

Public Document Pack



EXECUTIVE COMMITTEE TUESDAY, 5 OCTOBER 2021

A MEETING of the EXECUTIVE COMMITTEE will be held on TUESDAY, 5 OCTOBER 2021 at 10 a.m. via Microsoft 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,

28 September 2021

BUSINESS		
1.	Apologies for Absence	
2.	Order of Business	
3.	Declarations of Interest	
EDUCATION BUSINESS		
4.	Standards and Equality Report and Improvement Plan (Pages 3 - 86) Consider report by Director – Children’s & Young People’s Services. (Copy attached.)	10 mins
5.	South East Improvement (Phase 3 - August 2021) (Pages 87 - 120) Consider report by Director – Children & Young People’s Services. (Copy attached.)	10 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		
6.	Minute (Pages 121 - 124) Minute of meeting held on 14 September 2021 to be noted and signed by the Chairman. (Copy attached).	5 mins
7.	Place Based Investment Programme (Pages 125 - 132) Consider report by Director of Resilient Communities. (Copy attached.)	15 mins
8.	Hawick Flood Protection Scheme - Update on Active Travel Network	5 mins

	(Pages 133 - 138) Consider report by Director of Infrastructure & Environment. (Copy attached.)	
9.	Winter Services Plan (Pages 139 - 196) Consider report by Director Infrastructure & Environment. (Copy attached.)	15 mins
10.	Any Other Items Previously Circulated	
11.	Any Other Items which the Chairman Decides are Urgent	
12.	Private Business Before proceeding with the private business, the following motion should be approved:- “That under Section 50A(4) of the Local Government (Scotland) Act 1973 the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in the relevant paragraphs of Part 1 of Schedule 7A to the aforementioned Act.”	
13.	Minute (Pages 197 - 198) Consider Private Minute of Meeting held on 14 September 2021. (Copy attached.)	2 mins
14.	Proposed Relocation of a Business from Earlston to Lauder Industrial Estate (Pages 199 - 206) Consider report by Service Director Environment and Infrastructure. (Copy attached.)	10 mins

NOTES

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

Membership of Committee:- Councillors 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

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Standards and Quality Report and Improvement Plan

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

EXECUTIVE COMMITTEE

5 October 2021

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to inform the Executive Committee of the progress made by the Education Service and schools during 2020-21 and to note the improvement priorities for session 2021-22.**
- 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 but attainment and achievement across all aspects of service delivery.
- 1.3 The Standard & Quality Report is an evaluation of academic session 2020 -21 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 two periods of 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 2021-22 (Appendix B). This Plan is a slimmed down Plan which takes cognisance of the recovery phase for education and a Build Back Better approach as outlined by Scottish Government. 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 It is recommended that the Executive Committee note both Reports, namely 'Standards & Quality Report 2020-21' (Appendix A) and 'Education Improvement Plan 2021-22' (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.
 - (c) A statement of improvement objectives.
- 3.3 Our Standards and Quality Report 2020-21 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) The continued roll out of our Inspire Learning Programme, which will create a world class learning environment for education in the Scottish Borders. This innovative programme became a lifeline for teachers and families during the pandemic and the distribution of ipads was accelerated to ensure all P4 – P7 children were able to access their learning digitally during the second lockdown.
 - b) The rapid response to engaging in a virtual environment to support workplace learning including pupils engaging in virtual work experience, the introduction of schoolhouse a platform for staff professional learning and the ability to engage with colleagues across Scotland without the need for travel.

Progress against the four core priorities for 2020/21 is evaluated fully in Appendix A.

- 3.4 In addition, performance information and evaluative data has continued to demonstrate improvements in the service including:

3.4.1 ATTAINMENT

- a) This is the third year of different assessment model for young people in Scotland. In May 2021, grades were awarded by teachers based on 'demonstrated attainment', not 'inferred' attainment as in May 2020.
- b) SBC had a robust SQA Alternative Certification Model which was endorsed externally by Education Scotland. This model included in school and cross school moderation activities with 28 subjects network teams. Each team consisted of a subject lead and a minimum of one representatives from every high school.
- c) A separate Attainment Report will be presented to Executive.

3.4.2 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.

3.4.3 DEVELOPING LEARNING, TEACHING AND ASSESSMENT

- a) The SBC Learning, Teaching and Assessment Framework has been launched this year. This is an overarching document which provides direction and guidance to staff regarding legislation and expectations of inclusive practices in all schools.
- b) Schools and settings are further supported by the inclusion of SBC strategies for Literacy and English and Numeracy and Mathematics. This is supported by a network of numeracy and literacy champions across all 9 clusters.

3.4.4 WELLBEING AND MENTAL HEALTH

The wellbeing and mental health of our staff and our children and young people has never been more important than the last 12 months. The impact of the COVID-19 pandemic has been keenly felt across all schools and settings with the transition from school to home/hub and back to school a key feature of learning last session. We have supported this by:

- a) Continuing to promote the Growing Confidence programme to build resilience in children.
- b) Further development of emotional health and wellbeing support for children and young people through schools counselling and Community mental health funding.
- c) Using digital platforms for self help support for young people.
- d) Partnership working to promote healthy weight in children and young people.
- e) Acknowledging and appreciating the role our staff have played this year to ensure our learners are safe, well and continuing to make progress in their learning.

3.4.5 PARTNERSHIPS AND FAMILY LEARNING

The rate of progress towards family learning was accelerated by the move to a second lockdown between January and April 2021. This allowed us to review and improve upon our approaches during the period of initial lockdown. The quality of online learning improved greatly as did the confidence and digital skills of staff. The digital access for all children and young people in P4 – S6 allowed a high level of daily interactions between teacher and pupil. Live lessons and teams sessions allowed families to work together to share learning and gain a better understanding of learners progress. Our work on family learning and partnerships was further strengthened by:

- a) The launch of our Partnership with Parents Framework, which includes

an audit tool for schools to use to baseline their current approaches to Parental Involvement and Engagement and provides references to relevant literature and professional reading to support progress.

- b) A significant increase in our frequency of meetings with Parent Council Chairs, these weekly meetings allowed senior leaders to connect with schools and listen and respond to views and parental concerns from across SBC.

- 3.5 (a) The National Improvement Framework requires each local authority to prepare and publish annual plans describing the steps they will take to cover the four strategic priorities:
- 1) Improvement in attainment, particularly numeracy and literacy
 - 2) Closing the gap between the most and least disadvantaged children
 - 3) Improvement in children's health and wellbeing
 - 4) Improvement in employability skills and positive school leaver destinations for young people
- (b) The plan for session 2021/22 reflects the key themes of Recovery, Equity and Innovation and has been prepared to address improvement in schools and settings post pandemic. In June 2021 the OECD published their findings and recommendations for curriculum review and reform, we are committed to ensuring our schools develop a curriculum which reflects not only these findings but the wider national agendas of No One Left behind, UNCRC, Learning for Sustainability and The promise.
- (c) The Education and Lifelong Learning service priorities for session 2021/22 Improvement Plan remain consistent to ensure continuous improvement across all sectors, they are as follows:
- 1) To Drive High Quality Learning, Teaching and Assessment across all Schools and Settings
 - 2) Support Inclusion, Equity and Wellbeing for all Children and Young People
- (d) The main drivers which underpin our plan are the development of teacher professionalism, continuous school improvement and the assessment of children's progress. Each of these drivers will support capacity building in our schools and settings and ensure a positive journey towards a full recovery post COVID-19.
- (e) 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.

4 IMPLICATIONS

4.1 Financial

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

4.2 **Risk and Mitigations**

There are no risks associated with this Report.

4.3 **Equalities**

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.

4.4 **Acting Sustainably**

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

4.5 **Carbon Management**

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

4.6 **Rural Proofing**

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

4.7 **Changes to Scheme of Administration or Scheme of Delegation**

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

5 **CONSULTATION**

- 5.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and any comments received will be incorporated into the final report.

Approved by

Lesley Munro

Signature

Service Director, Children & Young People's Services

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. Christian Robertson can also give information on other language translations as well as providing additional copies.

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

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play     #yourpart

STANDARDS AND QUALITY REPORT 2020-21





CONTENTS

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

1. INTRODUCTION	3
2. OUR PRIORITIES	5
Local Context	6
3. SUCCESSES AND ACHIEVEMENTS	7
4. ATTAINMENT	15
5. STRATEGIC PRIORITY 1 – Develop high quality learning and teaching through Inspire Learning that leads to improved levels of attainment and achievement in all our schools and settings	23
6. STRATEGIC PRIORITY 2 – Developing Inclusive Practice	35
7. STRATEGIC PRIORITY 3 – Partnership and Family Learning	45
8. STRATEGIC PRIORITY 4 – Develop high quality leadership at all levels	51
9. NEXT STEPS	59

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

1. INTRODUCTION

We are delighted to present our annual Standards and Quality Report on achieving equity and excellence in Scottish Borders. This report outlines the successes and achievements of all our children and young people, our schools and wider services. Such as the sector-leading approaches to digital learning, our strong partnership working to ensure children have the best start, our progress with family learning and supporting parents as partners in learning, as well as our improving attainment and post-school destination levels.

Academic session 2020-21 was unique with further school closures across Scotland as a result of the COVID-19 pandemic. As well as a second period of extended home learning, all SQA examinations were cancelled and replaced with an Alternative Certification Model. Despite the interruptions to the school year, staff across the education family worked incredibly hard to provide high quality learning for children and support for families, whilst up-skilling themselves at pace. The pandemic strengthened our relationship with families, increased collaboration of staff and improved partnership working across services to support children.

We maintain a commitment to 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. The Virtual School is developing well and beginning to make a positive difference to care-experienced children.

Looking to the future, we will continue our drive for excellence and equity in all that we do. We will continue to embrace innovative approaches to ensure the highest quality of experience for our learners and are confident that the 'Inspire Learning' project will continue to transform learning and teaching. Our priorities for 2021/22 will reflect core strategies and priorities of UNCRC (children's Rights), The Promise (Care experienced) and Sustainability (Net-Zero).



After a very difficult year, we are very proud of what our children, young people and staff have achieved. It is important to recognise that our success has only been possible due to the resilience of our children, the hard work and commitment of our staff and the support of our families and carers.

Lesley Munro

Director, Education and Lifelong Learning

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

2. OUR PRIORITIES

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 our steps for the following year to ensure continuous improvement.

OUR PRIORITIES

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

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

As well as aligning to national expectations, the SBC Education Priorities link to the Scottish Borders Council's Strategic Plan (2018-2023), the Integrated Children & Young People's Plan (2019-2023) and the South East Improvement Collaborative Plan (2021-22).



LOCAL CONTEXT

Scottish Borders is a rural local authority covering a large area – 1,827 square miles – taking approximately 2 hours by car to travel from East to West. There are 16,838 children and young people in our early years, primary and 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 and there are 4 Early Years Centres. Early Learning and Childcare places are also procured from 36 Funded Providers. There are 3 Roman Catholic primary schools, situated in Peebles, Galashiels and Selkirk. There is 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 5 secondary enhanced provisions which meet the needs of our children and young people with severe and complex additional support 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 2020-21

3. SUCCESSSES AND ACHIEVEMENTS

CHILDCARE HUBS DURING LOCKDOWN (COVID 19)

During the summer holiday period of 2020, the Scottish Government required all local authorities to provide summer childcare hubs to support both the children of key workers and vulnerable families in response to the global pandemic.

Scottish Borders Council opened 16 summer hubs across the local authority for the duration of the school summer holiday period. Our partner providers supported this response and 8 of the early year's hubs were provided by them. Scottish Borders Council Educational Psychology Service deployed staff to the hubs throughout the summer to provide specialist advice and support. All the hubs were open 7 days a week from 7.30am to 6pm. On average 250 – 300 children attended these hubs each day.



INSPIRE LEARNING

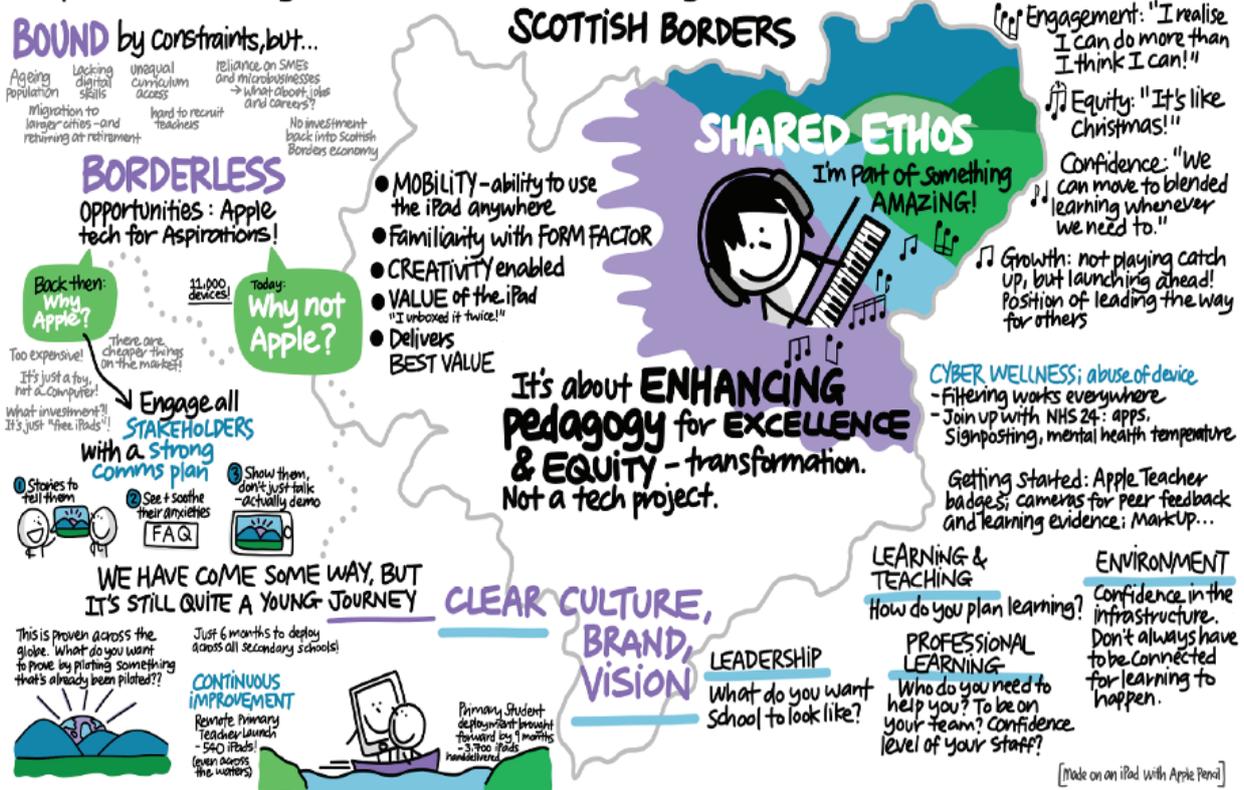
'Inspire Learning' Project is transforming the way learners learn and teachers teach.

Our vision for Inspire Learning is to be the best place in the world to learn, live and work and in a year like no other, our education transformation programme has certainly proved to be business critical for our families and learners.

Inspire Learning's partnership approach is ensuring that learning focuses on digital skills, employability and lifelong opportunity.



Implementing a 1 to 1 iPad Programme 22 July 2020



LGC AWARDS

Inspire Learning won two national awards from the Local Government Council; Public/Private partnership for our collaboration with CGI and Future places.

In response to COVID and to support home learning, Scottish Borders brought forward the iPad deployment for P6/7 children to June 2020 and also re-aligned the programme to now include all P4/5 children too for 1:1 devices. Early in the new term, Aug 2020, the Inspire Team supported primary school staff to deploy these devices to children in order to upskill and prepare them for the further impact of COVID.

The Inspire Board also took the decision to extend the project scope to include **Early Year Practitioners** and these staff will receive their iPads ready to start in August 2021. This will allow practitioners to improve their digital skills, collaborate in and across settings more easily and develop creative ways to capture and share learning in the early years setting.

We look forward to developing the Inspire Learning programme with our Newly Qualified Teachers in Session 2021-22



PROFESSIONAL LEARNING - SCHOOLHOUSE

Almost all our staff professional learning, especially on digital pedagogy, was delivered through our Schoolhouse Teams page through Glow. Throughout the year our Inspire Trainers, staff and visitors have delivered short, bit-size webinars and drop-in clinics every day so as to support the professional skills of our staff and improve their confidence. This collaboration space is where staff asked questions and got instant support, including technical help from CGI, got ideas from the team and colleagues and the confidence to try new things. Attendance at sessions on average was 30 teachers with a few webinars having over 100 attendees, making our staff much more upskilled in using digital technology at the heart of learning. The Masterclass series of webinars is a collaboration with staff at Edinburgh Academy where teachers who are already very confident in their practice, can share their learning together.

The Early Years Team made great use of Schoolhouse to collaborate, support and share with the staff across Borders. This also included staff from our Private and Voluntary providers, making it the core space to delivery professional learning webinars and resources to everyone in order to maintain a high-quality delivery of service during a difficult time.

APPLE PROFESSIONAL LEARNING SPECIALISTS

Four of our secondary teachers in Scottish Borders, have gained this qualification from Apple and others from Microsoft. The Apple Professional Learning Specialist course is an intensive professional learning accreditation specifically for teachers. Apple worked with these teachers throughout the journey—from acquiring foundational knowledge to developing instructional innovation that creates more a-ha moments with students.

Apple Professional Learning Specialists provide:

- Visionary conversations
- Consultative relationships
- Flexible curriculum integration practices
- Hands-on and immersive learning experiences
- Research-based instructional technology strategies
- Personal experience with innovative teaching and learning.

These key staff delivered regular professional learning every week to our teachers and were instrumental in supporting their colleagues in their own schools and clusters.

We look forward to adding to our experts next year working with our primary teachers



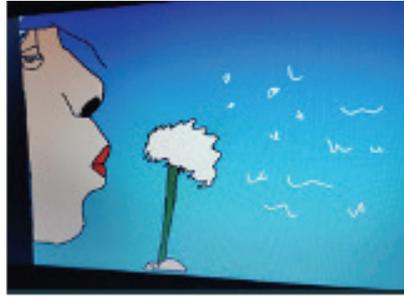
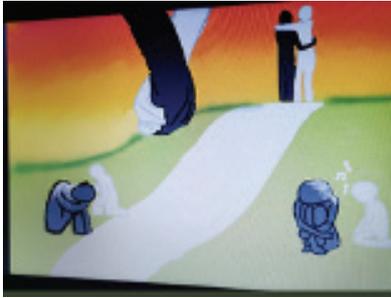
STAFF SUCCESS AT SELKIRK HS

Selkirk High School teacher Richard Willan is now an Apple Certified Trainer in App Development with Swift after completing the two week course with the Apple Education team. Richard will now develop and deliver a range of courses for learners in Selkirk High School for coding and App development.



OUT OF THE DARK

In collaboration with DYW Borders, 200 young people submitted their designs for our virtual exhibition of what hope looks like coming out of the pandemic. The entries are being exhibited in three locations across the Borders.



FEEDBACK ON INSPIRE

The lesson was easy to follow and it was delivered the same as if we were in the classroom.

The fact that the iPad is mobile and you can take them anywhere. Especially good for filming learning and getting instant feedback!

Having the iPads has significantly improved my English classes

It has really helped me with my essay writing and spelling.

With Inspire Learning I am now able to get clear next steps and my ideas are now legible. I can also access resources anyway and anytime

I have noticed how much easier it is to revise with my iPad

They have let me learn at my own pace outside class too.

The iPads have really made the lessons interactive and this has made it much more enjoyable.

Inspire Learning even helps the environment because you are not always using paper

I love the fact that I don't need to take out my laptop every time I need to do some research or create a document

They are a wonderful tool in the classroom.

I'm now able to keep all my files organised for my Highers this year

Young People...

So encouraged by the variety of work my students are handing in!

The fact that the iPad is mobile and you can take them anywhere. Especially good for filming learning and getting instant feedback!

Thank goodness for impactful collaboration using Teams!

The school has transitioned easily to working in a new way with the full support of the Inspire team if we've needed anything.

Great for keeping in touch with pupils.

Staff are using screen recording on the iPads to video learning and popping this into Teams

It has been great for collecting in work and marking it on the screen with my Apple Pencil.

Teachers...

Staff still working on Apple Teacher and Microsoft MIE badges

Knowing they have an iPad means I can set a variety of different types of learning

It gives pupils feedback quickly

Thank God for the iPads!

Inspire Learning opens up more opportunities and ways of thinking, great for encouragement.

Both parent and child finding it beneficial

No challenges getting connected

It's making learning at home so much easier and straight forward

She has loved how she can just speak to her teacher right away and then she can talk to her friends

Hard to imagine what learning would look like without it

Been fantastic for continuing education at home.

Parents...

ifted my spirits being able to use my iPad to chat with my colleagues again

Fantastic Art that has been created on the iPad - amazing!

VIRTUAL WORK PLACEMENT

Our first ever Virtual Work placement took place with 33 S3 pupils from across the Borders.

In collaboration with DYW Borders and CSY Architects in Galashiels, the group were given a project design brief to develop over the week with a presentation to Gavin Yuill and his team.

Gavin said he was 'blown away' with the work and creativity the young people presented.



The graphic features a central illustration of a person in a red shirt working at a desk with a lamp and a computer. To the left is a drawing of a ruler and set square. To the right is a drawing of two people in business attire. Below the central illustration is the text 'VIRTUAL WORK PLACEMENT' in a bold, green, sans-serif font. Underneath this is the text 'The week involves pupils designing their ideal classroom for the post COVID learning an environment.' At the bottom of the graphic are logos for Camerons Strachan Yuill Architects, Inspire Learning, DYW Borders, and Scottish Borders Council. A text box in the top right corner of the graphic reads: 'WORK EXPERIENCE RUNNING: W/C 31ST MAY FOR ONE WEEK!'.

WORK EXPERIENCE
RUNNING:
W/C 31ST MAY
FOR ONE WEEK!

VIRTUAL WORK PLACEMENT

The week involves pupils designing their ideal classroom for the post COVID learning an environment.

CAMERONS STRACHAN YUILL ARCHITECTS

Inspire LEARNING

DYW BORDERS Developing the Young Workforce

Scottish Borders COUNCIL

YOUTH MUSIC INITIATIVE (YMI)

Delivering professional learning to primary class teacher in Ukulele and keyboard over Teams and delivering live music classes remotely to pupils, including using Garageband on the iPad. This approach made sure that continuity of learning in the expressive arts continued in a unique way for learners and only because SBC had the technology to support this.

YMI, in collaboration with the Early Years team, created guidance which has supported practitioners to plan and use music to a greater level to improve early level experiences and outcomes across the curriculum in particular within the areas of literacy and numeracy.

YMI led a virtual training session to Early Years practitioners which was attended by 70 delegates who reported the session had had increased confidence in planning for music within the Early Learning and Childcare to support the curriculum.

CONNECTING SCOTLAND

As part of the Scottish Government's Connecting Scotland programme, Scottish Borders was awarded grant funding to support children and families who were digitally excluded by providing devices and connectivity. We were able to support over 300 families with children in P1-3 with iPads to use at home and over 100 families with a 4G enabled dongle to improve connectivity to a network. The impact of this additional resource meant young learners were able to access and complete learning and staff were able to communicate with families more easily thus removing potential barriers.

DEVELOPING YOUNG WORKFORCE (DYW) CO-ORDINATORS

In January, 4 of our 5 new Developing Young Workforce Co-ordinators started in their new role of supporting schools by bridging the gap to industry by increasing employer engagement in the classroom and supporting work based learning, especially for those young people most at risk. Each co-ordinator works with two secondary schools each week and we are excited by the opportunity having these new staff in schools will bring moving forward.

Despite the constraints of COVID, the co-ordinators led on the organisation and delivery of the virtual work placement and in the new STEPS to work programme designed for school leavers.



PEEBLES HIGH DEBATERS

Pupils at Peebles High were crowned the best young debaters in Scotland for the second consecutive year by the Law Society of Scotland. They were awarded the Donald Dewar Memorial Award.





ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

4. SCOTTISH BORDERS ATTAINMENT

OVERALL ATTAINMENT STATEMENT

Given the pandemic and the subsequent school closure, home-learning, and alternative arrangements for SQA examinations, direct comparisons should not be made with previous years' attainment data.

BGE P1-P7

The Achievement of a Level Data (ACEL) is collected annually, on behalf of the Scottish Government, for P1, P4, P7 and S3. It is based on teacher judgement and moderation. As a consequence of the Pandemic the data was not collected in Session 2019-20. For Session 2020-21 the data was not to be collected for S3.

SESSION 2020-21

STAGE	ACHIEVED LEVEL			
	LISTENING	READING	WRITING	NUMERACY
P1	84.2%	76.4%	76.6%	80.5%
P4	80.5%	74.5%	66.8%	71.2%
P7	85.1%	77.6%	71.3%	74.0%

SENIOR PHASE - SCHOOL LEAVERS S4-6

For 2020 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. The results for 2020 **should not be** directly compared to those in previous years or future years. The 2020 data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.

Care should also be taken when comparing attainment to the virtual comparator.

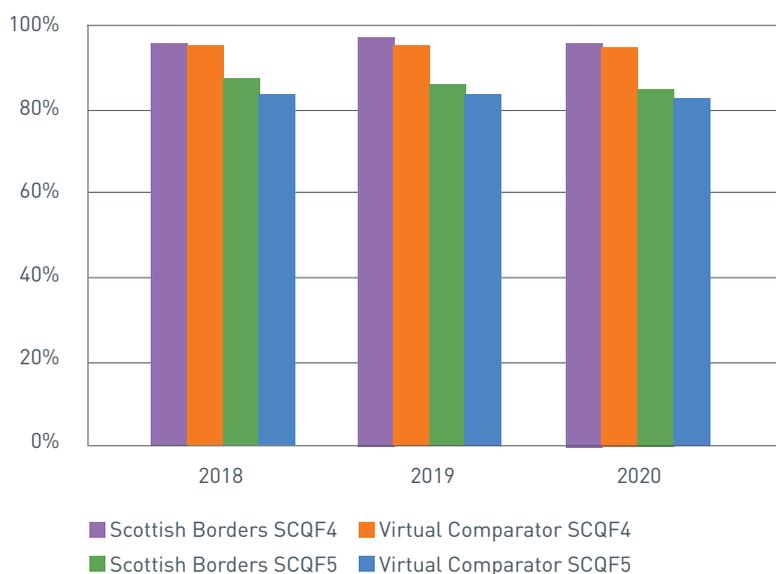
LITERACY & NUMERACY: ALL LEAVERS

Performance in Literacy at SCQF levels 4 and 5 is greater than our virtual comparator and has been over the past three years.

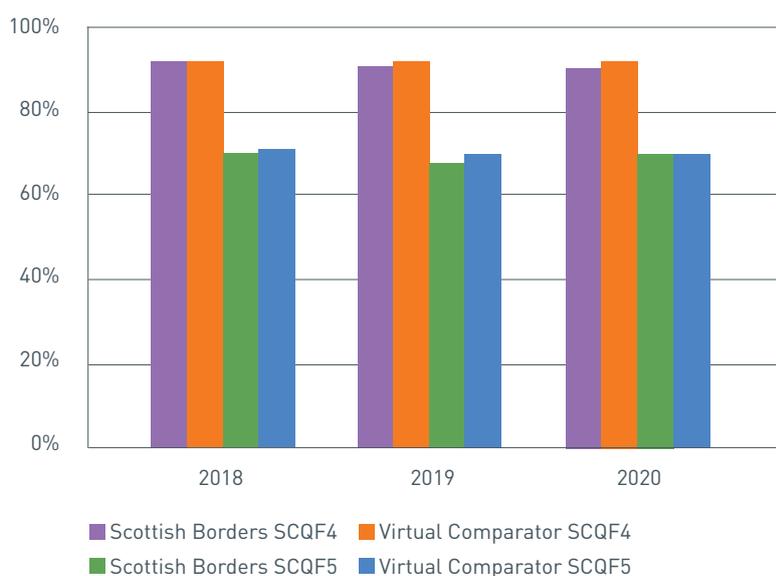
Performance in Numeracy remains consistently in line with our virtual comparator

IMPROVING ATTAINMENT IN LITERACY AND NUMERACY

PERCENTAGE OF LEAVERS ATTAINING LITERACY



PERCENTAGE OF LEAVERS ATTAINING NUMERACY



LITERACY & NUMERACY: QUINTILE 1 (MOST DEPRIVED 20%)

ATTAINMENT FOR ALL

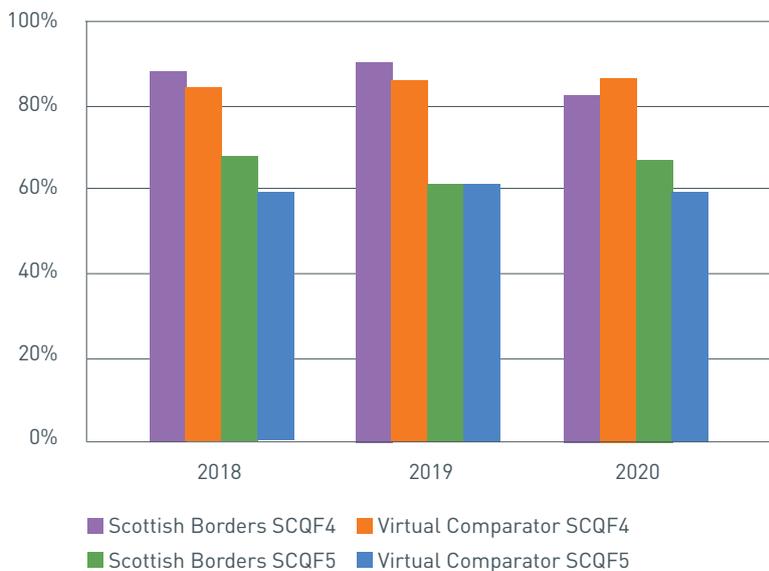
POSITIVE DESTINATIONS: ALL LEAVERS 2020

Performance in Literacy for the most deprived learners at SCQF level 5 is greater than our virtual comparator and has improved from 2019 though performance at SCQF level 4 is lower than our virtual comparator for the first time in three years.

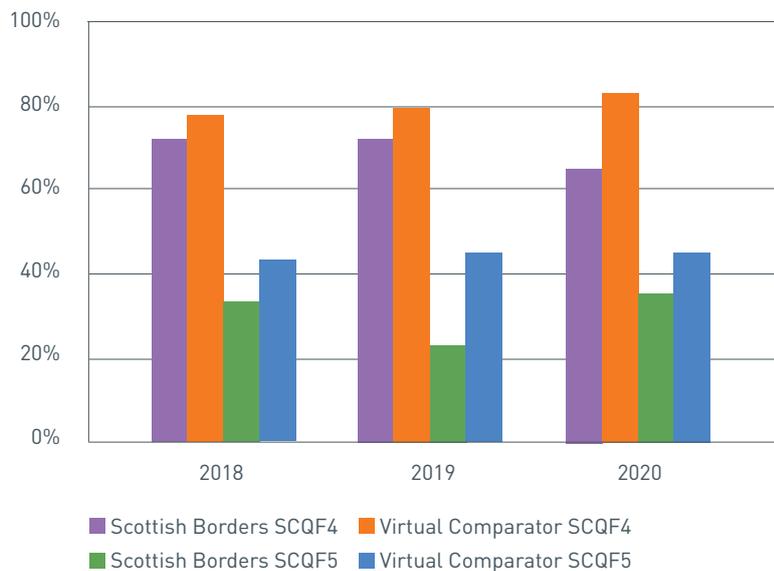
Performance in Numeracy for the most deprived learners at SCQF levels 4 and 5 is lower than our virtual comparator.

