

# Public Document Pack



## EDUCATION SUB-COMMITTEE THURSDAY, 10 NOVEMBER 2022

A MEETING of the EDUCATION SUB-COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS on THURSDAY, 10 NOVEMBER 2022 at 10.00 am. This meeting will be blended.

**All Attendees, including members of the public, should note that the public business in this meeting will be livestreamed and video recorded and that recording will be available thereafter for public view for 180 days .**

J. J. WILKINSON,  
Clerk to the Council,

31 October 2022

<b>BUSINESS</b>		
1.	<b>Welcome and Introductions</b>	
2.	<b>Apologies for Absence</b>	
3.	<b>Order of Business</b>	
4.	<b>Declarations of Interest</b>	
5.	<b>Education Background Briefing</b>	15 mins
6.	<b>Standards and Quality Report 2021/22 and Improvement Plan 2022/23</b>  Consider report by Service Director Education and Lifelong Learning. (Copy to follow.)	20 mins
7.	<b>Attainment Results 2021/22</b> (Pages 3 - 14)  Consider report by Services Director Education and Lifelong Learning. (Copy attached.)	20 mins
8.	<b>Equity Strategy, Closing the Gap</b> (Pages 15 - 24)  Consider Report by Service Director Education and Lifelong Learning. (Copy attached.)	20 mins

9.	<b>Health and Wellbeing Survey Results</b>  Consider report by Service Director Education and Lifelong Learning. (Copy report to follow.)	20 mins
10.	<b>Future Agenda Items</b>	20 mins
11.	<b>Dates of Future Meetings</b>  Thursday, 2 March 2023 Thursday, 18 May 2023	
12.	<b>Any Other Items Previously Circulated</b>	
13.	<b>Any Other Items which the Chairman Decides are Urgent</b>	

#### 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.**

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**Membership of Committee:-** Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr, N. Richards, E. Robson, S. Scott, F. Sinclair and A. Smart.

Religious Representatives:- A. Hood and M. Docherty

Teacher Representatives:- N. York and C. Clements

Parent Representatives :- Vacant

Pupil Representatives:- Lewis Campbell and Georgia Scott.

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Please direct any enquiries to Fiona Henderson Tel: 01835 826502

E-Mail: - fhenderson@scotborders.gov.uk

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## **EDUCATION ATTAINMENT 2021-22**

**Report by Director Education and Lifelong Learning**

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### **EDUCATION SUB COMMITTEE**

**10 November 2022**

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#### **1 PURPOSE AND SUMMARY**

- 1.1 The purpose of this report is to inform the Education Sub Committee of the progress schools are making in the Broad General Education for P1 to P7 and Senior Phase S4–6 Scottish Qualifications Examinations for session 2021-22**
- 1.2 Academic session 2021-22 saw a return to 'normal' schooling across Scotland since the COVID-19. Schools are responding and planning for the outcome of the pandemic and this may include the impact on attainment in the Broad General Education. SQA examinations were delivered as expected and the first time since 2019 that this has happened. Session 2020 and 2021 saw two different assessment models for accrediting awards to young people in the senior phase and thus attainment trends over time should be done with the utmost caution
- 1.3 In the Broad General Education (P1-S3) attainment data in Literacy and Numeracy is submitted to the Scottish Government annually, in June, reporting the percentage of pupils in P1, P4, P7 and S3 who have achieved the national standard. Due to the impact of COVID-19 there was no requirement to report this data in session 2019/20 and only for P1, P4 and P7 in session 2021-22.
- 1.4 We are committed to continuous improvement and the data from 2016-1019 demonstrates this however the data for 2021-22 does shows continued improvement and recovery after the pandemic when compared to 2020-21, although not to the same overall levels reported in 2019. This in line with the national picture

Stage	Achieved Level 2022			
	Listening	Reading	Writing	Numeracy
P1	84.9%	80%	75.3%	83.7%
P4	83.7%	75.1%	68.8%	72.6%
P7	85.4%	76.5%	70.2%	73.4%

- 1.5 Our continued ambition is that young people in the Senior Phase have the greatest opportunity to attain the highest level of qualification and, as a consequence, we encourage a positive presentation policy rather than a narrowing of opportunity. The number of senior phase exams sat across the Borders in May 2022 remains in line with the previous years for entries across the qualification framework
- 1.6 Schools continue to accredit a broad range of subjects and qualifications such as National Progressions awards, Skills for works awards and Foundation Apprenticeships.

## 2 RECOMMENDATIONS

- 2.1 It is recommended that the Education Sub Committee note progress that schools have made in maintaining standards of attainment in the Broad General Education and Senior Phase in terms of attainment and the identified areas for improvement since the pandemic.**

### 3 ATTAINMENT

#### 3.1 Attainment in the Broad General Education

- (a) The Broad General Education is from 3–15 years of age. There are National Benchmark levels that most pupils in this phase of their education have to meet in Literacy and Numeracy. The achievement of these levels is based on teacher judgements, which are quality assured through moderation activities around teacher planning and pupil work.
- (b) The National Benchmark Levels are set out below:

Level	Achieved by most pupils by the end of
Early Level	Primary 1
First Level	Primary 4
Second Level	Primary 7
Third Level	Secondary 3
Fourth Level	some pupils by end of S3

#### 3.2 Primary

The tables below show the percentage of children who have achieved the national benchmark in Literacy and Numeracy for a particular level. The evidence is based on the judgement of the class teacher and the standard is moderated by other staff in the school and with other schools within the cluster. From 2016-19 there is a clear demonstration of improvement and a progression towards the Scottish Government's Stretch Aim of, by 2022, 85% of pupils attaining the appropriate levels. Allowing for variations in different cohorts it is clear that COVID-19 has had a negative impact on Attainment in the Broad General Education. This is a picture which is reflected nationally.

