDBURGH - ASSET TRANSFER PROPOSAL

11.1 There had been circulated copies of a report by the Service Director, Customer & Communities to make Elected Members aware of the outline proposal to Scottish Borders Council by the Jedburgh Legacy Group for an asset transfer, which would allow the group to take over and operate Jedburgh Town Hall, Library building, public toilets and other services. The outline proposal was set out in Appendix 1 to the report. The outline proposal from the Jedburgh Legacy Group was an ambitious one that involved taking over the running of an enlarged Town Hall, Library building and public toilets. It also included the maintenance of play parks, grassed areas, flower beds and hedges. The outline proposal saw the running, and potentially ownership, of these facilities passing over to a new body, Jedburgh Town Services. The bodies to be involved in operating Jedburgh Town Services were Jedburgh Community Council, Jedburgh Community Trust, Jedburgh Leisure Facilities Trust, Jedburgh Alliance, Jedburgh and District News Group (incorporating the Jedburgh Marketing and Tourism Group) and Jedburgh Horticultural Society. It was considered that the outline proposal should initially be progressed using Scottish Borders Council's established process for dealing with applications by Community Groups under Community Empowerment Act (Scotland) 2015 legislation – i.e. an "expression of interest" prior to a formal Asset Transfer Request. A brief overview and analysis of the outline proposal was given within the report. The proposal was aligned with Scottish Borders Council's draft 5-year Strategic Property Framework, with the preferred solution for the Town Hall and Library building being an asset transfer to the community. This strategic fit was welcomed and supported where it complemented other local services and assets. The report proposed that a Multi-disciplinary Officer Group should be established to support the Jedburgh Legacy Group on developing the outline proposal into a formal Asset Transfer Request. The principles, processes, timescales and financial implications for carrying out this work were set out within the report.

11.2 Members welcomed the outline proposal from Jedburgh Legacy Group, commenting that, although at a very early stage, this represented an exciting and ambitious project. It was an example of potential key partnerships which the Council could develop with a range of organisations and could be a pilot for other areas. The proposal was a huge undertaking and the central question was whether there would be long-term sustainability. A strong business case for the proposal would be essential.

DECISION

AGREED that:-

- (a) the outline proposal from the Jedburgh Legacy Group should be progressed using Scottish Borders Council's established process under the Community Empowerment Act (Scotland) 2015 legislation; and**
- (b) an Inter-agency Officer Group be established to assess, and offer to work with the Jedburgh Legacy Group on the outline proposal.**

12. PRIVATE BUSINESS

DECISION

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in Appendix 4 to this Minute on the grounds that it involved the likely disclosure of

exempt information as defined in Paragraphs 1, 6, 8 and 9 of Part I of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

13. **MINUTE**

The private section of Minute of meeting held on 11 February 2020 was approved.

The meeting concluded at 12.20 pm



WINTER SERVICE PLAN FOR YEAR 2020/21

Report by Service Director Assets and Infrastructure

EXECUTIVE COMMITTEE

6 OCTOBER 2020

1 PURPOSE AND SUMMARY

- 1.1 This report provides a brief review of the performance of Scottish Borders Council's Winter Service during 2019/20, and presents, at Appendix 1, SBC's Winter Service Plan for 2020/21.**
- 1.2 SBC provides a winter service on nearly 3,000km of roads across the Scottish Borders. An annual Winter Service Plan is prepared to outline the steps that will be taken to ensure that the roads network is safe, within available resources.
- 1.3 As part of the Fit for 2024 programme of transformational change, the Council is required to modernise and adapt all of its services to meet present and anticipated future needs in a responsive and agile manner, ensuring that services can continue to be delivered cost effectively and sustainably, while delivering efficiencies and savings where required.
- 1.4 The winter of 2019/20 was not particularly significant; continuing a pattern towards slightly warmer and wetter winters. Snowfall was limited to a few occasions while salt usage and the number of precautionary treatments undertaken was very much along average lines.
- 1.5 The Winter Service Plan for 2020/21 is similar to the previous 2019/20 Plan in terms of policy, priorities, routes, call out arrangements and resource planning it further sets out the potential impacts of CV19 and associated contingency planning.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee:-**
 - (a) Notes the performance of the SBC Winter Service during 2019/20;**
 - (b) Endorses the Winter Service Plan for 2020/21.**

3 BACKGROUND

- 3.1 The Council undertakes a Winter Service on nearly 3,000km of local road network. The Service is provided by the Assets and Infrastructure Department. Under the Roads (Scotland) Act 1984, Section 34, all roads authorities are required to *'take such steps as they consider reasonable to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads'*. The safe passage of people on the road network during winter is very important for the social and the economic needs of the area.
- 3.2 To assist in meeting the legal requirements, the Roads and Infrastructure Service produces an annual Winter Service Plan which describes what steps will be taken to maintain the local road network free from ice and snow, as far as it is considered reasonable within the available budget. A Winter Service Plan has been in place in different forms for over 20 years and is deployed and reviewed annually to ensure, as far as reasonably practicable, that roads are classified in a hierarchy, priority routes have been determined based on various factors such as traffic volumes, bus routes and access to schools, shops and medical centres. Officers have updated the Council's Winter Plan for 2020/21.
- 3.3 How the Council keeps the road network operating safely and effectively is categorised in 2 ways:
 - a) Prevention – by pre-salting roads to reduce the effect of frost and frozen conditions, delivered on a routine, planned basis. The road network is classified into Primary, Secondary and Tertiary Networks. Planned “pre-salting” is only undertaken on the Primary network. The remaining road network will then come under the “post-treatment” of Secondary and Tertiary networks. The Secondary network is treated after the Primary network, as time and resources permit and it is believed that the freezing conditions will continue. The Tertiary network will only be treated when extended weather conditions persist, all Primary networks have been treated, resources have been committed to treat Secondary routes, and resources have become available.
 - b) Intervention – through large scale snow clearance following extreme winter conditions, taken forward on more of an ad hoc basis, involving emergency actions and community resilience. This is co-ordinated by the Council's Emergency Planning processes.
- 3.4 Officers present an Annual Report to the Executive Committee, having done so in the current form since 2010/11. Previous reviews and reports defined the Primary and Secondary salting network and presented an update of the overall Winter Service Plan document. These reports have put the Council in a robust position in terms of defining the standards and levels of service delivered through its Winter Service Plan.
- 3.5 Once agreed with the Executive, the Council communicates the Winter Service Plan to the public through placing it on the Council website along with associated winter advice and information including Priority network routes and frequently asked questions.

4 REVIEW OF 2019/20

4.1 The winter of 2019/20 was not significant in terms of snow fall or low freezing temperatures. In overall terms, it was a slightly warmer and wetter winter than average with fairly limited incidences of snowfall; none of which were for a sustained period. Notwithstanding this, low freezing temperatures were more along average lines and both salt usage and planned actions were in line with what might be expected in an average winter.

The following key parameters illustrate this:

Years	14/15	15/16	16/17	17/18	18/19	19/20	Comment
Planned Actions	213	194	196	243	168	198	Call outs to undertake preventative actions (previous 5-year annual average = 203)
Salt Usage (,000T)	33	28	26	47	21	27.5	Used on Local & Trunk roads (previous 5-year annual average = 31)

4.2 Winter can be a very challenging time for the Council with resources often becoming stretched. Should the area experience a more severe winter period of prolonged snow with many roads closed, this is likely to prove to be extremely challenging to manage within existing resources. The workforce have continued to be engaged about the difficulties the Council faces in providing winter maintenance throughout 2020, and suitable arrangements are in place to ensure that the Council continues to meet its winter maintenance obligations.

5 AMENDMENTS TO THE WINTER SERVICE PLAN FOR 2020/21

5.1 At the Executive meeting of 20 August 2019, Members agreed to several amendments to the Winter Service Plan. However, in regard to changes to the arrangements for primary footpaths, Members requested further information including:

- a) What the consequences of the new arrangements may be, and
- b) Details about which routes were to be affected by the change.

5.2 SBC has identified a total of 174km as the Primary footway network that receives winter treatment as outlined in the Winter Service Plan. This creates 20 treatment routes. Details of those routes are included at Appendix B. It should be noted that adjustments require to be made to those routes that incorporate Trunk Road Footways. Following the recent change of Trunk Road operating contractor, the Council has been notified that they will not be called upon to provide support in delivering a winter service on the Trunk Road network.

5.3 The footway network is treated currently on a reactive/post treatment basis as conditions, prevailing temperatures and resources dictate. Unlike the roads network, there is no pre-treatment applied to any of the footway network. The arrangements for 2020-21 do not alter this policy.

5.4 A table setting out the footway treatment arrangements is included below:

		MONDAY to FRIDAY		WEEKENDS	
		CURRENT TREATMENT LEVELS	2020/21 TREATMENT LEVELS	CURRENT TREATMENT LEVELS	2020/21 TREATMENT LEVELS
PRIMARY FOOTWAY NETWORK	PRECAUTIONARY FOOTWAY TREATMENT	NIL	NIL	NIL	NIL
	POST TREATMENT (During extreme and severe conditions)	YES between 0600 & 0900	YES between 0730 & 1530 (0600 in extreme, severe and prolonged circumstances)	YES as required	No (other than in extreme, severe and prolonged circumstances)
REMAINING FOOTWAY ROUTES	PRECAUTIONARY FOOTWAY TREATMENT	NIL	NIL	NIL	NIL
	POST TREATMENT (During extreme and severe conditions)	As resources allow	As resources allow	As resources allow	As resources allow

5.5 The updated Winter Service Plan, at Appendix 1, will be adopted for winter 2020/21. It is a robust plan and clearly defines the agreed approach to primary; secondary; and tertiary salting of the Council’s adopted road network, following the principles of previous winter service plans.