IMPROVING ATTAINMENT IN LITERACY AND NUMERACY

PERCENTAGE OF LEAVERS ATTAINING LITERACY



PERCENTAGE OF LEAVERS ATTAINING NUMERACY

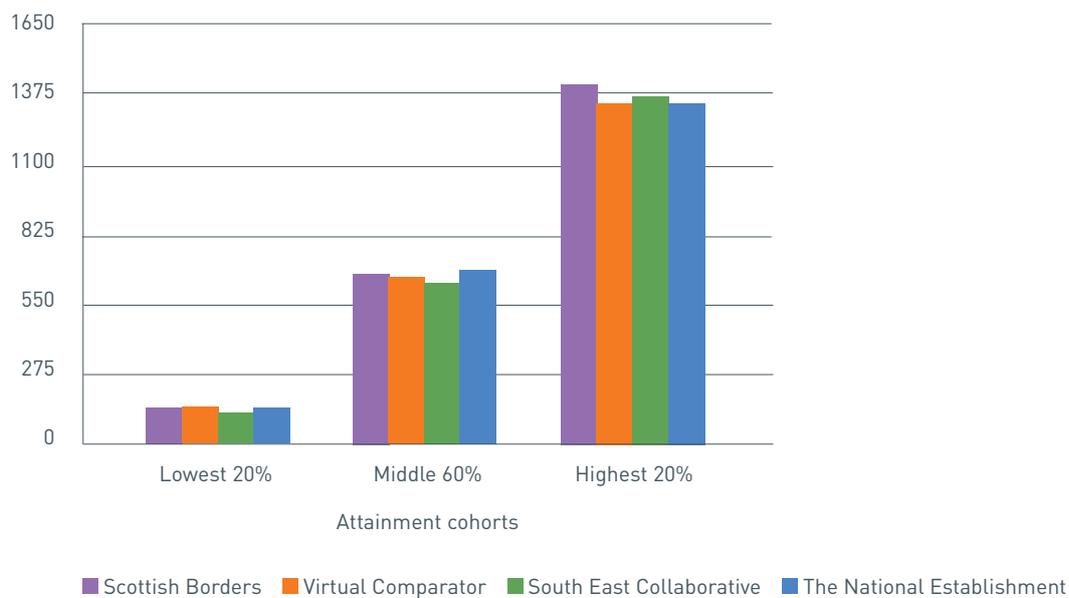


ATTAINMENT FOR ALL

The selected year is 2020

IMPROVING ATTAINMENT FOR ALL

AVERAGE COMPLEMENTARY TARIFF POINTS

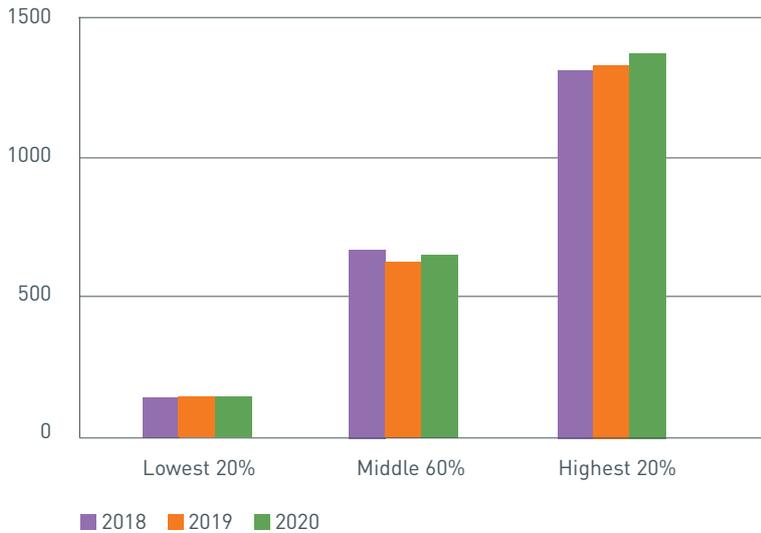


Performance of the Highest 20% of attainers is greater than both the virtual comparator and the national. Over a three year trend, there is a slight improvement in 2020

Performance of the lowest 20% of attainment is above the virtual comparator for 2020 and remains consistent over a three year trend

Performance of the Middle 60% of attainers remains consistently in line with the virtual comparator over a three year period

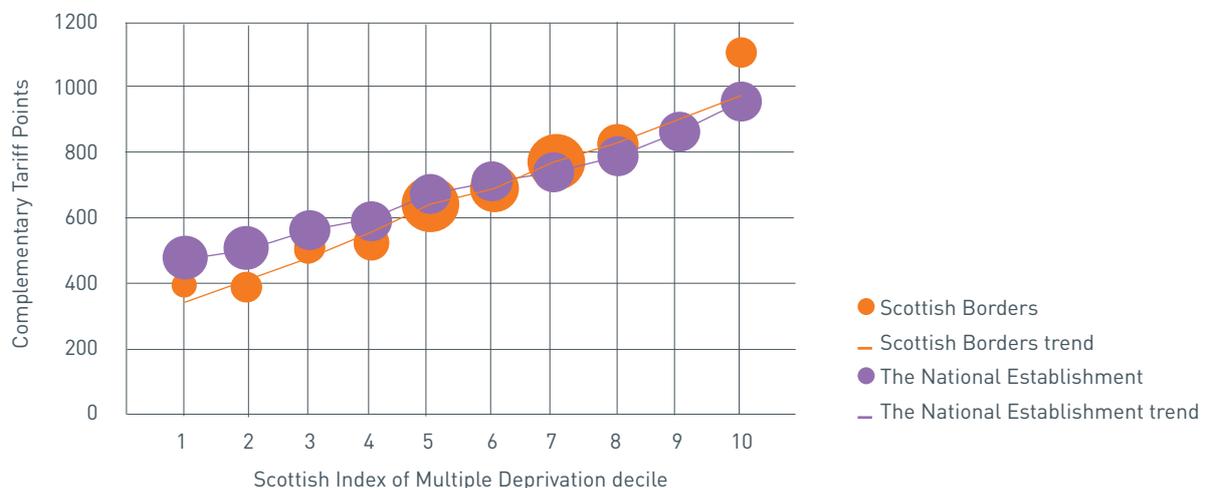
ALL LEAVERS TARIFF POINTS : 3 YR TREND



The selected year is 2019/20

TACKLING DISADVANTAGED BY IMPROVING THE ATTAINMENT OF LOWER ATTAINERS RELATIVE TO HIGHER ATTAINERS

ATTAINMENT VERSUS DEPRIVATION

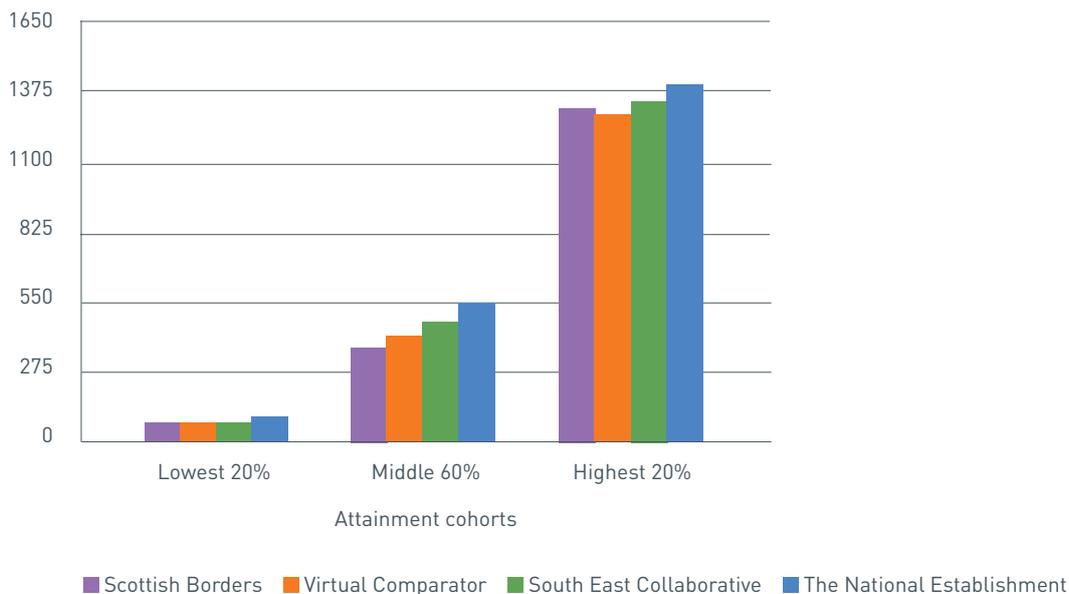


ATTAINMENT FOR ALL: QUINTILE 1 (MOST DEPRIVED 20%)

The selected year is 2020

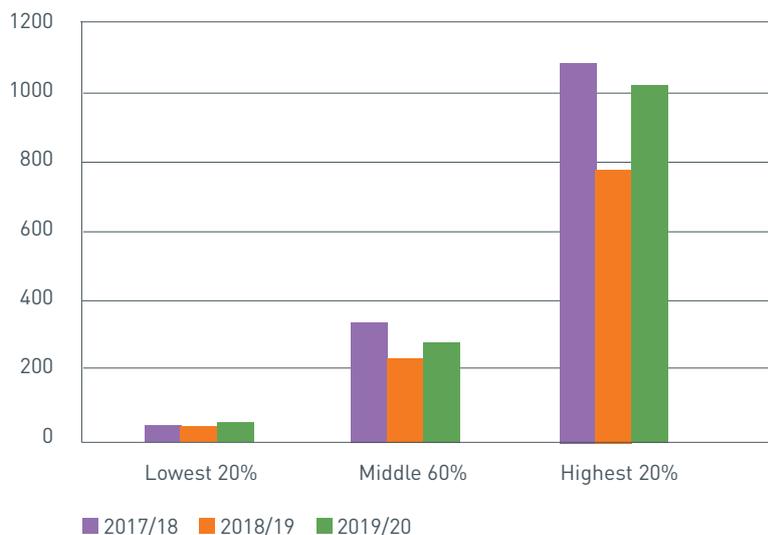
IMPROVING ATTAINMENT FOR ALL

AVERAGE COMPLEMENTARY TARIFF POINTS



Performance in all cohorts is lower than the national level though is broadly in line with the virtual comparator

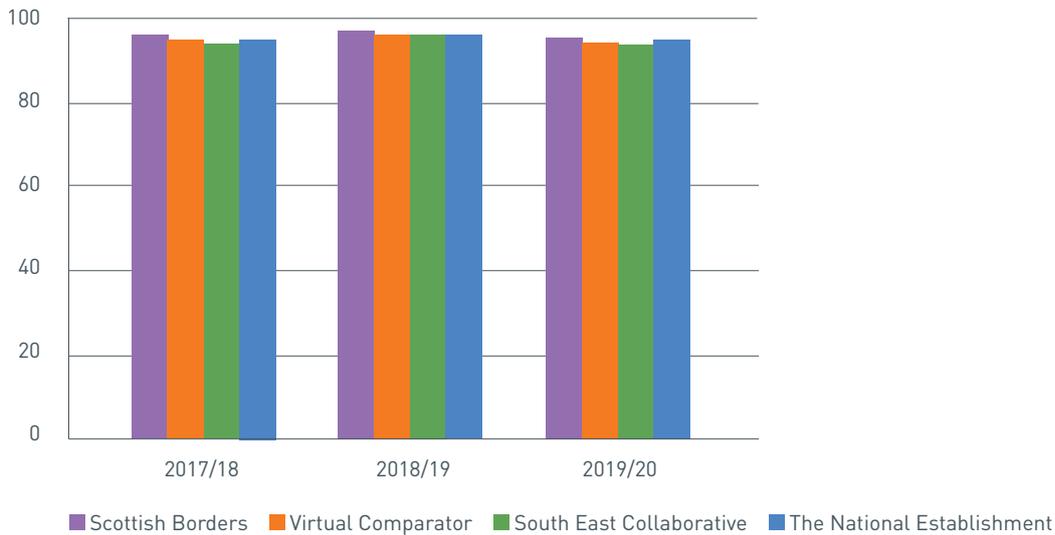
QUINTILE 1 LEAVERS : TARIFF POINT TREND



POSITIVE DESTINATIONS: ALL LEAVERS

INCREASING POST-SCHOOL PARTICIPATION

PERCENTAGE OF SCHOOL LEAVERS IN A POSITIVE DESTINATION



- SBC percentage of leavers in a positive destination at **94.64%** is higher than the virtual comparator, SEIC and national levels.
- Three year trend remains consistent for all leavers.
- Improvement of 3.8 % of all leavers moving into Higher Education from previous year.
- Lowest % of leavers over three years who had an Unknown destination or Unemployed Not Seeking Employment.
- Though the % of leavers moving into employed is lower than 2018/19 it remains above the virtual comparator, SEIC and National levels at 20%.
- Highest % of leavers going into Further Education over three year trend.

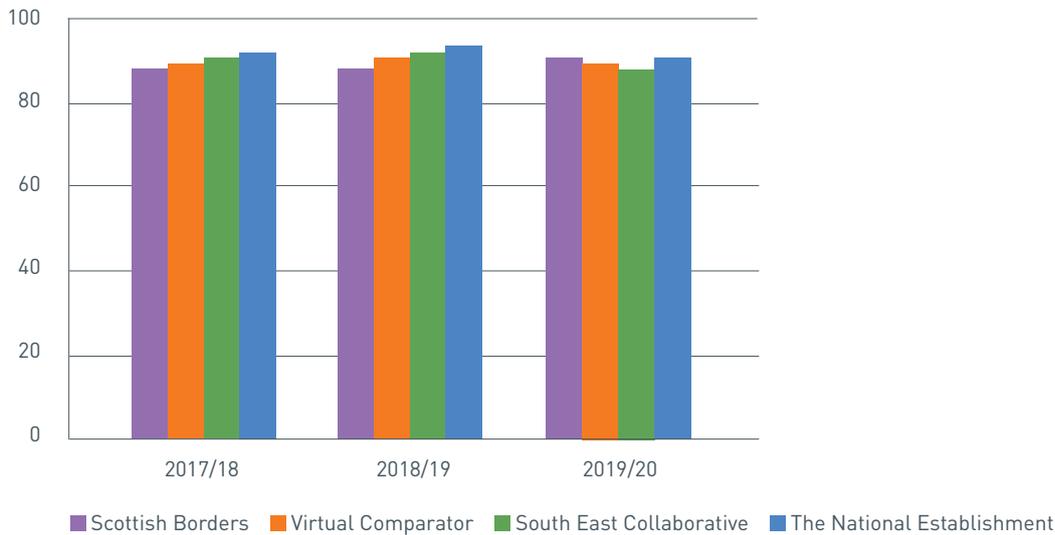
DESTINATIONS : ALL LEAVERS



POSITIVE DESTINATIONS: QUINTILE 1 (MOST DEPRIVED 20%)

INCREASING POST-SCHOOL PARTICIPATION

PERCENTAGE OF SCHOOL LEAVERS IN A POSITIVE DESTINATION



AWARDS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
5+	2020	90.58%	90.30%	90.03%	85.60%	65.00%	42.11%

- 5+ at all levels is broadly in line with the Virtual Comparator for 2020
- 5+ at SCQF Level 6 is higher than the VC and 4.76% higher than 2018-19 performance
- 5+ awards at SCQF Levels 4 and 5 remain broadly in line with the virtual Comparator
- 28% of leavers achieve 1 or more SCQF Level 7 awards. This is an increase of 3.5% from 2018-19
- 55% of all leavers achieved 3 or more SCQF Level 6 awards. This is an increase of 3% from 2018-19
- 28.72% of all leavers achieve 6 or more awards at SCQF Level 6. This is an increase of 3% from 2018-19
- 13.58% of the 20% most deprived leavers achieved 5 or more qualifications at SCQF Level 6. This is a 3% increase from 2018-19
- 27.16% of the 20% most deprived learners achieve 3 or more SCQF Level 6 awards. This is a 16% increase from 2018-19

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

5. STRATEGIC PRIORITY 1 - DEVELOP HIGH QUALITY LEARNING AND TEACHING

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

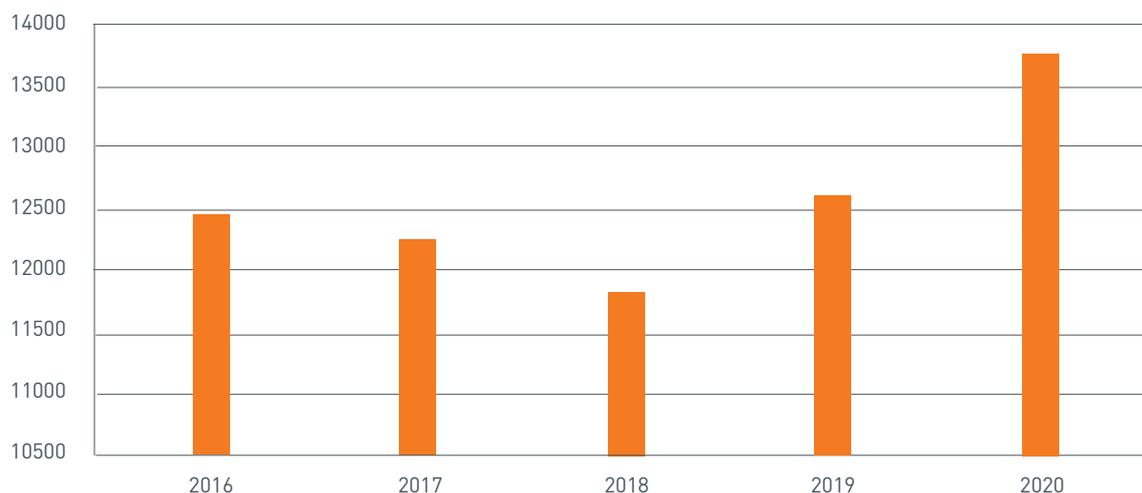
- 1.1 Ensure the senior phase curriculum has breadth, depth and challenge for all our young adults through the variety of qualifications in the Senior Phase. Those opportunities will lead to an increase in levels of attainment and Achievement that supports individual aspirations and economic activity in Scotland.
- 1.2 Increase attainment in literacy and numeracy across the BGE to a stage average of 85% by June 2023. We aim to close the poverty related attainment gap by 10% by June 2023
- 1.3 Ensure high quality education throughout BGE and Senior Phase



The number of entries for qualifications in 2020 was 13751. This is an increase of over 1000 and the highest number of a three-year trend.

The following chart shows the total number of entries

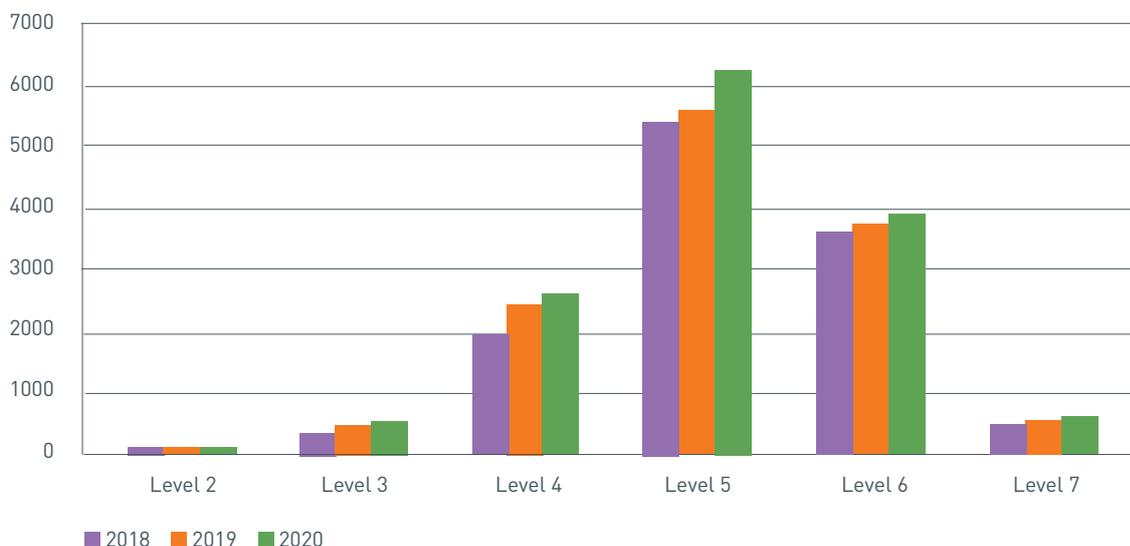
ENTRIES



Overall, Scottish Borders secondary schools and partners delivered 122 different subject qualifications. This is an increase of 18 from 2019 and the highest over the last 3 years. 23 new courses were delivered in session 2019-20. These included Data Science, Exercise & Fitness leadership, Young Enterprise, Rural Skills, STEM leadership and Engineering Skills.

There are many awards young people can achieve in apart from National Qualifications. These awards are benchmarked on the Scottish Credit Qualifications Framework (SCQF) from level 1 to 7. The following chart shows the improvement in entries over three years for SCQF Level 2-7 qualifications

SCQF LEVEL ENTRIES TREND



SCQF FRAMEWORK LEVEL							
ENTRIES	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	TOTAL
2018	36	308	2022	5390	3587	486	11829
2019	37	409	2425	5550	3693	506	12620
2020	68	508	2554	6217	3844	558	13751

SCHOOL ACADEMY

Session 2020-21 saw a completely new approach to delivering learning in partnership with Borders College for pupils who participate in the Schools Academy programme. Due to COVID19, almost all the courses were by online delivery through Glow Teams using the Inspire Learning iPads. This proved very challenging given that most courses were of a practical nature but strong partnership working meant that pupils were able to achieve.

Foundation Apprenticeships : in 2020-21 in partnership with Borders College, seven Foundation Apprenticeship frameworks were on offer with 59 entries across all secondary schools. This is an increase from the previous 3 years and shows an upwards trend for uptake of these qualifications. Three of the frameworks, Civil Engineering, Creative and Digital Media and Software Development were new for session 2020-21.

In total, Borders College delivered 23 different qualifications for 448 pupils in the senior phase. This is in line with previous years entries and range from SCQF level 3-7.

SBC LEARNS, LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

was launched in September 2020. The framework outlines key principles recognised to be essential for high quality learning. It aims to support schools and settings across the Scottish Borders to develop learning, teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique context of each of our schools and their local communities. This incorporates the Literacy and Numeracy Strategies which continue to support schools in identifying strategic priorities for improvement. All literacy and numeracy professional learning offered this session was aligned with the pedagogical approaches outlined in the strategies. The literacy and numeracy network has continued to grow providing a range of support at local level.

APPROACHES TO ASSESSMENT AND MODERATION have been supported by South East Improvement Collaborative (SEIC) to ensure improved practitioner skills in planning and assessment. A growing network of Quality Assurance and Moderations Officers (QAMSOs) across the authority have led professional learning sessions at school and cluster level. This will be expanded next session to include moderation work across local authorities within our SEIC network.

The exam diet of 2021 was suspended due to COVID 19 and an alternative model was put in place by SQA across all schools in Scotland. An alternative certification model (ACM) required a bespoke approach by secondary schools to validate their evidence gathered to confirm levels of attainment in the senior phase. A seconded secondary DHT led this work for Scottish Borders and was supported by 28 subject leads who led moderation sessions from January to May 2021. Scottish Borders approach to moderation was externally validated as robust and reliable by Education Scotland and led to high quality professional learning for staff.



EARLY LITERACY AND NUMERACY FRAMEWORKS have been successfully piloted and following concluding evaluations with practitioners and managers will be finalised and launched early in session 2021/22 in all schools and settings. High quality professional learning opportunities have supported pedagogical approaches to Literacy and Numeracy and the implementation of the strategies. This has supported consistency in approach and improved outcomes for children. The strategies and resources have been made available to all practitioners through the School House Channel. Initial feedback from settings has been very positive and practitioners report improved knowledge and understanding of pedagogy and practice.

In addition to creating a shared standard through more robust moderation, the Frameworks and supporting strategies will enable stronger transitions between settings and develop stronger partnership between Early learning and Childcare settings and schools.

ENSURING HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT AND COVID 19 RESTRICTIONS.

In April 2020 learning, teaching and assessment guidance was produced for schools to support the delivery of remote learning, the aim was to ensure equity of experience for all children and young people in ELC, primary and secondary schools. An analysis of what had been delivered and with the roll out of iPads to Primary 4 and 5, through Inspire Learning identified the requirement for more detailed guidance for 3 different scenarios:

PLAN A:

All children and young people learning in school full time, but with a range of restrictions in place including social distancing and Bubbles.

PLAN B:

Blended Learning, children and young people learning part of the week in school and part of the week at home.

PLAN C:

Home Learning, all children and young people learning at home.

Learners returned to school in August 2020 under Plan A restrictions. In January 2021 all schools were closed, and Plan C was implemented. Questionnaires were completed by schools, learners and parents to evaluate the quality of this second period of remote learning. The questionnaire was completed by all schools, 1381 learners P4-S6 and 1163 parents.

SPOTLIGHT ON SUCCESS

EARLY YEARS SCHOOLHOUSE – SUPPORTING QUALITY PRACTICE

INTRODUCTION AND KEY AIMS

Fundamental to the Scottish Borders delivery of Early Learning and Childcare during the pandemic, has been to ensure the well-being and ongoing progress and achievement of our youngest learners.

The SchoolHouse Early Years Channel was established in January 2021 to support practitioners plan and implement high quality home-learning opportunities during lockdown and beyond whilst supporting ongoing professional learning, identified improvement priorities and high quality practice.

PROGRAMME OVERVIEW

The SchoolHouse Early Years Channel hosted a wide variety of resources fully accessible to users, including newly developed Home-Learning Grids to support practitioners plan Early Level Literacy, Numeracy and Health and Wellbeing experiences and outcomes.

High quality learning, teaching and assessment was supported through access to a wide range of resources including: Literacy and Numeracy progressions and trackers; Emergent Literacy developmental overviews; Music in the Curriculum resources/newsletters; and information to support the Care Inspectorate Key Question 5 Evaluation, a requirement during the COVID-19 Pandemic.

Professional learning and home-working was supported through access to Scottish Borders Council Early Years training. Recorded Early Years training packages were available to practitioners to access independently and links to live webinars were posted to provide access through the channel.

These same resources were shared with our Partner Provider Early Learning and Childcare settings and Funded Childminders through a Microsoft Teams Channel – Early Years Reflects. This allowed practitioners across all sectors to be supported. 86 users from the private and voluntary sector regularly accessed this channel between January and March 2021.

IMPACT

SchoolHouse Early Years had regular engagement by 1556 users by the return to Early Learning and Childcare on February 22nd, reaching a wide range of people involved in Early Years including: Early Years Practitioners and Officers; Teachers; ELC managers; Head teachers and Quality Improvement Officers.

“Massive thank you to the Early Years Team for setting this up. What a great resource for supporting practitioners! Haven’t been through all the files yet but a big (yes) so far”.

The channel not only provided a platform for the Early Years Team, Inspire Learning and Local Authority Officers to share information directly with a wide audience but allowed the opportunity for a wider group of people to access virtual training sessions, often hosting 3-4 times the number of participants expected at face to face training.

“Ability to access relevant training linked to SIP, supporting ELC staff with CLPL and guidance re Key question 5 ensured that the completion of this key document was effective and relevant.”

Just a small sample of the positive Feedback from SchoolHouse Early Years users.

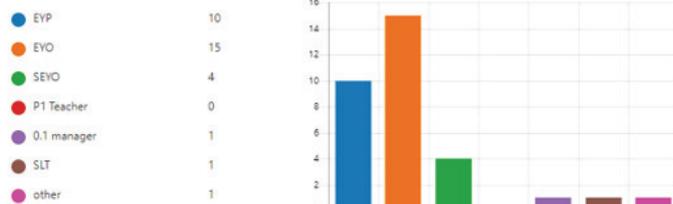
“The recorded sessions are great as fit around various staff hours and everyone can access at own pace.”

“Able to share info with EYPs and direct them to training. Also my own awareness of all the documents out there for Early Years. “

A short life survey asked users to identify how the channel had been used. 32 users responded in the time frame which allowed the Early Years Teacher Team to gain some insight into the most commonly accessed resources. The survey also gave an indication of the different people accessing the channel and provided helpful feedback allowing the team to continue to develop the platform in line with its user’s needs.

1. Please select your role

[More Details](#)

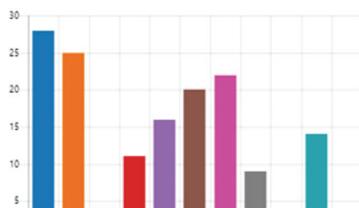


“It gave us the opportunity to do our team training, within a manageable time frame that suited each staff member’s busy home lives so we are all in agreement and understanding what our expectations are. It also means that new staff can access the same learning. This saves EYO’s and EYT’s time sharing the Team’s previous learning”

2. Please select all the content you have accessed through School House for Early Years

[More Details](#)

● live virtual training	28
● recorded training packages	25
● Home learning grids - for fami...	4
● Personal Home working for pe...	11
● Key Question 5 evaluation	16
● Literacy Trackers	20
● Numeracy progression and tra...	22
● Music in the Curriculum	9



Having the resources there when I need them, not having to go through different people to get what I'm looking for. Enjoyed being able to have training opportunities from home as it fits in much better with my family

NEXT STEPS

- To continue to develop the SchoolHouse Early Years channel and develop Yammer, linking the two channels to reach our users more immediately.
- Continue to develop and add to our resources supporting learning, teaching and assessment.
- Look at organisation of files and accessibility of resources.
- Use the information of how the channel is being used to plan the development of resources and training.

I have been able to reflect on how I interact with children and evaluate this against my assumptions of how I perceive my interactions to have been. This has made me contentious in my interactions.....waiting, watching, and wondering more.

While the almost all of the feedback was very positive it was recognised that due to IT capabilities, some practitioners had found it hard to access the channel and particular resources. Next exciting steps are Inspire iPads for all Early Years practitioners.

More! Bravo! Just to have it there with resources and support that is accessible is fantastic!

"I feel my practice has benefited from access to the channel".

All schools reported they delivered literacy, numeracy and health and well-being with most also delivering some other areas of the curriculum. Most delivered a live learning opportunity every day. All learning episodes included the sharing of learning intentions and almost all included success criteria, delivering new learning and providing feedback to move learning forward. This was a significantly improved offer from the previous period of remote learning.

LEARNER VOICE

1381 learners from P4-S6 responded to the survey. When asked about their experience the majority said the work set was at the right level, with most indicating that learning intentions and success criteria had been shared, new learning delivered and feedback to move learning forward had been given.

The most popular method of delivering learning was live video meetings on Teams with the least popular being videos made by someone else.

When learners were asked about what they had most enjoyed about learning at home the two most popular answers were 'being able to choose where I work' and 'being able to work on my own.'

1163 parents of learners from Nursery to S6 responded to the survey. Almost all thought their children had received the right number of activities and most thought the activities were appropriate. Most responded that the feedback given to learners was helpful and the majority were satisfied overall with the Home Learning Experience.

All schools tracked the engagement of learners and had procedures in place to intervene where learners were not engaging. Almost all had regular quality assurance activity in place to ensure high quality home learning.

Although there is some disparity between what schools indicated they delivered, and learners experienced overall the messages from the second period of lockdown are very positive. Schools reflected on what had been delivered and the method of deliver in Lockdown 1. The availability of iPads for all learners from P4-S6 and additional devices for children in P1-3 through Connected Scotland had a significant positive impact on the approach taken to continue learning when buildings were closed.

Feedback from learners and parents was also gathered at school level and that along with this Local Authority information will shape future delivery of Home Learning if required.

THE QUALITY IMPROVEMENT FRAMEWORK was adapted to comply with Covid 19 restrictions and used by Quality Improvement Officers, Senior Leadership Teams and Managers to empower schools and settings to take responsibility and be accountable for their own improvement journey.

Guidance was provided to give clarity of expectations for Remote Learning. This set clear expectations of practitioners, teachers, senior leaders, support staff and officers to support and improve outcomes for learners.

A Remote Learning questionnaire was completed by staff, parents and learners and analysis of this will identify effective practice to be shared and next steps for improvement if Remote or Blended Learning is required in the future.

Due to Covid 19 restrictions all school and setting reviews were paused for the duration of session 2020-21. The annual cycle of activity was delivered virtually. In discussion with the Head Teacher and Managers during Visit 1, schools and settings were identified as requiring either high, medium or low levels of support and as a result, bespoke packages were developed.

This mainly took the form of regular 'critical friend' meetings ensuring a rigorous and ongoing focus on improvement both in school/settings and remote learning. In addition, weekly briefings were held for headteachers and officers to provide updates and support a constant approach to delivery and provide the opportunity to share effective practice.

EXPANSION OF EARLY LEARNING AND CHILDCARE

Scottish Borders has fully and successfully implemented the expansion of early learning and childcare from 600 to 1140 hours. This is delivered by a blend of provision: local authority settings, private and voluntary settings and childminders. A wide range of officers and partners from across Borders collaborated successfully to ensure implementation prior to it becoming a statutory requirement in August 2021, in line with the Council's Delivery Plan.

At the heart of the expansion is quality. The Quality Improvement Framework continues to support and challenge settings to meet the National Standard required to deliver funded early learning and childcare. It ensures provision is a high-quality experience for the child, recognising the significant contribution that universally accessible ELC can make to a child's development and to closing the attainment gap.