P1 Achieved Early Level				
Year	Listening	Reading	Writing	Numeracy
2016/17	83.4%	80.5%	80.5%	80.1%
2017/18	88.25%	82.14%	80.02%	82.72%
2018/19	88.43%	83.97%	80.87%	86.07%
2020/21	84.1%	76.8%	74.8%	81%
2021-22	85.19%	79.8%	76.28%	82.44%

#### P4 Achieved First Level

Year	Listening	Reading	Writing	Numeracy
2016/17	87.7%	83.8%	76.8%	77.3%
2017/18	88.00%	80.64%	76.39%	81.08%
2018/19	86.02%	80.72%	76.09%	77.09%
2020/21	78.2%	72.4%	65.5%	67.8%
2021-22	83.37%	76.91%	71.17%	73.71%

P7 Achieved Second Level				
Year	Listening	Reading	Writing	Numeracy
2016/17	84.8%	78.2%	72.6%	69.2%
2017/18	87.22%	81.29%	76.53%	75.17%
2018/19	89.9%	83.2%	80.4%	78.5%
2020/21	83.7%	75.1%	67.8%	70.7%
2021-22	85.16%	78.57%	73.29%	73.41%

Achievement of Curriculum for Excellence Levels (ACEL) data for 2020/21 reflects the disruption caused by the coronavirus crisis.

It shows the number of primary pupils achieving the expected levels in literacy and numeracy has reduced but despite the reduction pupils in SBC are achieving around the national average. It is encouraging that data from 2021/22 shows an increase of between 1.4 and 2.3 percentage points from the previous year has been achieved in all elements of P1, P4, P7 literacy and numeracy. Benchmarking against the national standard is not possible for 2021-22 at the time of writing as national data is yet to be published.

### 3.3 Achievement in Senior Phase S4–6 Qualifications

#### (a) Presentations

The number of exams sat across the Borders in May 2022 remains in line with the previous year at 13,000 in total:

- 6,305 at SCQF Level 5
- 3,616 at SCQF Level 6
- 689 at SCQF Level 7
- 2,400 young people gaining qualifications at SCQF Levels 2-4

There is an increasing wide range of qualifications available for young people in Scottish Borders, not just in the traditional National Qualifications In May 2021 pupils were achieving from the following:

#### (b) Overall National Qualification Attainment: S4-6

	2019		2022		Variance	
	A-C%	A-D%	A-C%	A-D%	A-C%	A-D%
Nat 5	77.4	92.4	78.8	90.2	1.4	-2.2
Higher	76.4	90.8	76.5	90.3	0.1	-0.5
Adv. Higher	84.5	92.1	76.9	91	-7.6	-1.1

The overall pass rate (A-C) for **S4** pupils at SCQF Level 5 remained in line with 2019 at 82.1 percent while 91.8% of S4 learners achieved an award at A-D.

- **S4-6** Learners in Quintile 1 from Hawick High School improved A-C awards by 8.5% from 2019 at SCQF Level 5.
- Performance on **S4** pupils from Quintile 1 in Hawick High School improved by 11% from 2019 at SCQF Level 5

The overall attainment at Higher (SCQF Level 6) remains broadly in line with previous years at 76.5 percent for A-C awards and 90.3% achieved and A-D awards. There was a 3% drop in achievement of learners in Quintile 1 gaining an award at Higher from 2019

(c) **Literacy and Numeracy**

Of the young people who were assessed in May 2022 in the core skills areas of Literacy and Numeracy, more young people than ever are attaining success:

**S4: ALL CANDIDATES**

- 97 percent of S4 achieved a literacy award
- 95 percent of S4 achieved a National 5 English award
- 92 percent of S4 achieved a numeracy award
- 87 percent of S4 achieved a National 5 award in Maths
- 92.6 % of learners in Quintile 1 achieved an award at Nat 5 Numeracy. Up 4%
- 96.6% of learners in Quintile 1 achieved a Literacy award at Nat 5. A 2% increase on 2019

**S5/6: ALL CANDIDATES**

- 80% achieved an A-C pass Higher English Award
- 94% achieved an A-D award at Higher English
- 69% achieved A-C pass at Higher Maths
- 81% achieved an A-D award at Higher Maths

**S6: ALL CANDIDATES**

- 77% achieved an A-C pass at Advanced Higher level
- 91% achieved an A-D pass at Adv. Higher

(d)

## EXAMPLES OF SUBJECT SUCCESS

### National 5:

- 99% A-C pass rate for Physical Education. This is 3% higher than the national rate
- 89% A-C pass rate for Art & Design
- 71% A-C pass rate for Applications of Maths which is a fairly new qualification. This is 8% higher than the national rate

### Higher:

- 94.23% A-C pass rate in Drama. This is 12% above the national pass rate
- 85.04% A-C pass rate for Geography. 4% above the national pass rate
- 90.57% A-C pass rate for P.E which is 3% higher than the national pass Rate

### Advanced Higher:

- 91.67% A-C pass rate in Business Management. This is 21% above the national pass rate
- 96.08% A-C pass rate for Music. 4% above the national pass rate
- 76% A-C pass rate for Chemistry.

(e)

## QUALIFICATIONS

Schools and partners such as Borders College, presented young people in 124 different qualification at a variety of SCQF framework levels.

