Public Document Pack

Scottish Borders COUNCIL

EDUCATION SUB-COMMITTEE
TUESDAY, 24 OCTOBER 2023

A MEETING of the EDUCATION SUB-COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS AS A BLENDED MEETING on TUESDAY, 24 OCTOBER 2023 at 10.00 am.

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,

17 October 2023

	BUSINESS	
1.	**Welcome and Introductions**	
2.	**Apologies for Absence**	
3.	**Order of Business**	
4.	**Declarations of Interest**	
5.	**Attainment Report** (Pages 3 - 24) Consider report by Director of Education and Lifelong Learning (Copy attached.)	30 mins
6.	**Education Standards and Quality Report and Improvement Plan** (Pages 25 - 96) Consider report by Director of Education and Lifelong Learning. (Copy attached.)	30 mins
7.	**Any Other Reports Previously Circulated**	
8.	**Any Other Items Which the Chair Decides are Urgent**	

NOTES

1. Timings given above are only indicative and not intended to inhibit Members' discussions.

2. Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.

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

Religious Representatives:- A. Hood and M. Docherty
Teacher Representatives:- N. York and C. Clements
Parent Representatives :- Vacant
Pupil Representatives:- Daniel Newsam (PHS) and Eliza Bevan (BHS)

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

EDUCATION ATTAINMENT REPORT 2022-23

Report by Director Education and Lifelong Learning

EDUCATION SUB COMMITTEE

24 October 2023

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 2022-23.**

2   RECOMMENDATIONS

2.1   **I recommend that the Education Sub-Committee notes progress that schools have made in maintaining and improving standards of attainment in the Broad General Education and Senior Phase in 2023.**

3   BACKGROUND

3.1. The Academic session 2022-23 was the second year of 'normal' schooling across Scotland since the COVID-19. SQA examinations were delivered as expected with continued modifications to course assessments by SQA. The performance of almost all young people in 2023 remained in line with or above 2022 level Attainment trends over time should again be done with the caution.

3.2. 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.

3.3. Education is committed to continuous improvement and to close the poverty related attainment gap. Performance in June 202 demonstrates continued improvement in these organisers:
- **Primary 1** - Increase in all organisers for the second year
- **Primary 4** - Increase in all organisers for the second year
- **Primary 7** - Increase in all organisers for the second year

3.4. 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 2023 remains in line with the previous years for entries across the Scottish Qualifications Framework at almost 14,000.

3.5. Schools continue to accredit a broad range of subjects and qualifications such as National Progressions awards, Skills for Works awards and Foundation Apprenticeships.

4   ATTAINMENT

4.1. Attainment in the Broad General Education (BGE)

(a) The Broad General Education includes children and young people from the ages 3 – 15. 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 judgement, 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**

4.2. 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, other schools within the cluster and a quality assurance process led by senior officers. In 2022-23 there is a clear demonstration of improvement and a progression towards the Scottish Government's Stretch Aim of 85% of pupils attaining the appropriate levels. Our schools continue to recover from the impact of COVID-19. This is a picture which is reflected nationally.

P1	Achieved Early Level			
School	**Listening**	**Reading**	**Writing**	**Numeracy**
2017/18	88.3%	82.1%	80.0%	82.7%
2018/19	88.4%	84.0%	80.9%	86.1%
2020/21	84.2%	76.4%	74.6%	80.5%
2021/22	85.8%	81.0%	76.1%	84.4%
2022/23	**87.5%**	**84.1%**	**80.5%**	**85.9%**

P4	Achieved First Level			
School	Listening	Reading	Writing	Numeracy
2017/18	88.0%	80.6%	76.4%	81.1%
2018/19	86.0%	80.7%	76.1%	77.1%
2020/21	80.5%	74.5%	66.8%	71.2%
2021/22	84.3%	75.8%	69.3%	73.2%
2022/23	**88.5%**	**78.9%**	**70.9%**	**74.6%**

P7	Achieved Second Level			
School	Listening	Reading	Writing	Numeracy
2017/18	87.2%	81.3%	76.5%	75.2%
2018/19	89.9%	83.2%	80.4%	78.5%
2020/21	85.1%	77.6%	71.3%	74.0%
2021/22	86.7%	77.6%	71.3%	74.5%
2022/23	**88.3%**	**80.8%**	**74.4%**	**74.7%**

S3	Achieved Third Level			
	Listening	**Reading**	**Writing**	**Numeracy**
2017/18	96.1%	95.5%	94.3%	94.7%
2018/19	96.7%	95.7%	95.1%	93.7%
2021/22	91.1%	89.7%	87.7%	86.0%
2022/23	**89.4%**	**87.9%**	**87.5%**	**86.4%**

In 2022-23 the majority of pupils in P1, P4 and P7 combined, achieved the appropriate Curriculum for Excellence level of attainment in the Broad General Education as measured by teacher professional judgement of progress in

reading, talking and listening, with most pupils attaining the expected level in numeracy and writing. The levels of attainment of our pupils in the Broad General Education is improving and there is evidence of recovery from the impact of the Covid-19 global pandemic.

In primaries 1, 4 and 7 there has been an increase for the second year running of pupils attaining the relevant benchmark.
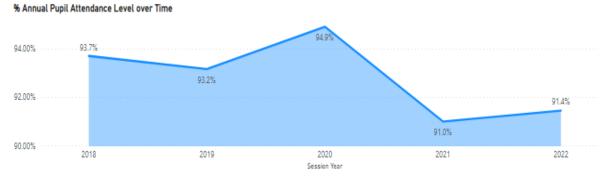
4.3. Closing the Gap

Baseline assessment data in 2021-22 highlighted a gap between the attainment of those living in SIMD 1-2 and those in SIMD 9-10. The poverty related attainment gap has narrowed by 1.1 percentage points for numeracy compared to the previous year and narrowed in literacy from 38.4 percentage points in 2021-22 to 31.3 percentage points in 2022-23.