The expanded hours support parents with childcare, employment, training and learning opportunities. It offers further choice and flexibility through a cluster model of delivery. Within each of the nine high school cluster areas there is a range of options for parents. From this, parents can choose the type of provision that best meets the needs of their families.

All Local Authority settings offer asymmetrical, term time, places which reflect timings of the school day. Nine settings, one in each cluster, offer full day and full year provision. In these settings parents who require additional childcare (wraparound) beyond the 1140 hours can pay for this as needed.

With children accessing almost double the number of hours they previously had, capacity across Local Authority settings was increased by 901 spaces, a 73% increase, to meet this expanded demand. In addition to this staff: child ratios moved from 1:10 to 1:8 for 3 and 4 year olds. The number of 2 year old places, with a staff: child ratio of 1:5, increased significantly from 28 to 131. This resulted in a total increase of 201 full time equivalent staff, a 139% increase.

One asymmetric setting has been developed as an Outdoor Satellite Provision to provide enhanced outdoor experiences for children and provide a blueprint for future provision in Scottish Borders.

NEXT STEPS

- Support schools and settings with shared understanding of expectations of LTA Framework
- Develop high quality LTA that leads to improved levels of attainment and achievement for all in our schools and settings
- Enhance EY provision by increasing the number of settings with an outdoor satellite provision

SPOTLIGHT ON SUCCESS

MELROSE NURSERY DEVELOPING AN OUTDOOR SATELLITE PROVISION



KEY AIMS

- Melrose nursery will have a safe space which meets Care Inspectorate requirements to allow children to play and learn outside in all weather.
- The outdoor play and learning environment will provide enhanced provision and develop new skills for all children in Melrose nursery.
- Children will develop resilience by being out in all weathers
- Provide a blueprint for future provision in Scottish Borders



OVERVIEW

Melrose Primary School recognises the value of children being outdoors and staff have worked hard to incorporate outdoor experiences throughout the school. There is a high level of demand for places in the nursery and the indoor space was not able to expand further. A suitable space was identified within the school grounds for a satellite provision. The school management team and nursery staff were supported to develop this area which opened in August 2020.

The outdoor area is a secure outdoor learning environment that encourages the children to explore and investigate their natural surroundings, adapting their play to all seasons.

The children have quickly adapted to using the environment in all weathers, dressing appropriately with layers, keeping active and using the shelter and welcome shed when needed. The children help to risk assess their environment, learning how to keep themselves and each other safe. Staff observed the children challenging their own boundaries, building resilience.

Children like to sit in the welcome shed to read/ listen to a story. Puddle suits have been well used!



Wooden covered area and the welcome shed provide shelter in all weathers. New gates and fences at top and bottom of the setting.



Children **work co-operatively** and **problem solve**



Gross motor skills are being developed



Lots of mud to help investigations

Investigating using their senses

IMPACT

Staff have noted that the children play differently in the outdoor learning environment than they do inside. They play and move more as a group outdoors engaging in each other's play and sharing with each other their interests and ideas. During these interactions there is an increased use of language and vocabulary. The children have adapted their interests to further explore in the outside environment working together as a team and problem solving. Staff have observed lots of skills being developed in different ways.

The ELC team provide provocations and experiences to continue to engage the children in exploring their interests and enquiries further whilst developing a variety of cross curricular skills.

Involvement in the Virtual Nature School Training has supported the ELC team to further develop their understanding and knowledge in providing high quality outdoor learning.

Staff have observed that children are showing an increased understanding in what happens in different seasons due to them being surrounded by the signs of the changing seasons and the ever-changing Scottish weather.

Both children's (and adults) resilience has increased by being out in all weathers.

Parents have commented that their children are engaging with the outdoors differently out with the ELC; playing outdoors for longer periods of time and readily finding more things to do.



"I like roly poly down the slippy hill and splashing in muddy puddles."

"I like planting and digging the big holes to put the seeds in" and planting the vegetables.

"I like catching rain in pots and pans."

"Risk Assess: Make it safe, no litter, sharp bits, broken wood."

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

6. STRATEGIC PRIORITY 2 - DEVELOPING INCLUSIVE PRACTICE

- 2.1 Promote and develop Inclusive Practices across all our schools and settings
- 2.2 Achieve equity for every child and young person, 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



SBC's **Inclusion Framework and Inclusion Policy** were developed to provide guidance and clarity for all educational settings in March 2020. SBC's **Nurturing Approaches Guidelines** were developed and produced in March 2021. These set clear expectations of practitioners, teachers, senior leaders, support staff and officers to support and improve inclusive practice for all learners.

All schools now have Inclusion as a priority and detail in School Improvement Plans highlight and ensure ongoing developments. In discussion with the Head Teacher and Senior Leaders during Quality Improvement visits, schools and settings were identified as requiring either high, medium or minimal levels of support and as a result, bespoke packages of training or support were developed.

This session, we provided significant professional learning opportunities for all educational staff. These included:

CORE REQUIREMENTS FOR ALL SCHOOLS AND SETTINGS

- Introduction to Nurturing Approaches (SBC training)
- Restorative Approaches (SBC training)
- Introduction to Inclusive Education (Education Scotland – online training)
- Dyslexia and Inclusive Practice (Education Scotland - online training)
- The Autism Toolbox (Education Scotland - online training)
- The Autism Toolbox (Education Scotland - online training)

In addition, we provided over 40 professional learning opportunities around inclusive practice to staff in all schools and settings, dependent on individual needs, within in our Career Long Professional Learning offer.

SBC NURTURING APPROACHES

As detailed in our Inclusion Framework, Nurturing Approaches will be our 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.

In order to ensure that inclusive practice is embedded in all our schools and in collaboration with Educational Psychologists from SBC, Glasgow City Council and Scottish Government, we have developed a 4 year training plan. As an authority, Scottish Borders Council is planning a twin track approach. Firstly, we will provide universal training on nurture principles to all adults working in schools or settings so that all our learning establishments can embed nurturing approaches as an everyday part of whole school life. The aim is to enhance our understanding of, and relationships with, pupils and to thereby support inclusive practice across all our schools.

Secondly, trained teachers and support staff will receive specialised training to provide a targeted intervention in the form of nurture groups in primary, secondary and Early Years settings. This will be available for children and young people identified as having significant social-emotional needs.

SESSION 2020-21

- We developed a recorded training presentation; “**SBC INCLUDES: Introduction to Nurturing Approaches**”. This was delivered to all staff in schools and settings, not just educational staff, to ensure there was a consistent, universal understanding and shared language. The presentation was uploaded onto YouTube for ease of access. To date, there has been over 4,800 views. Feedback received from a survey to Headteachers was 100% positive around the content.
- **Targeted Nurture bases** were identified in all 9 Secondary schools. Each school was allocated funding to resource. 24 secondary staff were trained in accredited Nurture training (delivered by Glasgow EPS). Training was completed Feb 2021. These staff will lead and managed Nurture bases in each of our secondary schools by June 2021 and work in partnership with classroom teachers.
- **Nurturing Approaches Guidelines** were developed and finalised in March 2021. This practical guidance was designed to highlight the actions required by all learning establishments to ensure that a nurturing approach is used to support behaviour, wellbeing, attainment and achievement within Scottish Borders Council.
- A **Secondary Nurture Network** has been developed for staff who will be leading targeted nurture groups to support sharing of resources and practice.

ATTENDANCE AND EXCLUSIONS

An initial lockdown of schools from March 2020 to June 2020 and a second lockdown during the period from January to March 2021 has impacted on the statistical information recorded in these areas. However data shows a significant reduction in exclusions across both primary and secondary sectors for this session, reducing from an overall 118 incidents of exclusion in session 2019/20 to 61 incidents in session 2020/21.

Similarly, there has been a slight increase in attendance during the session with an increase from 90.89% to 92.72% in secondary schools and from 94.09% to 95.925 in primary schools.

A joint test of change initiative between SEIC and Hawick High School was introduced to seek to improve the attendance of some of our most disengaged young people. This project resulted in a number of change ideas being adopted to support attendance at school ensuring a range of appropriate strategies were in place for targeted young people. These included daily check-ins to support young people to plan for the day ahead and identifying designated places for break and lunch times where young people felt safe and supported.

SBC VIRTUAL SCHOOL

The Scottish Borders Virtual School acts as a local authority champion to promote the educational achievement, attainment and experience of all of our looked after and care experienced children and young people. As a member of the corporate parenting group, the Virtual School works alongside colleagues in Social Work, Health and other agencies to advocate for learners and provide educational support and direction.

The Virtual School is not a physical school but rather a strategic entity, set up to provide additional oversight and support for children and young people who are care experienced. The Virtual School Headteacher (VSHT) role is carried out by the local authority Equity & Inclusion Lead Officer. The VSHT works in partnership with the designated manager in each school to identify needs and support multi-agency partnership working to ensure that we are meeting the needs of all of our care experienced and looked after children and young people, addressing any additional support required and securing positive destinations for all when they leave school.

Current key priorities of the Virtual School include:

- Enabling learner voice of looked after and care experienced learners, to give agency and opportunity to have a say over what support they need.
- Supporting transition meetings for looked after children and young people.
- Targeted support for young people to rapidly increase progress and secure positive destinations.
- Identify opportunities to further develop partnership work with multiple agencies and third-sector organisations.

CARE EXPERIENCED AND LAC MENTORING PROGRAMME

A pilot programme has been started covering the Berwickshire area, the impact of this will be reviewed next session and the programme will be extended to cover other areas in Scottish Borders.

SBC ATTAINMENT CHALLENGE PLAN

Data gathered on closing the attainment gap between the most and least disadvantage in Scottish Borders shows 3 key focus areas for improvement, Hawick, Selkirk and Galashiels. This close analysis of this data has supported the establishment of a targeted plan for these areas and has allowed the additional teacher monies which were distributed by Scottish Government post COVID to be allocated in areas of most need to ensure children and young people living in these areas have the best possible outcomes. This work will continue to be supported by our regional Attainment Adviser.

EMOTIONAL AND MENTAL HEALTH SERVICES FOR SCHOOLS

A number of Scottish Borders schools took part in the SHINE Mental Survey in 2021. Early results indicate that whilst the general health of the school population of boys is in line with or above that of the national average across Scotland, the general health of girls, particularly in P6 to S3 is well below the national average. This is in relation to respondents who classed their general health as 'excellent'.

Work continues to improve Emotional and Mental Health services across Scottish Borders with the recent introduction of both Kooth and Togetherall on-line mental health support services for young people and their families.

Quarriers Resilience for Wellbeing Service continues to operate within our secondary schools. During the pandemic the service delivery changed from a face-to-face support service into a virtual one in the space of 72 hours, along with an overhaul of processes and procedures to align with virtual support. The service has re-developed their resource toolkit for virtual use as well as increasing the caseload capacity as a result of demand. The virtual support allowed them to open the offer of support to young people who have previously accessed the service, to revisit and remind them of their identified coping strategies.

During the reporting period; **614** referrals were opened across the authority.

Data analysis of service provision for the reporting period of 1 April 2020 to 31 March 2021.

TABLE A	REFERRALS OPENED (I)	REFERRALS CLOSED	SUCCESSFULLY COMPLETED INTERVENTIONS	NON-COMPLETE INTERVENTIONS (II)
Berwickshire	57	41	30	11
Earlston	84	52	38	14
Eyemouth	59	38	24	14
Galashiels	94	59	50	9
Hawick	70	47	35	12
Jedburgh	32	15	14	1
Kelso	42	27	21	6
Peebles	112	77	61	16
Selkirk	60	36	27	9
Borders College	1	0	0	0
Out of Authority Education	3	4	1	3
Overall	614	396	301	95

- i. Referrals opened during the previous reporting period will not be included in the opened referral figures however will be included in the closed figures as appropriate.
- ii. Further breakdown and definitions of non-complete intervention – see Table C.

TABLE B	VIRTUAL CONTACTS (I)	FACE TO FACE CONTACTS (II)	TOTAL CONTACTS
Berwickshire	662	184	846
Earlston	725	287	1012
Eyemouth	735	195	930
Galashiels	768	257	1025
Hawick	747	263	1010
Jedburgh	692	171	863
Kelso	532	221	753
Peebles	1039	296	1335
Selkirk	554	275	829
Borders College	49	0	49
Out of Authority Education	87	1	88
Overall	6590	2150	8740

- i. Virtual contacts make up 75.4% of total contacts made in the reporting period.
- ii. Face-to-face contacts make up 24.6% of total contacts in the reporting period. Face-to-Face contact includes in school sessions and socially distant visits to young people. Resilience Practitioners were present in school offering a blended approach of face-to-face sessions and virtual support as required from 21.09.2020 until 18.12.2020.

FEEDBACK ON VIRTUAL DELIVERY

"Many of our pupils required targeted support for their wellbeing during lockdown. Quarriers moved quickly to help our young people through virtual methods. The support has been invaluable and our young people have been incredibly well supported through these methods. Resilience practitioners worked closely with guidance teachers to share appropriate information and ensure all young people at High School received an appropriate level of support". **Teacher**

"The virtual Quarriers service provided over the last 6 months has been crucial to support my son with his health and wellbeing and this could be observed after every session. A big positive in using the Teams video call, was having and keeping a strong connection with my son, which helped put his trust in you. My son feels that these sessions are very helpful and continuing to be, despite being virtual. All positives really". **Parent**

"I've had a session most weeks during lockdown. It's been great knowing someone is there to speak to when I haven't been able to get out". **Young person**

BUILDING RESILIENCE – YEAR 3

In 2020/21 year 3 of the Building Resilience resource was introduced to all primary school pupils in the Scottish Borders.

Within the 3 year programme there are 12 units which bring together current best practice to reflect the advances in research and developments in health and wellbeing, through a combination of teaching, reflection, multimedia and interactive activities.



Each unit contains assemblies, classroom materials, staff information and family tasks and link to Curriculum for Excellence, Health and Wellbeing Experiences and Outcomes, Rights Respecting Schools (RRS) and the 8 wellbeing indicators, as detailed in Getting It Right for Every Child (GIRFEC).

- Aims to help children to function well, both at school and in life
- Provides practical strategies and tools to help children cope with the ups and downs of life
- Contains all the materials required to deliver a 3 year whole school programme
- Is embedded in the curriculum and in the general life of the school
- Promotes partnerships with families and the wider school community
- Provides skills for life.

School evaluations show that this course continues to have a very positive impact on our pupils, including:

- Children have become more open and know they can talk about emotions.
- Children have an awareness of various strategies they can use when in difficult situations.
- Good strategies for calming down.
- In difficulties, children can reflect on tools “ask what Skipper would do”.
- Children are now familiar with the language and are more aware of their emotions.
- This has helped contribute to fostering a calm and nurturing ethos within the school and goes hand in hand with restorative practices.
- Children have a consistent vocabulary to discuss their feelings with each other and staff.

FEEDBACK FROM TEACHERS

“Fantastic to have a coherent framework to take forward mental and emotional wellbeing”.

“Brilliant resource with the key bonus that we are doing this as an authority”.

“Excited to lead both this and Growing Confidence with our whole school community”.

“A great toolkit to enable me to move forward on resilience within the whole community”.

“Great to have a tried and tested resource which we can use as an authority – everyone talking the same language”.

SCOTTISH BORDERS CHILD HEALTHY WEIGHT PATHWAY – EARLY INTERVENTION TRAINING FOR EARLY YEARS PRACTITIONERS

With the release of the Scottish Government Child Healthy Weight (CHW) Minimum Standards in 2019 a new Child Healthy Weight pathway has been established in the Scottish Borders, which facilitates children (from 27 months), young people and their families to get the support they need to develop healthy eating and physical activity habits for life.

Lead by NHS Borders, a CHW toolkit and training provides information and resources for health professionals. This has also established an essential multi-agency approach where early intervention and consistency are recognised as key to achieving positive outcomes for families. As a result, Early Years staff from all Education Early Learning and Childcare (ELC) settings and all ELC Partner Providers were offered MAP Healthy Beginnings training, to give each setting the tools to discuss healthy weight with parents and facilitate families to access support.

IMPACT

In the first round of MAP Healthy Beginnings multi-agency training over 50% of the successful participants (50+ participants) came from Early Learning and Childcare settings.

As part of the CHW universal pathway these staff are now:

- Aware of the new Child Healthy Weight Service in the Borders – Fit4Fun Families
- Aware of how parents/carers can access CHW services, including self-referral
- Aware of and can use strategies and approaches to raising issues of healthy weight with families.

STAFF HEALTH & WELLBEING

Claire Lavelle from the Hive of Wellbeing provided 2 twilight sessions for 44 teachers this year covering “A new relationship with work” and “Being a teacher in a new world”.



These sessions aimed to:

- To hold a “safe space” for staff to contain their emotions and to reflect on their impact.
- To support staff in alleviating ongoing feelings of anxiety or overwhelm
- To provoke thought and promote reflection on changes and how they might impact on wellbeing, positively as well as addressing any challenges.
- To offer practical suggestions in supporting staff transition to the new ways of working and their wellbeing.
- To support staff in reflecting on where they are with their own emotional wellbeing.
- To provide practical approaches and strategies to explore the theme of uncertainty, safely and with empathy.
- To enable staff to create their own coherence in facing uncertainty and safely explore own emotional load

100% of those who attended Claire’s twilight believed it would develop or improve skills / knowledge that will enable them to carry out their remit more effectively.

“Realising that my feelings about work and how tired I am are happening with other teachers too. Hopefully this will help me to feel connected to other staff and continue to work well”.

“Insightful, helpful and full of common sense and practical approaches that you can actually use”.

“It was so nice to feel that I am not alone with the struggles that teaching brings at the best of time, but especially during COVID. A really well ran and inclusive course”.

“Absolutely spot on! This was just what I needed at this time. The course was very much focused on reality and how to preserve well-being, with many suggestions and chances to participate in discussion”.

MINDFULNESS

This year Peer to Peer Mindfulness offered Educational staff a place on a 16-week Mindfulness Based

Living Course. The ultimate goal of the Peer 2 Peer Mindfulness Based Living Course for Educational staff (MBLC) is to enhance personal well-being, so that participants are better able to cope with the demands of the role they have.

We had 39 staff who attended the initial introductory sessions. All staff who have completed all 4 modules believed the course had been highly beneficial to them.

"The course has impacted already on my own wellbeing and I have been able to share the positives of mindfulness with the families that I support".

"This course has really helped me to navigate a great deal of change and challenge in our school. I think that being able to keep coming back to a sense of peace really benefits all aspects of my teaching".

"It really has changed my life!".

"This has taught me to live in the moment and not in the past, we can't change what has happened but we can improve what we are doing".

"It has taught me to take a step back and make time for myself which in turn impacts positively on my work".

"It will help me be more focused and mindful of what I can achieve in the time I have and therefore be more efficient with my time".

NEXT STEPS

- Mental Health & wellbeing - Develop the 'whole systems approach' to mental health and wellbeing across Scottish Borders by developing a pathway and specific training programme for staff.
- Inclusion - Embed Inclusive practice across all Scottish Borders schools and settings through improving systems and processes for accessing and delivering consistent additional support (including professional advice, policies, guidance, challenge & support).
- Equity - Ensure, through using relevant data and targeted interventions, we continue to reduce the attainment gap in all our schools and settings.
- Nurture - Support Scottish Borders schools and settings to continue to improve nurturing approaches, through delivering a programme of universal professional learning around two of the Nurture Principles and implementing targeted programmes for identified young people in secondaries



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

7. STRATEGIC PRIORITY 3 - PARTNERSHIPS AND FAMILY LEARNING

- 3.1 Improve access to family learning opportunities and support parents to assist in their child's learning
- 3.2 Deliver improved levels of parents' and other partners involvement in school improvement processes
- 3.3 To further develop parental representation and involvement in the life of the school





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 continued to inform our work over the past year and formed the basis of our Improvement Priorities within our Partnership with Parents Framework. Progress has been hampered due to the pandemic.

Empowerment is critical to transformation and improvement sustainability. To ensure SBC Partnership Framework is embedded in the work of all schools a strategic group has been established which is representative of all sectors; Early learning, primary, secondary, additional support needs and Community learning and Development (CLD). Regular monthly meetings have taken place throughout the year establishing prioritised actions which informed an action plan.

Three sub groups have been established to ensure:

- Relevant, effective and appropriate delivery of CLPL around partnerships for all practitioners
- Creation of a platform to signpost and share good practice across sectors locally, regionally and nationally
- Parental and Practitioner voice leads and informs practical approaches to effective parent and school partnerships leading to improved outcomes for children and young people

Having been informed by the results of the PIEC 2 survey the Strategic Group engaged with Learning Community Boards and setting networks to audit understanding and offers of Parental Engagement and Family Learning. This work informed the second Partnership with Parents Headteacher Engagement day in January 2021. The main aim of the day was to create a shared understanding of national expectations as well as specific SBC definition of Family Learning. The session also covered how to create a specific learning offer for specific school. The day was delivered virtually in partnership with colleagues from education Scotland and The University of Edinburgh.

Engagement Day evaluation forms, and group discussion feedback, evidenced achievement of aims and goals of the day with Headteachers agreeing their knowledge of Family Learning and how to create offers had been developed.

Following on from feedback at this session in relation to relevant CLPL, a SBC partnership delivery with University of Edinburgh and The National Book Trust delivered a sessions demonstrating to practitioners how the Read, Write, Count resource could be used to create and deliver a family learning opportunity. This event was offered to, and well attended by, colleagues within South East Improvement Collaborative (SEIC).

The strategic group have signposted colleague practitioners to relevant external CLPL opportunities e.g. Janet Goodall webinar around Partnerships with Parents and the Education Scotland feedback session on the findings and next steps from the Family Learning thematic inspection 2019/2020.

Opportunities to share The Partnership with Parents Framework as well as good practice in relation to Parental Engagement and Family Learning are now built into the SBC Probationer programme.

Parent Council Chairs have been made aware of the work of these groups and expectations around improving communications and reporting mechanisms to develop a greater emphasis on further supporting learning. The Inspire Programme and the roll out of iPads from P4 upwards has supported staff and parent communications around how best to support children's learning. This has resulted in some innovative and creative practice to include parents in their children's learning.

Information gathered from the Parental Survey on Home Learning and the learning from practice during COVID 19 response around further developing approaches and consistency to develop parents' capacity to support learning at home have informed this year's parental engagement questionnaires

A Parental Employability support programme has begun with Parental Employability workers posts being established and staff successfully recruited. Referrals are now beginning to come in, initial milestones are beginning to be achieved with the Identification of eligible families. Support being given to Increase parental income, employment and capacity to engage in learning

During the pandemic, the CLD service provided telephone and online support to parents and families, with occasional face to face outdoor meetings when required. Most parents who engaged were seeking information, advice and support to manage day to day living. 94 parents took part in learning programmes (70% decrease in participation from 2019/20). Of these 35% reported that they were better able to support their children's learning, 39% said their confidence in their parenting role was improved and 35% reported improved family relationships.

To reduce barriers to participation, the Parent Council Chairs continue to meet virtually and more frequently. The main focus has been the Covid response and recovery. Parent Council Chairs proposed that some meetings be sector specific and that agendas created jointly. Feedback from those involved has been very positive with meetings being focused and relevant. The National Parent Forum for Scotland (NPF) SBC representative recognised high quality of support and dialogue from SBC.





The purpose and remit of a Parents and Practitioners Operational group has been drafted and will be used as a starter activity with the new group next session.

Introduce and implement volunteering policy/standards to school leadership teams to ensure effective recruitment and development of volunteers professional learning offer and resource pack

NEXT STEPS

- Improve access to family learning opportunities for all
- Develop a tracking system to identify impact of engagement in family learning
- Support and challenge all schools to implement the Parents as Partners Framework and toolkits

SPOTLIGHT ON SUCCESS

EARLY YEARS CENTRES SUPPORTING FAMILIES DURING THE PANDEMIC

Early Years Centres worked in partnership to deliver support, advice and learning opportunities for all families, while identifying and targeting support to those most at risk of missing out. Regular successful contact with families was established during the lockdown period and has been maintained through phone calls and text messaging. A number of new ways of working were identified with each centre adapting and changing their offers to the needs found in their immediate communities. Centres supported families with access to food to feed their family, information and advice on a range of topics relating to health and wellbeing and managing their children, and practical support outdoors for their own mental wellbeing.

PSYCHOLOGY OF PARENTING PROJECT (POPP)

PoPP normally delivers two evidence based parenting programmes, Incredible Years (IY) and Triple P with a focus on parents of children, 3 – 6 years where the children are showing significant distress and elevated levels of challenging behaviour. Typically, these children have much more difficulty than their peers regulating their emotions and forming positive social relationships.

The parenting programmes 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, and support their children's learning

PLANNED POPP GROUP ACTIVITY:

Due to the Covid pandemic planned PoPP activity and expected outcomes were considerably affected. Five PoPP parenting groups being delivered in early 2020 were required to stop, affecting the 43 families participating in these groups.

The PoPP practitioners who were leading the groups continued to support these families through a variety of methods including phone calls, emails, social media, online one-to-ones, small groups using Teams and outdoor activity when weather and Covid regulations allowed.

Evaluation was through verbal feedback from parents, who described positive impacts for them and their children, including the importance of ongoing contact and support.

TRIPLE P ONLINE (TPOL)

A new development for PoPP programme delivery is access to Triple P Online (TPOL).

With PoPP Practitioner support, individual families accessed and worked through the online parenting programme. This delivery method has been a valuable addition and suits some families, although others have found their circumstances and IT capacity too challenging to participate.

Starting in early June 2020:

- 8 families signed up representing 12 children
- 3 families have successfully completed TPOL with evidence of improved behaviour and very positive evaluations
- 2 families withdrew due to ill health and family circumstances
- 3 families continue to work through the programme
(Numbers less than 10, could families be identified)

FAMILY EVALUATIONS HAVING COMPLETED TPOL:

Improved relationship with child

- Lots of praise has really helped and we have a better routine and better behaviour.
- It's a chain reaction, we give praise, and she is more willing to do positive things.
- I understand his difficult behaviour more and we can now enjoy the good times.

Benefits for family life

- We are much less stressed about everything. The routines and praise really work.
- My husband can see the difference and is now working his way through the modules to support me.
- We enjoy family days out more, our son is less clingy and more willing to participate and play together as a family.

Benefits for parents

- I feel I can cope now and don't feel anxious because I have the tools to deal with situations as they arise.
- I feel like we are doing a good job and am no longer on medication for anxiety. I'm enjoying being with my child so much more.
- When we met with the HV we felt lost, but now we've done TPOL we are not – we know we are on the right track and have the right tools.

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

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

- 4.1 Continue to provide high quality Professional Learning for all staff including current and aspiring leaders.
- 4.2 Provide high quality Professional Learning for early phase teachers.



HEAD TEACHER INDUCTION PROGRAMME

2020/21 saw the introduction of year 2 of the revised Head Teacher Induction Programme. 10 Head Teachers joined the new cohort for year 1 and 6 Head Teachers moved into the year 2 programme.

A partnership has been established with Fife Council for new Head Teachers to join their Coaching for Leadership cohort, establishing a wider network of new leaders.

All delegates who completed the feedback agreed that the induction programme enhanced their ability to do their job as a Head Teachers and were very satisfied with the programme.

FEEDBACK ON INDUCTION YEAR 1:

Most useful sessions highlighted were HR Support, Financial Management and LEXI.

"As a new HT to Scottish Borders, all topics were relevant, although the operational ones were probably more pertinent than the educational topics. Our core business is education so topics like 'Self-evaluation for school improvement' is something I have knowledge about from Education Scotland, whereas LEXI - Health and Safety is a system I am not familiar with and different to my previous Authority. Early delivery would enhance my knowledge and understanding of SBC systems."

"Finance- particularly completing your forecasting, I wished I'd had that session as soon (or prior) to starting the role as you get it through very quickly and often rely on business manager to support without knowing what you were looking at. Also HR input."

FIRST STEPS INTO LEADERSHIP AND MANAGEMENT

First Steps into Leadership and Management Course amended the delivery method to an on-line course for the first time. All delegates have submitted or are currently working through their assignment for professional recognition.

IMPACT / FEEDBACK:

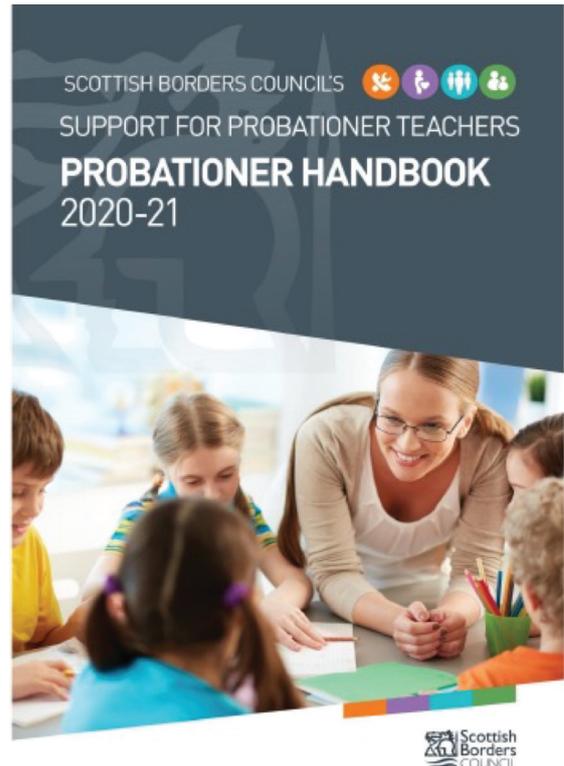
- The "First Steps into Leadership" programme (FSIL) has been an illuminating introduction to leadership strategies and theories.
- my improved leadership knowledge has helped me identify opportunities within my daily work where my FSIL learning could be applied
- I feel much more confident in my ability to lead and manage others and will not hesitate to offer myself to lead change throughout my career and look forward to applying the skills and abilities introduced to my on the course with even greater success in future.

NEWLY QUALIFIED TEACHERS (NQTS)

46 NQTs joined the Teacher Induction Scheme in the Scottish Borders, 14 Primary and 32 Secondary NQTs. 43 NQTs successfully achieved the Standard for Full Registration.

The NQTs Induction programme had to change and develop into an online model and our Practitioner Enquiry input was completely revamped, providing leadership opportunities to 8 of our teachers and/supported by one EP with previous knowledge and experience of Practitioner Enquiry.

Evaluation showed all probationers agreed the training programme enhanced their ability to carry out their job more effectively and improved their understanding of current practice.



RECENTLY QUALIFIED TEACHERS (RQTS)

Following consultation with RQTs an initial programme was launched for session 2020/21.

This consisted of a series of twilights covering the following topics:

- Mental Wellbeing and Developing Resilience
- Literacy Difficulties and Dyslexia
- ADHD
- Scripting – Confidence & Positive Responses

Three sessions were supported by our Educational Psychology Service.

FEEDBACK FROM PARTICIPANTS

'The lady who spoke about Mental Health and Resilience was supportive and encouraging - her presentation was extremely apt considering the situation at the time as we were in lockdown and working from home. I would encourage you to continue to run this.'

'The training on additional support needs should be considered one of the highest priorities for new teachers, the ASD and dyslexia training were particularly valuable to me. So much so that I would have liked more time or another session.'

'The RQT Dyslexia and Autism event gave us a greater understanding of how a young person may find the typical classroom and issues they may face. It also gave us a variety of tools to support students, both emotionally and practically, to give them the best learning experience possible. The resources received are useful for future reference and having the opportunity to pose questions to experts was invaluable.'

COMMUNITIES OF PRACTICE

To further develop leadership skills within our Early Years settings, Early Years Officers and Senior Early Years Officers were invited to take part in Communities of Practice. These networking events were facilitated between April and June enabling early learning and childcare leaders to come together to develop shared understanding of the roles and responsibilities within their post and evaluate their knowledge, understanding and skill set. Feedback was very positive and numbers attending increased significantly over the course of the sessions. The evaluations and identified areas for development from the sessions and from those attending has informed the planning of a bespoke Pedagogical Leadership training programme for Early Years officers and senior officers which will commence early in session 21/22 to continue to support professional development.

EARLY YEARS PROFESSIONAL LEARNING

A programme of professional learning was developed to support and upskill home working of practitioners during lock down. This featured a series of webinars, professional updates and network sessions which focused on Early Years pedagogy and practice. These were held virtually to maximise the number of practitioners who could engage. In addition to live webinars, training was also provided with audio and full scripts on SchoolHouse to support practitioners independently accessing at preferred times. A wide range of additional resources were created to support the planning and delivery of home learning. These were also available on SchoolHouse. Almost all practitioners reported these 'resources' enable them to adapt their practice to deliver a higher quality of home learning.