- 77 subjects at SCQF Level 5
- 54 SCQF level 6 qualifications – an increase of 10 from 2021
- 26 qualifications at Advanced Higher
- 14 qualifications at SCQF 1 and 2

Twelve Foundation Apprenticeships are available nationally at SCQF Levels 5 and 6. The majority of these work based learning qualifications are over 2 years though some pupils in S6 fast track through them in one year.

- Civil Engineering
- Software Development
- Social Services and Healthcare
- Social Services Children and Young people
- Automotive Skills
- Construction
- Hospitality

These give young people earlier exposure to the world of work, helping them develop the skills, experience and knowledge they'll need when they leave school.

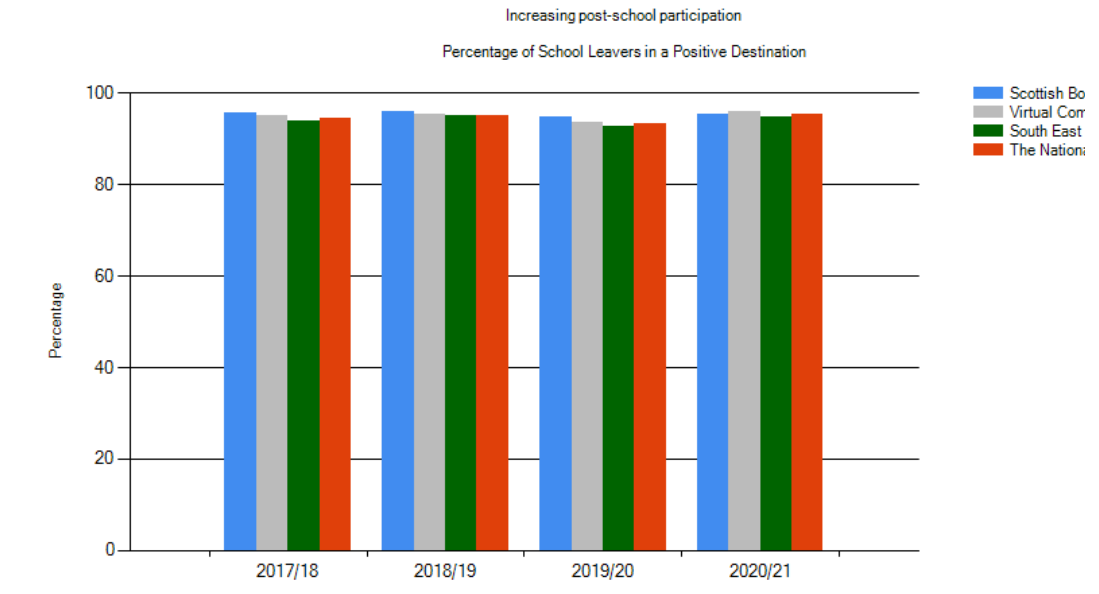


It's the chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options and for employers, it's the chance to attract highly motivated and committed young people who are willing to learn, identify young people who are right for your business and ensure their organisation has people with the skills they need.

(f)

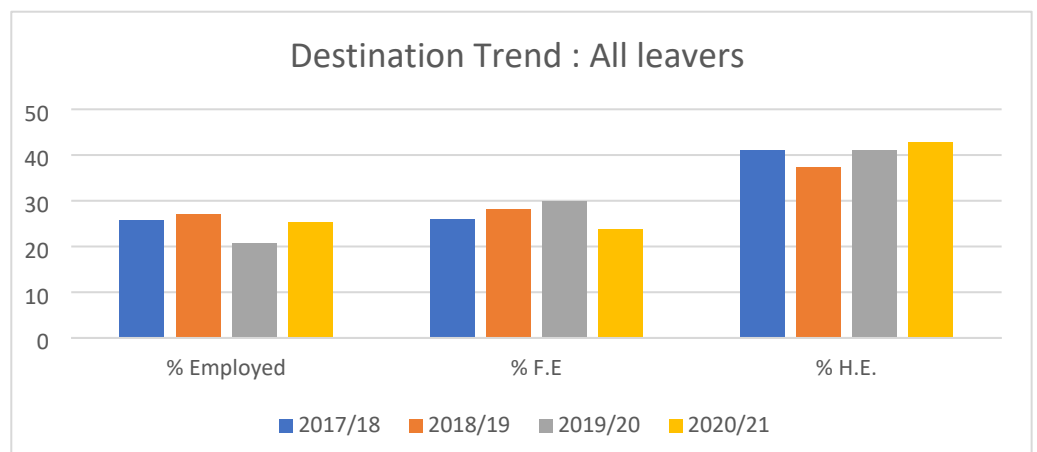
Entries onto Foundation Apprenticeship courses this year, are the highest ever for Borders young people.