4.4. Progress towards Stretch Aims

- Increased overall levels in literacy and numeracy in P1, P4, P7 (combined)
- Increased quintile 1 literacy levels in P1, P4, P7 (combined)
- Increased quintile 1 literacy and numeracy levels in S3
- Narrowed the poverty related attainment gap in literacy and numeracy in P1,   P4, P7 (combined) and S3
- Increased overall attendance in primary and secondary.
- Increased attendance in quintile 1
- Narrowing of the poverty related attainment gap in secondary attendance

4.5. Attendance

% Annual Pupil Attendance Level over Time

4.6. Overall attendance for 2023-23 = 91.4%

- Increased overall attendance in primary and secondary.
- Increased attendance in quintile 1
- Narrowing of the poverty related attainment gap in secondary attendance

4.7. Achievement in Senior Phase S4–6 Qualifications

(a) Presentations
The number of qualifications sat in the Scottish Borders in May 2022 remains in line with the previous year at almost 14,000 in total:

- 6,955 at SCQF Level 5
- 3,935 at SCQF Level 6
- 691 at SCQF Level 7

- 2,739 young people gained qualifications at SCQF Levels 2-4

4.7.1. Overall National Qualification Attainment: S4-6

	2022		2023	
	A-C %	A-D %	A-C %	A-D %
National 5	78.8	90.2	77.4	89.1
Higher	76.5	90.3	75.7	90.2
Adv. Higher	76.9	91.0	77.4	92.0

The overall pass rate (A-C) for **S4** pupils at SCQF Level 5 remained in line with 2022 at 77,4% while 90.2% of S4 learners achieved an award at A-D.   Examples of improvement in Quintile 1 attainment

- **S4-6** Learners in Quintile 1 from Hawick High School improved A-C awards by 3.3% from 2022 at National 5 (SCQF Level 5)
- Performance on **S4** pupils from Quintile 1 in Hawick High School improved by 3.6% from 2022 at National 5 (SCQF Level 5)

4.7.2 Literacy and Numeracy
Of the young people who were assessed in May 2023 in the core skills of Literacy and Numeracy, more young people than ever are attaining success:

All Candidates
- 97.3 percent of S4 achieved a literacy award
- 96 percent of S4 achieved a National 5 English award
- 91 percent of S4 achieved a numeracy award
- 83 percent of S4 achieved a National 5 award in Maths

S4; all candidates

- 82.57% of S4 achieved SCQF Level 5 Literacy. This is an increase of 2.5% on 2022, above our virtual comparator and the highest for 3 years.
- 70.2% of S4 achieved SCQF Leve 5 Numeracy and this is an increase of 3% on 2022, above our virtual comparator and the highest for 3 years.

 S4; Quintile 1
- 77% of learners achieved SCQF Level 5 Literacy. This is above the virtual comparator and an improvement of 19% for 2022.
- Performance in SCQF Level 5 Numeracy has dropped by 8% from 2022 to 35.7% for learners though is still the second highest percentage overall since 2019.

 S4; Care Experienced
- Of the small number of learners who were care experienced, 61.1% achieved SCQF Level 5 Literacy. This is an improvement of 33% from 2022.
- 22.2% achieved SCQF Level 5 Numeracy. An increase of 6% from 2022.
-
S5; all candidates

- 56.14 % achieved SCQF Level 6 Literacy and this is in line with performance in 2022.
- 88% achieved SCQF Level 5 Literacy and this remains in line with 2022.

- 25.64% achieved SCQF Level 6 Numeracy and an improvement of 3% on 2022.
- 78.42% achieved SCQF Level 5 Numeracy. This is an improvement of 4.5% on 2022.

S5; Quintile 1
- 38.9 % achieved SCQF Level 6 Literacy and this is in line with virtual comparator and an increase of 7.4% from 2022.
- 11.1% achieved SCQF Level 6 Numeracy and this remains in line with the virtual comparator and is an increase of 2% from 2022.

4.7.3. Examples of Subject Success

National 5:
- 80.3% A-C pass rate for Chemistry. This is 4% higher than the national rate.
- 92.6% A-C pass rate for Art & Design and 45% achieved an A pass. This is 4% above the national rate.
- 96.4% A-C pass rate for P.E. 63% which were an A grade. Both were above the national rate.
- 42% of learners achieved an A grade in English which is 3% above the national level.

Higher:
- 83% A-C pass rate in Business Management. This is 7% above the national pass rate.
- 73% A-C pass rate for Maths with 38.3% achieving an A grade This 3% above the national pass rate.
- 83.3% A-C pass rate for Politics with 38% achieving an A grade, 3% higher than the national pass rate.

Advanced Higher:
- 85% A-C pass rate in History. This is 6% above the national pass rate.
- 95% A-C pass rate for Music.
- 22 different Advanced Highers were available to learners in schools in 2023.

4.7.4 Qualifications

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

- 52 subjects at SCQF Level 5
- 34 SCQF level 6 qualifications

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

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

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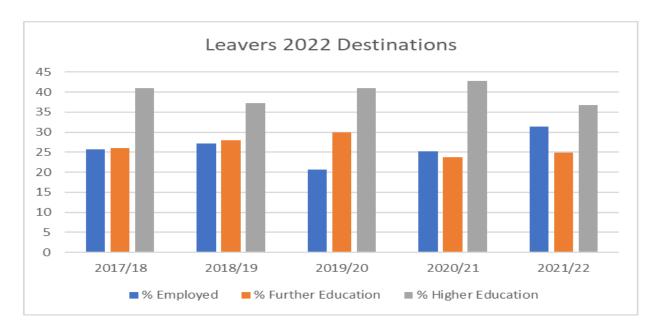
It's the chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options and for employers, it's the chance to attract highly motivated and committed young people who are willing to learn, identify young people who are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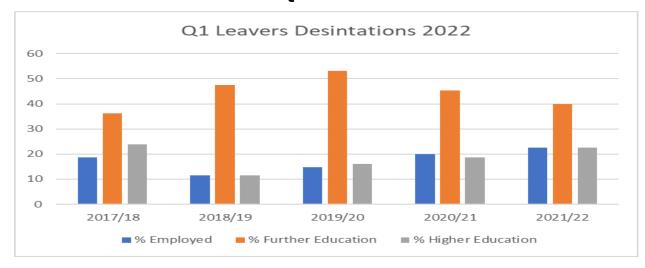
4.7.5. Positive Destinations

For young people who left in May 2022, Scottish Borders remains in the top quartile nationally, with an increase from last year to 96.65 percent of young people achieving a positive and sustained destination. This is the highest for the last five years.

93.75% of leavers form Quintile 1 went onto a positive destination.