A Microsoft Form survey was created to evaluate how well the rolling programme model met the CLPL needs of EY practitioners. Almost all practitioners reported that the rolling programme of webinars ensured that training could be accessed at suitable times allowing a wider number of staff to engage. The model of delivery was continued from March to June 2021 with the addition of a twilight session which had been suggested by practitioners.

Due to the high numbers of delegates continuing to attend virtual training the impact of this has been that key messages of current pedagogical approaches and practice have been received by a wider audience and some practitioners have reported that this has enabled a more consistent approach across the authority. The success of the training has given more visibility to SBC EY CLPL and as a result a wider audience, involved at different levels within Early Years, are now attending.

PARTNERSHIP WITH UNIVERSITY OF HIGHLANDS AND ISLANDS

2020-21 saw the first of our primary PGDE students moving to the Teacher Induction Scheme and undertake their probationer year within Scottish Borders primary schools. All 5 probationers successfully completed this and are now employed within Scottish Borders.

FEEDBACK FOR PARTICIPANTS

"this has been the most rewarding experience of my life."

"I am so thankful for my fellow NQTs, the NQT Support Team, the colleagues in my school who have been amazing and my wonderful supporter. They have really helped me through this year and I have just had the best time I possibly could have. I am so thankful for this experience in the Scottish Borders."

COACHING FOR SUCCESS

Scottish Borders have invested in 3 teachers who have worked through the GTCS coaching for success train the trainer accreditation programme. This will enable a core team to continue to take forward Coaching for Success delivery in the Scottish Borders.

COACHING FOR SUCCESS PARTNERSHIP- GTCS RE-ACCREDITATION



The five authorities (East Lothian, Fife, Midlothian, Scottish Borders and West Lothian Councils) in this partnership have responded to the national coaching initiative by developing a coaching culture in their organisations. This programme was developed with that purpose in mind and we have now trained hundreds of teaching staff across the authorities. Evidence from evaluations and assignments indicate that the programme has significant impact on participants' learning, skills and effectiveness.

A key principle of this programme is a non-directive approach, which encourages individuals to find their own solutions, stretching and prompting others to take responsibility for their development, to set goals, take action and grow. Coaching is an essential part of the ongoing supportive PRD professional relationship and professional dialogue a teacher had throughout the year. This has become increasingly important with the embedding of Professional Update and the revised GTCS Professional Standards which encourage individuals to find their own solutions, stretching and prompting others to take responsibility for their development, to set goals, take action and grow.

Programme aims:

- To develop essential skills for non-directive coaching: questioning, listening, summarising, feedback.
- The application of non-directive coaching as a valuable tool for enhancing the development of staff and colleagues and one's own professional development.
- To assess and understand the impact of mental state upon performance.
- To identify strengths and development areas of one's current leadership style.

The GTCS Panel highlighted a number of strengths including:

- This resubmission is exemplary in an impressive range of the key aspects required for the award of Professional Recognition.
- A well-designed programme informed by strong, collaborative partnership working with its rationale clearly embedded in the Scottish Education Coaching context, it is well aimed at creating coaching cultures which underpin professional learning and enable professional dialogue.
- A key strength was seen in the united response to moving to an online delivery format while still building the deep trusting relationships the work is grounded on. A key focus on self-care and wellbeing is at the heart of this coaching programme, offering participants the time and space needed to focus meaningfully on themselves personally and professionally.
- This is an impressive partnership which builds capacity round coaching.

GROW YOUR OWN EARLY YEARS PRACTITIONER

KEY AIM:

Working in partnership with Borders College and school Early Learning and Childcare settings develop the Modern Apprentice programme in the Early Years. Successful candidates would increase the workforce capacity and support the expansion of Early Learning and Childcare

OVERVIEW

The expansion of early learning and childcare across Scottish Borders required a substantial increase in workforce to meet the demands of provision. The aim was to ensure the increased workforce were highly skilled and well qualified practitioners.

As part of the Local Authority's Grow Your Own Programme, a third Cohort of twenty Modern Apprentices (MAs) commenced their careers in Early Learning and Childcare in June 2020. With 50% of their time was in the playroom working directly with children and 50% in reflection on learning, in house training and further study to meet the requirements of their SVQ qualification (SCQF level 7 in Social Services Children and Young People). MAs are supported in their setting by an experienced mentor.

Despite Covid-19 restrictions, 60% of this cohort have already completed their SCQF 7 in Social Services Children and Young People. Of these 75% have already gained employment within the sector. The remaining 40% are on track and aiming to complete their qualification by December 2021.

The **Grow Your Own Programme** has been such a positive successful experience for everyone involved, and SBC have now recruited for **Cohort 4**, with a further 20 MA who will begin their learning journey in August 2021.

QUOTES FROM MODERN APPRENTICES

"I found it an incredibly useful stepping stone into gaining a recognised qualification in my chosen career."

"Lots of great input at our Tuesday training sessions which have been great to put into practice."

"It was a great experience and I feel lucky to have taken part in it."

"It was a fantastic opportunity for me to work and retrain at the same time."



FEEDBACK FROM MENTORS

"MA is doing well and asks us any questions. She is gaining in confidence and has come up with good activity ideas."

"Tuesday training sessions were a fantastic networking opportunity for the MA, Our MA would come back and tell us about the best practice and innovative ideas happening in other settings."

"MA has joined the planning meetings and TEAMS meetings."



IMPACT

The expansion of 600 to 1140 funded hours has created 201 full time equivalent additional posts within Local Authority settings. 31 of these posts have been filled by MAs. Working in partnership with Borders College has allowed each of these cohorts to not only achieve their qualification but to experience high quality in-house training in addition. This has enabled the council to 'grow our own' practitioners.



On the floor experience during the programme has ensured MA have a good understanding of the practical nature of the roles and responsibilities of an Early Years practitioner can apply underlying pedagogy to practice. Settings mentoring MA have reported that the addition of MA to current staff teams have improved experiences and outcomes for children due to enhanced levels of staffing and increased one-to-one interaction between adult and child.

NEXT STEPS

- Ensure professional learning supports key strategic priorities
- Develop a Leadership Academy providing high quality professional learning



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2020-21

9. NEXT STEPS

Our priorities for 2021/22 have been identified through evaluations contained in this report and are detailed in the Improvement Plan. The summary of these priorities is listed below.

PRIORITY 1

- Support schools and settings with shared understanding of expectations of LTA Framework
- Develop high quality LTA that leads to improved levels of attainment and achievement for all in our schools and settings
- Enhance EY provision by increasing the number of settings with an outdoor satellite provision

PRIORITY 2

- Mental Health & wellbeing - Develop the 'whole systems approach' to mental health and wellbeing across Scottish Borders by developing a pathway and specific training programme for staff.
- Inclusion - Embed Inclusive practice across all Scottish Borders schools and settings through improving systems and processes for accessing and delivering consistent additional support (including professional advice, policies, guidance, challenge & support).
- Equity - Ensure, through using relevant data and targeted interventions, we continue to reduce the attainment gap in all our schools and settings.
- Nurture - Support Scottish Borders schools and settings to continue to improve nurturing approaches, through delivering a programme of universal professional learning around two of the Nurture Principles and implementing targeted programmes for identified young people in secondaries



PRIORITY 3

- Improve access to family learning opportunities for all
- Develop a tracking system to identify impact of engagement in family learning
- Support and challenge all schools to implement the Parents as Partners Framework and toolkits

PRIORITY 4

- Ensure professional learning supports key strategic priorities.
- Develop a leadership academy providing high quality professional learning.

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CHILDREN AND YOUNG PEOPLE'S SERVICES

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SCOTTISH BORDERS COUNCIL'S



EDUCATION IMPROVEMENT PLAN 2021-22





CONTENTS

EDUCATION IMPROVEMENT PLAN 2021-22

1. INTRODUCTION	3
2. PURPOSE OF THE PLAN	5
3. PLANNING FOR IMPROVEMENT POST COVID 19	7
4. STRATEGIC PRIORITIES	9
STRATEGIC PRIORITY 1 – TO DRIVE HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT IN ALL SCHOOLS AND SETTINGS	10
STRATEGIC PRIORITY 2 – SUPPORT INCLUSION, EQUITY AND WELLBEING FOR ALL CHILDREN AND YOUNG PEOPLE	14

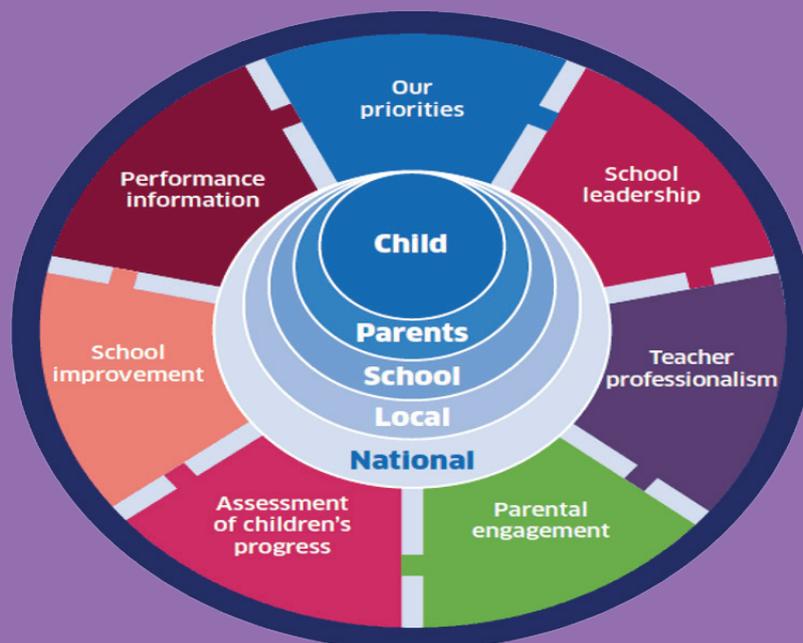
EDUCATION IMPROVEMENT PLAN 2021-22

1. INTRODUCTION

Welcome to the Scottish Borders Education Services Improvement Plan. This plan sets out the key strategic improvement priorities for our schools and settings for session 2021/22 based on the evidence presented in The Standards and Quality Report 2020/21. This reporting and planning process allows us, through rigorous self-evaluation, to identify areas where we are performing well and areas that still require further improvement.

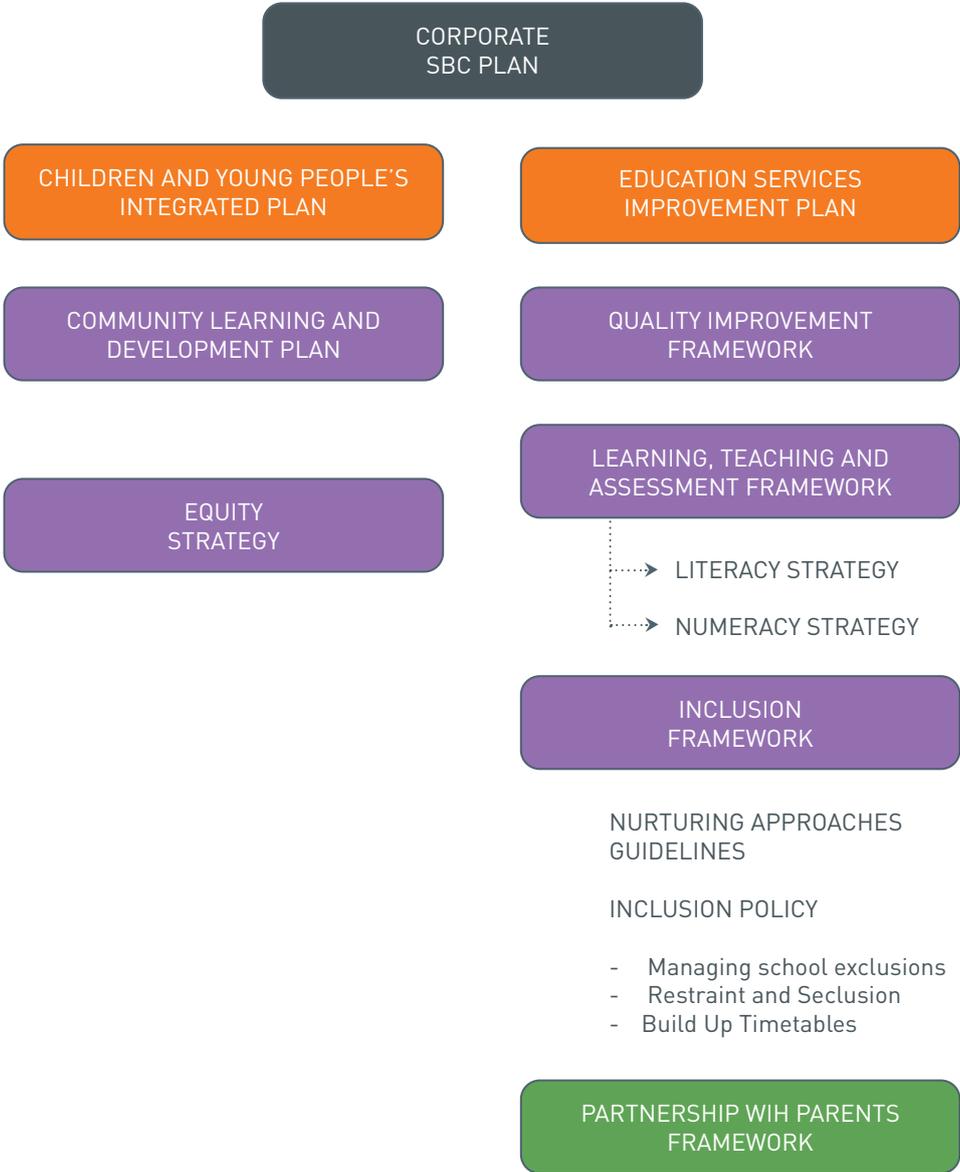
The National Improvement Framework (NIF) requires each local authority to prepare and publish annual plans and reports describing the steps they intend to take each academic year to reach each of the four strategic priorities below:

- 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 Scottish Borders Education Services Plan does not sit in isolation. It is informed by Corporate Plan for SBC and the Children and Young People’s Services Integrated Plan.

The plan is also supported by other specific plans and strategies as detailed below:



Our plan reflects both the priorities identified by SEIC and our schools and settings across SBC.

EDUCATION IMPROVEMENT PLAN 2021-22

2. PURPOSE OF THE PLAN

In Scottish Borders, 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 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.



EDUCATION IMPROVEMENT PLAN 2021-22

3. PLANNING FOR IMPROVEMENT POST COVID

Although the Covid-19 pandemic has brought significant challenges for schools, settings and services over the last 18 months, it has also brought many positives in terms of digital transformation, new delivery methods and increased collaborative working. Over the coming year our improvement activity will focus on three key areas; supporting continued recovery from the pandemic; ensuring equity gaps (pre and post-covid) are addressed, and building on the innovative approaches adopted and accelerated during Covid.



Recovery

Equity

Innovation

RECOVERY

We recognise that we will be living with the virus for some time to come. People's response to the pandemic and the support provided to children continues to be outstanding. Schools and settings will be supported to Build Back Better as they support the needs of their communities whether that relates to learning or wellbeing.

EQUITY

The Build Back Fairer report reminds us that Covid has exacerbated existing inequalities and that some families have been disproportionately impacted by the pandemic. We are committed to reducing this inequality by targeting resource and energies to reduce barriers to participation, close attainment gaps, improve positive destinations (LAC and SIMD1/2) and achieve the aspirations of The Promise (Care Review).



INNOVATION

The implementation of Inspire Learning was accelerated during Covid. It was an invaluable tool for remote learning and allowed digital skills to improve overnight. We will build on this success to further improve practice, approaches and experiences through robust staff development programmes as well as new learning opportunities for children.

New ways of delivering services were adopted during Covid. We will build on these to further improve engagement and involvement of children, families and staff.

June 2021 brought the findings of the OECD Review of Curriculum for Excellence. The recommendations are significant and will take some time to achieve. However, we are committed to developing a curriculum that reflects the aspirations of the OECD review, as well as the wider national agendas of Developing Young Workforce, No-one Left Behind, Young Person's Guarantee and the South of Scotland Economic development strategy. We will also ensure that Learning for sustainability, UNCRC and The Promise are integral to our new curriculum and culture.

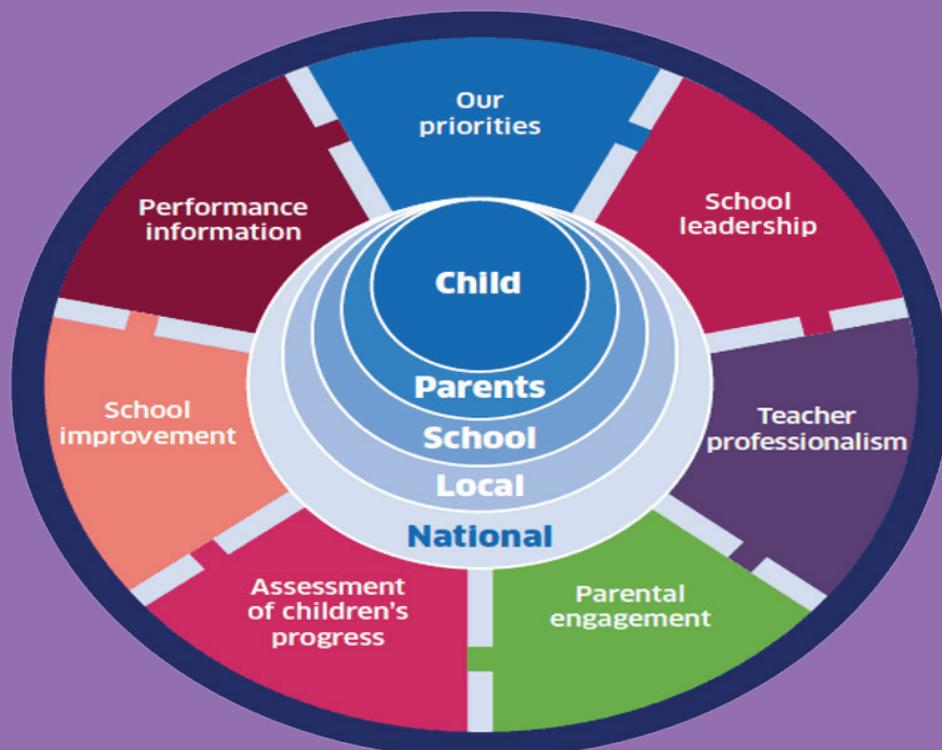
EDUCATION IMPROVEMENT PLAN 2021-22

4. STRATEGIC PRIORITIES

The National Framework drivers for improvement underpin the strategic priorities outlined below and give a clear direction across all aspects for service improvement.

The key drivers which inform our 2021/22 Improvement Plan are:

- Teacher professionalism
- School improvement
- Assessment of children's' progress



STRATEGIC PRIORITY 1

To drive high quality learning teaching and assessment in all schools and settings (NIF priority 1, 2, 4)

NEXT STEPS IDENTIFIED FROM 2020/21 STANDARDS AND QUALITY REPORT:

- Support schools and settings with shared understanding of expectations of LTA Framework
- Develop high quality LTA that leads to improved levels of attainment and achievement for all in our schools and settings
- Enhance EY provision by increasing the number of settings with an outdoor satellite provision

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Implemented the use of Showbie as a digital learning platform in primary schools to support learning, teaching and assessment.	QIO HTs Inspire Team
Developed leadership of staff through secondment opportunities such as Inspire Strategic Leads and LTA leads. <ul style="list-style-type: none"> • ISL will have developed a strategic project which can be shared across all schools • ISLs will support cluster teachers in the classroom with digital learning • ISLs will identify, highlight and share innovative practice 	QIO Inspire Lead Inspire Team LTA Team
Provided high quality professional learning to support the SBC Learns framework including a focus on digital learning	QIO Inspire Lead
Formed an extensive SBC QAMSO Network with representations across clusters and sectors leading moderation activity within BGE.	QIO and SBC QAMSO Network Education Scotland NIF Advisor SEIC LTA Group and SEIC QAMSO Network
Supported all schools to engage with our SBC/SEIC Digital Moderation Tool	
Ensured all schools have updated Curriculum Rationale to reflect needs of their school community for session 2021/22 and a 'Build Back Better' approach to ongoing improvement which closes gaps in attainment and achievement in groups of young people	QIO Team Locality Education Leads HTs
Ensured all schools have Learning, Teaching and Assessment guidance aligned with SBC Framework which impacts on playroom/classroom practice	QIO Team Locality Education Leads HTs

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Supported, contributed to and promoted SEIC Wider professional learning opportunities linked to our LTA priority	QIO Team Locality Education Leads HTs Early Years Teacher Team
Established an Interactive Professional Learning Resource signposting Anytime Learning Opportunities, Professional Reading material and resources linked to: LTA Framework EY Pedagogical Wheel Inspire Tools for learning, teaching & assessment Supported schools and leaders to engage in Professional Reading, including supporting Reading Groups for senior leaders. Developed an SBC Approach to Instructional Coaching that supports high quality learning, teaching and assessment.	SEIT Team SEIC Team
Provided guidance to schools regarding collection and collation of data for improvement. - All schools will use data set to rigorously track and monitor the attainment and achievement of all children and young people with a focus on those looked after by the local authority - analyse performance information and record progress towards national stretch aims with particular focus on targeted groups of children and young people	QIO Performance Team HTs/DHTs/PTs Support for Learning Teachers
Provide a tool which will give a consistent data set for Early Learning and Childcare which includes a range of measures e.g. progression in learning and local context	QIO Performance Team
Completed a review of our SBC Quality Assurance framework to support and challenge schools with the ongoing cycle of self-evaluation for self-improvement	QIM Locality Education Leads HTs
Continue to roll out professional learning to staff linked to the improvement planning cycle, this will include strategies to reduce the attainment gap linked to deprivation	QIO team Education Scotland
Further developed a consortia approach to digital delivery of senior phase qualifications	QIO Secondary HTs.DHTs
Embed DYW, CES and CMD in the classroom through class teachers working with new DYW coordinators, bringing industry closer to the classroom.	QIO DYW coordinators Class teachers

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Further reduce our gap in attainment linked to deprivation through targeted use of COVID 19 recovery teachers and Pupil Equity Funding	
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Children and Young People’s Integrated Plan • South East Improvement Collaborative Plan • DYW National Key Performance Indicators • Digital Strategy • Equity Strategy 	
<p>Evidence we will gather:</p> <ul style="list-style-type: none"> • Local authority/school establishment reviews • Quality indicator evaluations HGIOS? for 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement • Quality indicator evaluations for HGIOELC? For 2.3 Learning, Teaching and Assessment and 3.2 Securing Children’s progress • Monitoring trends of attendance at professional learning courses and feedback from participants • Attainment data (see separate table) • Standards and Quality Reports and Improvement Plans • Insight Benchmarking data • DYW KPI data and case studies 	
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. The number of establishments evaluating themselves as good or better on 2.3 will have increased. 2. All staff developing digital pedagogy approaches in their daily practice with increasing confidence. 3. All staff will have the skills and understanding to address the attainment gaps within their classrooms. 4. All children and young people in Scottish Borders will be confident in using digital skills as part of their learning. 5. All schools will have their own Learning, Teaching and Assessment Framework and schools and settings can evidence progression in embedding the expectations of the Framework. 6. All staff with Apple Teacher accreditation. 	

SUCCESS CRITERIA FOR ATTAINMENT

PERFORMANCE MEASURE	SCOTTISH BORDERS 2019	VC (2019)	TARGET % INCREASE
% of pupils (P1, P4, P7) achieving expected levels or better in literacy	Listening 87% Reading 82% Writing 78%		3% 3% 7%
% of pupils (P1, P4, P7) achieving expected levels or better in numeracy	80%		5%
% of pupils in S4 in Quintile 1 with 5 or more qualifications at SCQF level 4	49.32%	64.11%	12%
% of pupils in S4 in Quintile 1 with 5 or more qualifications at SCQF level 5	13.70%	26.99%	13%
% of pupils in S5 in Quintile 1 with 5 or more qualifications at SCQF level 4	66.67%	86.35%	20%
% of pupils in S5 in Quintile 1 with 5 or more qualifications at SCQF level 5	39.68%	56.67%	15%
% all leavers in Quintile 1 achieving SCQF level 4 in Numeracy	71.79%	80.13%	8%
% all leavers in Quintile 1 achieving SCQF level 5 in Numeracy	23.08%	44.49%	20%
% pupils in S4 in Quintile 1 achieving an SCQF level 4 Numeracy	63.01%	76.03%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 5 Literacy	69.84%	82.06%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 4 Numeracy	79.37%	92.54%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 5 Numeracy	34.92%	64.76%	25%
Increase in pupils gaining a work placement award			
Increase in pupils achieving a volunteering award at SCQF level 4 and above	2 pupils (2020)		
Increase in entries for Foundation Apprenticeships	59 pupils in 2020		
Increase in the number of NPA courses at SCQF level 4-6	10 (2020)		
% Increase in positive destinations	94.64%	93.4%	2%
% Reduction of young people unemployed and seeking	7.41%	7.28%	2%

STRATEGIC PRIORITY 2

Support inclusion, equity and wellbeing for all children and young people (NIF priority 2 & 3)

NEXT STEPS:

- Mental Health & wellbeing - Develop the 'whole systems approach' to mental health and wellbeing across Scottish Borders by developing a pathway and specific training programme for staff.
- Inclusion - Embed Inclusive practice across all Scottish Borders schools and settings through improving systems and processes for accessing and delivering consistent additional support (including professional advice, policies, guidance, challenge & support).
- Equity - Ensure, through using relevant data and targeted interventions, we continue to reduce the attainment gap in all our schools and settings.
- Nurture - Support Scottish Borders schools and settings to continue to improve nurturing approaches, through delivering a programme of universal professional learning around two of the Nurture Principles and implementing targeted programmes for identified young people in secondary schools.

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
<p>Developed a whole systems approach to mental health and wellbeing across Scottish Borders.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Developing a Mental Health and Wellbeing Service Directory and pathway • Creating a training matrix to develop and support staff in all roles • Implementing the use of Kooth and Together all in all schools 	<p>Children and Young People's Leadership Group Mental Health and Wellbeing Project Leads and seconded team</p> <p>QIO Educational Psychology Service HTs</p>
Identified and trained mental health first aiders in all school clusters	QIO HTs (in clusters)
Improved systems and supports for accessing additional support including resource and professional advice	QIO ASN Principal Educational Psychologist
Provided high quality professional learning to support the implementation of the Inclusion Framework	Central Team Educational Psychology Service HTs
Ensured all staff have the confidence in being able to meet a range of additional support needs and the support of care experienced young people	Central Team Educational Psychology Service HTs Social Work Managers
Developed data reporting systems which will be captured twice yearly by support for learning staff	Performance Information Team Central Team
Developed employability skills of care experienced young people in partnership with DYW and SDS.	Inclusion and Equity Lead Officer HTs DYW SDS

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Ensured all school leaders understand the data for their settings and can analyse data to identify and understand gaps in attainment and achievement	Central Team Locality Education Leads
Piloted targeted place based model across 3 communities (Selkirk, Hawick and Galashiels) with a core group of young people who are statistically at risk of underachieving	Inclusion and Equity Lead Attainment Officer (ES) HTs COVID Recovery Teachers
Delivered a universal programme of professional learning based on the 6 principles of nurture – 2021/22 NP 2 and NP5	Educational Psychology Service Nurture Steering Group
Implemented targeted nurture bases in all nine secondary schools	Central Team QIO ASN Secondary HT/DHT/PT
Identified a small number of primary schools which will implement targeted nurture bases	QIO ASN Nurture Steering Group Cluster HTs
<p>How does this link to other plans?</p> <ul style="list-style-type: none"> • Children and Young People’s Integrated Plan • South East Improvement Collaborative Plan • ASN National Action Plan • Equity Strategy 	
<p>Evidence we will gather:</p> <ul style="list-style-type: none"> • Local authority/school establishment reviews • Quality indicator gradings for 3.1 Ensuring Equity, Wellbeing and Inclusion • Monitoring trends of attendance over the year and at year end • Number of exclusion openings and incidences each month • Data around children and young people with an Additional Support Need • Monitoring and evaluating young people’s attendance at Secondary Nurture groups • Wellbeing surveys e.g. SHINE survey, Scottish Government Census Data, HSBC survey work 	
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. The number of establishments grading themselves as good or better on 3.1 will have increased. 2. All schools will have a Positive Relationship Policy detailing the practical measures to manage distressed behaviours. 3. All schools will refer to and use the Staged Intervention Framework to address concerns, assess and meet the needs of children and young people at the earliest opportunity. 4. No learner in SBC with additional support needs will be excluded from school. 5. All children and young people in Scottish Borders will be nurtured, their needs understood and met, experience positive relationships, enjoy learning experience and achieve 6. Schools and settings can evidence progression in embedding the principles within SBC’s Nurturing Approaches Guidelines. 	

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South East Improvement Plan (Phase 3 - August 2021)

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

EXECUTIVE COMMITTEE

5 October 2021

1 PURPOSE AND SUMMARY

- 1.1 The purpose of this report is to inform the Executive Committee of the progress made by the South East Improvement Collaborative (SEIC) and the improvement priorities from August 2021.**
- 1.2 The document highlights SEIC progress and achievements, as well as details the priorities from August 2021. It demonstrates commitment and actions to achieving the national aims of excellence, equity and empowerment.

2 RECOMMENDATIONS

- 2.1 It is recommended that the Executive Committee note the SEIC Improvement Plan (Appendix 1) and support the involvement of staff in relevant improvement activities for the benefit of Children and Young People in Scottish Borders.**

3 BACKGROUND

- 3.1 Regional Improvement Collaboratives (RICs) were first introduced in 2017 as part of Education Reform. There are six RICs across Scotland. Scottish Borders is part of the South East Improvement Collaborative (SEIC) and works in partnership with City of Edinburgh, Fife, Midlothian and East Lothian.
- 3.2 SEIC supports joint improvement activity across all five local authorities, as well as adds value to each local authority, dependant on local need.
- 3.3 The work of SEIC is supported by an improvement plan. The first SEIC plan was produced in September 2018; the second in September 2019 (phase 2); an Agile Plan was produced in March 2020 in response to the pandemic; and the latest plan (phase 3) was finalised in summer 2021 for implementation from August 2021.
- 3.4 SEIC improvement activity is facilitated by a SEIC team who are recruited and managed by the SEIC Board. Each local authority has a Quality Improvement Officer to support SEIC and LA work. There are dedicated education support officers to support professional learning, digital learning and creative learning. All work is supported by two data officers.
- 3.5 SEIC is also supported by a SEIT team, managed by Education Scotland. They work closely with the SEIC team to achieve SEIC goals and local authority improvement priorities.
- 3.6 The phase 3 SEIC plan has three strategic goals:
1. Drive high quality learning, teaching & Assessment
 2. Support inclusion, equity and wellbeing
 3. Use digital technologies to enhance learning
- 3.7 These goals will be achieved through the SEIC and SEIT teams, working groups and networks and the empowered system.
- 3.8 Progress and achievements of SEIC are carefully monitored by the SEIC Board with regular reporting to Scottish Government. Governance structures allow frequent updates to key groups. Following feedback from stakeholders an Implementation Group has been established this session, to ensure decisions made at the SEIC board translate into actions at a local level and maximise impact in the classroom.
- 3.9 SEIC has grown and developed over the four years of working together on common goals. There has been a strong drive to build capacity of staff and to become self-sustaining through an empowered system approach. Scottish Borders schools have benefited from being part of Pedagogy Pioneers, SEIC Associates and Research Schools. There is a national review of Regional Improvement Collaboratives, the results of which will be published in October 2021.

4 IMPLICATIONS

4.1 Financial

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

4.2 Risk and Mitigations

There are no risks associated with this Report.

4.3 Equalities

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.

4.4 Acting Sustainably

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

4.5 Carbon Management

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

4.6 Rural Proofing

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

4.7 Changes to Scheme of Administration or Scheme of Delegation

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

5 CONSULTATION

- 5.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and any comments received will need to be incorporated into the final report.