**POSITIVE DESTINATIONS**



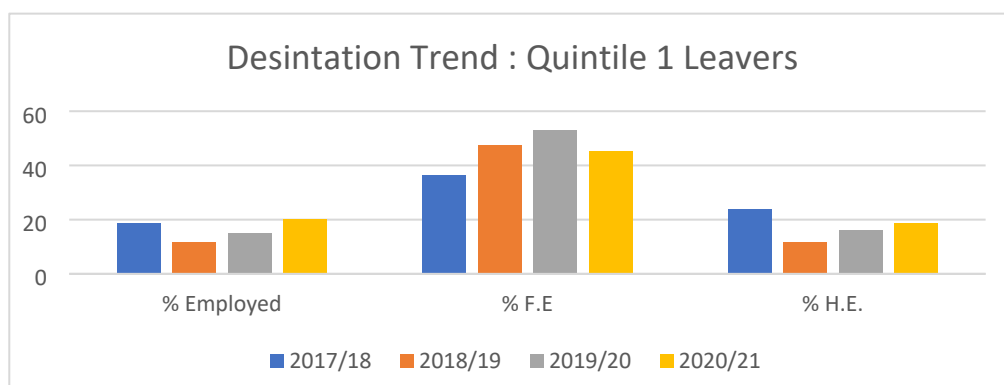
Scottish Borders remains in line with other comparators with 95.49 percent of young people achieving a positive and sustained destination for session 2020-21. Our follow up data for sustained destinations for these leavers

**DESTINATIONS: ALL LEAVERS**



## DESTINATIONS: QUINTILE 1 LEAVERS

(g)



## NEXT STEPS

### Education Service

- Attainment Dashboards produced for every school
- Attainment visits with cluster head teachers and stretch aim targets agreed for each school
- Improvement work with identified schools, supported by the Attainment Advisor from Education Scotland
- National Stretch aims agreed to close the poverty related attainment gap ( see Appendix 1)
- Attainment meeting calendar shared with all schools

### Schools

- Data Dashboards produced for each year group
- Schools to update predicted attainment for stretch aims 3 times per year
- Attainment meetings with Class teachers and action plans agreed
- Secondary schools senior phase attainment meetings with every subject area and targets agreed where necessary

## 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 Integrated Impact Assessment

An IIA has been completed for the Inspire Academy and will be published on the Council Website ahead of consideration of this report.

#### 4.4 **Sustainable Development Goals**

There are no actions against the Sustainable Development goals.

#### 4.5 **Climate Change**

A climate change assessment checklist has been completed for this report with no recommendations being made.

#### 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 **Data Protection Impact Statement**

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

#### 4.8 **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 reported at the meeting.

#### **Approved by**

**Lesley Munro**

**Director Education and Lifelong Learning**

Author(s)

Name	Designation and Contact Number
Catherine Thomson	Quality Improvement Officer (01835 724000 Ext 5888)
Scott Watson	Quality Improvement Office (01835 826960)

**Background Papers:** Not applicable

**Previous Minute Reference:** Not applicable

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Catherine Thomson 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.

# Appendix 1

## SCQF Framework


The Scottish Qualifications Framework ( SCQF) is the national qualifications framework for Scotland which helps everyone understand and compare the various Scottish qualifications such as National Qualifications at National 5 and Higher to National Progression Awards, Youth Achievement , Higher National Certificates etc.

All secondary schools are beginning to look at different courses and awards to accredit learning in the widest sense, not just for the traditional examinations. This gives young people a wide range of learning but which is benchmarked within a standardised level in the framework and should also have equal parity of esteem. Education in Scotland use the terminology of SQCF levels for all accredited awards so as to recognise the relevant level of learning no matter the award.

It should be noted that not all awards are benchmarked within this framework. A example would be Dike of Edinburgh Awards who, as an organisation, are not keen for their award to sit within this framework. This does not diminish the learning for our young people though.

**THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK**

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.sqf.org.uk](http://www.sqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

The framework aims to:

- Help learners plan their learner journey through school and beyond;
- Help learners understand qualifications they are not familiar with;
- Help employers understand different types of qualifications and also supports effective recruitment and workforce development;

- education and training providers of all kinds to identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes; and
- Provides recognition of a very wide range of learning programmes including wider achievement or vocational awards

### **SCQF Levels**

The Scottish Credit and Qualifications Framework has 12 levels. Secondary school generally work between Level 1 and Level 7 on the framework. Level 1 is National 1 level awards which can be accessed by young people with complex learning needs, to level 7 which is equivalent to Advanced Higher and HNC's.

The different levels indicate the level of difficulty of a particular qualification. The Level Descriptors outline the general outcomes of learning at SCQF levels under five broad headings:

- knowledge and understanding;
- practice (applied knowledge and understanding);
- generic cognitive skills (e.g. evaluation, critical analysis);
- communication, numeracy and IT skills; and
- autonomy, accountability and working with others.

The Descriptors allow broad comparisons to be made between qualifications and learning and allow learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level.

### **Equality of qualifications**

The SCQF promotes equality of qualifications. For instance, an Outward Bound Adventure and Challenge Award sits at level 5 on the SCQF which is the same level as a National 5. They might be very different types of learning but learners still have to use the same level of skills to achieve them. This is why it's really important to include all the learning young people achieve on a profile or CV with the SCQF level.

### **The SCQF School Ambassador Programme?**

The SCQF School Ambassador programme offers schools the opportunity to learn more about the benefits of the SCQF and the wider ways in which it supports learners such as recognising wider achievement, developing Senior Phase learning pathways in line with the Developing the Young Workforce strategy and giving equality between vocational and academic qualifications.

A few of our schools are currently involved in the SCQF Ambassador programme.