6 CV19 – CONTINGENCY PLANNING

- 6.1 Officers continue to respond to the changing environment in regards to the impacts of CV19 on Council services. It is recognised that the potential for staff to be effected by CV19 and the impacts this could present in delivering winter maintenance should, for example, a number of staff within a depot/s be required at short notice to leave work and seek a test whilst also self-isolating.
- 6.2 A Resilience Plan to incorporate contractors within the Council’s resources to enable service continuity is almost in place, with staff and Unions being engaged in discussions around how this may work for this winter.
- 6.3 The performance of the service against scheduled treatments will be kept under constant review, with the potential to undertake hybrid treatments to cope with unforeseen issues around CV19 a potential for winter 2020/21.

- 6.4 Officers will continue to monitor and review existing winter service arrangements throughout this winter, noting any deficiencies in service provision, with a view to bringing forward any further amendments for the 2021/22 Winter Service Plan. As a consequence of continuing fiscal constraints, however, reducing budgets and the need to deliver financial plan savings, it is possible that further significant changes to the Winter Service Plan will be required going forward.

7 IMPLICATIONS

7.1 Financial

- (a) In 2020/21 the winter service will continue to be delivered as a funded service. The basic cost of all plant and vehicles required to deliver the winter service are also fully funded from within the Roads & Infrastructure budget.
- (b) Due to the continuing financial pressures affecting the Council, there is a need to continue modernisation of our approach to winter delivery and reducing the overall salt usage on priority road and footpath routes.
- (c) The Roads & Infrastructure Service has significant revenue Financial Plan savings target to deliver permanently, with £150k to deliver from changes to winter operations, in agreeing to this report those targets will be delivered in 2020/21

7.2 Risk and Mitigations

- (a) The Winter Service Plan details how the Council will respond to winter weather events across its network. It does so by clarifying the approach to treatment of carriageways and sets out the principles employed in reaching decisions and deploying resources. There is a risk that the travelling public may come to harm when commuting in and around the Borders during winter weather events. As well as promoting the potential for travel disruption arising from winter weather, the production and public scrutiny of the Winter Service Plan ensures that the Council is being clear about what it can and cannot reasonably address, within its available resources.
- (b) The last two winters have been relatively mild but, as illustrated in the key parameters table above, it is still not uncommon to encounter a much more severe winter as occurred in 2017/18 (and in 2011/12 and 2010/11 before that). This emphasises the need to keep resources to a level that can cope with unexpected, unusually inclement and/or sustained weather conditions in the future. The Roads Service, in conjunction with officers across SBC and partners, will monitor and review arrangements throughout this winter, noting any deficiencies in service provision, with a view to bring forward any further amendments in the autumn for the 2021/22 Winter Plan.
- (c) The potential impact of CV19 on the ability to deliver a winter service is a major concern. As previously intimated, any loss of personnel through contracting of the virus or self-isolation is obviously of considerable concern. This is being mitigated against through the potential use of external contractors that can be called upon to assist

in both planned and emergency situations. Other measures include continuing to promote contractual overtime and encouraging other areas of the workforce to become trained up to assist.

7.3 Integrated Impact Assessment

An Integrated Impact Assessment has been undertaken in regards to the content of this report and no adverse findings have been observed requiring a fuller IIA to be undertaken.

7.4 Acting Sustainably

There are no economic, social or environmental issues associated with this report.

7.5 Carbon Management

There are no significant impacts on the Council’s carbon emissions that are additional to current operation.

7.6 Rural Proofing

There are no rural proofing impacts resulting from this report. The Winter Service Plan recognises the rural nature of the Scottish Borders and the importance of maintaining transport links during the winter months.

7.7 Changes to Scheme of Administration or Scheme of Delegation

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

8 CONSULTATION

8.1 The Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and comments received incorporated into the final report.

8.2 The Corporate Equalities and Diversity Officer and Procurement Officer have also been consulted and comments received incorporated into the final report.

Approved by

John Curry **Signature**
Service Director Assets and Infrastructure

Author(s)

Name	Designation and Contact Number
Brian Young	Network and Infrastructure manager
Jason Hedley	Chief Officer Roads

Background Papers: N/A

Previous Minute Reference: *Executive Committee, 20 August 2019 item 2*

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

Contact us at byoung@scotborders.gov.uk

This page is intentionally left blank

Scottish Borders Council Winter Service Plan 2020/21



October 2020

Contents

1	INTRODUCTION	4
2	POLICY	9
3	ORGANISATION - STAFF RESOURCES	17
4	RESOURCES - PLANT, MATERIALS & FINANCES	21
5	DECISION MAKING	23
6	PERFORMANCE & BENCHMARKING	27
7	CONTACT INFORMATION	29



1. INTRODUCTION

Ice and snow affects the safety of the travelling public as well as the availability and reliability of the road network throughout the winter period.

As such the successful delivery of the winter service is absolutely key to supporting the economic and social well-being of the Scottish Borders.

This Winter Service Plan explains the arrangements for dealing with ice and snow on the region's roads and outlines the efforts that will be made to inform the public of these interventions.

Generally, our winter service is defined to begin on 1 November and end on 31 March, however, as conditions dictate this period can change.

The unpredictability of winter weather can have a significant impact on our communities and tests the resilience of all our services. Typically Scottish Borders Council's road service copes well, which has been recognised by our customers, but it is recognised that there is always potential for improvement.

It should be noted that naturally occurring rock-salt is the treatment of choice in the Scottish Borders, although the term 'gritting' continues to be used.

The Council's website carries a variety of information pertaining to the winter service and should be referred to for information on gritting routes, self-help, etc.

www.scotborders.gov.uk

In recent years the Council has undertaken a number of reviews into the impact of winter weather and the Council's response to it. Roads & Infrastructure contributed to these reviews and have considered the findings along with our own assessment of the best practice that exists both within Scottish Borders and elsewhere.

Scottish Borders Council works with many partners over the winter period, and in particular:

- * Transport Scotland
- * BEAR as trunk roads operator
- * Police Scotland
- * Public transport operators
- * Local media outlets
- * ELBF and other local authorities

ELBF is a joint working partnership consisting of Edinburgh, Lothians, Borders and Fife Councils that meet regularly to maintain a dialogue on best practice, opportunities for collaboration and knowledge sharing.

The overarching aim of this Winter Service Plan is to allow the safe passage of pedestrians and vehicles on priority routes, to control delays due to winter weather and carry out operations safely.

1.1 Legal requirement and standards

Under Section 34 of the **Roads (Scotland) Act 1984**, the Council has a duty to *"take such steps as they consider reasonable to prevent snow and ice endangering the safe passage of pedestrians and vehicles over public roads."*

The Code of Practice for Well-Managed Highway Infrastructure 2016 recommends that local authorities should demonstrate that they are taking reasonable steps to keep the public safe during winter periods. Section B7 of this code suggests a framework for local authorities to follow.

The management of the winter service is audited against our registration to BS EN ISO 9001:2015.

1.2 Weather, climate and forecasting

To provide a reliable, secure and robust winter service the Council have a number of forecasting tools at their disposal to plan the best possible treatment regime throughout the winter period.

The forecasts are based on global and national information supplemented by six roadside weather stations strategically placed at sites throughout the Scottish Borders.

We subscribe to the Met Office "Transport Weather Manager" service during the months of October to April and receive the following via the Vaisala Bureau Service:

- * 24 hour forecasts
- * 5 day forecasts
- * Ice prediction graphs
- * Road surface condition information
- * 24 hour consultancy service from the Met Office
- * Ice prediction web page

We will continue using this domain based forecasting as the basis for our decision making throughout the season.

Flood sensors are located throughout the region and can be monitored remotely by the Council's Flood Team to check water levels at weirs and grills. Bordercare receive activated alarm calls from these sensors during periods of unpredicted weather which are passed to operational resources for attention.

1.3 Communications

Roads & Infrastructure will be responsible for providing winter service information to Scottish Borders Council's Corporate Communications Team.

Information will be supplied on an 'as required' basis by Roads & Infrastructure to provide frequent communications with Scottish Borders Council during periods of severe winter weather.

In order to ensure that consistent information is given out, contact with the media on winter service operations will generally be through the Council's Corporate Communications Team, supported by Roads & Infrastructure Team.

Communications will detail:

- * Road closures
- * Driving advice
- * Gritting routes
- * Snow clearance

The Council's website has a Winter Service section that will provide a wealth of relevant information for the public to view and will be updated with the aim of creating as close a 'real time' situation as practicable to assist the public in making informed decisions on travel. www.scotborders.gov.uk

Twitter, Facebook, SBAAlert and local media outlets will be used to help spread relevant winter information and advice to the public.

1.4 Resilient communities

Whilst the legal obligations of the Council as a roads authority focus on the safe passage of traffic we recognise that prolonged and severe winter conditions can lead to significant issues in other service areas such as health and wellbeing.

Scottish Border Council continues to lead a Resilient Communities Initiative to enable communities to better prepare, organise and respond to emergency situations such as severe weather, fire, power failure or other major incidents, working along with partner agencies, communities as well as third sector organisations.

1.5 Financial resources

In the current financial climate all public sector services are facing cuts in the available funding and our approach to the delivery of winter service is not immune to this challenge. However, we are continuing to plan so that we can cope with a severe winter by ensuring that we do address the core requirements of our winter service.

It should be noted that it is not possible to provide the winter service on all parts of the network nor to ensure running surfaces are kept free of ice or snow at all times, even on treated parts of the network.

To carry out the core requirements of winter service we will:

- * focus on a clear set of priorities
- * continue to introduce efficiencies
- * make prudent and timely investments that will best ensure the resilience of the service
- * deliver a safe and reliable road network for our customers

1.6 Informing future plans

It is noted that changes in the extent and scope of winter treatments can have significant implications for the service, and may require significant investment to facilitate the desired change, for example the addition of a road to the priority gritting routes may lead to the need for an additional gritter, driver and salt.