Destinations: all leavers

Destinations: Quintile 1 leavers

4.8. Next Steps

4.8.1 Education Service
- Attainment Power BI Dashboard is now live for every school. This includes demographic and assessment information
- Attainment visits with cluster head teachers for core and core plus stretch aims for 2023-25 will be agreed for each school, cluster and overall
- 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

4.8.2 Schools

- Termly attainment tracking will now be in the Power BI dashboard for all schools
- 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 trio attainment meetings with every subject area and targets agreed where necessary.

5   IMPLICATIONS

5.1 **Financial**

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

5.2 **Risk and Mitigations**
There are no risks or mitigations associated with this Report.

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

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

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

5.6 **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.

5.7 **Data Protection Impact Statement**
There are no personal data implications for the Council 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 & Procurement), The Director (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 in the production of this report and their comments have been included in the final version.

Approved by

**Name: Lesley Munro   Title: Director Education & Lifelong Learning
Author(s)**

Name	Designation and Contact Number
Catherine Thomson	Quality Improvement Manager ext. 5888

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.
CorporateMgtSupport@scotborders.gov.uk can also give information on other language translations as well as providing additional copies.

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Scottish Borders Council

Integrated Impact Assessment (IIA)

Part 1 Scoping

1   Details of the Proposal

Title of Proposal	Annual Education Attainment Report
What is it?	A new Policy/Strategy/Practice ☐ A revised Policy/Strategy/Practice ☐
Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate).	An analysis of exam and attainment performance for 2022-2
Service Area: **Department:**	People Education
Lead Officer: (Name and job title)	Catherine Thomson
Other Officers/Partners involved: (List names, job titles and organisations)	
Date(s) IIA completed:	Sept 2023

2   Will there be any cumulative impacts as a result of the relationship between this proposal and other policies?

No *(please delete as applicable)*
If yes, - please state here:

3   Legislative Requirements

3.1 Relevance to the Equality Duty:
Do you believe your proposal has any relevance under the Equality Act 2010? *(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter "No" and go to Section 3.2.)*

Equality Duty	Reasoning:
Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*	No
Promotion of equality of opportunity? *(Will your proposal help or hinder the Council with this)*	Highlights the attainment of those young people most affected by poverty
Foster good relations? *(Will your proposal help or hinder the council s relationships with those who have equality characteristics?)*	No

Revised June 2022

3.2	Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)

Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.

	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping	✓			
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	✓			
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth	✓			
Marriage or Civil Partnership people who are married or in a civil partnership	✓			
Pregnancy and Maternity (refers to the period after the birth, and is linked to **maternity** leave in the employment context. In the non-work context, **protection** against **maternity** discrimination is for 26 weeks after giving birth),	✓			
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	✓			

Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)	✓			
Sex women and men (girls and boys)	✓			
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual	✓			

3.3 Fairer Scotland Duty

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.

The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.

Is the proposal strategic?

Yes / No *(please delete as applicable) N/A*

If No go to Section 4

If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:

	Impact			State here how you know this
	No Impact	**Positive Impact**	**Negative Impact**	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.				

Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies				
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)				
Socio-economic Background – social class i.e. parents' education, employment and income				
Looked after and accommodated children and young people				
Carers paid and unpaid including family members				
Homelessness				
Addictions and substance use				
Those involved within the criminal justice system				

Revised June 2022

4   Full Integrated Impact Assessment Required

Select No if you have answered "No" to all of Sections 3.1 – 3.3.

Yes / No (please delete as applicable)

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

This is an update report not a proposal

Signed by Lead Officer:	Catherine M Thomson
Designation:	Quality Improvement Manager
Date:	20th Sept 2023
Counter Signature Director	
Date:	

Revised June 2022

Part 2 Full Integrated Impact Assessment

5 Data and Information

What evidence has been used to inform this proposal?
(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Describe any gaps in the available evidence, then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

Please state your answer here

Revised June 2022

6 Consultation and Involvement

Which groups are involved in this process and describe their involvement

Please state your answer here

Describe any planned involvement saying when this will take place and who is responsible for managing the process

Please state your answer here

Describe the results of any involvement and how you have taken this into account.

Please state your answer here

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid? What new (if any) impacts have become evident?
(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please state your answer here

Revised June 2022

7 Mitigating Actions and Recommendations

Consider whether:

Could you modify the proposal to eliminate discrimination or reduce any identified negative impacts?
(If necessary, consider other ways in which you could meet the aims and objectives of the proposal.)

Could you modify the proposal to increase equality and, if relevant, reduce poverty and socioeconomic disadvantage?

Describe any modifications which you can make without further delay (e.g. easy, few resource implications)

Mitigation
Please summarise all mitigations for approval by the decision makers who will approve your proposal

Equality Characteristic/Socio economic factor	Mitigation	Resource Implications (financial, people, health, property etc)	Approved Yes/No

8 Recommendation and Reasoning *(select which applies)*
- Implement proposal with no amendments
- Implement proposal taking account of mitigating actions (as outlined above)
- Reject proposal due to disproportionate impact on equality, poverty, health and Socio -economic disadvantage

Revised June 2022

Reason for recommendation:

Signed by Lead Officer:	
Designation:	
Date:	
Counter Signature Director	
Date:	

Office Use Only (not for publication)

This assessment should be presented to those making a decision about the progression of your proposal.

If it is agreed that your proposal will progress, you must send an electronic copy to corporate communications to publish on the webpage within 3 weeks of the decision.

Complete the below two sections. For your records, please keep a copy of this Integrated Impact Assessment form.

Action Plan (complete if required)

Actioner Name:	Action Date:
What is the issue?	
What action will be taken?	
Progress against the action:	
Action completed:	Date completed:

Monitoring and Review

State how the implementation and impact of the proposal will be monitored, including implementation of any amendments? For example what type of monitoring will there be? How frequent?

Please state your answer here

What are the practical arrangements for monitoring? For example who will put this in place? When will it start?

Please state your answer here

When is the proposal due for review?

Please state your answer here

Who is responsible for ensuring that this happens?

Please state your answer here

EDUCATION STANDARDS AND QUALITY REPORT AND IMPROVEMENT PLAN

Report by Director Education and Lifelong Learning

EDUCATION SUB COMMITTEE

24ᵗʰ October 2024

1 PURPOSE AND SUMMARY

1.1 **The purpose of this report is to inform the Education Sub Committee of the progress made by the Education Service and schools during 2022-2023 and to note the improvement priorities for session 2023 - 24.**

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 2022/23 Standards and Quality Report provides a high level summary of the performance of schools in line with the Education Service Improvement Plan. It notes attainment and achievement across all aspects of service delivery.