Approved by

Lesley Munro

Signature

Service Director, Children & Young People's Services

Author(s)

Name	Designation and Contact Number
Michelle Strong	Chief Education Officer

Background Papers: N/A

Previous Minute Reference: N/A

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



SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

REGIONAL IMPROVEMENT PLAN

August 2021



CONTENTS: Executive Summary.....	2
BACKGROUND	
Rationale.....	3
Context.....	4
SEIC Vision and how we work.....	5
PROGRESS AND ACHIEVEMENTS – PHASE 2 PLAN	
Progress – Engagement.....	6
Progress – Performance.....	7
Progress – Inspection Findings.....	8
Progress – The Empowered System.....	9
Progress – Workstreams.....	10&11
Progress – Networks.....	12&13
SEIC AGILE PLAN 2020/21 (COVID-19 Response)	
Driver Diagram.....	14
Progress – Agile Plan.....	15
PHASE 3 PLAN – April 2021	
Planning Structures.....	16
Governance Structure.....	17
Planning for the next phase.....	18
The Empowered System (phase 3).....	19
The Empowered system – Peer collaboration.....	20
Strategic Goals.....	21
DELIVERY OF THE PLAN	
How the plan will be delivered.....	22
Networks (phase 3).....	23
Risk Assessment.....	24
Measuring Impact	25
APPENDICES	
Appendix 1 Attainment data informing strategic goals.....	26&27
Appendix 2 Outcomes for our most disadvantaged children and young people.....	28
Appendix 3 Evaluation Framework.....	29

Foreword



As Executive Director of Fife Education and Children’s Services and the strategic lead for the South East Improvement Collaborative (SEIC), I am once again pleased to present the SEIC Regional Improvement Plan 2021.

The five local authorities have worked on developing an empowered, self-sustaining education system with collaboration at the heart of improvement. We believe that peer collaboration and empowerment of practitioners at all levels is supporting continuous improvements across our schools and early years settings.

This latest plan contains an overview of the actions, progress and achievements of the work carried out over the last eighteen months, including the Agile Covid-19 Response Plan.

*The new plan continues to embrace our vision of **Working Together, Empowering All, and Improving Outcomes** with the five partner authorities and Education Scotland’s South East Improvement Team.*

Fiona Robertson, Executive Director of Children, Young People and Partnerships in Midlothian Council will take over the lead role of SEIC from August 2021.



Carrie Lindsay

EXECUTIVE SUMMARY

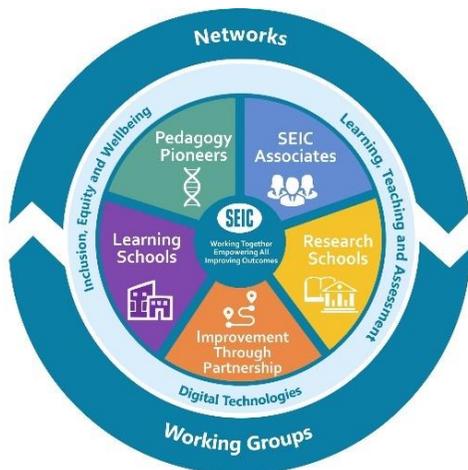
The Regional Improvement Collaborative plan details continued development of the South East Improvement Collaborative (SEIC) work that contributes towards achieving the national aims of excellence, empowerment and equity across the City of Edinburgh Council, East Lothian Council, Fife Council, Midlothian Council and the Scottish Borders Council. Detailed within the plan is the work of the SEIC Phase 2 Plan (Sept 19), the work of the SEIC Covid-19 Agile Plan (March 20), and the new SEIC Phase 3 Plan (Aug 21).

We have agreed three Strategic Goals following extensive engagement and consultation, to add value into the system whilst taking account of local authority planning, GIRFEC and the National Improvement Framework:

1. **Drive high quality learning, teaching and assessment**
2. **Support inclusion, equity and wellbeing**
3. **Use digital technologies to enhance learning**

Delivery of the SEIC work is directed by the Board (*Executive Directors, partners and HTs*) and overseen by the Implementation Group (*Senior Managers*). Strategic Goals are actioned by Working Groups (*Strategic Leads*) and the 18 Networks drive improvement that is relevant and responsive to identified needs and outcomes, and to support the overall delivery of the strategic goals.

Page 93



SEIC Phase 3 Model

The Empowered System is self-sustaining, building the capacity of practitioners in communities and educational settings. The SEIC will further develop effective opportunities for practitioners in all areas of the system to work together, share practice, and deliver improvement. Key elements of the system include:

Pedagogy Pioneers - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

SEIC Associates - leaders across the system contributing to quality improvement processes and specialised knowledge, supporting colleagues across a range of settings

Research Schools - schools engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

Improvement Through Partnerships – a range of improvement projects supported by a variety of partners

Learning Schools – schools with an area of effective practice supporting other schools where this practice is an area of identified improvement

Rationale

The rationale behind Regional Improvement Collaboratives continues to be a key element in the future of Scottish Education. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people.

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority, regional and with Education Scotland's South East Improvement Team (SEIT) at a national level, we believe that we can accelerate progress in our priority areas, giving the best chance to achieve excellence and ensure all children have the same opportunities for success through a focus on equity in all that we do.

What does the research say?

[International Council of Education Advisers Report 2018 - 2020](#)

"Regional Improvement Collaboratives have built greater collaboration between local authorities and started to benefit from the role of assigned challenge advisors and Education Scotland's regional teams. Many professional networks are emerging to enable sharing of successful examples of what works across schools."

[Regional Improvement Collaboratives \(RICs\): Interim review Feb 2019](#)

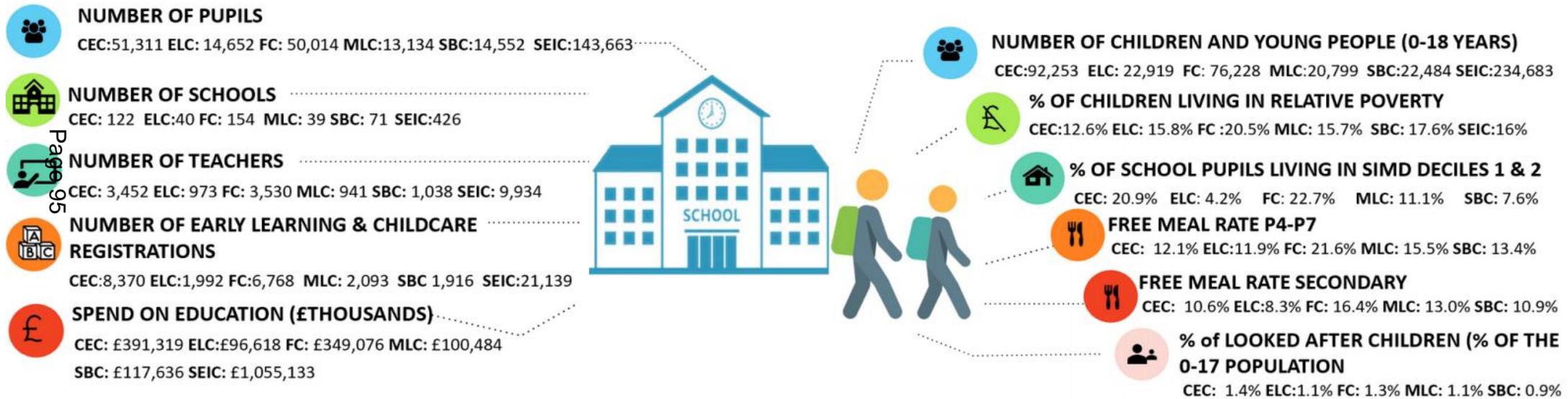
"Overall, school staff were very positive about the idea of learning from one another across the region, and welcomed opportunities for networking, building skills and developing their practice."

[Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021](#)

"Councils should: work with schools, Regional Improvement Collaboratives, other policy teams and partners, for example in the third sector, to reduce variability in outcomes by more consistent application of the drivers of improvement set out in the NIF..."

Context

The infographic below provides an overview of some key statistics regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and intersectional disadvantage (multiple factors) are particularly challenging issues.



KEY: CEC – City of Edinburgh Council, ELC – East Lothian Council, FC – Fife Council, MLC – Midlothian Council, SBC – Scottish Borders Council, SEIC – South East Improvement Collaborative

SEIC Vision and the way we work

Working together, empowering all, improving outcomes

The way we structure our regional improvement underpins our vision and values. We work collectively as local authorities sharing, collaborating and supporting responsive planning. Our driver is local improvement through regional collaboration. Through collaboration, the five local authorities work together to implement the SEIC plan and ensure full representation from practitioners at all levels.

The SEIC is part of a wider system of support. Education Scotland’s SEIT play a vital role alongside SEIC, supporting local authorities with their own improvement priorities and working with SEIC to realise the vision.



Progress - Engagement

Since August 2019, engagement and participation has significantly increased. Impact of these activities is not always measurable, but evidence is emerging of improvements throughout the system.



Over 100 practitioner events held.

1,123 practitioners attended our in-service day and over 1,600 resources were shared via the remote Big Share.

Inclusion and Equity programme in partnership with Education Scotland's SEIT, with 360 practitioners attending.

Creative Conversations continue to attract audiences of more than 150 per session.



Over 92% of all schools have been represented at one or more of our events.

As a collaborative we provide opportunities for establishments to engage in high quality professional learning and improvement activities.

Over 90% of primary and special schools across the SEIC region have attended one or more of our events.

100% of secondary schools across the region have attended three or more of our events.



Over 3,000 participants have attended one or more of our SEIC events.

Over 50% of our participants have attended more than one SEIC event.

SEIC have worked and collaborated with a large number of practitioners across the region on a wide range of opportunities and improvement activities.

Over 120 young people worked with practitioners to support the creation of the Emotional Wellbeing Charter.

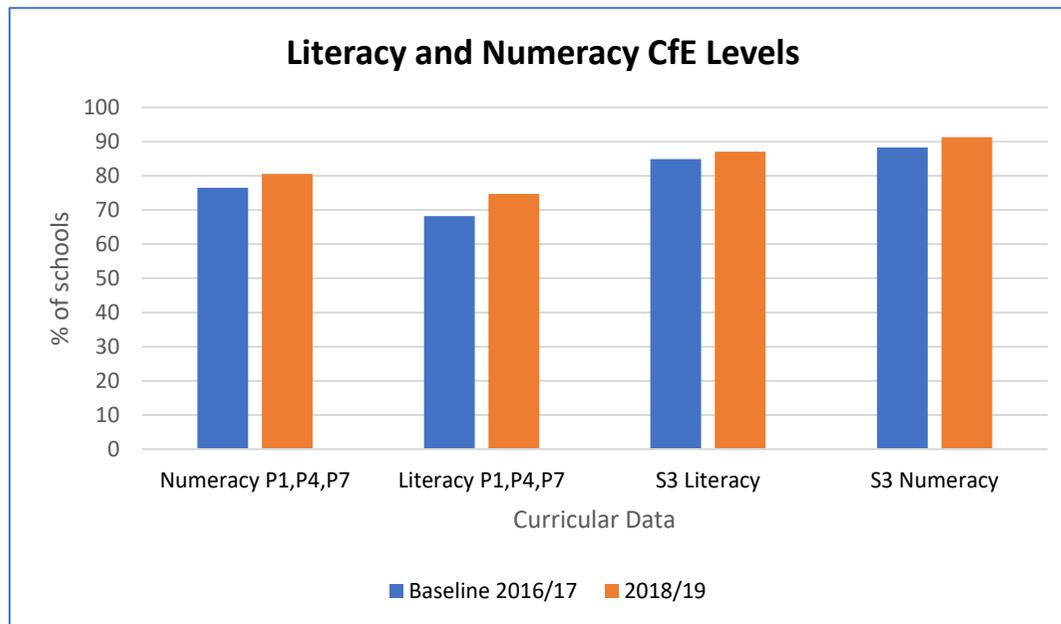
Progress – Performance

The data below represents pupil performance over time across the SEIC. It demonstrates increasing trends related to the SEIC strategic aims to improve attainment and achievement across our schools and early years settings.

Curriculum for Excellence Levels

- **Numeracy:** The number of pupils achieving expected levels or better in numeracy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 4%** for P1, P4 and P7 combined achieving expected levels or better. Since 2016-17 there has been a **3% increase** in the percentage of S3 pupils achieving third level or better.
- **Literacy:** The number of pupils achieving expected levels or better in literacy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 6.5%** for P1, P4 and P7 combined achieving expected levels or better. Since 2016-17 there has been a **2% increase** in the percentage of S3 pupils achieving third level or better.

Page 98



Progress – Inspection Findings

The data below represents performance over time across the SEIC. Overall, it demonstrates increasing trends related to the SEIC strategic aim to improve attainment and achievement and improve quality in our schools and early years settings, adding value across the regional system through the work of SEIC workstreams and networks, and the Empowered System.

Overall there is an increase in the How Good is Our School 4? (HGIOS4) Framework quality improvement indicators.

QI 1.3 Leadership of change: **14.5% increase**

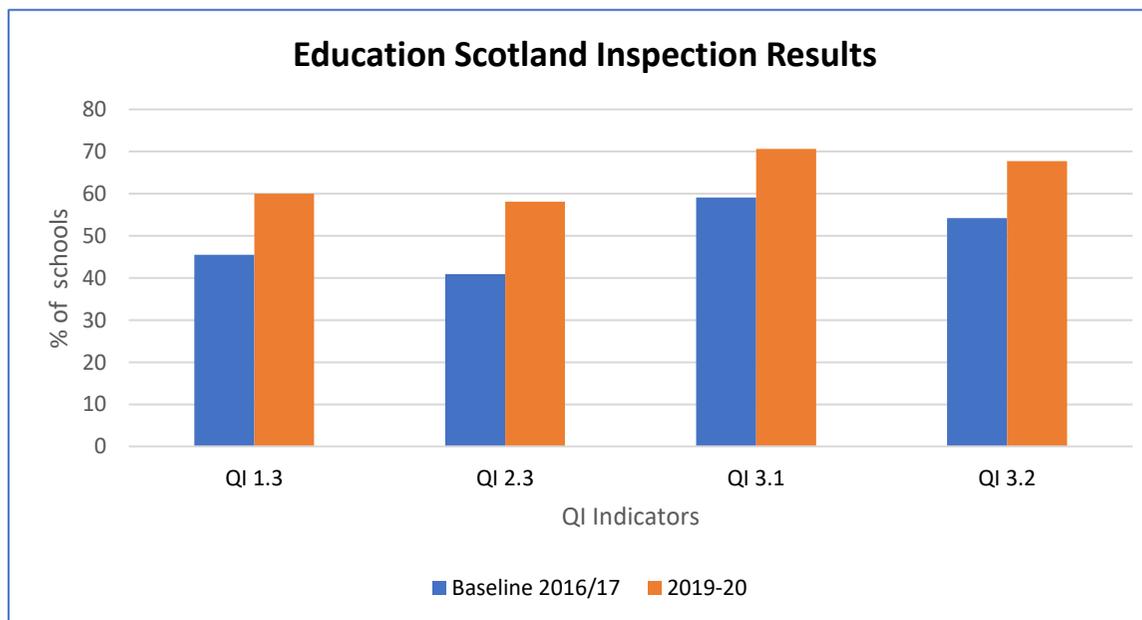
QI 2.3 Learning, teaching and assessment: **17.2% increase**

QI 3.1 Ensuring wellbeing, equality and inclusion: **11.5% increase**

QI 3.2 Raising attainment and achievement: **13.5% increase**

Note: This data relates to all thirty-one schools who were inspected from 2019/20. Seventeen of which were short model inspections.

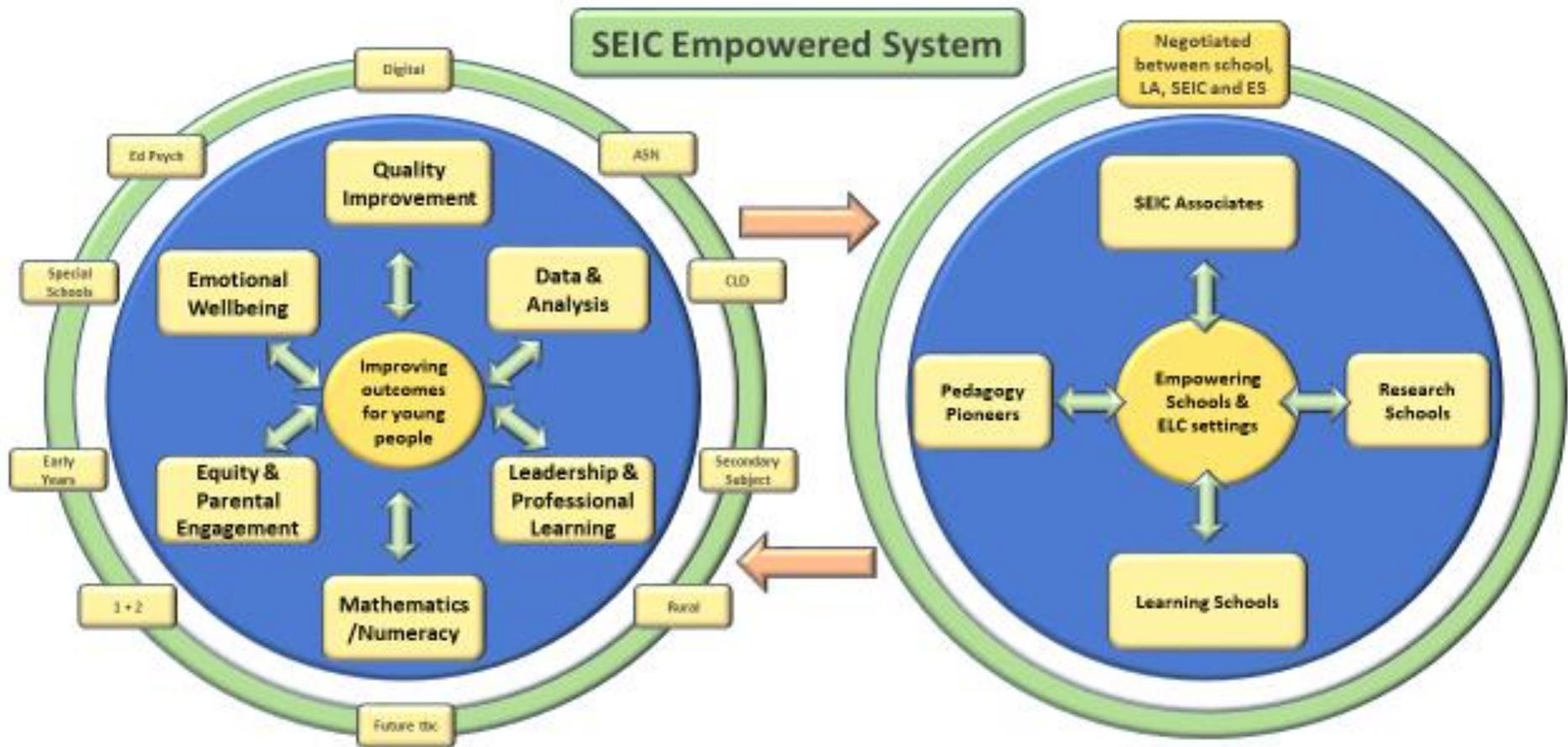
Page 99



Progress - Empowered System from Phase 2 plan (2019/20)

The work of SEIC was underpinned by the development of an Empowered System. This model was formed to support the implementation of the initial plan. The delivery of the strategic goals was through the collaboration of practitioners across all our authorities working as workstreams and networks to improve outcomes for children and young people. The four-part model; SEIC Associates, Pedagogy Pioneers, Research Schools and Learning Schools facilitated system improvement through empowerment. The structures and personnel were established to create the planning, delivery and support towards a culture of collaboration for improvement.

Page 100



Progress - Workstreams

SEIC workstreams delivered on the strategic goals of the initial plan, with representatives from all authorities supporting each workstream and each local authority leading a priority. There have been many opportunities for collaboration and improving outcomes across the region. Some highlights of the successful work are:

Data & Analysis Workstream

- SEIC INSET Day: the data and analysis workstream delivered a session on the effective use of data. From this session, working groups for tracking and monitoring health and wellbeing outcomes, as well as partnerships with Skills Development Scotland (SDS) and Schools Health and Wellbeing Improvement Research Network (SHINE), were established. Over 100 schools used these sessions to support their wellbeing strategy for children and young people.
- Various collaborative events and training opportunities around data have supported leaders to effectively use and analyse data for improvement.

Page 101

Emotional Wellbeing Workstream

- Young people have been an integral part of the work of the Emotional Wellbeing workstream which was designed to empower young people to lead strategic improvement and have authentic ownership.
- Young People worked in partnership with practitioners and Young Scot to co-design a Mental and Emotional Health and Wellbeing Award. When launched, the award aims to encourage schools and young people to address the stigma attached to mental health and wellbeing and create sustainable change.

Equity Workstream

- Parental Engagement networks have been established across SEIC and parental engagement sessions were delivered to probationer teachers across SEIC. All delegates reported that this session increased their knowledge and skills to support their practice.
- Parental Engagement and Child Poverty sketch notes have been created and shared with establishments across SEIC. Local authorities use these to support core training material and have reported increased parental engagement, supporting the learning and wellbeing of children and young people.

Leadership and Professional Learning Workstream

- Working in partnership with SDS, a two-part session for Recently Qualified Teachers (RQTs) was delivered around the Career Education Standard. All RQTs reported an improvement in their knowledge and understanding of the Standard and its application across the curriculum.
- Research Schools: a total of 10 phase 1 and 2 research schools are now operational. Enquiry posters and improvement methodology journeys show a change in teachers' planning and learning, teaching and assessment. Comparison of the pre- and post-intervention research skills audit shows teachers reporting a higher level of confidence and skill in using a variety of research processes to improve outcomes for learners.

Maths & Numeracy Workstream

- Delivery of a cross-authority moderation learning, teaching and assessment session for Early to Fourth Level practitioners, based on the moderation cycle. Practitioners reported an increase in confidence in the quality and range of moderation evidence they would use in numeracy and mathematics.
- Maths departments from all SEIC secondary schools engaged in professional learning on pedagogy in numeracy. Numeracy leads within primary schools are engaging in professional learning in partnership with Education Scotland.
- Established a professional learning library for all schools through the purchase of reading material to support continued improvement in the pedagogy of numeracy.

Quality Improvement Workstream

- The 'Developing Collaborative Leadership' session provided the opportunity for DHTs to work together, share practice and collaborate by looking at improvement planning. Almost all participants reported a significant improvement in their wellbeing and felt motivated and enthusiastic within their establishments and across SEIC to continue collective professionalism.
- The Journey to Health, Wellbeing and Inclusion event saw teams of DHTs and PTs of Pupil Support from secondary schools across the region come together to moderate, share and improve practice around Quality Indicator 3.1 in HGIOS4. Feedback from the event highlighted increased confidence regarding safeguarding and many aspects of wellbeing, inclusion and equity.
- A BGE Transitions event was delivered across the region with primary and secondary colleagues representing each of our local authorities. All attendees completed a pledge to help support evaluations, leading to improved outcomes for children and young people through transitions. Almost all schools felt they made improvements to their transitions following the session.

Progress - Networks

The SEIC Networks provide a valuable contribution to enhance the system through collaboration, sharing practice and facilitating opportunities for professional learning. Networks are empowered to drive improvement that is relevant and responsive to identified needs. Outcomes will support the overall delivery of the SEIC plan and new Networks will continue to evolve. Strong relationships and communication across the SEIC are essential to the success of this. Below are listed some of the successes of current networks:

ASN Network

- Sharing of good practice and policies to inform strategic direction across SEIC.
- SEIC joint planning in response to the *Additional Support for Learning Implementation Review (Morgan report-June 2020)*.

Early Years Network

- Continues to provide professional learning in many relevant areas for early years practitioners, for example, in outdoor learning and literacy.
- Sharing of good practice and policies to inform strategic direction across SEIC, for example, preparing for 1140 hours provision.

Community Learning and Development (CLD) Network

- The network has organised regional learning and development opportunities, including new ways of working in a Covid context.
- It has set up thematic workstreams, including how to respond to the challenge for learners transitioning from face to face to online only learning.
- It worked with Education Scotland Inspectorate to consider influencing factors for the development of new CLD Plans September 2021 – August 2024. The network is sharing approaches as plans are developed.

Moving forward we will:

- Focus on collaborative practice to improve outcomes for children, young people and families.
- Share good practice examples of youth work and family learning to highlight the contribution of CLD to SEIC agenda.

Secondary Subject Network

- 20 SEIC secondary subject network groups that work collaboratively to improve practice, for example, to ensure a consistent approach to assessment and moderation in the Senior Phase.
- Sharing of resources and expertise which has proved to be beneficial to many SEIC practitioners.

Special Schools Network

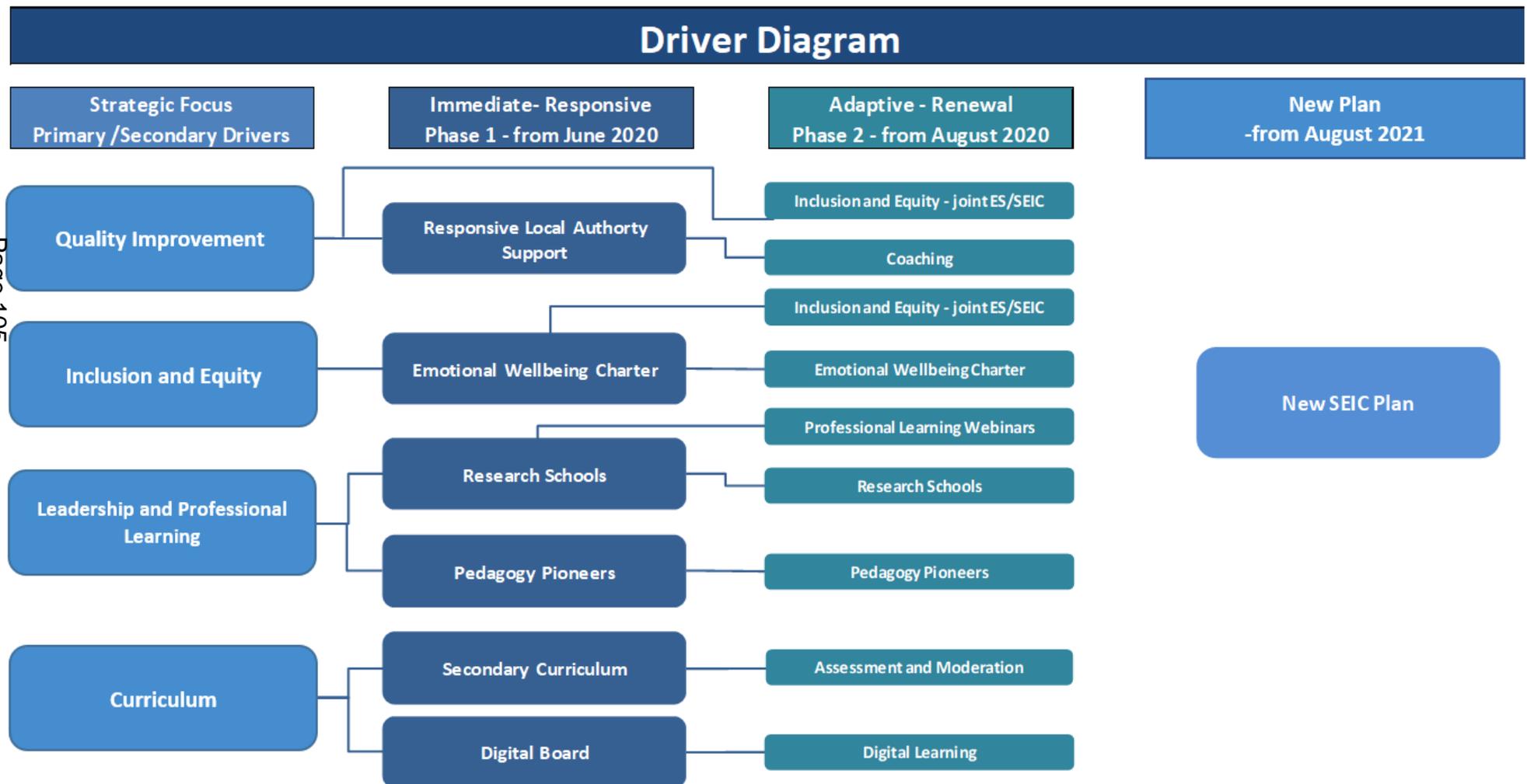
- All head teachers in this network have shared an area of practice that has led to improved outcomes for children and young people.

1+ 2 Languages Network

- Developing and sharing resources across SEIC primary practitioners who facilitate the teaching of languages.
- Working in partnership with the University of Edinburgh to produce professional learning in languages for primary practice.

SEIC Agile Plan 2020/21– (COVID-19 Response)

This driver diagram was developed through consultation and analysis of need across our authorities, to inform a one-year agile plan to respond to COVID-19. The full plan can be viewed on the [SEIC website](#), including feedback from all local authorities and our response to this.



Some highlights from Agile Plan:

Progress – Agile Plan 2021 (Covid-19 Response)

- Blended Learning webinars were hosted as Practitioner Parties
- Secondary network leads engaged in assessment and moderation and devised relevant guidance
- Impact Wales licence offered to all schools to support virtual professional learning
- International engagement in relation to the leadership and management of the return to school
- Digital pedagogy webinars for secondary practitioners
- An Intensive Quality Improvement Programme (IQIP) supported by Education Scotland, for targeted schools to improve attendance and/or engagement
- SEIC website reviewed to provide interactive tools to support practitioners to deliver remote learning
- A series of Inclusion and Equity recorded webinars produced in collaboration with Education Scotland
- Coaching and Safe Place networks set up to support leadership wellbeing

Page 106

At a systems level through the Agile Plan:

- Facilitated peer to peer support
- Built capacity through networks
- Developed partnerships for improvement
- Created collaborative capital across our system

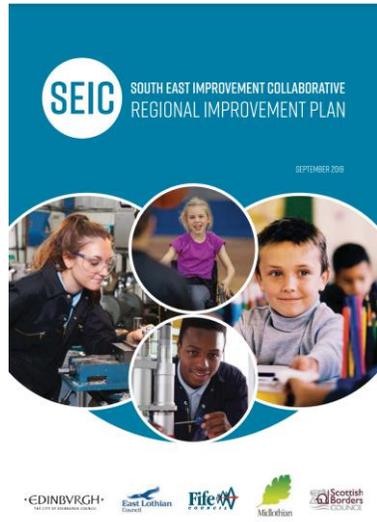
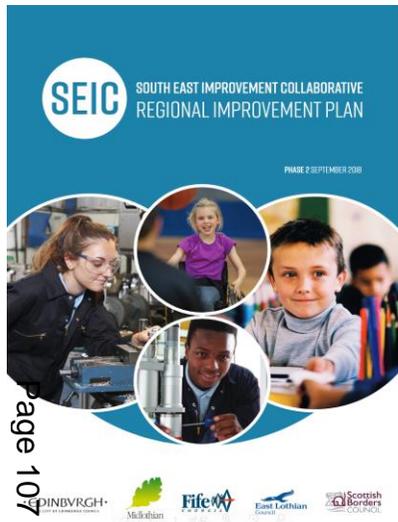
Feedback from practitioners:

“It was brilliant. The focus on good pedagogy was very helpful” – Pedagogy for secondary schools

“It was reassuring that we were going in the right direction with our approach to our distance learning.” – Blended Learning

“The support we received was excellent throughout, our remote engagement for many young people significantly improved and all enjoyed taking part” – IQIP

The structure of the planning from September 2018 leading to current plan - August 2021



page 107



Governance Structure

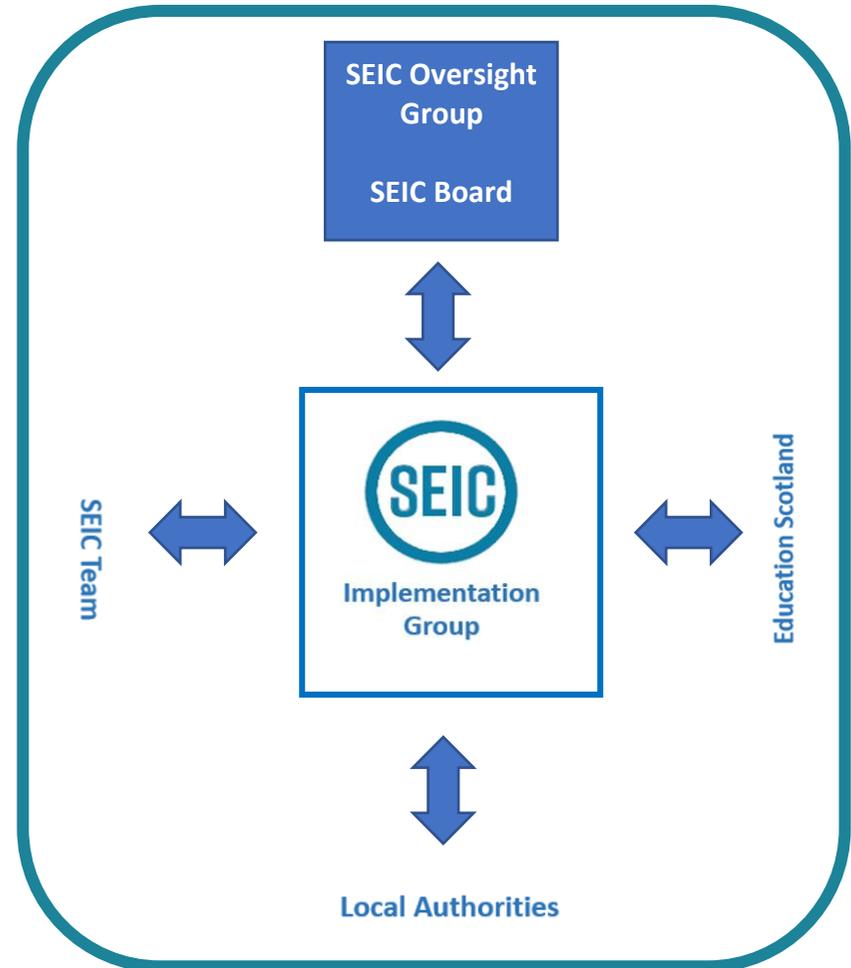
The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland’s SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

The newly formed SEIC Implementation Group will drive the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It will consist of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland’s SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

Local Authority Forums

Within each authority there is a forum which aims to share the key messages between the SEIC Board and practitioners. Each authority organises this to reflect their own context.