We do recognise the importance of this service to our communities and our need to further our understanding of what is wanted from our winter service. With this in mind we have previously sought the views of our customers through the Household Survey and the National Highways & Transport (NHT) Network public subcontractor survey which inform the development of the future service. In addition to this, as for all road services we welcome comments, requests for service or inquiry through our customer services feedback.



2. POLICY

COUNCIL POLICY FOR WINTER SERVICE

“Scottish Borders Council aims to assist road users in adverse winter conditions by providing a service which it considers reasonable to prevent snow and ice endangering the safe passage of pedestrians and vehicles, using available financial and operational resources”

2.1 Policy introduction

The Winter Service Plan contributes to the delivery of the four core aims of the Road Maintenance Plan, being

- * Safety
- * Serviceability
- * Sustainability
- * Customer Services

These aims support delivery of the Council's Local Access and Transport Strategy, the key priorities of the Council and our many partner organisations.

It is recognised that there are three principle activities when considering the winter service:

- * Pre-treatment-precautionary salting
- * Post-treatment – continuing salting following the formation of ice
- * Clearance of snow

The Council's website should be consulted for the most up to date route information with regard to roads and footways.

2.2 Delivery

The winter service has developed over time combining established practices for the clearance of snow and ice with:

- * developments in salt products
- * forecasting technology
- * automated salting

We aim to deliver a service that is efficient, timely and supports our environmental objectives.

We are committed to minimising pollution from the leaching of dissolved salt and to make most effective use of salt by using it only when conditions require.

To ensure timely delivery we aim that all planned early morning roads treatments are completed before 9:00 am

This aim is subject to the severity of prevailing weather conditions and safety considerations.

2.3 Primary network (roads)

We are responsible for the maintenance of 1841 miles (2963 km) of roads throughout the region.

Approximately 717 miles (1154 km or 39% of all roads) have been identified as primary routes for treatment whenever carriageway surfaces become, or may become, dangerous through frost, ice and snow.

These routes are those where traffic volumes and speed are likely to be higher and as such the risk to the safety of road users is similarly high if they were to remain untreated.

The rural routes have been established using the following criteria

- * routes of importance to the emergency services
- * topography
- * strategic A class roads
- * main commuter and school routes
- * regular rural public transport routes with weekday frequencies of 2 hours or better
- * other heavily trafficked routes

The urban routes have been established using the following criteria

- * routes around town centres
- * routes leading to town centres
- * routes leading to town buildings, public buildings, schools, hospitals and community centres

2.4 Secondary network (roads)

During severe winter periods treatment may extend to other routes. Traffic volumes and speeds on these routes are typically lower than on the primary routes, as such the risk to the safety of road users is less.

However in times of prolonged severe weather failure to treat these routes will compromise accessibility and heighten the risk of isolation, particularly in rural communities.

Approximately 293 miles (472 km or 16% of all roads) have been identified as secondary routes, these routes are deployed to deal with prolonged dangerous ice and snow roads.

Treatment of these routes will only be carried out if after completion of the primary routes there is adequate time and resources to cover them and that the freezing conditions will continue. Recognising that such constraints on the level of service may exist in the future also, we have prioritised the rural routes using the following criteria

- * sections removed from the primary route list during 2012 winter
- * remaining school bus routes with vehicles over 16 seats
- * timber transport routes
- * remaining 'A' and 'B' roads

The urban routes have been established in consultations with Communities and Local Members and have been included within the roads and streets as defined as the urban secondary salting network. To finalise the actual secondary route to be adopted, consideration was given to:

- * main distributor routes
- * links to industrial zones
- * large housing estates

2.5 All other routes (roads and car parks)

The remaining roads, i.e. those which are neither primary nor secondary routes but are on the list of public roads will be classified as the 'Tertiary network'

The 'Tertiary network' will only be treated when extended weather conditions persist, all primary routes have been treated, resources have been committed to treat secondary routes, and resources have become available.

2.6 Primary network (footways)

We are responsible for the maintenance of 780 miles (1255 Km) of footways throughout the region.

We have identified the following classifications of footways and cycleways to receive treatment and this is undertaken through the current 20 primary routes in our larger towns and villages:

- * town centre & shopping areas
- * footways leading to town centres
- * footways serving – public buildings, schools, hospitals, medical centres

The experience gained through previous winter reviews indicates a clear need to consider the needs of pedestrians and cyclists separately to the needs of motorists and other road users. The risk to public safety posed by untreated footways heightens as freezing conditions become very severe or prolonged.

As such footways will not automatically be treated each time we treat our primary routes, but in line with the criteria set out below at 2.9 Post Treatment (roads and footways).

2.7 All other routes (footways)

If severe conditions persist, then treatment of other footway locations not covered by the primary network may be carried out as needed, subject to the availability of resources. We shall consider the ad-hoc treatment of any location in support of a particular emergency or medical access

need as identified through our partner agencies. We will work with the Community Councils and others to identify all reasonably practicable opportunities for self-help.

2.8 Precautionary Treatment

When forecast that road surface temperatures will fall below freezing – **Readiness Colour: Red** - the primary routes (roads) will be treated at the discretion of the Winter Service Duty Managers.

The timing of any treatment will be at a time which allows the route to be treated prior to the predicted forecast time that road surface temperatures will fall below freezing. Salt spread rates will be applied in accordance with Treatment Matrix A. Only in exceptional circumstances, i.e. where roads have remained dry for long periods and there is a high degree of confidence in the level of residual salt, will consideration be given to the non-treatment of first priority routes. Weather and information from sensors located in the road surface are monitored to enable plans to be adjusted accordingly.

When forecast that road surface temperatures are to be below +2°C and there is uncertainty regarding surface hazards – **Readiness Colour: Amber** - the primary routes (roads) may be treated at the discretion of the Winter Service Duty Manager.

The use of patrols may also be used at the discretion of the Winter Service Duty Manager, with the extent being varied according to the conditions. If the patrol crews find areas of icy conditions they will inform their duty foreman who may initiate further action. Weather and information from sensors located in the road surface are monitored to enable plans to be adjusted accordingly.

During the above conditions, footways are not treated at Precautionary Treatment level but are treated at Post Treatment level.

2.9 Post treatment (roads and footways)

Post treatment salting to carriageways will be carried out when the conditions are:

- * extreme and severe and predicted to last for a prolonged period.
- * icy with formations on surfaces expected to remain after 09:00 hours
- * where snow has been cleared and where conditions are extreme and severe and predicted to last for a prolonged period.

When forecast that surface temperatures will fall below freezing – **Readiness Colour: Red** – the primary routes (footways) will be treated at the discretion of the Winter Service Duty Manager. The timing of any treatment will be between 07.30 and 15.30.

When forecast that road surface temperatures are to be below +2°C and there is uncertainty regarding surface hazards – **Readiness Colour: Amber** – the primary routes (footways) may be treated at the discretion of the Winter Services Duty Manager or Duty Foreman. The timing of any treatment under these conditions may vary depending upon the timing of the decision and available resources.

2.10 School transport routes

Unfortunately, it is impracticable to extend our winter service treatments to include all school transport routes. In severe and prolonged winter conditions our treatment coverage will extend to include the access to all schools in the region.

We will continue to work with bus operators where appropriate to ensure buses reach essential routes, the majority of these routes will be catered for as our resources can reasonably allow.

Through our proposals for self-help in the community and with better communications with the education service we may be able to facilitate the treatment of identified problem sites in times when accessibility and isolation become a significant risk.

All treatment will be subject to the availability of resources and the prevailing conditions.

2.11 Provision of grit bins

Grit bins can be provided and maintained with stocks of salt where they improve road safety and benefit the community.

Grit bins will generally be provided when determined through a risk based assessment.

Maintaining salt/grit stock in the grit bins will be dependent on the available resources and the prevailing conditions. In severe and prolonged winter weather we may not be able to carry out any re-stocking, as our resources will have to be directed towards treating our roads and footways in line with the priorities set out in this plan.

We will, as part of our asset inventory, maintain details of all our grit bin locations.

Grit bins will **not** usually be provided:

- * on roads that form part of a primary route.
- * where they attract anti-social behaviour or cause nuisance to nearby residents.
- * where their provision would create a further proliferation of street furniture to the detriment of disabled or visually impaired people and/or the community.
- * on unadopted roads whether subject to future adoption or not.

The salt/grit provided in these bins is for spreading on public roads only, and unauthorised use of this salt to treat other premises will be considered as an act of theft.

We aim to have all our grit bins full in advance of winter and seek to maintain these stocks throughout the winter season. Where usage is high and it is confirmed that the salt/grit is being used on the road, we may supplement the existing grit bin provision following assessment.

2.12 Diversion routes

Diversion routes shall be treated to at least the standard required for the diverted route. When selecting diversion routes during the winter season consideration shall

be paid to the extent of the priority routes and for the potential need for a proposed diversion route to be inspected to ascertain its suitability for gritting prior to being used.

2.13 The trunk roads in the Scottish Borders

Transport Scotland is the authority responsible for the management of the Trunk Roads in the Scottish Borders. The A1, A68, A6091, A7 south of Galashiels and A702 fall within their South East Unit area and the services for this area are delivered through their agents BEAR.

2.14 Contingency planning – Route rationalisation

Recent winters have seen the nation experience difficulties with the supply of road salt. Where there is a requirement to constrain gritting operations to less than primary routes then the decision to rationalise the extent of treatment in this way may be taken by the Chief Executive in consultation with Police Scotland.

This option shall only be actioned if all other contingency options such as the use of alternative salt supplies and reduced or variable spread rates have been exhausted.

If taken, the communication of this decision to all road users will be critical to the management of the consequential risk.