1.3 The Standard & Quality Report is an evaluation of academic session 2022/23 and draws on a range of data/information to support its conclusion.(Appendix A)

1.4 The Improvement Plan is a statement of our objectives for academic session 2023-24 (Appendix B). This Plan has a strong focus on raising attainment for all and accelerated progress in closing the poverty related attainment gap as well as our continuing drive to promote positive relationships and inclusive practice in all our educational settings. 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 Education Sub Committee approve both Reports, namely 'Standards & Quality Report 2022 - 23' (Appendix A) and 'Education Improvement Plan 2023 - 24' (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.

4 STANDARDS AND QUALITY REPORT 2022-23

4.1 Our Standards and Quality Report 2022-23 is set out under the following headings:

1) Everyone Attaining

2) Everyone Achieving

3) Excellent Experiences

4.2 Amid the challenges, there is considerable progress and notable achievements in Scottish Borders Council including:

a) Positive feedback from national scrutiny, Her Majesty's Inspector of Education (HMIE) in collaboration with the quality improvement team last session, seen Berwickshire and Hawick High schools being signed off as having made good progress towards the identified areas for improvement.

b) Her Majesty's Inspector of Education (HMIE) visited seven schools during last session and three primary schools for thematic reviews.72% of the four Quality Indicators were graded as Good or above.

c) Improvements in attainment:Galashiels Academy, Earlston HS and Peebles HS improved their performance in 5 or more qualifications at SCQF level 5 from 2021 and at 1+ and 3+ qualifications at SCQf Level 6. Hawick High School has their best every attainment of leavers achieving 5 or more qualifications at SCQF level 5 who live in Quintile 1.

d) We made progress in achieving our stretch aims in the Broad General Education. Schools improved in combine literacy and numeracy in P1,4 and 7; improved Quintile 1 combined Literacy levels; improved combined literacy and numeracy levels for Quintile 1 in S3 and narrowed the poverty related attainment gap at all stages.

e) Improved attendance in primary and secondary schools at 91.4% form 2021 and for those in Quintile 1.

f) West Linton PS successfully achieved the national Digital Skills Award, this award programme aims to promote, recognise and encourage a whole school approach to the use of digital technologies. Broomlands PS have been recognised as a 'Centre of innovation, leadership, and educational excellence' This internationally acclaimed accreditation has been awarded to both schools in recognition of the way they are using technology to deliver learning to young people through our Inspire Learning Programme.

5   EDUCATION SERVICE IMPROVEMENT PLAN 2023 - 24

5.1   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

5.2   The plan for session 2023-24 continues the key themes of Recovery, Equity and Innovation and has been prepared to address accelerated improvement in schools and settings following the refreshed Scottish Attainment Challenge. 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.

5.3   The Education and Lifelong Learning service priorities for session 2023-24 Improvement Plan remain consistent to ensure continuous improvement across all sectors, they are as follows:

a) Priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

b) Priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

5.4   The main drivers from the revised National Improvement Framework which underpin our plan are the development of teacher and practitioner professionalism, school and early leaning and childcare improvement, curriculum and assessment and performance information. Each of these drivers will support capacity building in our schools.

5.5   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.

5.6   The full Education Improvement Plan is contained in Appendix B.

5.7   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.

6 IMPLICATIONS

6.1   **Financial**

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

6.2   **Risk and Mitigations**

There are no risks associated with this Report.

6.3   **Integrated Impact Assessment**

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

6.4   **UN Sustainability Goals**

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

6.5   **Climate Change**

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

6.6   **Rural Proofing**

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

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

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

7 CONSULTATION

7.1 The 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 Sub Education Committee Meeting.

Approved by

Lesley Munro   **Director Education and Lifelong Learning**

Author(s)

Names	Designation and Contact Number
Carolyn Didcock	Quality Improvement Manager (01835 824000)
Catherine Thomson	Quality Improvement Manager (01835 824000)

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.

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SCOTTISH BORDERS COUNCIL'S

EDUCATION IMPROVEMENT PLAN
2023-24

Scottish Borders COUNCIL

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EDUCATION IMPROVEMENT PLAN 2023-24

EDUCATION IMPROVEMENT PLAN 2023-24

1. FOREWORD

In the Scottish Borders we have one simple vision; to make Scottish Borders the best place in the world to teach and learn.

Scottish Borders Council are a forward thinking, ambitious authority committed to transforming the way we deliver our Education Services and well placed to ensure that all our children and young people continue to benefit from living and growing up in the Scottish Borders. We want all our young people and staff to grow and develop into high skilled, happy and healthy global citizens. Our Inspire Learning programme harnesses the latest technology, curriculum innovation, new learning environments and high quality professional development to ensure that learning across our region is mobile, personal, collaborative and excellent.

We are implementing a new education delivery model which will empower school leaders to foster collaboration within their local communities, working alongside the collective expertise and creativity of colleagues to deliver positive outcomes for all the children and young people in the Scottish Borders. In an empowered system school leaders are partners within the Local Authority and contribute and support each other, respecting the different role each plays. 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.

Justin Sinclair
Chief Education Officer

EDUCATION IMPROVEMENT PLAN 2023-24
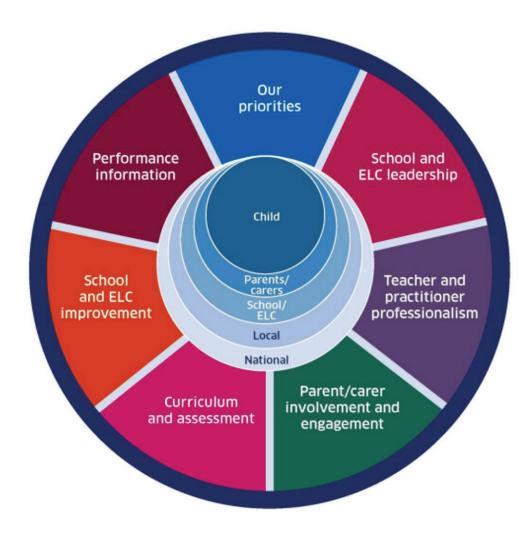
2. INTRODUCTION

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 Improvement Plan are:

- School and Early Learning and Childcare Leadership
- Teacher and practitioner professionalism
- School and Early Learning and Childcare improvement
- Curriculum and Assessment
- Performance Information

The National Improvement Framework 2022 (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 five strategic priorities below:

- Placing the human rights and needs of every child and young person at the centre of education
- 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

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The Scottish Borders Education Service Improvement Plan does not sit in isolation. It is informed by SBC's Council Plan April 2023 and the Children and Young People's Services Integrated Plan.