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## **Education Equity Strategy 2021 - 2026**

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### **Report by Director Education and Lifelong Learning**

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## **EDUCATION SUB COMMITTEE**

**10 November 2022**

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### **1 PURPOSE AND SUMMARY**

- 1.1 The purpose of this report is to inform the Education Sub Committee of the development of the Education Equity Strategy.**
- 1.2 The Education Equity Strategy was developed in session 2021-22 with the vision of increasing excellence, accelerating progress and embedding equity in schools to reduce the poverty related attainment gap and improve outcomes for care experienced children and young people.
- 1.3 The strategy sets out the short, medium and long term outcomes and roles and responsibilities of education staff and partners to improve outcomes for children and young people impacted by poverty.
- 1.4 The strategy outlines the actions required to accelerate progress in reducing the poverty related attainment gap and maximise the potential of the Attainment Scotland Fund (Pupil Equity Funding, Strategic Equity Funding, Care Experienced Children and Young People Funding) until end of session 2025-26.

### **2 RECOMMENDATIONS**

- 2.1 It is recommended that the Education Sub Committee approve the Education Equity Strategy (Appendix A)**

### 3 BACKGROUND

- 3.1 Outcomes for looked after children and care leavers is a key focus of the Councils Corporate Parenting Strategy. Part 9 of The Children and Young People (Scotland) Act 2014 specifies Corporate Parenting duties and responsibilities which apply to all looked after children and care leavers in Scottish Borders Council. We are committed to working with statutory and non-statutory partners to assist them in identifying creative and innovative ideas to enable them to address their Corporate Parenting duties.
- 3.2 Reducing inequalities and the poverty related attainment gap are a key focus of the Council Plan, Anti-Poverty Strategy and Education Improvement Plan. The launch of the Equity Strategy and the establishment of an Equity Strategic Board, both key drivers for closing the poverty related attainment gap, are fundamental as we continue to accelerate progress and embed equity in our school and settings.
- 3.3 The Cabinet Secretary set out in the Scottish Parliament on 23 November 2021 her plans for the next phase of the Scottish Attainment Challenge (SAC), developed in close consultation with local government and agreed by COSLA Leaders. This next phase of the SAC builds on the evidence set out in the Scottish Government and Education Scotland [5 year report](#) on progress towards closing the poverty related attainment gap, the [Equity Audit](#), the [Audit Scotland report](#) on educational outcomes, and the [OECD review](#).
- 3.4 In summary, the SAC refresh national plans are that, with the support of £1 billion over this parliamentary term, the refreshed Scottish Attainment Challenge programme, from 2022/23, will see:
- a) a broader recognition of children and young people's achievements and attainment,
  - b) continued empowerment of school leaders through Pupil Equity Funding,
  - c) a clearer and funded strategic role for all local authorities,
  - d) funding for Pupil Equity Funding and local authorities confirmed over 4 years to enable long term planning
  - e) continued support for care experienced children and young people, and
  - f) a clear framework to support recovery and accelerate progress, led by Education Scotland but with clear responsibilities for all parts of the education system which will enable a clearer line of sight right through the system on the impact of local approaches.
- 3.5 Following the refresh of the Scottish Attainment Challenge in March 2022, local authorities are required to submit stretch aims which are shared annually with the Scottish Government as part of statutory plans and reports. Specific 'core' stretch aims are to be submitted for improving outcomes for all while closing the poverty-related attainment gap, these should be both ambitious and achievable within local contexts. In the development of the stretch aims for Scottish Borders, data and evidence have been interrogated and forensically analysed longitudinally to explore averages, trends and patterns of progress over a 5 year period. Data was considered and benchmarked against national and virtual comparator measures, taking into account the impact of the COVID-19 pandemic. There



has been consultation and collaboration with headteachers, quality and improvement and data analysis services, Education Scotland, the regional improvement collaborative and other local authorities. Our local authority stretch aims are included in the Education Improvement Plan 2022-23.

- 3.6 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

## **4 Education Equity Strategy**

### **4.1 Rationale**

The Equity Strategy had been developed to ensure increased excellence, accelerated progress and embedded equity in our schools and settings to reduce the poverty related attainment gap and improve outcomes for care experienced children and young people (CECYP).

- 4.2 The strategy sets out the short, medium and long term outcomes and roles and responsibilities of education staff and partners to improve outcomes for children and young people impacted by poverty.
- 4.3 The strategy coordinates the Attainment Scotland Funding streams; Pupil Equity Funding (PEF), Strategic Equity Funding (SEF) and CECYP Funding to ensure maximum impact.
- 4.4 The Equity Strategy is presented in a 'Logic Model' format which includes the high level messages and outcomes of the strategy. This model is used to ensure consistency with Education Scotland documentation related to the [Scottish Attainment Challenge \(SAC\)](#). The individual actions are included in a working 'RACI model' outlining the roles of those responsible, accountable, consulted and informed of the strategy.
- 4.5 An Equity Strategic Board has been established as a result of the Equity Strategy. The board ensures strategic governance of the Attainment Scotland Funding streams and has representation from headteachers, social work and education colleagues in the central team.
- 4.6 **Logic Model**  
The 'Inputs' to the Equity Strategy are:
- a) Funding – Attainment Scotland Fund; Pupil Equity Fund, Strategic Equity Fund, SAC Schools Programme, Care Experienced Fund
  - b) Staff – Equity and Inclusion Lead officer/ Virtual School Headteacher
  - c) Policy – Scottish Attainment Challenge (SAC) guidelines and related documents
- 4.7 Support and Collaboration in the Equity Strategy includes:
- a) Local Authority
    - i. Equity Strategic Board