2.15 Community self help

Whilst the legal obligations of the Council as a road authority focus on the safe passage of traffic we recognise that prolonged and severe winter conditions do lead to isolation being experienced in both rural and urban situations. The issue of isolation can be most acute in our rural communities where the distance to a treated road may prevent access and egress for significant periods.

Scottish Borders Council has developed the existing Resilient Communities scheme to enable a winter service capability in those communities that:

- * are at risk of isolation
- * where that risk cannot be realistically managed through the provision of grit bins and
- * the community have the capacity to respond to that risk through self-help in the community.

2.16 Winter file

The Winter File will be maintained centrally by Roads & Infrastructure at the Reiver Complex, Council Headquarters, Newtown St. Boswells. It will consist of the following:

- * Daily Decision Records
- * Operational Log
- * Plant and equipment records
- * Hard copy of this planOther relevant documentation



3. ORGANISATION - STAFF RESOURCES

3.1 Overall responsibility

As the Roads Authority, Scottish Borders Council has the overall responsibility to provide an effective Winter Service in accordance with its duties. The responsibility for the efficient and effective delivery of winter service operations sits within Roads & Infrastructure.

Roads & Infrastructure also play a key role for the Council in any emergency response to the severe weather to prepare, respond and recover from the impact of any severe weather event, including the effects of freezing temperatures, ice and snow. The Council's overall response in such circumstances is coordinated through its Emergency Planning team.

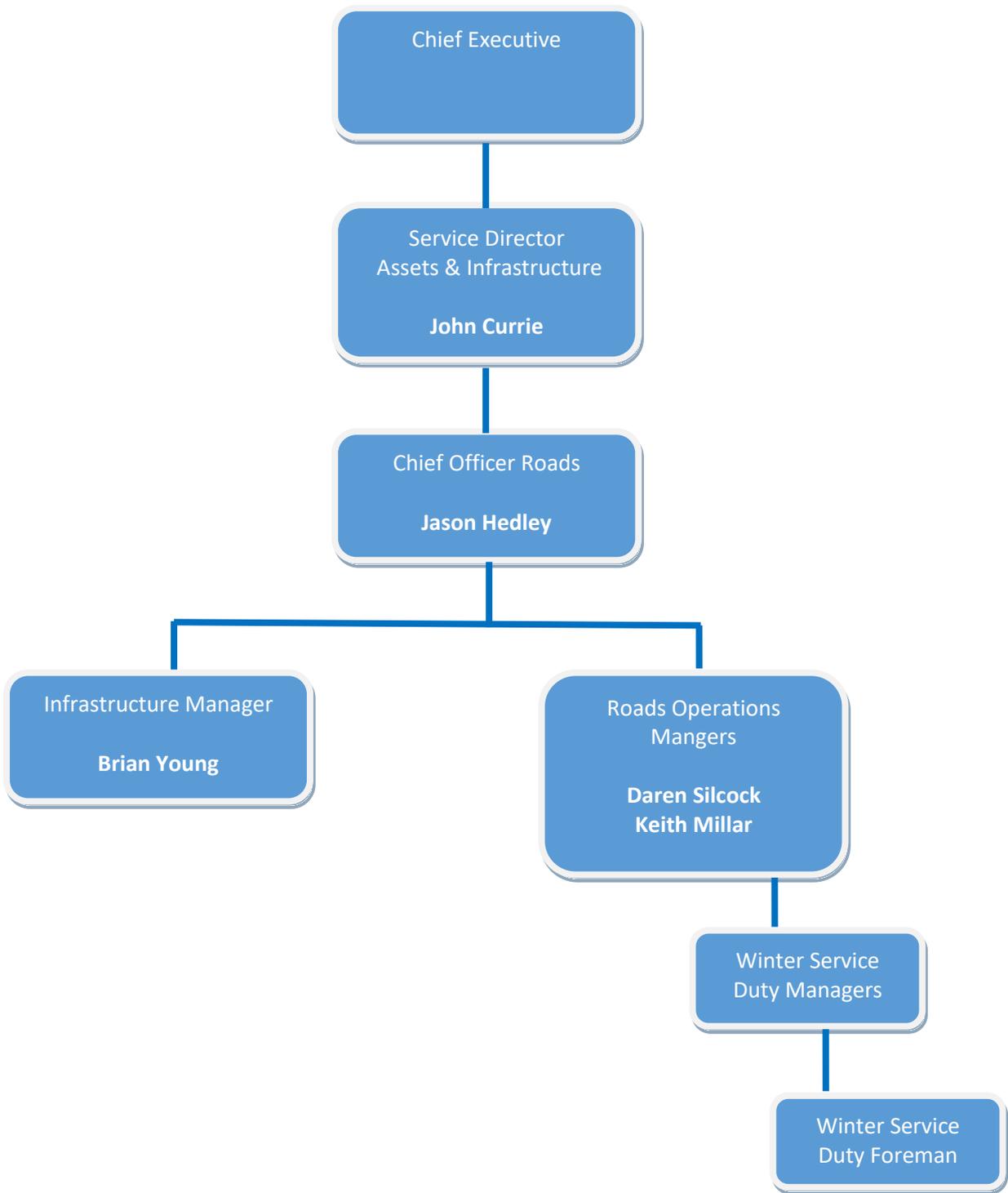
3.2 Prevention

The Council keeps the road network operating safely through precautionary treatment – by pre-salting roads to reduce the effect of frost and frozen conditions, taken forward on a routine, planned basis. The road network is currently split into Primary, Secondary and Tertiary Networks. Planned "pre-salting" is only undertaken on the Primary Network.

The remaining road network will then come under the "post-treatment" of secondary and Tertiary networks. The Secondary network is treated after the primary routes, where there is time and resources to cover them, and it is believed that the freezing conditions will continue. The Tertiary network will only be treated when extended weather conditions persist, all primary routes have been treated, resources have been committed to treat secondary routes, and resources have become available.

3.3 Intervention

The Council's Chief Executive has responsibility for Emergency Planning, and will oversee the winter at a strategic level. During large scale snow clearance following extreme winter conditions, the winter service will be taken forward on a more ad hoc basis, involving emergency actions and community resilience.



3.4 Liaison arrangements with other authorities

The following Road Authorities adjoin Scottish Borders:

- * Northumberland
- * Cumbria
- * Dumfries & Galloway
- * South Lanarkshire
- * West Lothian
- * Midlothian
- * East Lothian

Where there is a cross border working arrangement with each county, we shall seek to confirm the commitment to treat each others' routes in formal agreements.

Transport Scotland, through their agents BEAR are responsible for treatment of Trunk Roads within the region.

At times of severe winter weather, the availability of other resources may need to be considered.

Any other cross boundary allocation of resources, other than those in existing agreements, should be authorised by the Executive Director.



4. RESOURCES - PLANT, MATERIALS & FINANCES

4.1 Vehicles and equipment - Gritting vehicles

The Council's salting fleet consists of both dedicated gritter vehicles as well as other lorries that have quick change bodies to convert them to gritters.

To ensure correct salt spreading takes place winter equipment and machinery is calibrated and certified to 6mm salting standards.

The majority of Council lorries are fitted with GPS technology with accompanying software to allow real-time tracking and updates on salt spreading.

Snow blowers, propelled spreaders and footpath tractors are also available during inclement weather.

4.2 Depots and salt barns

There are a number of depots and salt barns strategically located across the region. We are also taking forward our arrangements for self-help in the community by building upon our Community Resilience planning scheme.

Through these arrangements there may be additional salt stored throughout the region, which will improve our overall resilience levels during times of severe or prolonged winter weather

4.3 Salt

Salt usage is recorded at each depot by Roads & Infrastructure staff and the levels of salt available are monitored. By carefully managing salt levels accurate reports can be transmitted to Transport Scotland.

A national 'Salt Cell' was activated for the winter of 2009/10, run by Transport Scotland. Scottish Borders Council participated fully in these arrangements and through doing so has assisted in the appropriate distribution of salt stocks on a regional and national basis.

4.4 Additional resources

During periods of prolonged snowfall a network of registered local contractors and the Borders Machinery Ring are used to supplement our own resources. These clearance contractors are coordinated by Roads & Infrastructure.

engage with external employers to make up the shortfall on specific routes.

In recent winters it has proved increasingly difficult to provide sufficient resource in-house to maintain the prescribed winter service. As such it has been necessary to e

Scottish Borders has proven to be resilient as a community when dealing with winter issues and we hope to harness this community support and where possible enable communities to help themselves through times when isolation becomes a real issue alongside our core road safety duties. Self-help is an important factor in overcoming severe winter conditions.



5. DECISION MAKING

5.1 Operational decision making

Operational decisions will normally be made by the designated Winter Service Duty Manager, except when weather conditions have changed unexpectedly. If instructions have changed due to such circumstances, the Duty Foreman should inform the Winter Service Duty Manager of the change and

the reasons for it at the earliest possible opportunity.

The decision for ordering treatment may be based on a combination of weather forecasts, consultation and previous treatments.

5.2 Decision process

The decision will usually be based on interpretation of the weather forecast by the Duty Manager. This will normally be undertaken between 11:00 and 12:00, if the available forecast information allows, and will result in one of the following:

1. Standby.
2. Treatment at specified times.
3. No Action.

The Duty Manager will be responsible for:

- * Organising action based on the forecast received, liaising with others as necessary.
- * Informing the duty supervisors of the decision.
- * Update the 'Decision Making' form after a change of circumstances.

5.3 Action required

Operational staff will be informed that action is required by text, email or phone call. The following day, or as soon as possible, paperwork will be filed with the actual time that each gritter left the depot and the time each route was completed, and returned to Roads & Infrastructure administration team.

5.4 Major snow storms

During severe and prolonged snowstorms, when resources can no longer keep main traffic routes open, clearance will be attempted on the basis of the Police Snow Emergency Scheme including snow gate operation.