Planning for the next phase

This image shows the future direction for SEIC and the Empowered System. This has been developed through robust evaluations, consultation with all stakeholders and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework (NIF).

The Empowered System – Phase 3

The Empowered System is the self-sustaining system which has been developed over the last two years, building the capacity of practitioners in communities and educational settings which has enabled more collaborative ways of working. The planned programme of work aims to continue to accelerate improved outcomes for children and young people across all communities.

The Empowered System focuses on the need to build effective opportunities for practitioners at all levels of the system, across the five local authorities. Our collaborative focus is to work together, share practice, to try out new approaches and to engage with educational research as drivers for improvement. This is achieved through:

Pedagogy Pioneers - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

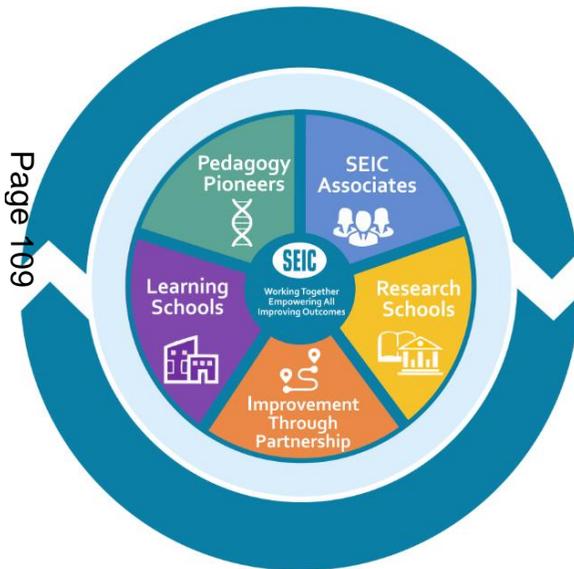
SEIC Associates - leaders across the system contributing to quality improvement processes and specialised knowledge, supporting colleagues across a range of settings

Research Schools - schools engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

Improvement Through Partnerships – a range of improvement projects supported by a variety of partners

Learning Schools – schools with an area of effective practice supporting other schools where this practice is an area of identified improvement

As the vision for the Empowered System is working with peers, it has attracted some outstanding practitioners who embed our shared vision of *“working together, empowering all, improving outcomes”* in their work and who have a passion for excellence, equity and empowerment, building strong and sustainable supports.



The SEIC Empowered System continues to grow and fits with the recommendations from the *International Council of Education Advisers Report 2018-2020* moving towards, as they describe, a Networked Learning System (NLS). NLSs are:

- connected through networks across physical, professional and virtual boundaries and;
- driven by design-based research and collaborative inquiry to innovate, test and refine practice and build leadership capacity through practice-based professional learning.

NLSs adapt and improve continuously in conditions where everyone's expertise and learning are valued and drives improvement.

This is reflected in the rationale behind the SEIC Empowered System.

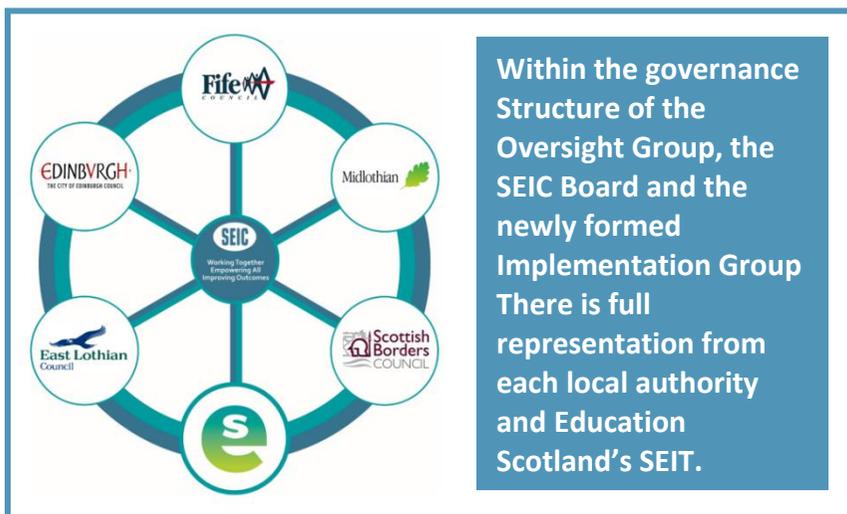
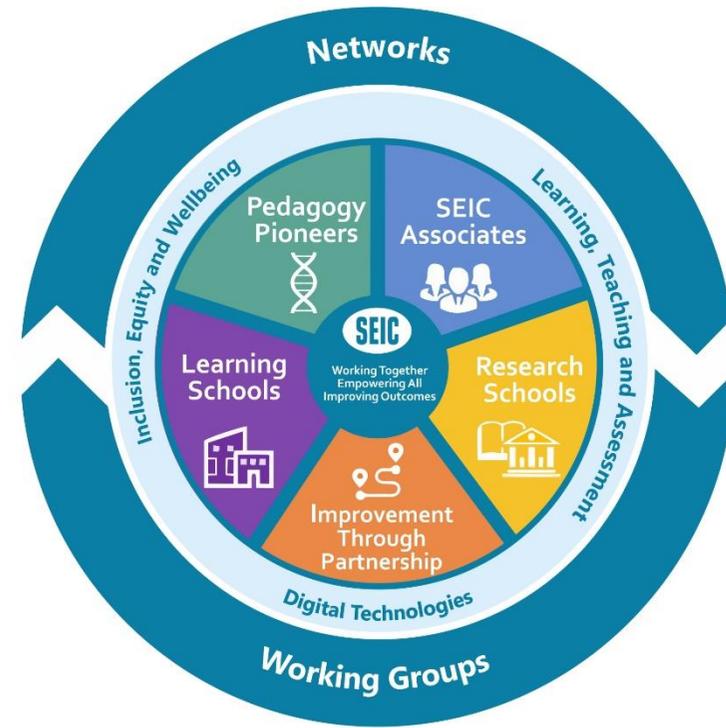
The Empowered System – Phase 3

The new SEIC improvement plan aims to support recovery from Covid-19 and to support the development of a fully empowered and more resilient school system.

To do this we will collaboratively aim to achieve 3 strategic goals:

- Drive high quality learning, teaching & assessment
- Support inclusion, equity and wellbeing
- Use digital technologies to enhance learning

Page 110



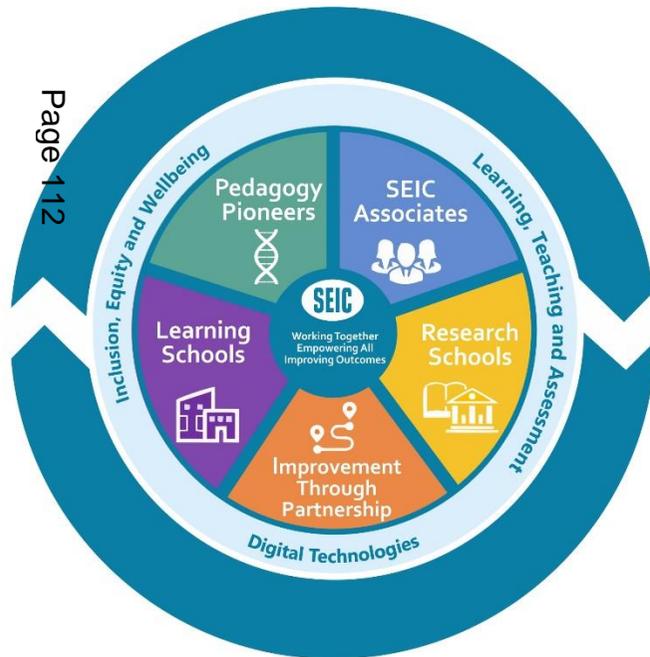
The Empowered System – Peer Collaboration

<p>Learning Schools</p>	<p>Pedagogy Pioneers</p>	<p>SEIC Associates</p>	<p>Research Schools</p>	<p>Improvement Through Partnership</p>
<p>Learning Schools Highlights</p> <p>Full training and support programme developed</p> <p>Schools working together sharing successes and supporting whole school improvement</p>	<p>Pedagogy Pioneers</p> <p>Pedagogy Pioneers now identified from all authorities</p> <p>Rolling programme of webinars, sharing practice and Q & A sessions</p> <p>Sustainable access through website</p>	<p>SEIC Associates</p> <p>Two cohorts of fully trained SEIC ASSOCIATES</p> <p>Specialist knowledge shared for improvement</p> <p>Building capacity with peers through review process</p>	<p>Research School Highlights</p> <p>Support and training for initial two cohorts</p> <p>Findings of research being shared across system</p> <p>Collaborative networks for improvement</p>	<p>Partnership Highlights</p> <p>Intensive Quality Improvement Project school - CYPIC and ES</p> <p>Bespoke school projects - Youth Link and CLD</p> <p>Outcomes to be scaled up through the system</p>

The Empowered System - Strategic Goals

Strategic goals have been developed through robust evaluations, consultation with all stakeholders, and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework:

- Drive high quality learning, teaching and assessment
- Support inclusion, equity and wellbeing
- Use digital technologies to enhance learning



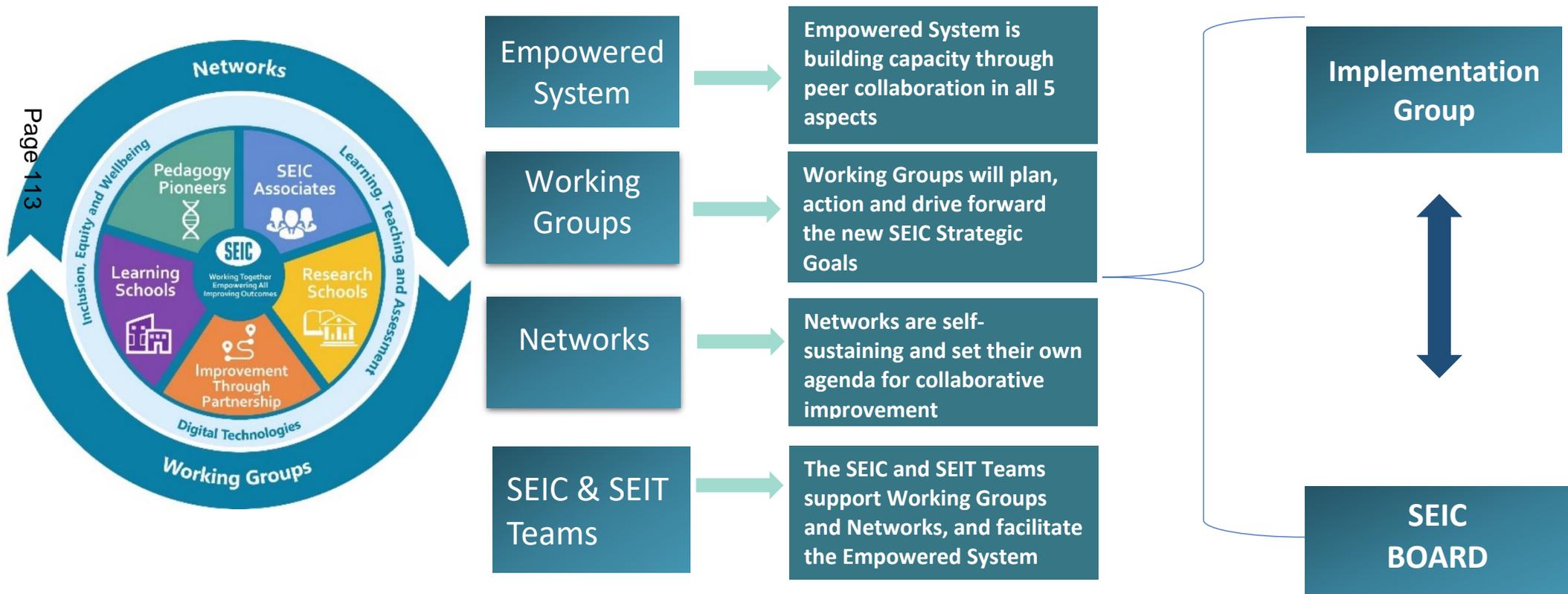
The newly established Implementation group will work collaboratively to develop actions to deliver on the strategic goals. This will ensure that at a strategic level there will be increased opportunity to collaborate, share practice and add value and increase ownership of system improvement. **The delivery of the high-level strategic goals is in the detailed improvement action plan**

Strategic goals will be driven by short life cross authority working groups supported by the SEIC team and Education Scotland's SEIT, under the strategic direction of the Implementation Group. Working groups will develop these strategic goals into action plans, to ensure the collaborative adds value to each local authority improvement plan.

All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage see Appendix 2, further details are available in the [SEIC Equity and Inclusion audit](#).

How the plan will be delivered

The evaluative data has informed evolving structures through which the SEIC plan will be delivered. The governance arrangements for the SEIC Improvement Plan have been re-designed where the Implementation Group will oversee all operations to further support local democratic accountability whilst at the same time bringing together the key representatives involved in decision making across SEIC.



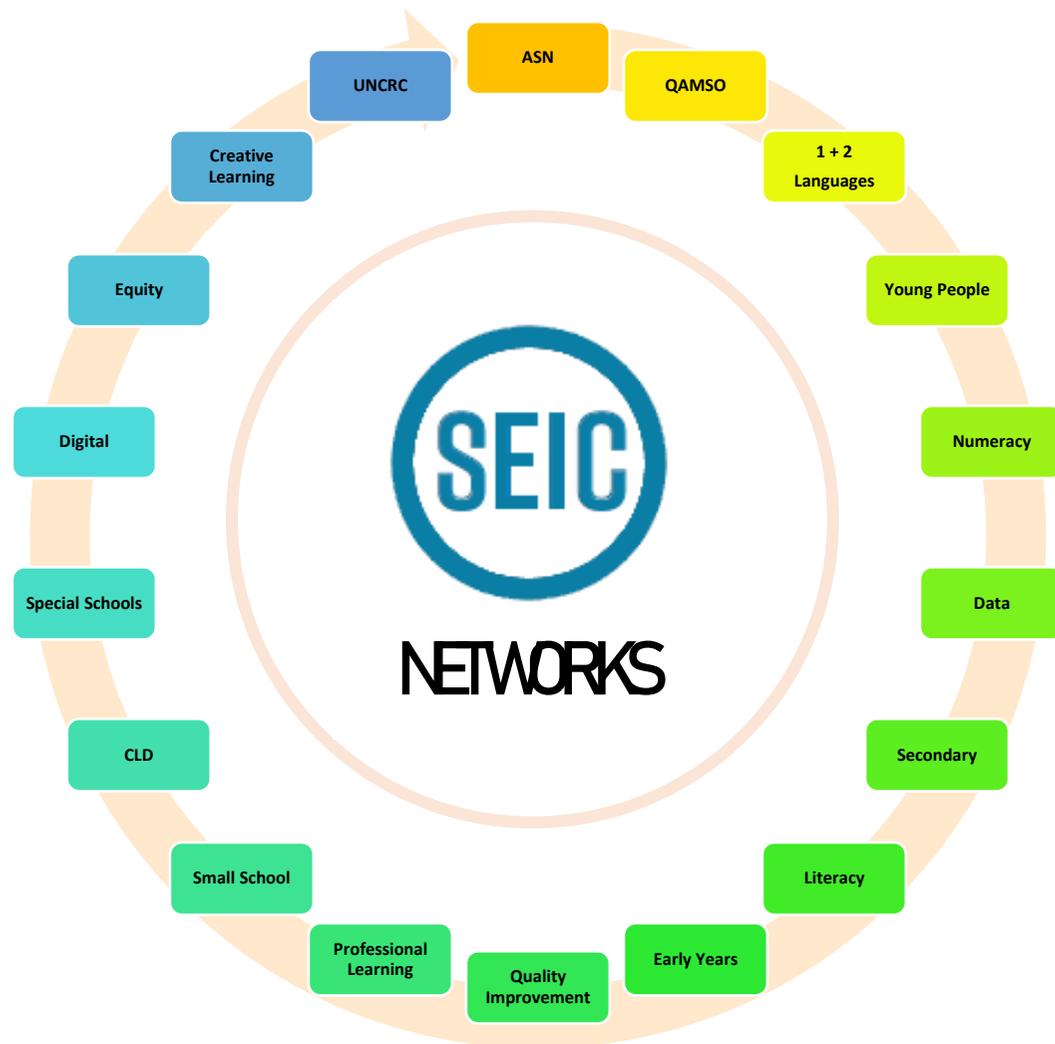
Page 113

Networks – (phase 3)

The SEIC Networks provide a valuable contribution to enhancing the system through collaboration, sharing practice and facilitating opportunities for professional learning.

Networks are empowered to drive improvement that is relevant and responsive to identified needs. Outcomes will support the overall delivery of the plan with a focus on the strategic goals. New networks will continue to evolve.

Strong relationships and communication across the SEIC are essential to the success of this. Some of the existing and emerging networks are shown in the visual.



Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

Key Risks	Mitigating Actions
<ul style="list-style-type: none"> • Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> • Ensure effective communication • Input locally and regionally for elected members • Local Authority Forums
<ul style="list-style-type: none"> • Sharing data sets 	<ul style="list-style-type: none"> • Data sharing agreement • Use of data already publicly available
<ul style="list-style-type: none"> • Seconded Staff Team 	<ul style="list-style-type: none"> • Clear communication about contract length • Time for quality transition • Staggered contracts to ensure some continuity
<ul style="list-style-type: none"> • CfE Data 	<ul style="list-style-type: none"> • Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> • Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> • Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities • Effective use of SEIC budget
<ul style="list-style-type: none"> • Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> • Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> • Further legislative changes in future 	<ul style="list-style-type: none"> • Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
<ul style="list-style-type: none"> • Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> • Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

Measuring our Impact

As a collaborative we evaluate our performance through the use of data. We are rigorous when measuring and evaluating progress against the plan, including using scorecards (*see appendix 2*) and the SEIC Evaluation Framework (*see appendix 3*). A more robust process of evaluation will be undertaken as part of the implementation of the plan. All contributors to the plan will report on progress and impact on a regular basis to ensure responsiveness to evaluation outcomes.

Progress will be captured using both qualitative data sources from all stakeholders and quantitative data as outlined below:

Page 116



Drive High Quality Learning, Teaching and Assessment

Outcome Measures:

- NIF declarations - HGIOS4 Quality Indicator 2.3(Learning, Teaching and Assessment).
- Education Scotland Inspection Findings – HGIOS4 Quality Indicator 3.2 (Raising Attainment and Achievement)
- Curriculum for Excellence Levels



Support Inclusion, Equity and Wellbeing

Outcome Measures:

- NIF declarations - HGIOS4 Quality Indicator 3.1(Ensuring Wellbeing, Equality).
- Education Scotland Inspection Findings – HGIOS4 Quality Indicator 3.1 (Ensuring Wellbeing, Equality)
- Attendance Rates
- Exclusion Rates



Use Digital Technologies to Enhance Learning

Outcome Measures:

- Engagement and usage data from West OS, National e-Learning Offer (NeLO) and e-Sgoil
- NIF declarations and Inspection findings - HGIOS4 Quality Indicator 2.3(Learning, Teaching and Assessment).
- Digital Strategy evaluations

Appendices

Appendix 1 – Attainment and Data informing Strategic Goal - Drive High Quality Learning, Teaching and Assessment

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average (2016-18)	2024-25 Stretch aims targets
% of establishments evaluated as good or better for 2.3 learning, teaching and assessment	40.9	62.5	54.8	58.1	52.7	75.0
% of establishments evaluated as good or better for 3.2 raising attainment & achievement	54.2	64.7	43.5	67.7	54.1	75.0
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	87.5**
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	76.5	79.9	80.6	*	79.0	87.5**
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	93.5**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	93.5**

*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Support Inclusion, Equity and Wellbeing

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year- average (2016-18)	2024-25 Stretch aims target SIMD 1	2024-25 Stretch aims target SIMD 5
% of establishments evaluated as good or better for 3.1 ensuring wellbeing, equality & inclusion	59.1	68.8	57.5	70.6	61.8	75.0***	
Primary Attendance Rates	94.9	N/A	95.0	*	95.0	95.0	95.0
Secondary Attendance Rates	91.9	N/A	89.4	*	90.7	93.0	93.0
Primary Exclusion Rates (Rate per 1000 pupils)	5.7	N/A	5.7	*	5.7	4.0	4.0
Secondary Exclusion Rates (Rate per 1000 pupils)	28.0	N/A	26.9	*	27.5	15.0	15.0

*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Use Digital Technologies to Enhance Learning

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average (2016-18)	2024-25 Stretch aims targets
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*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Additional Measures

SQA Attainment: As a result of the COVID-19 pandemic, examinations were cancelled for all pupils in 2019/20 and 2020/21. This has therefore meant that the process of awarding exam grades to pupils had to be altered. It is therefore difficult to get a reliable baseline of SQA attainment at present, despite this, SQA Attainment data will still continue to be a core evaluative measure going forward.

School Leaver Destinations: We will continue to evaluate and monitor post school destinations for our young people across the region.

Appendix 2 - Outcomes for the most vulnerable and disadvantaged children and young people

It is well known that a range of factors lead to children and young people having poorer outcomes than their peers. These include living in a socially deprived area (SIMD Q1), living in a household with limited income and being registered for free school meals (FSM), having additional needs for support with learning (ASN), ethnicity, or being a looked after child (LAC) and care experienced.

The outcomes from these different groups are monitored and reported, and also inform the allocation of resources for national policy (e.g. Pupil Equity Fund). However, there is usually a focus on each of these groups separately.

Analysis of the data shows two key features which this approach ignores:

- There is a significant overlap between these different forms of disadvantage. Often children and young people may be included within more than one of these groups.

Page 119

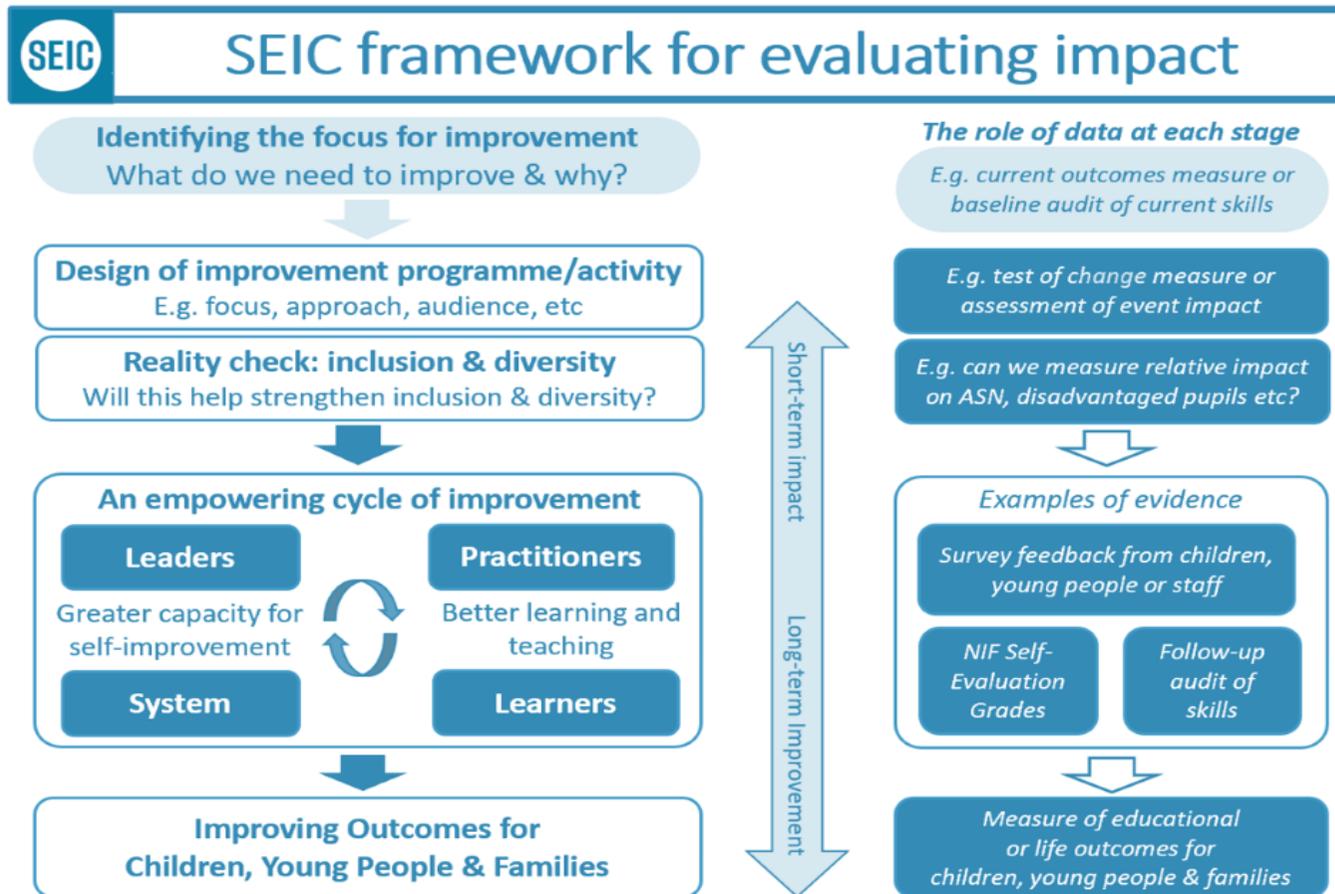
- The outcomes of children and young people who face multiple forms of disadvantage often face significantly poorer outcomes. This is apparent in the table on the right which summarises the proportion of young people leaving school who enter a positive destination.

SEIC recognises the challenge facing children and young people who face multiple forms of disadvantage. All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage. SEIC will also further develop its data to improve the monitoring of outcomes for these groups.

Positive Destinations for SEIC			
	Positive	Negative	Risk
All Leavers	92.7 %	7.3 %	1.0
Ethnic (Minority Ethnic)	95.0 %	5.1 %	0.7
Ethnicity (Minority Ethnic & ASN)	94.5 %	5.5 %	0.8
Female	94.3 %	5.7 %	0.8
Male	91.2 %	8.8 %	1.2
ASN	89.8 %	10.2 %	1.4
SIMD Q1	88.2 %	11.8 %	1.6
FSM	85.5 %	14.5 %	2.0
LAC	84.6 %	15.4 %	2.1
FSM & ASN	84.3 %	15.7 %	2.2
FSM & LAC	76.6 %	23.4 %	3.2

Table showing: the proportion of young people entering positive destinations from school; the proportion of young people not entering a positive destination; and the relative risk for a range of groups of not entering a positive destination

Appendix 3: Evaluation Framework



**SCOTTISH BORDERS COUNCIL
EXECUTIVE COMMITTEE**

MINUTES of Meeting of the EXECUTIVE
COMMITTEE held Via Microsoft Teams on
Tuesday, 14 September, 2021 at 10.00 am

Present:- Councillors S. Haslam (Chairman), S. Aitchison (Vice-Chairman), G. Edgar,
C. Hamilton (from paragraph 3), S. Mountford, M. Rowley, R. Tatler, G.
Turnbull and T. Weatherston
Also Present:- Councillor H. Scott
Apologies:- Councillors S. Hamilton and E. Jardine
In Attendance:- Chief Executive, Executive Director Finance & Regulatory, Service Director
Assets & Infrastructure, Democratic Services Team Leader, Democratic
Services Officer (W. Mohieddeen)

1. **MINUTE**

There had been circulated copies of the Minute of the meeting of 17 August 2021.

DECISION

APPROVED for signature by the Chairman.

2. **STRATEGIC HOUSING INVESTMENT PLAN 2022-2027**

2.1 There had been circulated copies a report seeking approval of the Strategic Housing Investment Plan (SHIP) 2022-2027 so that it could be submitted to the Scottish Government as required by 31 October 2021 deadline. Local Authorities were required by the Scottish Government to produce a rolling five-year SHIP submission to the Scottish Government annually. It was highlighted that 107 homes were built in the period 2020-2021, falling short of the target of 128 due to the impact of the UK lockdown caused by the COVID-19 pandemic and for the period 2021-22, 312 homes were projected to have been built exceeding annual targets. The report also highlighted that around 1213 homes could be delivered in the Scottish Borders in the five year period of the SHIP. It was noted that the SHIP was the first Council document to reference the Regional Economic Strategy.

2.2 Members commended the scale of work in the SHIP, noting the achievements of Registered Social Landlords (RSLs). It was noted that each RSL was progressing with a programme of activity. The Cheviot Area Partnership had invited the RSLs to come along and give a presentation on the activity in that area. Members commented on the need for more 4-bedroom housing and the amenity needs for housing outside of town centres, noting the connectivity, recreation and anti-social behaviour issues at Melrose Gait, Galashiels. In response to a question on Town Centre development, the Chief Planning Officer advised that this was already under consideration with meetings to take place on regeneration of Galashiels town centre and housing solutions in Innerleithen.

DECISION

AGREED to approve the SHIP 2022-2027, as contained in Appendix 1 to the report, for submission to the Scottish Government - More Homes division.

3. **2020-21 ANNUAL PROCUREMENT REPORT/STANDING ORDERS AMENDMENT**

- 3.1 There had been circulated copies of the report by the Executive Director Finance & Regulatory presenting the 2020/21 Annual Procurement Report. The report was mandatory required by the Procurement Reform (Scotland) Act 2014. It was noted that the recommendation should refer to the 2020/21 report. The report included a dedicated section noting the support and service provided in response to the Covid-19 pandemic. The key areas of support included payment and reporting of all relevant business support, managing financial sustainability support for Social Care Providers and working as part of a cross functional team on the sourcing, supply and distribution of personal protective equipment (PPE). The report also included the adjustment of Procurement and Contract Standing Orders to amend the process of approving the appointment of consultants. It was proposed that individual Directors undertake this approval, rather than the current process by the Corporate Management Team.
- 3.1 The report highlighted that £70 million in business grants were made to around 5,000 local businesses with specific support payments made to early years, childcare and transport services. Social Work contract facilitated payments in excess of £1.5 million to support long-term sustainability of key social care providers. There had been a 357% increase in PPE use with £1.2 million spent for staff during the pandemic. Payment performance highlighted that 95% of invoices were processed within 30 days, 60% of invoices were processed within 10 days and 98% of payments were processed by BACS payments. The report further highlighted that £178,830,146 in total was spent in procurement with £106,355,721 being spent on micro, small and medium sized-businesses. The work on the Hawick Flood Protection Scheme was included as part of a case study which showed that to protect 900 homes in Hawick, 6km of flood defence work took place that supported the employment of 59 people where 44% of the workforce on the scheme were from the Hawick area and £1.2 million of sub-contract activity was spent on local businesses.
- 3.2 Members thanked Ms Dickson and her team for their hard work and were pleased to note the improved performance in the payment of invoices. With regard to the proposed changes to standing orders, the Executive Director Finance & Regulatory confirmed that the appointment of consultants would still be subject to strict controls managed by the Procurement Service. Members noted the summary of community benefits and hoped these would continue to increase.

DECISION

- (a) **AGREED to approve the Annual Procurement Report 2020-21, as contained in the Appendix to the report**
- * (b) **AGREED TO RECOMMEND to Council the amendment of the Procurement & Contract Standing Orders to provide for the approval by Directors of the appointment of consultants.**

MEMBER

Councillor Rowley left the meeting.