Challenges

Poverty related attainment gap

Impact of the pandemic on well being and attainment

Opportunities

High quality education and high skills, maximising life chances

Our 2033 Vision for the Scottish Borders

By 2033, everyone in the Scottish Borders will have the opportunities to acquire the knowledge and skills needed to realise their full potential, and the Borders will be a place where people grow and develop into high skilled, happy and healthy global citizens.

Our Priorities 23/24

Empowering schools and their communities to deliver a high quality education focused on excellence, equity, wellbeing and improved outcomes for children, young people, and families.

EDUCATION IMPROVEMENT PLAN 2023-24

3. OUR STRATEGIC PRIORITIES

Our Education Service Improvement Plan sets out the key strategic improvement priorities for our schools and settings for session 2023-24 based on the evidence presented in The Standards and Quality Report 2022-23.   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.

PRIORITY 1

Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings through continued development of;

- Pedagogy and practice
- Curricular programmes
- Digital skills for all

PRIORITY 2

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners
- Use of Pupil Equity Funds

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DEVELOPMENT OF A NEW EDUCATION DELIVERY MODEL

In the Scottish Borders, we are planning to revolutionise our current approaches to delivering Education by moving away from narrow job roles and silos, and instead, focusing on building leadership capacity, creating an environment that encourages innovation and ultimately create a self-improving service.

We are fostering and designing a "Team around the Cluster" approach to deliver positive outcomes for all children and young people in the Scottish Borders.

Our aim is to enable all colleagues to gain a broader understanding of the entirety of our education service delivery process and develop a flexible skill set. It will also foster a culture of continuous professional learning and learning together. Through our model of using Communities of Practice (COP) we will promote less silo working and improve open communication. We aim to harness the diverse perspectives and expertise of "OneTeam" across our Education officers and school practitioners to drive innovation and improve outcomes.

All schools will engage with the #SBCway, aligning current practices with the authority-wide approach. The #SBCway will support all schools to further advance the following priorities:

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EDUCATION IMPROVEMENT PLAN 2023-24

4. SBC STRETCH AIMS 2023-26

Local authorities are required to submit stretch aims for 2025/26 with annual trajectories to Scottish Government as part of statutory plans and reports. Specific 'core' and optional 'core plus' 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.

These include:

CORE STRETCH AIMS

a. Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined);
b. the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information;
c. the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information;
d. the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland;
e. A locally identified aim for health and wellbeing; attendance in primary and secondary.

CORE PLUS STRETCH AIMS

f. Achievement of Curriculum for Excellence Levels (literacy at S3 and numeracy at S3);
g. The proportion of school leavers in an initial positive destination based on Insight information;
h. Attendance of care experience learners in primary and secondary;
i. the proportion of care experienced school leavers attaining 5 or more award at any SCQF level based on Insight (All SCQF Awards) information.

Stretch aim development has involved collaboration and dialogue with cluster lead headteachers, education officers, and all headteachers. Schools have collaborated in clusters to set core and core plus stretch aims for every school and clusters have set additional stretch aims to suit their context. School stretch aims have been used to corroborate our local authority aims to ensure consistency and clarity.

CORE STRETCH AIMS

CORE: ACEL P1 P4 P7 LITERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	75 - 76%	60 - 62%	87 - 88%	27 - 26pp
2024/25	76 - 78%	62 - 68%	88 - 89%	26 - 24pp
2025/26 Stretch Aim	80%	74%	89%	15pp

CORE: ACEL P1 P4 P7 NUMERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	80 - 81%	63 - 65%	88 - 89%	25 - 24pp
2024/25	81 - 82%	65 - 69%	89 - 90%	24 - 2pp
2025/26 Stretch Aim	83%	75%	91%	16pp

CORE: SCHOOL LEAVERS ATTAINING 1 OR MORE AWARD AT SCQF LEVEL 5 (ALL SCQF)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	88.5 - 89.5%	72.5 - 74.0%	97.6 - 98.0%	25.1 - 24.0pp
2024/25	89.5 - 90.5%	74.0 - 77.0%	98.0 - 98.5%	24.0 - 22.5pp
2025/26 Stretch Aim	91%	82%	98%	16pp

CORE: SCHOOL LEAVERS ATTAINING 1 OR MORE AWARD AT SCQF LEVEL 6 (ALL SCQF)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	64.9 - 66.0%	32.5 - 36.5%	85.7 - 86.5%	53.2 - 50.0pp
2024/25	66 - 68%	36.5 - 42%	86.5 - 87.5%	50.0 - 47.0pp
2025/26 Stretch Aim	72%	50%	88%	38pp

CORE: ANNUAL PARTICIPATION MEASURE (16-19 – EDUCATION, EMPLOYMENT, OR TRAINING)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	95.6 - 96.0%	87.1 - 88.5%	98.3%	9.3 - 10pp
2024/25	96.0 - 96.3%	88.5 – 90.0%	98.4%	9.0 - 9.3pp
2025/26 Stretch Aim	96.5%	92%	98.6%	6.6pp

CORE HWB: ATTENDANCE - PRIMARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	93.3 - 94.0%	89.7 - 91.0%	95.4 - 95.8%	5.7 - 4.8pp
2024/25	94.0 - 95.0%	91.0 - 92.5%	95.8 - 96.2%	4.8 - 3.7pp
2025/26 Stretch Aim	95.5%	95.0%	96.5%	1.50pp

CORE HWB: ATTENDANCE - SECONDARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	89.2 - 90.0%	84.5 - 87.0%	90.9 - 91.5%	6.4 - 4.5pp
2024/25	90.0 - 91.5%	87 – 90%	91.5 - 92.5%	4.5 - 2.5pp
2025/26 Stretch Aim	93.5%	92%	94.5%	2.5pp

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CORE PLUS STRETCH AIMS

CORE PLUS: ACEL S3 - 3RD LEVEL LITERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	85.5 - 87.0%	72.5 - 80.0%	93.8 - 94.5%	21.3 - 14.5pp
2024/25	87.0 - 89.5%	80 – 83%	94.5 – 95.5%	14.5 – 12.5pp
2025/26 Stretch Aim	92%	85%	97%	12pp