In this event, the Chief Executive, in consultation with the Police will decide that conditions are abnormal and will ensure that resources are deployed appropriately throughout this period. Consideration will be given to locating a Police Officer within the Winter Operations Team and they will liaise over operational matters together with a direct link to the local radio station.

A register will be maintained of all road condition reports received. It is essential that this Winter Operations Team is supplied with up-to-date information from area offices so that the Chief Executive and the police can be kept properly informed.

Outwith office hours the Duty Managers will ensure that operations are properly controlled. Foremen will normally be on duty during the day and early evening. As far as possible, they will not be disturbed at night. Night staff will contact the Duty Managers or standby foremen for instruction when required.

Snow Gates are located on the A68 at Soutra and the A7 Falahill to facilitate safe road closures and a system of variable message signs have been developed for the diversion of traffic.

The police control overall strategic traffic routing, making use of both trunk and council roads. Snow clearance operations can be seriously hampered by the presence of abandoned vehicles and to prevent this situation as far as possible snowplough drivers are reminded of the need to pass information quickly to their area offices and Winter Operations Team.

5.5 Salt spread rates

Salt spread rates have been revised following new guidance provided by the UK Road Liaison Group and in consultation with Edinburgh, Lothians, Borders and Fife Councils (ELBF).

This revision followed research undertaken by TRL on behalf of the Transport Scotland and the National Winter Research Group into the possibility of reducing spread rates; taking into account the new guidance whilst utilizing best practice gained from local knowledge and experience of past winters. Rates of spread will be 10 g/m² unless conditions dictate otherwise.

ELBF Councils agreed a common matrix for salt spread rates that relate to:

- * surface conditions
- * road temperatures
- * salt condition

This agreed matrix has been developed from the **Code of Practice for Well-Managed Highway Maintenance** 2016 and takes account of recommendations by the SCOTS Winter Group following a review of the Code of Practice and consultation with the National Winter Service research Group (NWSRG).

TREATMENT MATRIX A - DRY SALTING MEDIUM / LOW TRAFFIC ONLY

Frost or forecast frost Road Surface Temperature and Road Surface Wetness	C Poor Cover (salt stored uncovered) Medium Traffic Normal Loss	K Good Cover (salt stored under cover) Medium Traffic Normal Loss	Comments
RST at or above -2 deg and dry or damp road conditions	10	10	
RST at or above -2 deg and wet road conditions	15	10	
RST below -2 deg and above -5 deg and dry or damp road conditions	(15 or 20) ₁	(10 or 15) ₁	1Spread rate dependent on residual salt on road surface
RST below -2 deg and above -5 deg and wet road conditions	1 x 20 & monitor & treat as required)	20	
RST at or below -5 deg and above -10 deg and dry or damp road conditions	(1 x 20 & monitor & treat as required) ₁	20	1Spread rate dependent on residual salt on road surface
RST at or below -5 deg and above -10 deg and wet road conditions	(1 x 20 & monitor & treat as required)	(1 x 20 & monitor & treat as required)	
Precautionary treatment before snow / freezing rain			
Light snow forecast (light snow is defined as <10mm)	20 to 40	Dependent on capability to complete route within reasonable time and monitor for further action.	
Moderate / Heavy Snow forecast (defined as ≥10mm)	20 to 40	Dependent on capability to complete route within reasonable time and monitor for further action	
Freezing Rain forecast	2 x 20	Spreading salt before freezing rain can have a limited benefit and follow up treatments will be delivered on any ice that has formed	
Treatment when ice formed			
Ice formed up to 1mm RST higher than -5 deg C Medium / Light traffic	20	Winter Officer to monitor for further treatment	
Ice formed up to 1mm RST lower than -5 deg C Medium / Light traffic	20	Winter Officer to consider and seek approval for 1:1 mixture and further assess spread rate	
Treatment during snowfall			
Continuous snow falling	20	Winter Officer to monitor for further treatment	
Snow forecast for during the night	Patrol	Winter Officer to monitor for further treatment	
Treatment for slush when freezing conditions are forecast			
Plough to remove as much slush as possible before treating	2 x 20	Winter Officer to monitor for further treatment	
Treatment for thicker layers of compacted snow and ice			
Medium layer 1 to 5 mm initial treatment	20 to 40	Dependent on capability to complete route within reasonable time and monitor for further action. Winter Officer to consider and seek approval for 1:1 mixture	
High Layer Thickness greater than 5mm Initial treatment	20 to 40	Dependent on capability to complete route within reasonable time and monitor for further action. Winter Officer to consider and seek approval for 1:1 mixture For successive treatments spread abrasives only After traffic has started breaking up the layer spread at 20g/m ² of salt / abrasive mixture	



6. PERFORMANCE & BENCHMARKING

6.1 Performance & benchmarking

We benchmark the performance of the service and seek to identify areas for further improvement in our efficiency and effectiveness through our active participation in the APSE and SCOTS Benchmarking and Performance group. Monitoring and reporting of local indicators through the ELBF group is also undertaken together with a review of customer response to the Household Survey and the National Highways & Transport (NHT) Network public subcontractor survey. This will inform the development of the future service. In addition to this, as for all road services we welcome comments, requests for service or inquiry through our CRM line.

Performance is measure using the following KPI's agreed with APSE/SCOTS:

- * actual number of planned actions
- * total cost of winter maintenance
- * cost per km treated (planned routes)



7. CONTACT INFORMATION

The main point of information and contact is via Scottish Borders Council's website www.scotborders.gov.uk

During periods of severe weather the Council will also use Facebook and Twitter to provide frequent updates to the public.

We work closely with local radio stations to inform listeners of road conditions throughout the region.

During office hours (08:45 to 17:00) queries should be directed via the Council website or through the helpline:

* 0300 100 1800.

In the case of an **emergency** out of normal office hours we have an agreement with Bordercare who can be contacted on:

* 01896 752 111

BEAR, the trunk road manager can be contacted on:

* 0800 587 1107

You can get this document on tape, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

Contact – Jacqueline Whitelaw, PLACE, Business Support, Scottish Borders Council, Council Headquarters, Newtown St. Boswells TD6 0SA Tel. No. 0300 100 1800

This page is intentionally left blank

APPENDIX B – FIRST PRIORITY FOOTWAY ROUTES (WINTER SERVICE)

CHIRNSIDE	
1	Salt Main Street & East End to B6437 junction + opposite sides back to Crosshill
2	Salt Crosshill & Kirkgate to Link Footpath to school
3	Travel by Crosshill to South Crofts
4	Salt South Crofts & Windsor Locks to Doctors Surgery + opposite sides back to Crosshill
5	Salt Crosshill to Main Street
6	Salt West End to A6105 + opposite side back to Dominoes Loan
7	Salt Link Footpath 1 from Main Street to School
8	Salt Link Footpath 2 from Link Footpath 1 to Kirkgate
9	End of route
Gritted Length – 4.340Km	

COLDSTREAM	
1	Salt Cottage Hospital to Woodlands Park
2	Salt Woodlands Park round to Kelso Road
3	Salt Kelso Road & High street to Guards Road
4	Salt Guards Road & Duns Road to High Street
5	Salt Duns Road, Home Place to school entrance + opposite side back to Duns Road
6	Salt Duns Road & Guards Road to High Street
7	Salt Opposite side of High Street to Market Street
8	Salt Market Street & Market Square
9	Salt High Street & Kelso Road to Cottage Hospital
10	End of route
Gritted Length – 3.690Km	

DUNS	
1	Salt Station Road to Murray Street junction
2	Salt Murray Street to South Street
3	Salt South Street, Langtongate to School Entrance + opposite side back to North Street junction
4	Salt North Street, Market Square + opposite sides back to South Street junction
5	Salt South Street to Currie Street junction + opposite side back to Murray Street
6	Salt Other side of Murray Street to Currie Street junction
7	Cross over road to Bridgend
8	Salt Bridgend to Springfield Drive junction + opposite side back to Church Street junction – turn right
9	Salt Currie Street, Newtown Street & New Road to Langtongate junction + opposite side back to Teindhill Green junction
10	Salt Teindhill Green to Castle Street junction
11	Salt Castle Street to end of housing + back to Teindhill Green

DUNS	
12	Salt Teindhill Green, Preston Road to Cemetery entrance + opposite sides back to Newtown Street
13	Salt Currie Street to Easter Street junction
14	Salt Easter Street & Tannage Brae to Teindhill Green junction + opposite sides back to Currie Street
15	Salt remainder of Currie Street to Bridgend
16	Travel to depot
17	End of route
Gritted Length – 8.627km	

EARLSTON	
1	Salt High Street from Red Lion Brae to Earlston Mains junction, u-turn
2	Salt High Street to A68(T)
3	Travel to Rutherfords Garage on Northbound side of carriageway
4	Salt A68(T) to Westfield Road + opposite side back to High Street junction
5	Salt High Street to Red Lion Brae
6	Salt Red Lion Brae, Gun Place & Huntshaw Road to Westfield Road + opposite sides back to Gun road junction
7	Salt Gun Road & Everest Road to Earlston Mains Road
8	Travel downhill to Church Street junction
9	Salt from Church Street to Everest Road
10	Salt Everest Road & Gun Road to Gun Place
11	Salt Gun Place to High Street
12	End of route
Gritted Length – 3.856km	

EYEMOUTH	
1	Salt Victoria Road & Coldingham Road to Northburn Road
2	Salt Northburn Road & High Street to Manse Road
3	Salt Manse Road to Harbour Road junction + opposite side bsck to Church Street
4	Salt Church Street to Harbour Road
5	Salt opposite sides of Church Street, High Street to Albert Road
6	Salt Albert Road to Coldingham Road junction + opposite side back to Northburn Road
7	Salt Northburn Road to Coldingham Road
8	Salt Coldingham Road to Victoria Road
9	Travel to Brown's Bank junction on The Avenue
10	Salt to the end of Brown's Bank + opposite side back to The Avenue
11	Salt The Avenue & John's Road + opposite sides back to Brown's Bank junction
12	End of route
Gritted Length – 5.921km	