4. **PRIVATE BUSINESS**

DECISION

AGREED under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in the Appendix to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in Paragraphs 8 and 9 of Part I of Schedule 7A to the Act.

SUMMARY OF PRIVATE BUSINESS

5. LANGLEE ROUNDABOUT

The Committee approved a report by the Service Director Assets and Infrastructure on the provision of a roundabout at the junction of the C77 Langshaw Road and the B6374 Melrose Road.

The meeting concluded at 10.55 a.m.

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PLACE BASED INVESTMENT PROGRAMME

Report by Director of Resilient Communities

EXECUTIVE COMMITTEE

5 October 2021

1 PURPOSE AND SUMMARY

- 1.1 This paper provides information on the Scottish Government Place Based Investment Programme which has provided an allocation of £38m of capital funding to Scottish Local Authorities, payable in the financial year 2021/22 with a view to supporting town centre regeneration projects and developing community wealth building.**
- 1.2 The Scottish Borders has been provided with an allocation of £912k which has been allocated based on a combination of total population and existing deprivation levels. The existing allocation needs to be financially committed by the end of the current financial year.
- 1.3 Scottish Government and Council Leaders have agreed that Local Authorities will receive a share of funding to help support place based investment over the next five years.
- 1.4 Council officers have concentrated on the key priority towns identified in the Town Centre Matrix and have currently identified three potential projects in Eyemouth, Galashiels and Jedburgh that funding could be allocated to at the present time, with further work being carried out by officers in the other localities with a view to identifying and delivering additional placed-based projects in other settlements before the end of the financial year.

2 RECOMMENDATIONS

2.1 It is recommended that the Executive Committee:

- Acknowledges the Scottish Government's Place Based Investment Programme which is intended to provide place based funding for Scottish Local Authorities over the next five years;**
- Agrees to allocate £560k from the current financial year allocation to three key projects within the priority towns of Eyemouth, Galashiels and Jedburgh.**

3 BACKGROUND

- 3.1 The Scottish Government and COSLA have agreed to adopt the “Place Principle” to help encourage better collaboration and community involvement, and to improve the impact of combined resources and investment.
- 3.2 The Place Principle is where people, locations and resources combine to create a sense of identity and purpose and is at the heart of helping address the needs and realising the full potential of communities. Places are shaped by the way resources, services and assets are directed and used by the people who live in and invest in them.
- 3.3 A more joined-up, collaborative, and participative approach to services, land and buildings, across all sectors within a place, enables better outcomes for everyone and increased opportunities for people and communities to shape their own lives and to help drive a more circular local economy.
- 3.4 Earlier this year the Scottish Government announced a £38 million capital injection into the national “Place Based Investment Programme (PBIP)” for 2021-22, with the allocation for Scottish Borders Council totalling £912k. This is expected to be a five year programme with funding allocated to Local Authorities on the basis of population and deprivation.
- 3.5 The PBIP is seen as the first step in creating coherent local strategies to guide investment priorities and to help implement the ‘place principle’ which is a key component of the new Programme for Government.
- 3.6 Central to the delivery of this investment strategy will be the need to help ensure that investment decisions are shaped by the needs of local communities, with the regeneration and revitalisation of towns and villages, tackling inequality and helping to accelerate the South of Scotland towards ‘net zero’ emissions targets along with increased footfall within our town centres.
- 3.7 This new approach to “Place Making” was outlined in a paper to Scottish Borders Council in August 2021 which confirmed that the Council is currently in the process of appointing nine new posts, covering place making, community engagement, climate change and the development of green spaces within the Scottish Borders. These posts will help to develop place making activity in our local towns and villages and will help to initiate and position schemes and projects that will influence the future allocation of the PBIP over the next four years.
- 3.8 In 2016, Scottish Borders Council agreed a new approach to town centre regeneration with a focused approach on priority towns, identified by a town centre matrix which considered various statistics such as town centre footfall and retail unit vacancy rates.
- 3.9 At Executive Committee in April 2019, the relevant statistics for the Town Centre Matrix were updated and reviewed by Elected Members. Following discussion, it was agreed that the towns of Eyemouth, Jedburgh, Hawick

and Galashiels would continue to be the key focus for support for town centre regeneration.

4 PROPOSAL

- 4.1 The PBIP allocation for the current financial year would tend to favour projects that have the necessary permissions in place, have signed contracts, signalling a financial commitment or projects where the contractor is already on site and currently undertaking work.
- 4.2 Following an initial review of current and proposed projects, officers propose that an element of the PBIP for the current financial year be allocated to three existing projects in the priority towns of Eyemouth, Galashiels and Jedburgh. The projects and suggested financial allocations are detailed in Table 4.1.

Table 4.1 – Suggested PBIP Allocations

Priority Town	Project	Proposed Allocation
Eyemouth	<p>Waterfront Project</p> <p>The planning application for the erection of three contemporary pavilions was approved in April 2021. The proposal replaces an old museum building which was demolished as part of the works.</p> <p>The project will deliver a phased development of mixed use space, including studio pods and opportunities for business and community related development.</p> <p>The scheme is expected to enhance town centre vitality by providing opportunities that will complement the existing town centre offering and attract additional employment and tourism to the town.</p> <p>This proposed allocation will allow Eyemouth Harbour Trust the opportunity to fully develop Phase One of the scheme, providing good quality space for new and existing businesses, along with potential for community based organisations.</p> <p>The Contractor John Dennis has already been appointed to undertake work on the first phase of the project and a signed contract is in place. If approved, this work would allow the first phase to be fully functional and operational, making the building more attractive to prospective tenants.</p>	£400k

Galashiels	<p>Town Centre Public Realm</p> <p>The proposed allocation would allow for hard landscaping work to be carried out at Market Square and Cornmill Square in the centre of the town and would include the reinstatement of a local statue in Market Square.</p> <p>If approved, the work would be carried out by SB Contracts.</p>	£80k
Jedburgh	<p>The Port House</p> <p>A Scottish Government Town Centre Regeneration Grant was provided to Jedburgh Community Trust to help restore the Category A listed building and provide a range of community and business uses.</p> <p>The project is currently underway, with local contractor John Laidlaw and Son undertaking the majority of the work, which includes the redevelopment of the ground and first floor of the building.</p> <p>If approved, this allocation would allow the second floor of the building to be fully fitted out with a view to providing fully functioning workshop and studio space thereby making the whole building more attractive to potential tenants.</p>	£80k
Total		£560k

- 4.3 Council Officers are currently reviewing other potential projects throughout the five locality areas within the Scottish Borders, including the town of Hawick, with a view to bringing back suitable proposals to committee at a later date to cover the full allocation of the PBIP for the current financial year.

5 IMPLICATIONS

5.1 Financial

The Scottish Governments Place Based Investment Programme will provide funding over 5 years to support and advance place based investment. Local Government will receive a share of this capital funding as detailed in Table 5.1.

Table 5.1 – Proposed Financial Allocation

Financial Year	Capital Funding
2021/22	£38.0m
2022/23	£23.0m
2023/24	£23.0m
2024/25	£23.0m
2025/26	£23.0m

Scottish Borders Council's allocation for 2021/22 is £0.912m and this allocation is based on a distribution methodology with 80% distributed on the total population and number of towns and 20% distributed on deprivation. Future year funding allocations have not been confirmed.

5.2 Risk and Mitigations

The key risk associated with this report is in the requirement for a suitable pipeline of projects to be available for subsequent years to help ensure the PBIP allocation from Scottish Government is fully subscribed. Once in position, the new place making and community based staff will be working with local communities to help develop a suitable list of schemes and projects for future PBIP allocation.

5.3 Integrated Impact Assessment

There is no impact associated with an Integrated Impact Assessment.

5.4 Sustainable Development Goals

There are no sustainability implications associated with this report.

5.5 Climate Change

There are no climate change issues associated with this report.

5.6 Rural Proofing

The existing focus in terms of Place has been on larger town centres in the Scottish Borders as outlined in the Town Centre Matrix. This is primarily because town centres are at the heart of communities, generate income and spend in their local economies, and help to make distinctive and special locations for both residents and visitors.

However, we recognise that smaller settlements are equally important to the Scottish Borders and therefore we believe there is scope to develop the matrix approach to potentially help measure the economic and social health of smaller villages and settlements. We would hope to explore this approach in more detail over the forthcoming months.

5.7 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained within this report.

5.7 Changes to Scheme of Administration or Scheme of Delegation

There are no proposed changes to the Scheme of Administration or Scheme of Delegation.

6 CONSULTATION

6.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and comments received have been incorporated into the final report.

Approved by

Jenni Craig
Director of Resilient Communities,

Signature

Author(s)

Name	Designation and Contact Number
Graeme Johnstone	Lead Officer

Background Papers: Scottish Borders Council – 26 August 2021
Executive Committee – 30 April 2019

Previous Minute Reference:

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

Contact us at gjohnstone@scotborders.gov.uk 01835 825138

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HAWICK FLOOD PROTECTION SCHEME – UPDATE ON ACTIVE TRAVEL NETWORK

Report by Director Infrastructure & Environment

EXECUTIVE COMMITTEE

5 October 2021

1 PURPOSE AND SUMMARY

- 1.1 This report is to provide an update on the Active Travel Network element of the overall Hawick Flood Protection Scheme following the report to Executive Committee on 16 March 2021.**
- 1.2 An additional £3.7M of funding was granted to the Council by Sustrans for the Active Travel Network element of the Hawick Flood Protection Scheme. This additional funding allows for increased Neighbourhood Links to be considered.
- 1.3 Since that report, Officers have collaborated with Sustrans to identify a range of additional measures. These additional measures are identified within this report.

2 RECOMMENDATIONS

- 2.1 I recommend that the Committee approves the additional measures identified within this report to provide enhanced Active Travel Network Neighbourhood Links within the Hawick Flood Protection Scheme.**

3 BACKGROUND

- 3.1 Hawick Flood Protection Scheme has commenced on site and is now just over 1 year in construction. Good progress has been made within the town including in-river works in multiple locations with two of the replacement footbridges lifted in.
- 3.2 At the time of the site works starting, an element of the project included an Active Travel Network of paths along the river bank. These are generally inside the flood protection wall and increased in width to allow for multiple use. The Council was successful in securing funding for this element of the project from Sustrans.
- 3.3 On 16 March 2021, a report to the Executive Committee identified that the funding that had been secured from Sustrans was set at £12.462M. Much of this grant included works that were already designed and included within the main works contract for the Flood Protection Scheme. However, the funding allocation included an additional £3.7M associated with active travel network connections within the wider neighbourhoods of Hawick to increase the functionality and accessibility of the network of paths.
- 3.4 The report identified that Officers would work with Sustrans to identify projects within the wider neighbourhoods for this additional £3.7M. This work has now been completed and verified with Sustrans. Local Ward Members have also been involved in this process.

4 ACTIVE TRAVEL NETWORK - NEIGHBOURHOOD LINKS

- 4.1 A review of the existing Active Travel Network that had been allowed for within the construction was undertaken. Within this, additional projects were identified to allow for improved connectivity and accessibility.
- 4.2 The additional projects that have been identified are now able to be reported on – see sections 5 to 10 of this report.

5 NORTH BRIDGE STREET TO HIGH STREET

- 5.1 The listed North Bridge the historic crossing point of the River Teviot. In the early 2,000's this bridge was removed from the trunk road network and is now a footbridge. The Active Travel Network now reimagines this historic crossing at the heart of the new Active Travel Network providing the pivot from the 4m corridor travelling east – west along the river with north through Dovemount Place and (now) south through North Bridge Street. The network on Dovemount Place and along the river corridor is already part of the approved network.
- 5.2 It is now proposed to extend the Active Travel Network along North High Street to conclude at the High Street. This achieves greater connectivity between the main river corridor and the town.
- 5.3 This is element is expected to cost £300k.

6 HIGH STREET TO LITTLE HAUGH

- 6.1 There is an interface with the proposed Hawick Business Centre project at Oliver Crescent and Teviot Road. This project will see the construction of a new business centre with flexible office space for small enterprise work on Oliver Crescent. The approved planning application also allowed for the demolition of the former retail building on both Oliver Crescent and Teviot Road. The proposal also allowed for a 2m footpath link between Oliver Crescent and Teviot Road providing pedestrian links with the High Street to the Little Haugh and the wider river corridor.
- 6.2 The Sustrans funding allows for this footpath to be increased in size to a wider 4m corridor providing for active travel between the High Street and Little Haugh. This will require a revised planning application. It is noted that this work will be separate and not in any way interfere with the progress of the Business Centre which is currently at procurement stage.
- 6.3 This element is expected to be delivered for £400k.

7 BURNFOOT

- 7.1 Within the Burnfoot area of Hawick, space is limited to provide for a 4 metre wide active travel network. The proposal within this area is to introduce a range of low intervention improvements at key road junctions to allow for improved road safety. The location and extent of these improvements are intended to be delivered through a *Community Delivery Model* in partnership with local organisations and the people of the Burnfoot Estate.
- 7.2 There is the opportunity however to link the overall Burnfoot area to the other elements of the Active Travel Network through links to and including Hamilton Road. In this way, access to the wider neighbourhoods of the town can be achieved and in particular, connections to Mansfield and Weensland area as noted in section 8 of this report.
- 7.3 This element is intended to be capped at a delivery value of £500k.

8 WEENSLAND TO BURNFOOT INCLUDING NEW RIVER CROSSING

- 8.1 The active travel network within the main works provides for a 4m corridor from Duke Street to the Weensland area of the town. The footbridge at the junction of Duke Street and Trinity Street provides for the last downstream footbridge connection over the River Teviot. The next downstream crossing over the river is at Hornshole. Through collaboration with Sustrans, it is proposed to link Weensland with Burnfoot through a new 4m wide footbridge at the roundabout junction at Mansfield Road and Hamilton Road. This will provide for an Active travel corridor across the River to link Weensland Road and Mansfield Road. It will thereby increase the connectivity between Burnfoot and the rest of the town via the new 4m corridor running along the river.

8.2 To allow for this footbridge crossing, and in particular the elevated height about the flood wall, alterations to the roundabout junction at Mansfield Road and Hamilton Road will be required. This is possible through collaborative work with Scottish Water for the adjacent sewage treatment works and Hawick Rugby Football Club.

8.3 On the Weensland Road side of the river, the footbridge will connect to the active travel network links at Oliver Park and Weensland Road. It is noted that the main flood protection works allow for significant landscape enhancement to this area to improve its attractiveness as an active corridor, and delivery a new nature-wild / biodiversity style park for the town.

8.4 This element is expected to be delivered for £2.0M

9 VOLUNTEER PARK

9.1 The 4m wide active travel network currently ends at Volunteer Park by the McLaren Footbridge. It is proposed to extend this 4m wide corridor around the existing 3G pitch to the A7 at the point where the existing Crumhaugh pathway meets the A7. A new Toucan Crossing is also proposed at this location along with a widening of the entrance to the Crumhaugh pathway.

9.2 Consideration is also been given to further extending the new 4m wide path along to the Langlands Footbridge through widening the existing roadside footpath. It is assumed that this would be achieved by narrowing the A7 slightly over this length and that this would be delivered by providing a 'gateway' to the town at this location that simultaneously delivers road safety enhancements at this location. This element of the work is being advanced in partnership with Police Scotland and Transport Scotland.

9.3 This element is intended to be capped at a delivery value of £425k.

10 OLIVER PARK

10.1 A pathway currently stretches from Glebe Mill Street to Weensland alongside the river. Under the existing proposals of the active travel network this will be increased to a 4m wide corridor. There is an existing entrance from this pathway to Oliver Park. This entrance will be enhanced to provide a wider and safer entrance with landscape improvements.

10.2 This element is intended to be capped at a delivery value of £75k.

11 IMPLICATIONS

11.1 Financial

The Sustrans funding approval of £12.462M identified within the report to the Executive Committee on 16 March 2021 contained £3.7M of funding for additional active travel network links. This report identifies projects that have been agreed with Sustrans as being appropriate for this additional

funding. It is noted within this report that the Council's contribution to the project was finalised within the overall £91.8M project budget. There are therefore no additional costs that the Council requires to allocate to match this £3.7M.

11.2 Risk and Mitigations

- (a) The projects identified within sections 5 to 9 of this report will require roads, planning and environmental consents to be secured prior to construction. The project team will develop the projects and make all relevant applications for consent to mitigate this risk.
- (b) The Council owns or has rights over all of the land required for the proposal other than: (i) the Mansfield Road / Hamilton Road roadworks at section 8. Positive discussions have taken place with Scottish Water and Hawick Rugby Football Club to allow these works to be implemented; and (ii) the Oliver Park entrance at section 10. Positive discussions have taken place with SBHA; and (iii) the Weensland side of the proposed new footbridge at section 8. Positive discussions have taken place with the two private land owners at this location.
- (c) The Sustrans funding is intended to be applied to the works by the completion of the overall Flood Protection Project in 2023/24. The project team will work with Sustrans to establish a deliverable programme of works to ensure that the funding is applied by that timescale.

11.3 Integrated Impact Assessment

The design and implementation of the active travel network, including the additional projects identified within this report, will ensure that safe and integrated access within the town is provided.

11.4 Sustainable Development Goals

The design and implementation of the active travel network, including the additional projects identified within this report, will ensure healthy lives and promote wellbeing for all ages.

11.5 Climate Change

- (a) The design and implementation of the active travel network, including the additional projects identified within this report, will adopt the sustainable transport hierarchy promoted by the National Transport Strategy by encouraging/supporting walking and wheeling or cycling.
- (b) The design and implementation of the active travel network, including the additional projects identified within this report, will reduce the need for unnecessary car journeys.

11.6 Rural Proofing

This report does not affect or amend rural proofing policies.

11.7 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

11.8 Changes to Scheme of Administration or Scheme of Delegation

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

12 CONSULTATION

12.1 The Director Finance & Corporate Governance, the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director People Performance & Change, the Clerk to the Council and Corporate Communications have been consulted and comments received have been incorporated into the final report.

Approved by

John Curry
Director Infrastructure & Environment

Author(s)

Name	Designation and Contact Number
Steven Renwick	Projects Manager

Background Papers:

Previous Minute Reference: Executive Committee 16 March 2021

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

Contact us at Jacqueline Whitelaw, PLACE, Business Support, Scottish Borders Council, Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA, Tel 0300 100 1800, email JWhitelaw@scotborders.gov.uk.

WINTER SERVICE PLAN FOR YEAR 2021/22

Report by Director Infrastructure & Environment

EXECUTIVE COMMITTEE

5 October 2021

1 PURPOSE AND SUMMARY

- 1.1 This report provides a review of the performance of Scottish Borders Council's Winter Service during 2020/21, and presents, at Appendix A, SBC's proposed Winter Service Plan for 2021/22. This year it includes in Appendix B, details of the ward members workshops held following last winter, and provides feedback and updates following those meetings.**
- 1.2 SBC provides a winter service on over 3,000km of roads and 1250 km of footway across the Scottish Borders. The Winter Service Plan is reviewed annually and presented to elected members to outline the steps that aim to make sure the road and footway network is safe, within available resources in the upcoming winter.
- 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 2020/21 was not significant in terms of snowfall, which was limited to a few occasions. There was however an almost unprecedented period of prolonged frost from late December into mid-February. This, coupled with increased sensitivity and expectation due to Covid-19, resulted in above average salt usage and a higher than normal number of precautionary treatments being required.
- 1.5 The Winter Service Plan for 2021/22 is on very similar lines to the previous 2020/21 Plan in terms of policy, priorities, routes, call out arrangements and resource planning.

2 RECOMMENDATIONS

2.1 I recommend that the Committee:-

- (a) Notes the performance of the SBC Winter Service during 2020/21;**
- (b) Endorses the Winter Service Plan for 2021/22.**

3 BACKGROUND

- 3.1 The Council undertakes a Winter Service on over 3,000km of local road network. The Service is provided by the Infrastructure and Environment 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 Infrastructure and Environment 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 reviewed annually to ensure it is fit for purpose. The Winter Service is predicated on a hierarchal basis to ensure, as far as is practicable, that a network of strategic routes is available to travel on. Route hierarchies are determined based on factors including traffic volumes, bus routes and access critical infrastructure including schools, shops and medical centres.
- 3.3 How the Council keeps the road network operating safely and effectively during periods of winter weather can be described in 2 ways:
- a) Prevention – by pre-salting roads to reduce the impact of frost and frozen surfaces on travel conditions, delivered on a routine, planned basis. The road network hierarchy is defined as 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 Best practice requires officers to review update and report on the winter service plan annually to members. This year, in addition to this review process, a series of workshops were undertaken with Elected Members, at Ward level. The purpose of the workshops was to collect feedback on performance last winter and enable Members to raise queries, seek clarifications and challenge officers on the service provided. This resulted in a large number of enquiries and follow up actions, contained within later in this report. It is important to note that there were repeated requests to extend the primary road network. The classification of primary, secondary and tertiary networks were previously presented and endorsed by Council in

2015. In addition to the criteria outlined in paragraph 3.2, this classification was also determined by the available budget and resources (staff and fleet). At this time, those constraints remain and unfortunately the Council are unable to expand the primary road network. However, officers will continue to review operations and activities we undertake seeking opportunities to innovate to improve effectiveness and realise greater efficiency.

- 3.5 Once endorsed by the Executive, the Winter Service Plan is communicated and shared widely with our community. The Plan will be published on the Council’s website and made accessible through other digital platforms. This is further supplemented by publishing treatment routes to improve awareness of the Service Plan with the general public.

4 REVIEW OF 2020/21

- 4.1 The winter of 2020/21 was not significant in terms of snowfall; any snowfalls were moderate to mild and limited to a few occasions and did not lead to any significant impacts on travel. There were some isolated instances of disruption and this was primarily due to vehicle breakdowns rather than lack of willingness or foresight to provide services. There was however an almost unprecedented period of 52 consecutive days prolonged and severe frost from late December right through into mid-February across large areas of the Scottish Borders. The resulted in twice daily treatments being undertaken across almost the entire primary network every day. This restricted any ability to expand treatment to secondary and tertiary routes as frequently or as quickly as would have been hoped. However overall the number of precautionary treatments required throughout the whole of the winter period was not outwith the expected range but the need to post-treat both primary and secondary routes was greater. This resulted in above average salt usage for the financial year.

The following key parameters illustrate this:

Years	15/16	16/17	17/18	18/19	19/20	20/21	Comment
Planned Actions	194	196	243	168	198	192	Call outs to undertake preventative actions (previous 5-year annual average = 200)
Salt Usage (,000T)	23.9	22.3	37.5	17.6	23.5	30.5	Used on local (non-Trunk) roads (previous 5-year annual average = 25)

- 4.2 The pattern of overnight frosts continued much later into the year than normal with incidences well into May.

- 4.3 The potential impact of a harsh winter on the NHS was anticipated by CoSLA and other bodies. This Council along with other Scottish Local Authorities committed to undertake as robust a service as possible to minimise any impacts of slips trips and falls in wintry weather. Whilst every effort was applied to achieve this, the conditions last winter meant that community self-help became a significant tool to assist the Council in its commitments. In particular salt bin usage was significantly higher than previously experienced and additional refills were undertaken throughout winter. In some instances up to 12 refills being provided, typically in previous years there would be a maximum of 2 refills. The efforts of our communities during the most challenging of times were really appreciated by the Council and the vast majority of the Borders population.
- 4.4 Along with our strong record of community self-help in winter service, the Council has an extremely loyal and highly skilled workforce which it relies upon to deliver its winter service plan. Having worked closely with our workforce to address payment anomalies during 2019/20 the performance across all areas was exemplary last winter. High praise has been shared with the workforce by many in our community and within the council in recognition of their efforts at what is a difficult time of year for many.
- 4.5 Discussions continue with our workforce in regards to the arrangements for this coming winter and officers remain confident that we will continue to be able to meet the parameters as set out in the Winter Service plan to the best of our ability. And it is only right to also thank the number of private contractors from across the Borders and South East Scotland who also helped the Council maintain its high standards in this area. Their efforts and willingness to help in the most friendly and flexible of ways is to be applauded.

5 2021 Member Briefings

- 5.1 A series of Ward Briefings were undertaken with Members in early summer of this year. The purpose of the briefings was to enable members to provide feedback on the 2020/21 winter service and to consult on what was felt to have gone well and where there might be areas for improvement going forward.
- 5.2 The Ward Briefings also presented an opportunity for Members to raise issues that constituents had raised with them or to pass on concerns that they themselves had. It was emphasised however that the timescale and scope of the current exercise would not allow significant changes to the existing priority networks.
- 5.3 Members were also advised that the requirements of the previous winter had seen a significant overspend in the original budget allocation for winter, particularly in salt usage, and that there was unlikely to be capacity for expanding the service going forward.

- 5.4 A brief action point record was kept of the meetings and is provided in Appendix B to this report. A commentary on specific action points requested, along with other ad-hoc requests from various sources, is provided in Appendix C to this report. Please note that more general points raised at the Ward Briefings, such as improved communications, are not highlighted in Appendix C.
- 5.5 There were two consistent themes that that emerged from the workshops:
- a) the role of resilient communities in supporting the Council to meet its obligations;
 - b) how improved communications could aid when it comes to the community understanding what the council can and can not do, helping the community make an informed choice about whether it is safe for them to leave their house or to delay their planned travel arrangements in light of poor weather conditions;

6 WINTER SERVICE PLAN FOR 2021/22

- 6.1 The Winter Service Plan was challenging to deliver given the conditions, but by implementing our plan, the significant work undertaken by officers and frontline staff and support of external contractor's disruption was contained. Planned treatments were undertaken as scheduled, salt stocks were maintained throughout the period and the more regular re-stocking of salt-bins was well received. In these regards the Winter Service Plan can be demonstrated to have worked well in 2020/21 and no significant changes to policy are proposed for the coming winter.
- 6.2 To support resilience communities more effectively, more flexibility is proposed by introducing a third category of resilient community salt bin. This will enable more community self-help in a structured manner at very minimal cost whilst providing improved community safety and wellbeing outcomes. Salt usage and replenishment rates will be monitored to measure performance.
- 6.3 The updated Winter Service Plan, at Appendix A, is proposed for adoption for winter 2021/22. It remains a robust plan and clearly defines the approach to primary; secondary; and tertiary salting of the Council's adopted road and footway network, following the principles established in best practice terms as well as in previous winter service plans.

7 IMPLICATIONS

7.1 Financial

- (a) In 2021/22 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 Infrastructure & Environment 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 to investigate ways of minimising the financial impact that winter service delivery has.

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 (or is it roads and footways) 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 few 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 and Infrastructure 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 2022/23 Winter Plan.
- (c) The continuing impact of CV19 remains a concern on the ability to deliver a winter service. In particular loss of personnel through contracting of the virus or being required to self-isolate is an obvious considerable concern. As in the previous year this is being mitigated against through the use of local contractors that can be called upon to assist in both planned and emergency situations. This is further complimented by other measures which include continuing to promote the workforce to support our winter service voluntarily, promoting increased sign up to contractual standby and encouraging other areas of the workforce to become involved and receive appropriate training and development.

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 Sustainable Development Goals

It is not envisaged that the revised Winter Service Plan will impact on any of the UN Sustainable Development Goals.

7.5 Climate Change

There are no significant impacts on the Council's carbon emissions or climate change contribution 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 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

7.8 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 Director, Finance & Regulatory, the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director People, Performance and Change, the Clerk to the Council and Corporate Communications have been consulted and any comments received have been incorporated into the final report.

Approved by

Name

John Curry

Title

Director of Infrastructure & Environment

Author(s)

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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. Jacqueline Whitelaw can also give information on other language translations as well as providing additional copies.

Contact us at Jacqueline Whitelaw, PLACE, Business Support, Scottish Borders Council, Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA, Tel 0300 100 1800, email JWhitelaw@scotborders.gov.uk.

Scottish Borders Council Winter Service Plan 2021/22



October 2021

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

The 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.

Winter weather can impact on the safety of the travelling public as well as the availability and reliability of the road network.

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

The Council's winter service is generally defined to begin on 1 November and end on 31 March. The actual period can however obviously change from one year to the next.

The unpredictability of winter weather can have a significant impact on communities and tests the resilience of all 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.

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. The Roads & Infrastructure section contributed to these reviews and has considered the findings along with its own assessment of the best practice that exists both within Scottish Borders and elsewhere.

The Council works with a number of partners over the winter period; 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 to carry out operations safely.

It should be noted that, although the term 'gritting' continues to be widely used, it is naturally occurring rock-salt that Scottish Borders Council uses in both its road and footway treatments.

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 the Council's 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 Council now subscribes to MetDesk weather services 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

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

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

Flood sensors are located throughout the region and can be monitored remotely by the Council's Flood Management 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

Winter service information is provided to the general public through the Council's Corporate Communications Team.

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

Communications will detail:

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

The Council's website has a Winter Service section that provides a wealth of relevant information for the public to view and is updated regularly

Twitter, Facebook, SBAAlert and local media outlets are also used to help spread relevant winter information and advice to the public with the aim of creating as close a 'real time' situation as practicable to assist the public in making informed decisions on travel.

1.4 Resilient communities

Whilst the legal obligations of the Council as a roads authority focus on the safe passage of traffic it is recognised that prolonged and severe winter conditions can lead to significant issues in other service areas including 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 and third sector organisations.

1.5 Financial resources

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 recently treated parts of the network ice can return and drivers must play their part by adhering to road safety messages and only travelling when it is essential and safe to do so

In the current financial climate all public sector services are facing cuts in the available funding and the Council's approach to the delivery of winter service is not immune to this challenge. However, the Council continues to plan so that it can cope with a severe winter by ensuring that it addresses the core requirements of the winter service.

To carry out the core requirements of winter service the Council will continue to:

- * focus on a clear set of priorities
- * make prudent and timely investments that will best ensure the resilience of the service
- * introduce efficiencies where appropriate
- * 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.

The importance of the winter service to local communities is recognised. As is the need for further an understanding of what the public wants from that service. With this in mind the Council have previously sought the views of 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, the Council welcomes comment; requests for service; or inquiry through its 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:

- * 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.

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

The Council aims to deliver a service that is efficient, timely and supports our environmental objectives.

It is 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 the aim is 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)

The Council is responsible for the maintenance of 1913 miles (3081 km) of roads throughout the region.

Approximately 717 miles (1154 km or 37.5% 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, and 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 15% of all roads) have been identified as secondary routes, which should be deployed to during prolonged periods of ice and snow.

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 are forecast to continue. Recognising that constraints on the level of service may exist in the future the rural routes are prioritised 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 secondary routes were established in consultations with Communities and Local Members. In finalising the urban secondary routes consideration was also 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 are 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)

The Council is responsible for the maintenance of 780 miles (1255 Km) of footways throughout the region.

The following classifications of footways and cycleways to receive treatment has been identified; 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 the Council treats its primary road network, 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. The Council will also consider the ad-hoc treatment of other location in

support of a particular emergency or medical access need as identified through partner agencies. It will also work with Community Councils and others to identify any 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 so that it 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 winter service treatments to include all school transport routes. In severe and prolonged winter conditions treatment coverage will extend to include the access to all schools in the region.

The Council will continue to work with bus operators, where appropriate, to ensure buses reach essential routes.

Through proposals for self-help in the community and with better communications with the education service the Council 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 stock in the grit bins will be dependent on the available resources and the prevailing conditions. In severe and prolonged winter weather it may not always be possible to carry out re-stocking, as staff resources will have to be directed towards treating roads and footways in line with the priorities set out in this plan.

The Council, as part of its 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 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.

The Council aims to have all its grit bins full in advance of winter and will seek to maintain these stocks throughout the winter season. Where usage is high and it is confirmed that the salt is being used on the road, it may supplement the existing grit bin provision following assessment.

2.12 Diversion routes

Diversion routes shall be treated to at least the standard in place for the route that traffic has been diverted from. When selecting diversion routes during the winter season consideration shall be given

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 it is recognised that prolonged and severe winter conditions can lead to isolation being experienced in both rural and urban situations. The issue of isolation can be most acute in 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
- * the 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.

2.16 Winter Operation file

The Winter Operation 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 plan and other 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 with the Infrastructure & Environment Department.