CORE PLUS: ACEL S3 – 3RD LEVEL NUMERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	85.5 – 87.0%	80 – 82%	93 – 94%	13 – 12pp
2024/25	87.0 – 89.0%	82 – 84%	94 – 95.5%	13 – 12pp
2025/26 Stretch Aim	92%	86%	97%	11pp

ORE PLUS: SCHOOL LEAVERS IN AN INITIAL POSITIVE DESTINATION				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	96.7 – 97.0%	93.8 – 94.2%	99.2%	5.5 – 5.0pp
2024/25	97.0 – 97.5%	94.2 – 95.0%	99.3%	5.0 – 4.3pp
2025/26 Stretch Aim	98%	96%	99.5%	3.5pp

CORE PLUS: CARE EXPERIENCED ATTENDANCE – PRIMARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	CE	NON-CE	GAP (CE – NON-CE)
2023/24	93.3 – 94.0%	88.0 – 90.5%	93.4 – 94.1%	5.4 – 3.6pp
2024/25	94.0 – 95.0%	90.5 – 92.5%	94.1 – 95.1%	3.6 – 2.6pp
2025/26 Stretch Aim	95.5%	95%	95.6%	0.6pp

CORE PLUS: CARE EXPERIENCED ATTENDANCE – SECONDARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	CE	NON-CE	GAP (CE – NON-CE)
2023/24	89.2 – 90.0%	84.1 – 86.0%	89.3 – 90.2%	5.2 – 4.2pp
2024/25	90.0 – 91.5%	86.0 – 89.0%	90.2 – 91.7%	4.2 – 2.7pp
2025/26 Stretch Aim	93.5%	92%	93.7%	1.7pp

CORE PLUS: CARE EXPERIENCED SCHOOL LEAVERS ATTAINING 5 OR MORE AWARDS AT ANY SCQF LEVEL (ALL SCQF)	
ANNUAL TRAJECTORY	CARE EXPERIENCED
2023/24	64.7 – 70%
2024/25	70 – 78%
2025/26 Stretch Aim	90%

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EDUCATION IMPROVEMENT PLAN 2023-24

5. ACTIONS

NEXT STEPS IDENTIFIED FROM 2022-23 STANDARDS AND QUALITY REPORT:

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements and target setting for all cohorts of learners
- Continue to build capability and capacity for senior leaders and staff in schools in the use of tracking and monitoring tools, including Insight and BGE Benchmarking and the ability to interpret data to identify areas of need
- Support all schools and settings to engage in further curriculum innovation, ensuring programmes and pathways align with rationales and the 4 contexts of Curriculum for Excellence
- Clearly set out our expectation for literacy, numeracy and HWB framework through implementing #SBCWay
- Focus on ensuring policies and practices are grounded in current legislation and well understood and schools are supported to ensure success of all learners
- Support and challenge schools to improve outcomes for identified groups of children and young people with a particular focus on closing the poverty related attainment gap
- Support schools to make best use of Scottish Attainment Challenge funding to close the poverty related attainment gap
- Continue to ensure a commitment to nurture and progress rollout of targeted nurture bases
- Ensure the wellbeing indicators are being considered for all children and young people

BY MAY 2024:

All schools will have engaged with new BGE Literacy and Numeracy curricular pathways.

All clusters will have responded to the opportunities of the Scottish Attainment Challenge targeting resources where the poverty related attainment gap is greatest.

Stretch aims will have been agreed by all schools to ensure Improved attainment for all children and young people.

Awareness of neurodiversity and understanding of best practice to meet the needs of neurodivergent leaners of all ages will be improved.

All learners with additional support needs will be able to access SQA assessment activity.

An SBC Outdoor learning Strategy will be developed.

Service delivery and resource allocation at cluster level will be maximised to ensure decision making sits at the heart of the community.

A Play Pedagogy Strategy will have been developed.

The Respectful Relationships and Anti-Bullying Policy will have been implemented across all schools and settings.

All schools and settings will demonstrate improved inclusive, nurturing practice and promote wellbeing.

Both universal and targeted learning and support are embedded and is having a positive impact on children's progression with their learning.

EVIDENCE WE WILL GATHER:

- Attainment Data
- Insight Data
- 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
- National Standard gradings – Care Inspectorate Quality Framework
- Impact of professional learning
- Standards and Quality Reports and Improvement Plans
- Local authority/school establishment reviews
- Quality indicator gradings for 3.1 Ensuring Equity, Wellbeing and Inclusion
- SEEMIS Data around children and young people with an Additional Support Need
- Collated survey data e.g. SHINE survey, Glasgow Motivation Wellbeing Profile
- SEEMIS data – Bullying and Equalities

SUCCESS CRITERIA:

- Increase in attainment outcomes across all ages and stages in accordance with core stretch aims.
- The number of establishments evaluating themselves as good or better on 2.3 and 3.3 (digital skills) will have increased.
- School improvement plans will detail clear measures of impact in reducing the poverty attainment gap.
- All staff will have the skills and understanding to reduce the attainment gaps within their playrooms/classrooms.
- All schools will have completed the curriculum alignment audit.
- All schools and settings will evidence improvement in QI 3.1.
- The number of school and settings evaluating themselves as good or better for QI 3.1 will increase.
- All school and settings will evidence improved practice in line with their revised Positive Relationship and Anti Bullying Policy.
- Schools and settings will evidence progression in embedding the nurture principles.
- All schools will use the Glasgow Motivation and Wellbeing Profile to track wellbeing of children and young people so we have comparable data across the authority.
- Staff will evidence more awareness of neurodivergent learners in their classroom practice.
- Best approaches to supporting neurodivergent learners will be developed and shared.
- Parent workshops on Nurture will be delivered in all localities.
- Nurture bases will be established in targeted primary schools
- There is a higher uptake of the use of digital exam papers in schools
- High levels of staff engagement in professional learning
- Cluster based approaches are agreed to support service delivery in both ASN and ELC.