GALASHIELS ROUTE 1	
1	Travel To Bridge Place
2	Salt Bridge Place, High Buckholmside to Ladhope Bank Junction
3	Salt Ladhope Bank to Glendinning Terrace
4	Salt Opposite side to High Buckholmside
5	Travel to Bridge Place
6	Salt Bridge Place, High Street to Sime Place
7	Salt Sime Place, Bridge Street to Bridge Place + opposite sides back to High Street
8	Salt High Street, Bank Street to Market Street, including pedestrian area at Cornmill Square.
9	Salt Market Street to Overhaugh Street
10	Salt Overhaugh Street, to High Street + back, including Bank Close
11	Salt Market Square pedestrian area and LHS of Channel Street including pedestrian area at top end
12	Salt Park Street and Stirling Place to Ladhopevale junction + opposite sides back to Channel Street
13	Salt Channel Street to Market Street including Douglas Bridge
14	Salt Market Street, Ladhopevale and Stirling Street to riverside footpath at old bus Station
15	Salt riverside footpath and pedestrian area leading to Douglas Bridge
16	Salt remainder of Stirling Street to Stirling Place junction + opposite side to Transport Interchange
17	Salt approach to Transport Interchange and through to Ladhopevale
18	Travel to A7 crossing point to access railway platform
19	Salt crossing point and continue on Ladhopevale, Station Brae to High Road junction
20	Return to link footpath between Transport Interchange and former Hotel building
21	Salt link footpath to join Stirling Street and continue on Stirling Street and Market Street to Paton Street, (including Green Street as far as Tesco Car Park)
22	Salt Paton Street to Galawater Bridge
23	Salt Galawater Bridge and Currie Road to Station Road roundabout (including link through to Stirling Street at Anderson Buildings) + opposite sides back to Paton Street (including Surgery access)
24	Salt Huddersfield Street to Hill Street + opposite side back to Paton Street
25	Salt Paton Street and Albert Place to Braw Lads Brae
26	Salt Braw Lads Brae to roundabout + opposite side to Hill Street
27	Salt Hill Street to Huddersfield Street + back to Albert Place
28	Travel Hill Street to Bank Street
29	Salt Bank Street, including Bank Street Brae, High Street & Island Street to Hall Street
30	Salt Hall Street to Gala Park
31	Salt Gala Park, Scott Street to Livingston Place
32	Salt Livingston Place to Gala Park
33	Salt Gala Park, Balmoral Place to Scott Street + opposite side back to Livingston Place
34	Salt Opposite side of Livingstone Place to Scott Street
35	Salt Scott Street, St John Street + back to Scott Street
36	Salt Scott Crescent, Church Street to Abbotsford Road
37	Travel to Hill Street

GALASHIELS ROUTE 1	
38	Salt Abbotsford Road to Parsonage Road
39	Salt Parsonage Road & back to Church Street
40	Salt Church Street, Elm Row to Craigpark Gardens & back to Scott Crescent
41	Salt Scott Crescent to Livingston Place
42	Salt Livingston Place to school + opposite side back to Scott Street
43	Salt Scott Street, Balmoral Place, Balmoral Avenue to Balmoral Road
44	Salt Balmoral Road, Balmoral Drive to Balmoral Avenue + opposite sides back to Scott Street
45	Salt Gala Park to Hall Street
46	End of route
Gritted Length – ???.??km	

GALASHIELS ROUTE 2	
1	Salt Wheatlands Road, King Street, Wilderhaugh Street, Island Street to Bridge Place
2	Travel to Ladhope Vale
3	Salt Ladhope Vale R/H/S to Currie Road
4	Salt Currie Road & Station Brae R/H/S to Melrose Road
5	Salt Melrose Road R/H/S to Langlee Road, cross over road & continue to Hawthorn Road
6	Salt Hawthorn Road to Broom Drive
7	Salt Broom Drive both sides back to Hawthorn Road
8	Salt Opposite side of Hawthorn Road to Primrose Bank
9	Salt Primrose Bank both sides back to Hawthorn Road
10	Salt Hawthorn Road to Melrose Road
11	Salt Melrose Road to Winston Road + opposite side back to Langlee Road
12	Salt Langlee Road to Woodstock Avenue + opposite side back to Langlee Drive
13	Salt Langlee Drive to Woodstock Avenue + opposite side back to Langlee Road
14	Salt Talisman Avenue R/H/S to Kenilworth Avenue
15	Salt Kenilworth Avenue to Winston Road
16	Salt Winston Road to Tweed Road
17	Salt Tweed Road to Nether Road
18	Salt Nether Road, Dale Street to Waverley Road
19	Salt Waverley Road, Netherdale Brae, Tweed Road to Nether Road
20	Travel back to footway near Tweed Grove
21	Salt Tweed Road, Abbotsford Road to Greenbank Street
22	Salt Greenbank Street, Croft Street to Hill Street + back to Greenbank Street
23	Salt Greenbank Street to Huddersfield Street + opposite side back to Abbotsford Road
24	Salt Abbotsford Road, Tweed Road to Netherdale Brae
25	Salt Netherdale Brae + Waverley Road to Dale Street
26	Salt Huddersfield Street to Hill Street (part of footway on R/H/S)
27	End of Route.
Gritted Length – 14.648km	

HAWICK ROUTE 1		
1	Salt Mansfield Road to roundabout and Hamilton Road to tunnel	
2	Return to roundabout	
3	Salt Hamilton Road (RHS) to end of footway	
4	Return To start of footway on LHS	
5	Salt Remainder of footway on Hamilton Road to Burnfoot Road	
6	Travel to 1 st Faihurst Drive Junction	
7	Salt Burnfoot Road from 1 st Faithurst Drive jcn to Wilton Hill	
8	Salt Wilton Hill from Burnfoot Road to Wilton Glebe	
9	Salt Opposite side of Wilton Hill back to Burnfoot Road	
10	Salt Opposite side of Burnfoot Road from Wilton Hill to Kenilworth Avenue	
11	Salt Kenilworth Avenue by Bus Terminus and School to Eildon Road	
12	Salt Opposite side Kenilworth Avenue to Burnfoot Road	
13	Salt Burnfoot Road to Burns Road	
14	Travel by Burnfoot Road to Wilton Hill	
15	Salt A7(T) Wilton Hill to Mansfield Road roundabout	
16	Salt Dovemount Place to Princess Street – Hand Salt Steps	
17	Salt Princess Street, Wilton Path & Albert Road to Sandbed	
18	Salt above in reverse to Dickson Street	
19	Salt Dickson Street to end of footway at Mayfield Drive	
20	Travel to Hazelwood Road	
21	Salt Hazelwood Road to Roxburghe Drive	
22	Salt To school entrance + opposite side back to Roxburghe Drive	
23	Salt Roxburghe Drive to Guthrie Drive	
24	Salt Opposite side of Roxburghe Drive & Hazelwood Road to Stirches Road	
25	Salt Stirches Road to Wellfield Road	
26	Salt Wellfield Road to Havelock Street + opposite side back to Dickson Street	
27	Salt Dickson Street to Princess Street	
28	Salt Princess Street to Dovemount Place	
29	Salt A7(T) Dovemount Place & Wilton Hill to Guthrie Drive	
30	Travel to Mansfield Road roundabout	
31	Salt Mart Street to Weensland Road Roundabout	
32	Salt Weensland Road to 30's + opposite side back to roundabout	
33	Salt Bourtree Place to High Street + opposite side back to roundabout	
34	Salt Mart Street from roundabout to Commercial Road	
35	Travel by Commercial Road to footway beyond footbridge	
36	Salt A7(T) Commercial Road to Albert Road	
37	Salt opposite side of A7(T) Commercial Road from Albert Place to Dovemount Place	
38	Salt Mansfield Road from Dovemount Place to Roads Depot	
39	End of Route.	
SBC Gritted Length 16.06km	Trunk Gritted Length 3.03km	Total Gritted Length 19.09km

HAWICK ROUTE 2		
1	Travel by Mansfield Road to roundabout at Lower Mansfield	

HAWICK ROUTE 2	
2	Salt Mansfield Road from roundabout to Dovemount Place
3	Travel to Duke Street jcn
4	Salt Duke Street, Noble Place and Trinity Street to Weensland Road jcn
5	Salt opposite side Trinity Street & Noble Place to Arthur Street jcn
6	Salt Arthur Street to Earl Street
7	Salt opposite side of Arthur Street to Noble Place
8	Salt Noble Place & Duke Street to Earl Street jcn
9	Salt Earl Street to Trinity Street and opposite side back to Duke Street
10	Salt remainder of Duke Street to North Bridge Street jcn
11	Salt North Bridge Street, High Street to O'Connell Street jcn
12	Salt O'Connell Street to Melgund Place
13	Salt opposite side of O'Connell street from Melgund Place to High street
14	Salt High Street to Howgate jcn
15	Salt Howgate, Drumlanrig Square and Kirk Wynd + opposite side back to A7(T)
16	Return to Drumlanrig Square
17	Salt Drumlanrig Square (from Kirk Wynd) and Loan to Auld Man's seat
18	Salt opposite side of Loan to Beaconsfield Terrace jcn
19	Salt Beaconsfield Terrace, Buccleuch Place to Buccleuch Road jcn
20	Salt Buccleuch Road to Volunteer Park entrance
21	Salt opposite side of Buccleuch Road to Sandbed
22	Salt opposite of Buccleuch Road to Buccleuch Place jcn
23	Salt Buccleuch Place to Buccleuch Terrace jcn
24	Salt Buccleuch Terrace to Beaconsfield Terrace
25	Salt opposite side of Buccleuch Terrace to bottom of Beaconsfield terrace
26	Salt Beaconsfield Terrace to Loan
27	Salt Loan, Drumlanrig Square to Howgate
28	Travel to Slitrig Crescent
29	Salt Slitrig Crescent and Towerdykeside to Towerknowe
30	Salt from Towerknowe by Towerdykeside, Slitrig Crescent & Liddesdale Road to 30's
31	Salt Liddesdale Road from 30's by Slitrig Crescent to Kirkwynd jcn
32	Travel to Millpath
33	Salt Millpath and Wellogate Brae to Braid Road X Roads
34	Salt opposite side of Wellogate Brae to Mill Path
35	Cross over Wellogate Brae to Lochpark
36	Salt Millbank and Frank Place
37	Cross over Frank Place
38	Salt Allars Bank and Cross Wynd to High Street
39	Salt opposite side of Cross Wynd to Lothian Street
40	Salt Lothian Street to Melgund Place
41	Salt Melgund Place to Brougham Place
42	Salt Brougham Place to High Street
43	Travel to Sandbed
44	Salt Towerknowe, High Street, North bridge Street to Croft Road
45	Salt Croft Road to Oliver Crescent
46	Salt Oliver Crescent to High Street + Salt opposite side back to Croft Road