3.2 Prevention

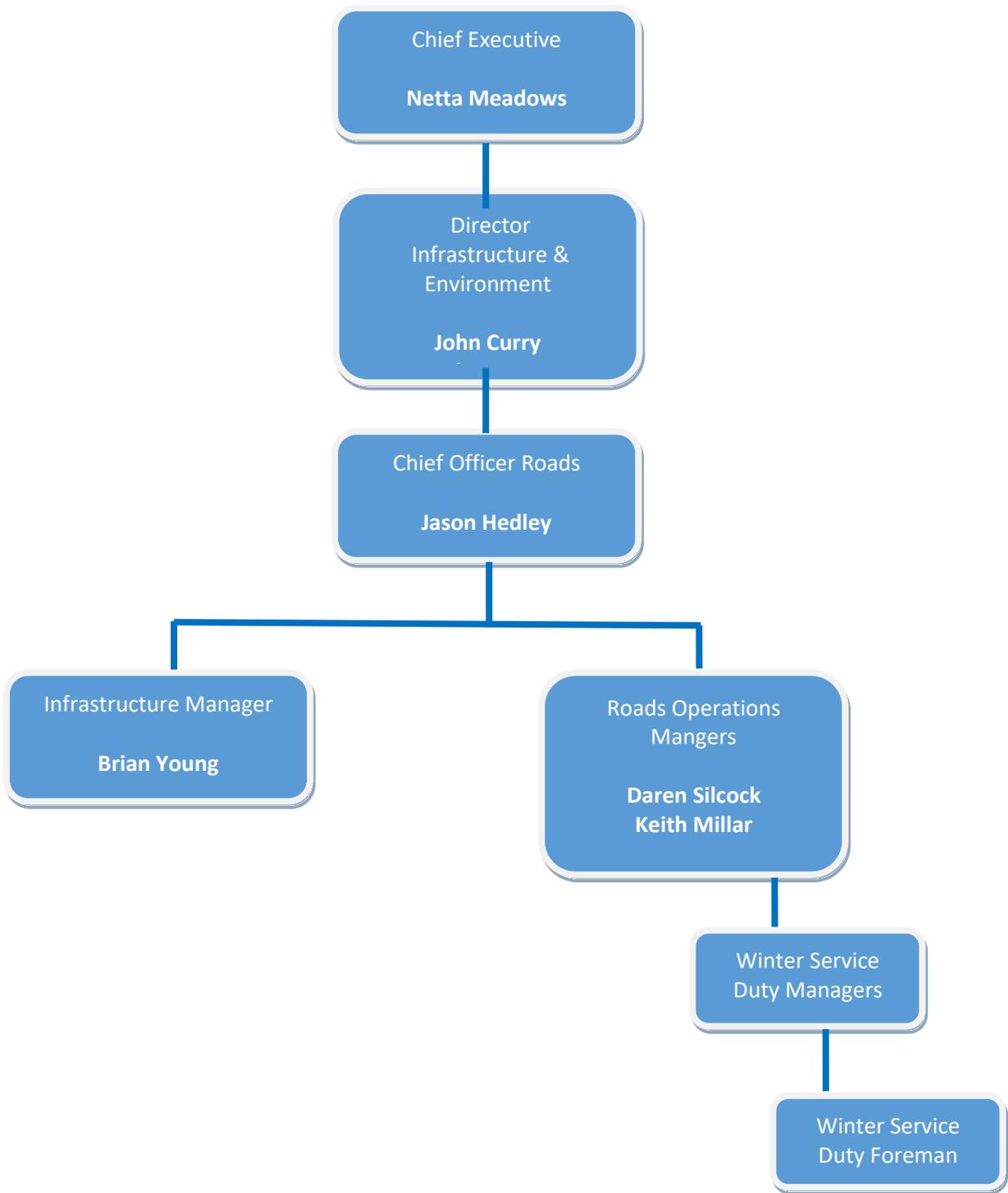
The Council keeps the road network operating safely through precautionary treatment – by pre-salting roads to reduce the effect of frost and frozen conditions, taken forward on a routine, planned basis. The road network is currently split into Primary, Secondary and Tertiary Networks. Planned “pre-salting”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

The Council’s overall response in such circumstances is coordinated through its Emergency Planning team who will lead on responding and recovering from the impact of any severe weather event. Infrastructure & Environment staff will however still play a key role in that process



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 adjacent authorities, the Council shall seek to confirm the commitment to treat each other's routes in formal agreements.

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

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

Any other cross boundary allocation of resources, other than those in existing agreements, should be authorised by the 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. The Council is also taking forward arrangements for self-help in the community by building upon its 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 Infrastructure & Environment 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 the Councils' own resources. These clearance contractors are coordinated through the Infrastructure and Environment Department

however helped to establish greater resilience and flexibility within the winter service response.

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

Scottish Borders has proven to be resilient as a community when dealing with winter issues and it is hoped to harness this community support and, where possible, enable communities to help themselves through times when isolation becomes a real issue. In such circumstances self-help can be an important factor in mitigating severe winter conditions.



5. DECISION MAKING

5.1 Operational decision making

Operational decisions will normally be made by the designated Winter Service Duty Manager. On occasion however, weather conditions can change unexpectedly and decisions require to be made at a more immediate level. 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 will 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. Operatives placed on standby.
2. Treatment at specified times.
3. No Action.

The Duty Manager will be responsible for:

- * Organising action based on the forecast received
- * Informing the duty supervisors of the decision.
- * Liaising with others as necessary.

- * Updating the 'Decision Making' form following 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 Infrastructure & Environment 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 to enable them to liaise over operational matters and have 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. Police Scotland 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 utilising 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

The Council benchmarks the performance of its service and seeks to identify areas for further improvement in efficiency and effectiveness through active participation in the APSE and SCOTS Benchmarking and Performance groups. 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, comments; requests for service; or inquiries are welcomed.

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.

The Council also works 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 an agreement is in place 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

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Leaderdale & Melrose Ward	
DATE	7 th June 2021
PRESENT	Councillor Parker, Councillor Miers, Councillor Linehan Brian Young, Keith Millar, Daren Silcock, Jason Hedley
OUTCOMES	<p>Members complimented and recognised the efforts of all staff in delivery of the winter service.</p> <p>Points which were discussed included seeking Clarification on definitions of Pre/ Post Treatment. Members were also keen to understand who is the best contact during winter weather. Members also suggested that the service should consider ways of creating additional capacity to allow them to respond to ad hoc issues in future weather events. It was noted that the additional efforts to re-stock salt bins was very effective and well received.</p> <p>Actions</p> <ul style="list-style-type: none"> • Best Contacts requested, these are to be supplied - BY • Circulate Slides – BY • Circulate note of meeting & action points – JH • Potential locations for consideration in priority plans in future. These included ; - <ul style="list-style-type: none"> • Harleyburn Court, Melrose and • Leaderdale Crescent, Earliston • Salt Bins: being discussed separately <ul style="list-style-type: none"> ▪ discuss with individual CC - BY <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

Hawick and Hermitage Ward	
DATE	16 th June 2021
PRESENT	<p>Councillor Turnbull, Councillor Paterson.</p> <p>Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley</p> <p>Councillor McAteer gave his apologies</p>
OUTCOMES	<p>Members complimented and recognised the efforts of all staff in delivery of the winter service.</p> <p>Several questions were posed and discussed including, the effectiveness of salt to melt ice at very low temperatures, liabilities of householders in choosing to clear a footpath outside their property and the use of contractors to support SBC winter service delivery.</p> <p>Of note</p> <p>Newcastleton village issues around local bus supplier access to depot</p> <p>Drainage survey of the road Newcastleton to Hawick</p> <p>Consider Comms. support to promote messages during extreme prolonged weather</p> <p>Confirm the scale of spending on winter for 20/21</p> <p>Confirm liaison with D&G over travel issues in winter</p> <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

Galashiels & District Ward	
DATE	16 th June 2021 – (1330-1500)
PRESENT	Councillor Aitchison, Jardine, Scott, Anderson Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Members registered their thanks for the efforts of the teams in delivery of the winter service.</p> <p>Councillors shared their feedback on the experiences in winter 20-21.</p> <p>Councillor Scott's issues included</p> <ol style="list-style-type: none"> 1- Lack of salting and clearance of snow on some footpaths particularly the Magdala Terrace area 2- It would be good to have salt bin locations on the website however a balanced approach is required as this could lead to illegitimate use of the salt for purposes other than its intended use which is for salting the public road network 3- Appreciated the efforts of contractors however had queries about the deployment of machinery and equipment which could gain access on what is sometimes steeply sloping roads. <p>Councillor Jardine raised the following</p> <ol style="list-style-type: none"> 4- Can we work to improve communications and links with resilience teams to give them advance warning of adverse weather conditions 5- A particular issue at Penman Place regards position of bin on route and also an unused salt bin at William Law Gardens 6- Priority footpath network can this be better promoted as many enquiries received last winter once looked at were clearly not included on the priority network <p>Councillor Aitchison raised</p> <ol style="list-style-type: none"> 7- He appreciated that the re-stocking of salt bins worked well 8- Can consideration be given to the arrangements for salting the footpath adjacent to the A7 in Stow and the Heriot underpass 9- Are the numbers of salt bins able to be increased? 10- Why salt dry roads? <p>Councillor Anderson raised</p> <ol style="list-style-type: none"> 11- Positive response to his queries about restocking of salt bins 12- Supportive of Councillor Aitchison's request for Stow and Heriot 13- Can consideration be given to the status of the public road at Langhaugh lane, Galashiels to its access with Cornerstone. <p>Feedback was provided on all aspects of the issues raised by Councillors and action agreed as follows</p> <ol style="list-style-type: none"> 1- To review and supply information on the primary footways as part of a comms piece pre winter 21-22 - BY 2- Noted 3- To consider types of operational equipment to best suit the areas where steeply sloping ground is involved – KM 4- Yes - BY 5- To review – BY

- 6- As 1 above – BY
- 7- Noted
- 8- BY to review – BY
- 9- No
- 10-10 AF explained it is due to the risk assessment which we receive in which hoard frost is a winter hazard and has a likelihood of occurring, which leaves us no option but to undertake treatments on the primary network
- 11-Noted
- 12-Noted
- 13-To review and consider – BY

Finally the issue of the primary footway network from Winston road to Melrose Gait was consider and will also be reviewed as part of this year’s paper

Summary

Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.

Tweeddale West Ward	
DATE	16 th June 2021 – (1330-1500)
PRESENT	Councillor Anderson, Councillor Small Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley Councillor Chapman unable to attend
OUTCOMES	<p>Several questions were raised including;- clarifying the distinction between SBC Roads and the Trunk Road, trying to make more information about winter maintenance available on the web and using social media, the nature of the complaints and enquiries that might be received about Tweeddale west and if any trends were evident and the useful impacts of resilient communities as a supplementary to the Councils own efforts.</p> <p>Actions included</p> <p>Can a 2 slide presentation be created showing the primary and secondary details along with some key stats like numbers of salt bins, and couple of critical operational details like timings of treatments etc. the members would then use those to canvass community councils on their views about winter maintenance</p> <p>Can the recent removal of a salt bin at Upper Green in West Linton be reviewed</p> <p>Can a request for a resilient bin be made at the junction of Boggsbank road and the A702 northbound exit</p> <p>Can we check with BEAR - treatment of A702 footway between Robinsland Roundabout and south end of village</p> <p>Can we clarify the number of salt bins in Tweeddale west and of those how many are resilient community bins</p> <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

East Berwickshire Ward	
DATE	18 th June 2021 – (0900-1030)
PRESENT	Councillor Laing, Councillor Fullarton, Councillor Hamilton Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Several questions were raised including;-</p> <p>Issues around the formation of black ice, particularly on the A1, and at culvert and bridge crossings.</p> <p>Clarifying the rate of spread, calibration of equipment, use of technology such as thermal maps and pre-wetting of salt.</p> <p>An explanation was provided based on the research we have undertaken into these areas, which centres around the requirement to invest in this technology at a significant level and the management implications of sustaining the new technology. There are no significant financial benefits to be derived from pursuing these routes. We are however looking to progress automated salting which delivers treatments to the carriageway variably as the driver progresses automatically adjusting to the carriageway width, and driven sections of the route, we continue to investigate this with a view to introducing as we replenish the fleet.</p> <p>Salt bins – questions about the policy position locations, restocking, provision and usage.</p> <p>An explanation about the challenges faced this winter and the efforts which we put in to try and be proactive about restocking. During normal winter requests for restocking can be made via the 08001001800 number or by contacting us online. Any requests for new bins can be made and will be assessed via the policy</p> <p>Resilient community benefits were discussed and the support to enable them to help out during winter was recognised.</p> <p>Use of 3rd party contractors. What’s our approach?</p> <p>It was explained that we have engaged contractors to support our winter plans, the preparation of snow routes is an initiative we have developed and deployed to great effect this winter which helps us get ahead of the game in snow conditions. This is an addition to our own staffs’ efforts. The contractors are all insured. This is a procured solution</p> <p>Is the weather impacting across the borders in the same way? Parts of the west tend to see more snow events than the east, however a snow event from the East can be more extreme when it does occur</p> <p>Actions</p>

	<p>No specific actions emerged from the meeting however Councillor Laing asked if she had more queries could we resume a meeting in future which we agreed is always possible</p>
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Summary

Members thanked all the staff for the fantastic job that we deliver and wanted that to be shared with the wider workforce. Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.

Jedburgh & District Ward	
DATE	18 th June 2021 – (1100-1230)
PRESENT	Councillor Brown, Councillor Scott, Councillor Hamilton Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Several questions were raised including;-</p> <p>1- The road to Oxnam (Pleasance Brae), enquiries every year. Having been reviewed in the last major review of 2010 primary routes, the route was re-designated to secondary priority, services are provided in line with this definition. A route which has a school bus travelling across it doesn't automatically elevate it to inclusion in the primary network</p> <p>2- Braes to Lanton from Jedburgh (M Wares) problems at bottom of the road The network was considered in the town and it was observed that the route did not extend to M Wares property.</p> <p>3- Is the salt store still operational in Jedburgh? It is still used to enable the Jedburgh town and footpath salting. It also is a resilient store for the wider Council.</p> <p>4- If the road isn't coloured on the network plan, it does not mean it doesn't receive treatment it means that it is of lesser priority and will be treated when weather conditions persist and time/resources become available</p> <p>5- Ulston status was queried and clarified as being a tertiary route. Questions over the ability to contract with a farmer at this location, however this is not likely given the budgetary pressure and where roads of a higher priority remain untreated.</p> <p>6- Salt quality- is it now different salt that we use? Not from a chemical composition point of view it's the same salt. We changed supplier about 15 years previously.</p> <p>7- Salt contamination – is there a regard to contamination issue. We will engage with others over this issue to consider if any of our practices can be improved. We have history of responding to environmental issues when it comes to salt storage.</p> <p>8- Grit mixed with salt This isn't a common practice used in the service, once every 10 years or even less.</p>

9- The A68 is now treated by BEAR rather than SBC. Are we aware of any operational changes from how AMEY treated the network in the previous contract.?

We aren't aware of any changes to the treatment regime on the trunk road which would lead to any lesser performance

10-With the creation of the new Jedburgh Campus, has our winter service plan been altered?

We have created a new contract to service the school to help with access and egress

11-Brundeanlaws access to roads for a horse racing trainer. Can the routes start at the periphery rather than in the centre. This also extends to pot hole services.

It was explained that the hierarchy is designed to enable a sequential treatment of the network to benefit the wider society treating roads of a higher priority higher traffic content, eventually going to the more rural less trafficked roads

12-Can greater emphasis be put into communicating the winter service plan, at a ward level.

Yes, will work with Comms. Team in this regard

13-Can Oxnam road be treated by the Jedburgh town gritter, earlier?

No, the capacity to carry salt is limited in the town gritter

Actions

To engage with others on environmental stewardship issues and possible technological improvements we could consider which may help our performance in this area – DS

Summary

Members thanked all the staff for the fantastic job that we deliver and wanted that to be shared with the wider workforce. Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.

Tweeddale East Ward	
DATE	22 nd June 2021 – (1330-1500)
PRESENT	Councillor Bell, Councillor Haslam, Councillor Tatler Brian Young, Keith Millar, Daren Silcock, Jason Hedley
OUTCOMES	<p>Cllr Haslam reminded officers of the need to treat Priorisford Footbridge early and the different application (UREA) required here. This was noted.</p> <p>Cllr Tatler advised that in general he thought there had been great appreciation in the Peebles area of the winter efforts. The only points he had raised with him were:</p> <ol style="list-style-type: none"> 1) Victoria Park steps – but these currently closed 2) Cul-de-sacs not receiving treatment and/or being completely cleared <p>Cllr Bell thought the team did quite well this winter. He noted that complaints tended to match the severity of the conditions and that this had been a wet and cold winter. He emphasised the need to get communications out and to let the public know what to expect in terms of footway clearance. He noted that Walkerburn don't see anything getting done and feel there is not equity. He was asked who the best person to call was, and Keith Millar advised that he was the obvious first contact.</p> <p>Cllr Haslam asked if it was possible to alternate services on occasions so for example Walkerburn was treated ahead of Innerleithen on occasions. It was noted that in policy terms this was difficult to outline but in appropriate circumstances this could be done in practice and greater flexibility was something that officers were keen to provide.</p> <p>No specific actions were identified other than to be more pro-active in what we tell the public and to be flexible in our approach where circumstances allowed.</p> <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

Selkirkshire Ward	
DATE	24 th June 2021 – (0900-1030)
PRESENT	Councillor Cochrane, Councillor Edgar Donald Scott, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley Apologies - Councillor Thornton Nicol
OUTCOMES	<p>Several questions were raised including;-</p> <p>Can we support the resilient community initiative by supplying salt to a store to be located at Victoria halls?</p> <p>Damaged salt bin at top of Castle Street</p> <p>Can the route to the D&G border be added to the primary route, subj to D&G confirming their treatment of the B709 at their side.</p> <p>Can Bannerfield salt bins provision be reviewed and 3 sites suggested</p> <p>Request for bins at Forrest View/ Victoria Crescent, and at the up ramps on the approaches to the new bridge at Bannerfield.</p> <p>Ettrick and Yarrow CC have requested if a commercial arrangement can be set up to stock and restock 5 new bins in their ward</p> <p>Reports were received of private people emptying salt bins during last winter can some communications be considered to prevent</p> <p>Did the service notice impacts on efficient delivery of winter with more people working at home and cars being parked on 2ndary routes. And also about the impacts on footway treatments. A specific issue was noted at Hill Street</p> <p>Actions included</p> <ul style="list-style-type: none"> - To liaise with emergency planning over support for the resilient group – BY - Salt bins both damaged and requests for new will be reviewed as part of the summer review – BY - D&G will be contacted – BY - Ettrick and Yarrow – if a contact can be supplied we will follow this up- KM - Use of salt by private individuals - consider a comms. strategy. – BY <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

Mid -Berwickshire Ward	
DATE	24 th June 2021 – (1330-1500)
PRESENT	Councillor Rowley, Councillor Moffat, Councillor Greenwell Donald Scott, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Several questions were raised including;-</p> <p>Rural salt bins, what is the process for refilling?</p> <p>Castle Street Duns, problems with servicing. Can the pedestrian gritter be deployed instead of larger vehicles which can get access?</p> <p>Can there be more comms around how decisions to deploy gritters be developed, a simple powerpoint?</p> <p>Do we liaise with RSLs over the winter maintenance programme to try and interface?</p> <p>How joined up are we with neighbouring authorities. Eg Gifford.</p> <p>Actions included</p> <p>Salt bins are restocked on demand however we have this winter taken more active approach of surveying and restocking during the extreme weather</p> <p>Consideration to treating Castle Street will be given to try and overcome parked car access problems.</p> <p>Comms will be developed – outlining assessing risk and being preventative.</p> <p>Very satisfied with winter service around Longformacus area this winter.</p> <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

Kelso and District Ward	
DATE	24 th June 2021 – (1630-1800)
PRESENT	Councillor Mountford, Councillor Robson, Councillor Weatherston Donald Scott, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Several questions were raised including;-</p> <p>Salt bins left in situ and still full, the materials hardens over the year, can they be visited and maintained in advance of next year? The one at Primsidehill has a spade left in it.</p> <p>What are the treatment times for footways?</p> <p>Are bus routes included on Secondary routes specifically the Hownam route?</p> <p>Smailholm bends, a well used route to central borders from Kelso, regular site for cars coming off the road, what is its status and can it be promoted to serve Kelso and surrounds?</p> <p>Winter includes flooding and the B6350 is a regular source of road flooding, can some drainage channels be created and revisited to aid drainage? Particularly on the north side?</p> <p>Grilles/roadside gullies, is their a programme of regular checking and can this be timed to address those gullies being covered by leaves?</p> <p>Do we contract with farmers to undertake winter maintenance including snow clearance? – Yes we do</p> <p>The 'C' class road (C55) which goes from Jct B6350 Sprouston to Hadden. What is its current treatment designation, was this changed in the past and could it be reviewed?</p> <p>Actions included;- Salt bins, their condition and prep of materials in advance of winter 21-22 is to be undertaken – DS</p> <p>Footway treatment times to be confirmed – standard Primary Footway treatment is from 0730 but this can be advanced to 0600 when circumstances dictate</p> <p>Hownam road bus route status to be confirmed – The C41 between Morebattle and Hownam is a secondary route (also serves beyond to Chatto and Buchtrig). Typically all main school bus routes are primary or secondary.</p> <p><u>The C78 Smailholm to Leaderfoot</u> This is already a secondary priority route, and with more strategic alternatives on all sides it would be very difficult to promote a case for making it primary.</p> <p>B6350 to be checked, grilles cleared and drainage channels on the northside created – DS/BY</p>

C55 - From B6350 Sprouston to Hadden This is a tertiary route and that ranking has not changed at previous reviews. The other section of the C55 from a point further east on the B6350 via *Notty/ees* to Hadden is secondary and then continues via C69 to Holefield and then takes in Lempitlaw, Blakelaw etc. These routes were all previously part of the priority network. This can be reviewed and the implications of changing its designation reflected in report to Executive - BY

Summary

Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.

Hawick and Denholm Ward	
DATE	5 th August 2021, 1100-1230
PRESENT	Councillor Ramage, Councillor Marshall, Councillor Richards Brian Young, Keith Millar, Daren Silcock, Alistair Finnie, Jason Hedley
OUTCOMES	<p>Members understood the complex issues of this service and thanked the team for their efforts, especially in such an extreme winter</p> <p>How feasible is it to increase salt bins in communities, to aid local resilience? – potentially yes, subject to costs</p> <p>Pot hole repairs – at the early part of June we had undertaken circa 42000 repairs to potholes following winter damage</p> <p>Footpath timings – the standard time is 0730 weekdays and we have the potential to start earlier at 0600 and weekends if the prevailing weather conditions dictate</p> <p>Resilient community bins – a welcome idea, worthy of more provision.</p> <p>Use of small scheme to help with local issues – noted</p> <p>What level of engagement does SBC have with RSL around? Leading to Burnfoot, is there a winter plan for Burnfoot because of problems around ownership of the footpaths in Burnfoot.</p> <p>Wilton dean, is there info about grit bin locations? What can we do to support the resilient community initiative in this area.</p> <p>Is there a map of grit bins in the ward? – not yet but it is coming</p> <p>Are priorities influenced by location of surgeries? – not in isolation to other factors</p> <p>Salt quality? – it's not correct that the salt is not as good quality. The efficacy of the salt is linked to road surface temperatures, and the amount of traffic on the surface activating the salt and creating the solution.</p> <p>Actions</p> <p>To arrange a meeting with SBHA re Burnfoot – BY</p> <p>To share the list of grit bins – BY</p> <p>To raise the resilient community idea with Wilton Dean with EPS - BY</p> <p>Summary</p> <p>Members appreciated the opportunity to discuss the issues in their ward and thanked officers for their time.</p>

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AREA	Town/Route	Source of Request	Date	Details	Officer Comment / Recommendation
BERWICKSHIRE	D125/6 Templehall, Coldingham	Anon, via Cllr Fullarton	15.2.21	Carers could not reach because of snow and ice	Very minor road. Not appropriate to redetermine on transient requirement. Retain as part of tertiary network
BERWICKSHIRE	Castle Street, Duns	Resident via Cllr Rowley. Also raised again at Ward Briefing	10.2.21	Not on priority routing, lots of elderly people	Castle Street is a priority footway already. Considered for secondary road status but practical difficulties with servicing and tertiary classification is more in keeping with similar streets in the town.
CHEVIOT	Sunlaws Estate, Bowmont Court	Resident	11.1.21	Would like routes added to Primary Network	Bowmont Court already treated as secondary as part of Kelso Route 4. Request is beyond scope of exercise and would not be considered in isolation but current designation appears to be appropriate and in keeping with similar situations.
CHEVIOT	road to Oxnam - Priority	Ward Briefing	18.6.21	Would like routes added to Primary Network or added to Jed Town route	Previously removed as part of primary route rationalisation. Request is beyond scope of exercise and would not be considered in isolation. Can not be added to town route as capacity to carry salt is limited but the first section of the route is treated immediately on the secondary route card.
CHEVIOT	Braes to Lanton Road, Jedburgh	Ward Briefing	18.6.21	Would like routes added to Primary Network	Previously removed as part of primary route rationalisation. Request is beyond scope of exercise and would not be considered in isolation
CHEVIOT	Ulston Route status	Ward Briefing	18.6.21	Queried if could be upgraded to secondary	Request is beyond scope of exercise and would not be considered in isolation.
CHEVIOT	New Jed Campus	Ward Briefing	18.6.21	Has winter service plan been updated to include	Yes, new contract created
CHEVIOT	Brundenlaws Road	Ward Briefing	18.6.21	Access for horse trainer. General point of can routes be treated from periphery in to centre rather than at present.	hierarchy is designed to enable a sequential treatment of the network to benefit the wider society treating roads of a higher priority higher traffic content, eventually going to the more rural less trafficked roads. Unable to amend policy for specific situations such as horse trainer example.
CHEVIOT	C55 Sprouston to Hadden	Ward Briefing	24.6.21	Was it previously part of Primary Network and can it be considered for it	Was not previously part of Primary network. Others in that area that are now secondary were previously primary. Request is beyond scope of exercise and would not be considered in isolation.
CHEVIOT	C41 Hownam	Ward Briefing	24.6.21	Confirmation sought on route status	The C41 between Morebattle and Hownam is a secondary route (also serves beyond to Chatto and Buchtrig).
CHEVIOT	C78 Smailholm to Leaderfoot	Ward Briefing	24.6.22	Confirmation sought on route status and whether it could be upgraded	The C78 is already a secondary route which is in keeping with others in area. Request is beyond scope of exercise and would not be considered in isolation but with more strategic alternatives on all sides it would be difficult to make a case for upgrading.

EILDON	Dingleton Drive, Melrose	Local Councillors & at Ward Briefing	Jan-21	Steep road recently adopted Also adjacent Harleyburn Court etc.	Temp. added to Primary Route network in 2020. Precedent in other towns for very steep routes to be part of Primary network.
EILDON	Harleyburn Court, Melrose	Local Councillors & at Ward Briefing	Jan-21	request to be added as primary or secondary	No gradient issue to rationalise as primary route but to add to urban secondary network.
EILDON	D6/5 Hartside Farm, north of Oxton	Resident	8.2.21	Part-time Carer who is concerned she might not get to work - wants added to primary network	Very minor road- not even close to being a secondary route. Unable to make decisions based on isolated transient specifics.
EILDON	Back Road, Lilliesleaf	Resident	16.2.21	Understands priority system but wants side streets still covered in ice treated quicker once priorities "back to black"	Reasonable comment but should be getting done commensurate with resources as already identified as a secondary as part of Newtown Depot Route 4
EILDON	B709, Tima	Resident	3.2.21	Turns at Ramseycleuch, would like to continue beyond there on B709 as it used to	Change made at major review - this section of route is a secondary and request is beyond scope of exercise and would not be considered in isolation.
EILDON	Melrose Road leading to Melrose Gait	Various including at Ward Briefing	Jan-21	Currently footway gritting stops at Winston Road . Consider extending to Melrose Gait due to level of	Extension further to junction with C77 would be in keeping with other areas of town.
EILDON	Netherdale Car Park	Andy McLean, Emergency Planning	3.12.20	Can it be regularly gritted while COVID testing taking place	This was arranged by adding to Gala Town route but only while testing persists
EILDON	Easter Langlee Depot Site	Maggie Cripps, Waste Management	17.12.20	Site itself is not gritted.	Agreed to do this going forward as part of GalaTown Route (AM only)
EILDON	Leaderdale Crescent, Earlston	Ward Briefing	7.6.21	Consider adding to Urban Primary Network	Vehicle machinery used for town route would struggle at this location and current secondary designation is in keeping with similar non-through routes nearby.
EILDON	Penman Place, Gala	Ward Briefing	16.6.21	position of bin on Penman Place, Gala	Normal to put bins equidistant on street to serve all households. To put at top of slope only would disadvantage those at bottom and there is another bin nearby anyway.
EILDON	William Law Gardens, Gala	Ward Briefing	16.6.21	William Law Gardens, Gala - Bin not used	3 bins in that area - need to determine which is not required
EILDON	Magdala Terrace Area, Gala	Ward Briefing	16.6.21	Lack of salting on footways Magdala Terrace area	Significant distance from town centre - will discuss with foreman to ensure is treated early as a secondary priority
EILDON	A7 Stow Footway	Ward Briefing	16.6.21	Review footway status A7 Stow	Currently secondary status and impractical to do quicker without significant investment in a dedicated team as serviced from Galashiels depot.
EILDON	A7 Heriot Underpass	Ward Briefing	16.6.21	Review status Heriot Underpass	Salt bin provision and anti-slip provision on steps. As Stow above impractical to do quicker without significant investment in a dedicated team as serviced from Galashiels depot. As such the self-help provision is the most pragmatic solution at this location. In addition staff pro-actively monitor salt bin levels.
EILDON	Langhaugh Lane, Gala	Ward Briefing	16.6.21	Review status Langhaugh Lane, Gala as far as Cornerstone	Current tertiary status is in line with similar situations. Also need to be careful that not providing a special service to individual company.

EILDON	B709 south of Ettrick	Ward Briefing	24.6.21	B709 be made primary to D & G Border	Change made at major review - this section of route is a secondary and request is beyond scope of exercise and would not be considered in isolation.
EILDON	Review salt bin provision for Bannerfield	Ward Briefing	24.6.21	Specific sites requested at Forrest View, Victoria Crescent and approach to new bridge at Bannerfield	To be explored with resilient communities
TEVIOT & LIDDESDALE	Minor road south of village	Ward Briefing	16.6.21	Local bus supplier difficulty in getting access from home to depot	This is a private issue and not something that Council can facilitate as would be providing a service to an individual / company.
TEVIOT & LIDDESDALE	D & G Liaison	Ward Briefing	16.6.21	Confirm liaison with D & G over winter travel issues	This takes place as necessary
TEVIOT & LIDDESDALE	Burnfoot, Hawick	Ward Briefing	5.8.21	Confusion over who has responsibility for what in terms of some remote footpaths	Officers will discuss with SBHA but secondary coverage is extensive in that area
TEVIOT & LIDDESDALE	Wilton Dean	Ward Briefing	5.8.22	What can be done to support resilient communities in Wilton Dean area	To raise with Emergency Planning Service
TWEEDDALE	Kittlegairy, Peebles	Donald Scott, Asset	27.1.21	May have been added to town bus route	Already is a secondary route and that would seem appropriate
TWEEDDALE	March Street Lane, Peebles	Resident, via Cllr Chapman	9.2.21	Elderly resident complex. Pavement gritter only does one side	Reasonable request - suggest adding to Peebles town secondary routes.
TWEEDDALE	B709 south of Ettrick	Ward Briefing	16.6.21	Can the B709 be gritted all the way to the D & G Border	Previously removed as part of primary route rationalisation. Outwith scope to examine in isolation
TWEEDDALE	A702 (T)	Ward Briefing	16.6.21	Can we check with BEAR treatment of footway between Robinsland Roundabout and south end of village	BEAR advise that the footway (both sides) is treated with brine when the road surface temperature is forecast to be below +1 degrees at 0600hrs.
TWEEDDALE	Upper Green, West Linton	Ward Briefing	16.6.21	Can removal of salt bin be reviewed	Legacy Bin. Fell well short of criteria for retention
TWEEDDALE	Bogbank Road	Ward Briefing	16.6.21	Consider community salt bin	To discuss with resilient community
TWEEDDALE	A702 northbound exit	Ward Briefing	16.6.21	Consider community salt bin	To discuss with resilient community
TWEEDDALE	Cul-de-sac treatment	Ward Briefing	22.6.21	General comment/complaints around non-treatment of cul-de-sacs	Due to time constraints it is not practical to treat the many cul-de-sacs as part of the regular secondary network but these areas do receive treatment if conditions are prolonged and subject to available resource
TWEEDDALE	Alternating priorities	Ward Briefing	22.6.21	It was asked if priorities could be alternated on occasions to make treatments more equitable	This is difficult to achieve in policy terms but in appropriate circumstances this might be possible to do in practice and greater flexibility is something officers are keen to explore.

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