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CHILDREN AND YOUNG PEOPLE'S SERVICES
Scottish Borders Council | Headquarters | Newtown St Boswells
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Scottish Borders COUNCIL

SCOTTISH BORDERS COUNCIL'S

ACHIEVING EXCELLENCE IN LEARNING

Play #**your**part

STANDARDS AND QUALITY REPORT 2022-23

Scottish Borders COUNCIL

CONTENTS
ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2022-23

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

1. FOREWORD

Scottish Borders Council continues to deliver high quality education services for children, young people and their families. This Standards and Quality Report details the progress made in achieving our expected outcomes as set out in our Service Plan. Evidence of impact and evaluations of progress are gathered from our Quality Improvement Team who support schools and services in carrying out self-evaluation. External validation comes from the Care Inspectorate (for Early Learning and Childcare) and Her Majesty's Inspectorate (HMIE) who commented very favourably on the practices they observed in our schools and services.

As we continue to recover from the COVID 19 pandemic, team working and our capacity to adapt, collaborate and support each other has enabled our services to continue on their journey of improvement.

The education department remains fully committed to delivering our obligation to close the poverty related attainment gap and ensure excellence and equity for every learner so we can maximise the potential of all.

This Standards and Quality report is a testament to the many outstanding achievements of Scottish Borders Council's schools and services and to the progress made across the academic year.

Councillor Leagh Douglas
Executive Member for Education and Lifelong Learning

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

2. 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. The report recognises sector leading approaches to empowerment, digital learning, our strong partnership working to ensure children have the best start, and our improving attainment and post-school destination levels.

"Everyone attaining, everyone achieving and excellent experiences" lies at the heart of the education service's vision for improvement as we seek to provide the highest quality learning and teaching for our children and young people.

We maintain a commitment to reducing inequities and tackling poverty with enhanced supports through Pupil Equity Funding and Scottish Equity Funding. Throughout the report there are examples of the impact the education service are making to children, young people and families across the Scottish Borders. Looking to the future, we will continue our drive for excellence and equity in all that we do. We will continue to develop our cluster empowerment model and build capacity in our leaders and staff while embracing innovative approaches to ensure the highest quality of experience for our learners and are confident that 'Inspire Learning' and the SBCWay will continue to transform learning and teaching. Our priorities for 2023/24 reflect these core strategies for delivering the #SBC Way and doing deep dives into a few key areas for improvement
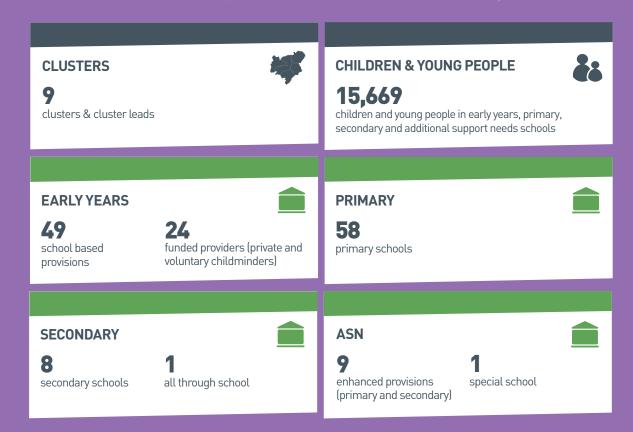
Lesley Munro
Director, Education and Lifelong Learning

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

3. BACKGROUND INFORMATION

Our education service is provided across the council through:

CLUSTERS

9
clusters & cluster leads

CHILDREN & YOUNG PEOPLE

15,669
children and young people in early years, primary, secondary and additional support needs schools

EARLY YEARS

49
school based provisions

24
funded providers (private and voluntary childminders)

PRIMARY

58
primary schools

SECONDARY

8
secondary schools

1
all through school

ASN

9
enhanced provisions (primary and secondary)

1
special school

ABOUT THE STANDARDS AND QUALITY

The standards and Quality Report details the progress made towards achieving the outcomes and impacts set out in the Education Service Plan 2022-23.

The report is set out under the following headings:

- Everyone Achieving
- Everyone Attaining
- Excellent Experiences

The report has a clear focus on outcomes and impact for learners, parents and carers, staff and the wider community.

This report is also informed by:

- Scottish Borders Council's Council Plan 2022/23
- Scottish Government's Wellbeing Indicators and National Improvement Framework (NIF)
- The four capacities of the Curriculum for Excellence

The results of this self evaluation have been used to inform the Education Service Plan for 2023/24.

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

4. SCHOOLS & SERVICES INSPECTED IN 2022-23

During session 2022-23, a series of inspections took place to evaluate and report on standards and quality.

CARE INSPECTORATE

The focus on maintaining quality as our services expand builds on the strong foundations of our high-quality services. Twelve early years settings were inspected by the Care Inspectorate in session 2022-23. Across Scottish Borders almost all settings received grades of good or better for all quality themes in their latest inspection, with West Linton, Westruther and Tweedbank Achieving grades of Very Good for all four themes.

The following early learning and childcare settings underwent an inspection by the Care Inspectorate

- **Broughton PS**
- **Clovenfords PS**
- **Morebattle PS**
- **Stow PS**
- **Newtown PS**
- **St Ronana's PS**
- **Tweedbank PS**
- **Channelkirk PS**
- **Langlee**
- **Priorsford PS**
- **West Linton PS**
- **Jedburgh Grammar Campus**

EDUCATION SCOTLAND

The following schools underwent an inspection by Education Scotland:

FOLLOW UP

As requested, we have provided Education Scotland with reports on the progress of Berwickshire and Hawick High Schools since their return visit last session.

After reviewing all of the evidence and in discussion with us, Education Scotland are now confident that both schools have the capacity to continue to improve and will therefore make no further visits in connection with the recent inspection reports.

INSPECTIONS

The following schools underwent an inspection by Education Scotland in session 2022-23.

- Broomlands Primary School
- Fountainhall Primary School
- Glendinning Primary School
- Jedburgh Grammar Campus (all through)
- Greenlaw Primary School
- Walkerburn Primary School
- Stirches Primary School

72% of the Quality Indicators were graded as Good or above while 78% of Early Years settings were graded at Good or above.

At the time of printing, two schools had yet to receive their reports.

THEMATIC INSPECTIONS

Education Scotland identified three Borders schools and settings to visit as part of their national thematic reviews. The learning from these were then shared as key messages of effective practice and case studies.

- Burgh Primary School - Bullying & Equalities
- Newtown Primary School - Curriculum
- Melrose Primary School - Early Years

STANDARDS & QUALITY AND THEMATIC REVIEWS

Quality Improvement Teams consisting of officers and head teachers carried out 12 thematic reviews of schools, 10 primary where there is a high level of Quintile 1 cohorts and two secondary schools.