HAWICK ROUTE 2		
47	Salt Croft Road and Teviot Crescent to Baker Street	
48	Salt Baker Street to High Street + Salt opposite side back to Teviot Crescent	
49	Salt Teviot Crescent & Teviot Road to Walters Wynd	
50	Salt Footways on both sides of Walters Wynd + short section of blocks to High Street	
51	Salt Teviot Road to car park	
52	Travel to start of footway in Teviot Crescent	
53	Salt Teviot Crescent and Croft Road to North Bridge Street	
54	Salt North Bridge Street & Duke Street to Mart Street	
55	Travel to Roads Depot	
SBC Gritted Length 12.303km	Trunk Gritted Length 1.220km	Total Gritted Length 13.423km

INNERLEITHEN	
1	Salt A72 Old Town and High Street to Leithen Road
2	Salt Leithen Road to Strand
3	Salt RHS – Damside and Chapel Street
4	Salt A72 remainder of High Street and Pirn Road to Horseburgh Street
5	Salt Link footpath to St Ronan's Road
6	Salt St Ronan's Road to Craig Terrace and back to George Street
7	Salt Queen Street & Horseburgh Street to A72 Pirn Road
8	Salt A72 Pirn Road & A72 High Street to Traquair Road
9	Salt Traquair Road to Angle Park
10	Salt Angle Park, Buchan Place + opposite sides back to Traquair Road
11	Travel Traquair Road to A72 High Street
12	Salt remainder of High Street
13	End of route
Gritted Length – 4.26km	

JEDBURGH	
1	Salt A68(T) from depot to Edinburgh Woolen Mill + opposite side back to Waterside Road
2	Salt Waterside Road to Priors Road jcn
3	Salt Priors Road to Hartrigge junction beyond school + opposite side back to Waterside Road
4	Salt Waterside Road & Boundaries to Oxnam Road
5	Salt Oxnam Road to Oxnam Road ind estate + opposite side back to Howdenburn Drive
6	Salt Howdenburn Drive, Lothian Road & Blair Avenue to Oxnam Road + opposite sides back to Oxnam Road
7	Salt Oxnam Road to A68(T) + opposite side back to Boundaries
8	Salt Boundaries, Waterside Road to A68(T)
9	Salt A68(T) to Oxnam Road jcn + opposite side back to High Street jcn
10	Salt High Street to Cannongate jcn
11	Salt Cannongate to A68(T) jcn + opposite side back to Market Square
12	Salt Abbey Place & Abbey Bridge End to A68(T) + opposite side back to Castlegate

JEDBURGH	
13	Salt Castlegate to Galahill jcn+ opposite side back to Exchange Street jcn
14	Salt Exchange Street to Wildcatcleuch + opposite side back to Friarsgate
15	Salt Friarsgate to Sharplaw Road + opposite side back to Exchange Street
16	Salt Remainder of Exchange Street to High Street
17	Salt High Street to Pleasance
18	Salt Pleasance to Friarsgate jcn + opposite side back to High Street
19	Salt Remainder of High Street to A68(T)
20	Salt A68(T) to depot
Gritted Length – 10.252km	
Gritted Length Trunk – 3.45km	

KELSO ROUTE 1	
1	Travel by Spylaw Road – Station Road to Sprouston Road jcn
2	Salt R.H.S. from Sprouston Road to St Boswells jcn + cross to opposite side
3	Salt from jcn by bridge, The Square, Roxburgh Street & Edinburgh Road to roundabout
4	Salt Opposite of Edinburgh Road to Croft Road
5	Salt Croft Road & Inchmead Crescent including 3 footways marked on plan
6	Salt Opposite sides of Inchmead Crescent & Croft Road back to Edinburgh Road
7	Salt Edinburgh Road & Bowmont Street to Inch Road
8	Salt Inch Road to Pipewell Brae + opposite side back to Bowmont Street
9	Salt Bowmont Street, East Bowmont Street to X-roads
10	Salt Edenside Road to roundabout + opposite side back to X-roads
11	Salt Rose Lane to Shedden Park Road
12	Salt Shedden Park Road to roundabout + opposite side back to Rose Lane jcn
13	Salt Woodmarket to Bridge Street + opposite side back to Rose Lane jcn
14	Salt Rose Lane to X-roads
15	Salt Horse Market to The Square + opposite side back to X-roads
16	Salt East Bowmont Street, Bowmont Street to Inch Road
17	Salt remainder of Inch Road + opposite side back to Bowmont Street
18	Salt remainder of Roxburgh Street, Bridge Street & Bridge to St Boswells Jcn
19	Continue with secondary routes
Gritted Length – 11.608km	

KELSO ROUTE 2	
1	Salt Spylaw Road to Station Road
2	Salt Station Road to Jedburgh Road
3	Salt Jedburgh Road to Bypass + opposite side back to Station Road
4	Salt opposite side of Station Road to B6350
5	Salt B6350 to end of houses + The Linn back to Station Road
6	Salt Station Road to Bypass
7	Travel to footway on South side of Bypass
8	Salt Bypass to B6352 at Pinnaclehill jcn
9	Salt B6352 to industrial estate entrance

KELSO ROUTE 2	
10	Salt Industrial estate + link footway as per plan & return to Station Road jcn
11	Salt Bypass to Shedden Park roundabout
12	Salt Dryinghouse Lane + Pipewell Brae to Golf Course Road
13	Salt Golf Course Road + Angraflat Road to roundabout
14	Salt opposite sides of above back to Pipewell roundabout
15	Salt Ednam Road to North Lodge
16	Salt opposite side of Ednam Road to Broomlands
17	Salt Broomlands + opposite side back to Ednam Road
18	Salt Ednam Road, Pipewell Brae & Dryinghouse Lane back to Shedden Park roundabout
19	Continue with secondary routes
Gritted Length – 11.630km	

LAUDER	
1	Salt Edinburgh Road, West High Street & East High Street to Castle Wynd junction
2	Travel to Thirlestane Drive junction
3	Salt A68(T) to Factors Park
4	Salt Factors Park to Mill Wynd
5	Salt Mill Wynd to Thirlestane Drive + opposite side back to Crofts Road
6	Salt Crofts Road to West High Street + opposite side back to Mill Wynd
7	Salt Mill Wynd to Mid Row
8	Salt Mid Row to West High Street + opposite side to East High Street & back to Mill Wynd
9	Salt Mill Wynd to Factors Park junction
10	Travel by Factors Park to East High Street
11	Salt East High Street, West High Street & Edinburgh Road to Filling Station
12	End of Route
Gritted Length – 4.387km	

MELROSE AND DARNICK	
1	Travel to Priorswalk junction
2	Salt Priorswalk loop back to Dean Road
3	Salt High Road to Market Square
4	Salt Dingleton Road to Chiefswood Road junction + opposite side back to Market Square
5	Salt High Street to Huntly Road
6	Salt Huntly Road to it's termination + opposite side back to High Street
7	Salt opposite side of High Street to Buccleuch Street
8	Salt Buccleuch Street to Abbey Street + opposite side back to High street
9	Salt High Street to Abbey Street
10	Salt Abbey Street & St Mary's Road to Weirhill
11	Salt Weirhill to High Cross junction + opposite side back to St Mary's Road
12	Salt St Mary's Road & Abbey Street to Market Square
13	Travel to High Cross Avenue

MELROSE AND DARNICK	
14	Salt High Cross Avenue & Abbotsford Road to Waverley Road + opposite sides back to Waverley Road junction
15	End of route
Gritted Length – 10.258km	

NEWTOWN St BOSWELS	
1	Salt Bowden Road to 30's + opposite side to B6398 junction at Council HQ
2	Salt B6398 Main Street to Sprouston Road
3	Salt Sprouston Road & Glenburn Avenue to Bowden Road junction + opposite side back to B6398 Main Street
4	Salt B6398 Main Street to end of footway
5	Travel to Monksford Court junction
6	Salt B6398 to College entrance at South end of road + opposite side back to Bowden Road junction
7	Salt Bowden Road to entrance to Council Depot
8	End of route
Gritted Length – ?km	