- ii. Performance and Improvement Team (Quality Improvement Officers)
- iii. Headteachers, senior school leaders, equity leads in schools and settings
- iv. Data Performance Team
- v. Finance
- vi. Education Practitioners (Teachers, Pupil Support Assistants etc)
- vii. Care experience and child protection coordinators in schools and settings
- viii. Equalities Forum
- ix. Community Learning and Development
  - x. Children and Families Social work
  - xi. The Promise Team/Champions Board
  - xii. Corporate Parenting Operations Group
- xiii. Placement Overview Group
- xiv. Anti-poverty/cost of living crisis ops group
- xv. Elected Members
- b) Partners and Agencies
  - i. Skills Development Scotland
  - ii. Borders College
  - iii. NHS
  - iv. Community Partners
  - v. Youth Borders
  - vi. Tertiary Sector
- c) Regional and National
  - i. Regional Improvement Collaborative: South East Improvement Collaborative (SEIC)
  - ii. CELCIS – Centre for Excellence for Children’s Care and Protection
  - iii. Education Scotland

#### 4.8 Data required for the Equity Strategy includes

- a) Attainment
  - i. ACEL (Achievement of a Curriculum for Excellence Level)
  - ii. Insight (Secondary Schools)
  - iii. SNSA (Scottish National Standardised Assessment)
  - iv. NIF (National Improvement Framework)
  - v. Seemis
- b) Attendance and exclusions
- c) SIMD (Scottish Index of Multiple Deprivation)
- d) Scottish Borders Child Poverty Index
- e) Local Government Benchmarking Framework
- f) Community/contextual
- g) Care experienced (Mosaic, SDS, Scottish Government, CELCIS)

#### 4.9 Activities expected through the Equity Strategy

- a) There will be a system wide focus on improving leadership at all levels.  
This will include high quality learning and teaching at school/setting level and collaboration with families and communities
- b) Quality assurance calendar or school visits and reviews
- c) Diarised data reviews to measure progress against outcomes
- d) Collaborative planning and reviews with attainment advisor
- e) Plan and deliver professional learning sessions
- f) Communications plan
- g) Destinations workshops with SDS

- h) Regular attendance at relevant meetings and groups
- i) Regular monitoring and tracking procedures
- j) Internal and external reporting through statutory reports

#### 4.10 Short Term Outcomes (2021/22)

- a) Increase and improve communications regarding Attainment Scotland Fund both in the local authority and beyond
- b) Increase strategic governance of Attainment Scotland Fund in line with Scottish Attainment Challenge Refresh and development of local authority and school Stretch Aims
- c) Increase confidence and build capacity in understanding equity and excellence with practitioners
- d) Increase confidence and knowledge in data literacy with senior leaders of initial identified schools
- e) Increase monitoring and tracking of care experienced children and young people regarding attendance, attainment and positive destinations
- f) Develop and implement initial use of Strategic Equity Funding

#### 4.11 Medium Term Outcomes (2023/24)

- a) Continue to increase and improve communications regarding Attainment Scotland Fund both in the local authority and beyond
- b) Continue to embed strategic governance of Attainment Scotland Fund
- c) Improve understanding in writing outcomes and measures with headteachers to articulate improvement and demonstrate impact
- d) Increase excellence and reduce the poverty related attainment gap (Local authority stretch aims – provide support and challenge to enable schools to meet school stretch aims set for June 2023 and June 2024)
- e) Increase confidence and knowledge in data literacy with senior leaders and practitioners of Quintile 1/PEF schools through professional learning sessions and school engagements
- f) Implement new governance and increase quality of schools Pupil Equity Funding plans
- g) Continue and refine monitoring and tracking of care experienced children and young people's attendance, attainment and destinations.
- h) Implement mentoring pilot(s) for CECYP through CE Funding in collaboration with social work and partners to improve attendance, attainment, achievement and positive destinations.
- i) Monitor and track use of Strategic Equity Funding to ensure Impact
- j) Develop long term plans for use of Strategic Equity Funding and exit strategy

#### 4.12 Long Term Outcomes (2024/25 – 2025/26)

- a) Embed communications regarding Attainment Scotland Fund both in the local authority and beyond
- b) Sustainability of the impact of Attainment Scotland Fund
- c) Continue to improve understanding in writing outcomes and measures with headteachers to articulate improvement and demonstrate impact
- d) Continue to increase excellence and reduce the poverty related attainment gap to exceed national and virtual comparators (Local authority stretch aims – provide support and challenge to enable schools to meet school stretch aims set for June 2025 and June 2026)

- e) Continue to increase confidence and knowledge in data literacy with senior leaders of Quintile 1/PEF schools through professional learning sessions and school engagements
- f) Increase attainment, positive leaver destinations, achievement and attendance of care experienced children and young people to exceed national and virtual comparators
- g) Monitor and track use of Strategic Equity Funding to ensure impact

#### 4.13 Requirements for success

- a) Observations in schools
- b) Feedback from partners and to schools
- c) Continuous self-evaluation
- d) Data accessibility
- e) Shared ownership and systems approach
- f) Effective and efficient communication between internal and external partners
- g) Maximisation of funding and grants
- h) Opportunities to work and review in collaboration with partners
- i) Improved attainment data and positive leaver destinations
- j) Improved achievement data and access to opportunities
- k) Effective planning to continue existing approaches, adjusted as required to manage new/emerging challenges as a result of Covid-19 and do so within existing funding levels

#### 4.14 The Vision of the Equity Strategy

- a) Using education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.
- b) Why - Regardless of background or socio economic status - all children and young people will have access to both tools and opportunities to reach or exceed their potential.
- c) How - The equity strategy will use the logic model to provide a coherent plan which will inform, support and challenge colleagues in SBC to achieve our vision in closing the poverty related attainment gap.
- d) What - Increase excellence, accelerate progress towards embedding equity by closing the poverty related attainment gap between the least and most disadvantaged.