PEEBLES ROUTE 1	
1	Salt Dovecot Road to March Street
2	Salt March Street to Edinburgh Road then Northgate to Eastgate
3	Salt Eastgate to Venlaw Road to car park & link footway to Dean Road
4	Salt Dean Road to Northgate + opposite side to Edinburgh Road
5	Travel back to Venlaw Road
6	Salt Venlaw Road back to Eastgate
7	Salt Eastgate to roundabout + opposite side & High Street to link Path through Tweed Green to Riverside
8	Return to High Street
9	Salt High Street & Old Town to St Andrews Road + opposite sides to Northgate
10	Salt Northgate to March Street
11	Salt March Street to Montgomery Place
12	Salt Montgomery Place to Cross Road
13	Salt Cross Road & Old Church Road to Elcho Street + opposite sides back to Cross Street
14	Salt Cross Street to Elcho Street
15	Salt Elcho Street & Bridgegate to Northgate + opposite sides back to Elcho Street Brae
16	Salt Elcho Street Brae + opposite sides of Elcho Street Brae, Cross Street & Montgomery Place to March Street
17	Salt March Street to Rosetta Road
18	Salt Rosetta Road & Young Street to Old Town + opposite sides back to Kingsland Square jcn
19	Salt Kingsland Square to North Place
20	Salt North Place & George Place to George Street + opposite sides back to Kingsland Square
21	Salt Kingsland Square & Rosetta Road to March Street
22	Salt March Street & Dovecot Road to depot

PEEBLES ROUTE 1	
23	End of route
Gritted Length – 8.271km	

PEEBLES ROUTE 2	
1	Travel to roundabout at West End of High Street
2	Salt Tweed Bridge, Kingsmeadows Road, Marmion Road + back to Link Path
3	Salt Link Footpath to Victoria Park Drive + return to Kingsmeadows Road
4	Salt Kingsmeadows Road to Springhill Road
5	Salt Springhill Road to Ferguson Avenue
6	Salt Ferguson Avenue + link path to Victoria Park Drive
7	Salt Cleland Avenue + both sides of Victoria Park Drive
8	Return To Ferguson Avenue
9	Salt Remainder of Ferguson Avenue, Kingsmuir Crescent & back to Glen Road
10	Salt Glen Road to Witchwood Crescent
11	Salt Witchwood Crescent, Cademuir Drive + Link Path to School boundary
12	Salt Cademuir Drive & Witchwood Crescent back to Glen Road
13	Salt Glen Road to Springwood Road
14	Salt Springwood Road to Fire Station + back to Springhill Road
15	Salt Springhill Road to Caledonian Road
16	Salt Caledonian Road to Fire Station + opposite side back to roundabout
17	Salt Tweed Bridge back to High Street
18	End of route
Gritted Length – 6.301km	

SELKIRK	
1	Salt From A7(T) Raeburn Place to Shawburn Road
2	Salt Shawburn Road to Raeburn Lane
3	Salt Raeburn Lane to Bleachfield Road
4	Salt Shawpark Road to Fire Station + opposite side back to Scotts Place
5	Salt Scotts Place to Dovecot Park
6	Salt Dovecot Park & High School Lane to A7(T)
7	Salt A7(T) Hillside Terrace, Tower Street and High Street to Market Place + opposite side back to High School Lane
8	Travel to Dovecot Park + Salt opposite side to Scotts Place
9	Salt Scotts Place to Back Row
10	Salt Back Row + School Lane to Southport
11	Salt Southport + The Loan to A7(T)
12	Salt The Loan, Southport & Kirkwynd to Market square
13	Salt Market Square, West Port, The Green, Heatherlie Terrace, Yarrow Terrace & Linglie Road to A708 jcn
14	Salt Above in reverse to Market Square
15	Salt Kirkwynd to Back Row

SELKIRK	
16	Salt Back Row to High Street
17	Salt High Street to A7(T) Tower Street + opposite side to Chapel Street
18	Salt Chapel Street to A7(T)
19	Salt A7(T) to Market Place
20	Salt A7(T) from Market Place to The Coach House, + Swipe Road to The Toll
21	Salt A7(T) from The Toll to Chapel Street
22	Salt Chapel Street to Scotts Place
23	Salt Scotts Place & Bleachfield Road to Curror Street
24	Salt Curror Street, Mavis bank & Anderson Road to Bleachfield Road + opposite sides back to Bleachfield Road
25	Salt Bleachfield Road to Raeburn Lane
26	Salt Raeburn Lane, Shawburn Road & Raeburn Place to A7(T) at The Toll
27	Salt Secondary Routes
28	End of route
Gritted Length – 10,037km	
Trunk Gritted Length - 3,187 Km	

TWEEDBANK	
1	Travel to Tweedbank roundabout
2	Salt Tweedbank Drive to Abbotsferry Road
3	Salt Abbotsferry Road to turning area + opposite side back to Tweedbank Drive
4	Salt Tweedbank Drive to Cotgreen Road junction
5	Salt Cotgreen Road to turning area + opposite side to Tweedbank Drive
6	Salt Tweedbank Drive to Melrose Roundabout & opposite side back to Craw Wood
7	Salt Craw Wood to turning area
8	Salt footway to underpass at Tweedbank Drive
9	Return to Craw Wood
10	Salt opposite side of Craw Wood to Tweedbank Drive
11	Salt remainder of Tweedbank Drive back to roundabout
12	End of route
Gritted Length – 6.518km	



Update on The Scottish Borders Events Plan

Report by Executive Director, Corporate Improvement and Economy

EXECUTIVE COMMITTEE

6 October 2020

1 PURPOSE AND SUMMARY

- 1.1 This paper provides elected members with an update on the Council's events strategy and recommends a review of the proposed Strategy due to the severe impact of the Covid 19 Pandemic on the events sector, along with the reconfiguring of grant support for the events that the Council has previously supported.

2 RECOMMENDATIONS

2.1 **I recommend that the Committee:**

- **Agrees that the proposed Events Strategy is fully re-drafted following the severe impact inflicted on the events sector by the Covid 19 pandemic;**
- **Agrees that officers continue to engage with and assess the most appropriate support for event organisers during the current pandemic; and**
- **Agrees funding of £20,000 for the Borders Book Festival.**

3 Background

- 3.1 Events are recognised as an important part of the social and economic life of communities in the Scottish Borders and they have the potential to enrich the lives of local residents, attract visitors and improve the economic viability of an area.
- 3.2 It has previously been estimated that events can generate and contribute over £7million per annum to the local economy in the Scottish Borders.
- 3.3 A Strategic Events Plan for 2020-2030 had been developed by Council Officers following discussions with key national and local stakeholders and a paper was due to be presented to Executive in March this year. That was not possible as scheduled Council meetings were cancelled.
- 3.4 Some of the key events that the Council was proposing to support going forward included; The Borders Book Festival, The Tour of Britain, Tour of the Borders, Melrose 7's, Sir Walter Scott's 250th Anniversary and The Jim Clark Rally as well as a host of other events.

4 Current Proposal

- 4.1 It is clear that almost every event in the Scottish Borders have been cancelled or at least severely curtailed by the Covid 19 pandemic during the course of 2020. Furthermore the ongoing nature of the pandemic and its implications for many events have far reaching consequences for the sector. It is clear this has been one of the sectors hardest hit by the pandemic. It is therefore recommended that Council Officers review the current Strategic Events Plan, have further discussions and engagement with event organisers and seek to produce a fully re-drafted strategy taking into account the impact of recent months along with the potential restrictions initiated by Covid 19.
- 4.2 The Council will continue to support event organisers and work collaboratively with key stakeholders and partners to encourage the delivery of future events that have the opportunity to deliver economic and cultural benefits to the Scottish Borders. In the short term officers will engage with event organisers to ensure that the Council is as responsive as is possible to the needs of event organisers. In particular there will be a focus on assessing, with event organisers, what would be required to make it possible to hold events in 2021 if the COVID Guidance allows this. Recommendations for grant funding will be brought in a subsequent report(s) to Executive. Funding can therefore be made available to event organisers on the basis of these discussions and subsequent decisions.
- 4.3 One of the key events supported by Scottish Borders Council is the Borders Book Festival. Following discussions with the Book Festival, it is clear that they have been very successful in minimising the financial impact of cancelling this year's event and have now been able to develop and provide a virtual offering to customers, which will be beneficial to the festival in the longer term, allowing the organisers to help grow the product. The organisers have incurred significant costs associated with converting this year's event to be on line. Costs have included the development of podcasts, virtual interviews with a wide selection of authors and the marketing and promotion of the festival. These have in effect been start up costs for a new Book Festival. It is therefore recommended that Scottish Borders Council supports the festival during the current financial year with a financial allocation of £20,000. This proposed allocation is in line with previous grants provided to the event organisers.

5 IMPLICATIONS

5.1 Financial

The proposal will be funded from existing budget allocations.

5.2 Risk and Mitigations

Event development is a priority in the Scottish Borders Economic Strategy and the Scottish Borders Tourism Strategy and Action Plan. There is a risk that if the Council does not support businesses and communities in relation to taking advantage of event related opportunities, the economic, environmental and social benefits will not be maximised.

5.3 Equalities

A key aspect of Scottish Borders Council’s work in relation to Economic Development is to reduce barriers to economic inequality and help ensure that information on service delivery in relation to equalities groups is constantly monitored. An equality impact assessment (EIA) will be undertaken as part of the development of the new Strategic Events Plan.

5.4 Acting Sustainably

The new strategic events plan will seek to ensure that the planning, development and delivery of events incorporates socially and environmentally responsible decision making balanced with providing economic benefit to help sustain local communities.

5.5 Carbon Management

This is an informational report and there are no specific effects on carbon emissions.

5.6 Rural Proofing

This is an informational report and it does not require any rural proofing.

5.7 Changes to Scheme of Administration or Scheme of Delegation

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

6 CONSULTATION

6.1 The Corporate Management Team, Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR and the Clerk to the Council have not been consulted on this report at the current time.

Approved by

Executive Director, Corporate Improvement and Economy

Signature

Author(s)

Name	Designation and Contact Number
Graeme Johnstone	Lead Officer Access and Transport
Jane Warcup	Events Officer

Background Papers: None

Previous Minute Reference: None

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

Contact us at: Graeme Johnstone, Lead Officer Access and Transport
gjohnstone@scotborders.gov.uk

Tel: 01835 825138