## 5 IMPLICATIONS

### 5.1 Financial

There are no costs attached to any of the recommendations contained in this report. Funding is received in the form of annual government grants through the Attainment Scotland Fund each financial year until end of year 2025-26

- a) Pupil Equity Funding - £1,923,695 annually until end of year 2025-26
- b) Care Experienced Children and Young People Funding - £149,450 in 2022/23 and similar funding annually until end of year 2025-26. (Funding is allocated annually at £1200 per looked after child between the ages of 5 - 15 in the local authority)
- c) Strategic Equity Funding

<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
£225,440	£448,171	£670,901	£893,632

## 5.2 Risk and Mitigations

There are no risks associated with this report although the risks of *not completing* the outcomes and actions in the Equity Strategy may be that the poverty related attainment gap continues to widen and care experienced children and young people will not experience improved outcomes.

## 5.3 Integrated Impact Assessment

- (a) A Full Integrated Impact Assessment has been complete (appendix 3)
- (b) The IIA is required as The Equity Strategy aims to bring together a strategic approach from the education service and partners to reduce the poverty related attainment gap and improved outcomes for care experienced children and young people in Scottish Borders

## 5.4 Sustainable Development Goals

- a) SDG 1- End poverty in all its forms everywhere – closing the poverty related attainment gap
- b) SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all potential – interventions to close the poverty related attainment gap and improved outcomes for care experienced children and young people
- c) SDG 10 - Reduce inequalities within and among countries - Build capacity to identify and tackle poverty and exclusion, provide services in a non-discriminatory way, maximise funding to reduce the poverty related attainment gap

## 5.5 Climate Change

The checklist has been consulted and there are no significant effects identified or mitigations required in relation to climate change

## 5.6 Rural Proofing

The checklist has been consulted and there are no significant effects identified on rural proofing arising from the proposals contained in this report.

## 5.7 Data Protection Impact Statement

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

## 5.8 Changes to Scheme of Administration or Scheme of Delegation

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

# 6 CONSULTATION

- 6.1 The 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, Chief Education Officer, Chief Officer for Children and Families, Service Director of Education and Lifelong Learning and

Headteachers have been consulted and any comments received have been incorporated into the final report.

**Approved by**

**Name: Lesley Munro**

**Title: Director Education and Lifelong Learning**

**Author(s)**

Name	Designation and Contact Number
Scott Watson	Equity and Inclusion Lead Officer 01835 826960

**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. Scott Watson can also give information on other language translations as well as providing additional copies.

Contact us at Scott Watson SBC Headquarters, Newtown St Boswells, Melrose TD6 0SA, [scott.watson@scotborders.gov.uk](mailto:scott.watson@scotborders.gov.uk) 01835 826960



## Rationale

The Equity Strategy had been developed to ensure increased excellence, accelerated progress and embedded equity in our schools and settings to reduce the poverty related attainment gap and improve outcomes for care experienced children and young people (CECYP). The strategy sets out the short, medium and long term outcomes and roles and responsibilities of education staff and partners to improve outcomes for children and young people impacted by poverty. The strategy coordinates the Attainment Scotland Funding streams; Pupil Equity Funding, Strategic Equity Funding and CECYP Funding to ensure maximum impact.

The Equity Strategy is presented in a 'Logic Model' format which includes the high level messages and outcomes of the strategy. This model is used to ensure consistency with Education Scotland documentation related to the [Scottish Attainment Challenge \(SAC\)](#). The individual actions are included in a working RACI model outlining the roles of those responsible, accountable, consulted and informed of the strategy.

## Background

Reducing inequalities and the poverty related attainment gap are a key focus of the Council Plan, Anti-Poverty Strategy and Education Improvement Plan. The launch of the Equity Strategy and the establishment of an Equity Strategic Board, both key drivers for closing the poverty related attainment gap, are fundamental as we continue to accelerate progress and embed equity in our school and settings.

Outcomes for CECYP is a key focus of the Council's Corporate Parenting Strategy. Part 9 of The Children and Young People (Scotland) Act 2014 specifies Corporate Parenting duties and responsibilities which apply to all CECYP in SBC. We are committed to working with statutory and non-statutory partners to assist them in identifying innovative ideas to enable them to address their Corporate Parenting duties.

The Cabinet Secretary set out in the Scottish Parliament on 23 November 2021 her plans for the next phase of the Scottish Attainment Challenge (SAC), developed in close consultation with local government and agreed by COSLA Leaders. This next phase of the SAC builds on the evidence set out in the Scottish Government and Education Scotland [5 year report](#) on progress towards closing the poverty related attainment gap, the [Equity Audit](#), the [Audit Scotland report](#) on educational outcomes, and the [OECD review](#). In summary, the SAC refresh national plans are that, with the support of £1 billion over this parliamentary term, the refreshed programme, from 2022/23, will see:

- a) a broader recognition of children and young people's achievements and attainment,
- b) continued empowerment of school leaders through Pupil Equity Funding,
- c) a clearer and funded strategic role for all local authorities,
- d) funding for Pupil Equity Funding and local authorities confirmed over 4 years to enable long term planning
- e) continued support for care experienced children and young people, and
- f) a clear framework to support recovery and accelerate progress, led by Education Scotland but with clear responsibilities for all parts of the education system which will enable a clearer line of sight right through the system on the impact of local approaches.

Scottish Borders Council will receive the following Attainment Scotland Funding each financial year until end of year 2025-26.

- a) Pupil Equity Funding - £1,923,695
- b) Care Experienced Children and Young People Funding - £149,450
- c) Strategic Equity Funding

2022/23	2023/24	2024/25	2025/26
£225,440	£448,171	£670,901	£893,632

**Equity Strategy Logic Model 2021 - 2026**

Inputs	Activities	Short Term Outcomes (2021/22)	Medium Term Outcomes (2022/23 – 2023/24)	Long Term Outcomes (2024/25 – 2025/26)	Requirements for success	Vision
<p><b>Funding</b> ASF (Pupil Equity Fund, Strategic Equity Fund, SAC Schools, Care Experienced Fund) <b>Staffing</b> Equity and Inclusion Lead Officer <b>Policy</b> SAC guidelines and related documents</p> <p><b>Support and Collaboration</b> <b>Local Authority</b> Equity Strategic Board Performance and Improvement Team Head Teachers and SLT Equity School/Setting Leads Data Performance Team Finance Practitioners CE Coordinators Equalities Forum LD Social work The Promise Team/Champs Board Corporate Parenting Ops Group Placement Overview Group Anti-poverty/cost of living crisis ops group Elected Members <b>Partners/Agencies</b> Skills Development Scotland Borders College NHS Community partners Youth Borders Tertiary Sector <b>Regional and National</b> SEIC CELCIS Education Scotland</p> <p><b>Data</b> Attainment; ACEL, Insight, SNSA, NIF, Seemis etc. Attendance and exclusions SIMD Scottish Borders Child Poverty Index LGBF Community/Contextual Care Experienced</p>	<p>There will be a system wide focus on improving leadership at all levels. This will include high quality learning and teaching at school level and collaboration with families and communities</p> <p>Quality Assurance calendar of school visits and reviews</p> <p>Diarised data reviews to measure progress against outcomes</p> <p>Collaborative planning and reviews with attainment advisor</p> <p>Plan and deliver professional learning sessions</p> <p>Communications plan</p> <p>Destinations workshops with SDS</p> <p>Regular attendance at relevant meetings and groups</p> <p>Regular monitoring and tracking procedures</p> <p>Internal and external reporting through statutory reports</p>	<p>Increase and improve communications regarding Attainment Scotland Fund both in the local authority and beyond</p> <p>Increase strategic governance of Attainment Scotland Fund in line with Scottish Attainment</p> <p>Challenge Refresh and development of local authority and school Stretch Aims</p> <p>Increase confidence and build capacity in understanding equity and excellence with practitioners</p> <p>Increase confidence and knowledge in data literacy with senior leaders of initial identified schools</p> <p>Increase monitoring and tracking of care experienced children and young people regarding attendance, attainment and positive destinations</p>	<p>Continue to increase and improve communications regarding Attainment Scotland Fund both in the local authority and beyond</p> <p>Continue to embed strategic governance of Attainment Scotland Fund</p> <p>Improve understanding in writing outcomes and measures with headteacher to articulate improvement and demonstrate impact</p> <p>Increase excellence and reduce the poverty related attainment gap (Local authority stretch aims – provide support and challenge to enable schools to meet school stretch aims set for June 2023 and June 2024.)</p> <p>Increase confidence and knowledge in data literacy with senior leaders of Quintile 1/PEF schools through two Professional Learning sessions and a school visit to work with practitioners.</p> <p>Implement new governance and increase quality of Pupil Equity Funding plans</p> <p>Continue and refine monitoring and tracking of care experienced children and young people's attendance, attainment and destinations.</p> <p>Implement mentoring pilot(s) for CECYP through CE Funding in collaboration with social work to improve attendance, attainment, achievement and positive destinations.</p>	<p>Embed communications regarding Attainment Scotland Fund both in the local authority and beyond</p> <p>Sustainability of the impact of Attainment Scotland Fund</p> <p>Improve understanding in writing outcomes and measures with headteacher to articulate improvement and demonstrate impact</p> <p>Increase excellence and reduce the poverty related attainment gap to exceed national and virtual comparators (Local authority stretch aims – provide support and challenge to enable schools to meet school stretch aims set for June 2025 and June 2026.)</p> <p>Increase confidence and knowledge in data literacy with senior leaders of Quintile 1/PEF schools through two Professional Learning sessions and a school visit to work with practitioners.</p> <p>Increase attainment, positive leaver destinations, achievement and attendance of care experienced children and young people to exceed national and virtual comparators</p>	<p>Observations</p> <p>Feedback</p> <p>Evaluations</p> <p>Data accessibility</p> <p>Shared ownership and systems approach</p> <p>Effective and efficient communication between internal and external partners</p> <p>Maximisation of funding and grants</p> <p>Opportunities to work and review in collaboration with partners</p> <p>Improved attainment data, positive leaver destinations, ACEL P1 P4 P7 SCQF 4 5 6</p> <p>Improved achievement data and access to opportunities</p> <p>Effective planning to continue existing approaches, adjusted as required to manage new/emerging challenges as a result of Covid-19 and do so within existing funding levels</p>	<p>Using education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.</p> <p>Why</p> <p>Regardless of background or socio economic status - all children and young people will have the access to both tools and opportunities to reach or exceed their potential.</p> <p>How</p> <p>The equity strategy will use the logic model to provide a coherent plan which will inform, support and challenge colleagues in SBC to achieve our vision in closing the poverty related attainment gap.</p> <p>What</p> <p>Increase excellence, accelerate progress towards embedding equity by closing the poverty related attainment gap between the least and most disadvantaged.</p>