The purpose of the Quintile 1 reviews was to review the schools strategic approaches to closing the poverty related attainment gap and to provide support and challenge to ensure significant progress is being made.

Strengths:

- Leaders have set out a strong and purposeful plans to promote equity and close the poverty related attainment gap.
- Early Years Centres provide an exceptional offering to families to address the socio-economic circumstances of the community and offer a wide range of universal and targeted support.
- Data informed practice in Early Years settings are leading to more equitable and appropriately planned interventions.
- Strong strategic approaches are in place to build leadership capacity of practitioners by setting clear expectations for attainment meetings, ensuring staff accountability for knowing children as learners and progressing next steps in their learning and development
- Good staff knowledge and understanding of the impact of barriers to learning and interventions used to improve health and wellbeing, literacy and numeracy.
- A good understanding of the school's socio-economic context and the factors impacting families affected by poverty.

The authority's quality improvement team also carried out reviews which focus on aspects of provision:

- Peebles High School: An improvement visit was carried out focussing on all 4 Quality Indicators 1.3 Leadership, 2.3 Learning, Teaching and Assessment,3.1 (Ensuring Equality, Inclusion and Wellbeing) and 3.2 Raising Attainment and Achievement

- Kelso High School School: An improvement visit to focus on all 4 Quality Indicators.

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

5. EVERYONE ATTAINING

STRATEGIC PRIORITY

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

Scottish Borders continues to achieve and progress equity and excellence throughout a wide range of local and national attainment measures. Our children and young people achieve high standards of attainment throughout the Broad General Education and senior phase. The attainment of Scottish Borders school leavers continues to be positive across these key benchmarks.

SENIOR PHASE ATTAINMENT

Pupils across Scottish Borders achieved well in SQA qualifications in May 2023 with another year of positive results. These achievements are a credit to the hard work of our young people and the staff and parents who have supported them.

In particular:

LEAVERS

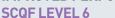|		
SCHOOL LEAVERS AT SCQF LEVEL 5 **69%** of **school leavers** in **May 2022 achieved 5 or more awards** at **SCQF Level 5** in **SQA qualifications**	**SCHOOL LEAVERS AT SCQF LEVEL 6** **53%** of **school leavers achieved 3 or more awards** at **SCQF Level 6.**	**SCHOOL LEAVERS AT SCQF LEVEL 7** **28%** of **school leavers achieved 1 or more awards** at **SCQF Level 7**

PERFORMANCE

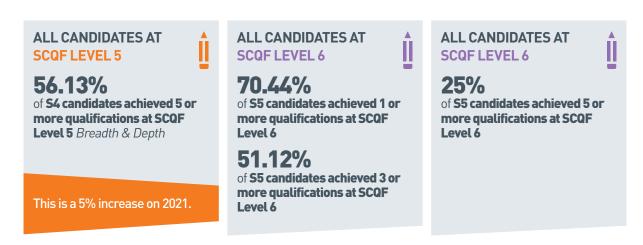|	
IMPROVED PERFORMANCE SCQF LEVEL 5 Peebles, Galashiels Academy and Earlston High Schools **improved their performance in 5 or more qualifications** at **SCQF Level 5 from 2021**	**IMPROVED PERFORMANCE SCQF LEVEL 6** Earlston, Galashiels Academy and Peebles High Schools **improved their performance from 2021 at 1+, 3+** at **SCQF Level 6**

LITERACY & NUMERACY

LITERACY
SCQF LEVEL 5   *abc*

85.38%
of **leavers achieved an SCQF Level 5 Literacy qualification**

NUMERACY
SCQF LEVEL 5   2+3=5

73.24%
of **leavers achieved an SCQF level 5 Numeracy qualification**

This is the highest for 5 years. This attainment is in line with or above our national virtual comparators.

SENIOR PHASE : ALL CANDIDATES

ALL CANDIDATES AT
SCQF LEVEL 5

56.13%
of **S4 candidates achieved 5 or more qualifications at SCQF Level 5** *Breadth & Depth*

This is a 5% increase on 2021.

ALL CANDIDATES AT
SCQF LEVEL 6

70.44%
of **S5 candidates achieved 1 or more qualifications at SCQF Level 6**

51.12%
of **S5 candidates achieved 3 or more qualifications at SCQF Level 6**

ALL CANDIDATES AT
SCQF LEVEL 6

25%
of **S5 candidates achieved 5 or more qualifications at SCQF Level 6**

Berwickshire HS performed well at SCQF Level 4, with 91% of S4 pupils achieving this measure.

Both Earlston and Peebles High schools performed extremely well at SCQF Level 5, with 71% and 64.4% of S4 pupils attaining 5 or more awards respectively. Eyemouth High achieved its highest ever proportion of S4 pupils attaining 5 or more awards.

36% of S5 candidates at Earlston and Peebles High achieved 5 or more awards at SCQF Level 6 Kelso High achieved its highest ever proportion of S5 pupils attaining 1 or more awards.

In partnership with Borders College, we presented young people for awards in five different Foundation Apprenticeship frameworks at SCQF Level 6.

ACHEIVEMENT OF A LEVEL

Primary schools assess the literacy and numeracy skills of all pupils following entry to P1 so that children's progress over time can be closely monitored to support their learning. The benchmarks are : P1 Early Level, P4 First Level and P7 Second Level.

The benchmarks are:

P1 early level	**P4** first level	**P7** second level

ATTAINMENT SESSION 22-23

The following table gives the percentage of pupils attaining the relevant benchmark.

Primary 1 - Increase in all organisers for second year
Primary 4 - Increase in all organisers for second year
Primary 7 - Increase in all organisers for second year

PRIMARY 1 ACHIEVED EARLY LEVEL	PRIMARY 4 ACHIEVED FIRST LEVEL	PRIMARY 7 ACHIEVED SECOND LEVEL	S3 ACHIEVED THIRD LEVEL
88% listening and talking	**89%** listening and talking	**88%** listening and talking	**90%** listening and talking
81% reading	**79%** reading	**81%** reading	**88%** reading
76% writing	**71%** writing	**74%** writing	**88%** writing
86% numeracy	**75%** numeracy	**75%** numeracy	**86%** numeracy

RAISING ATTAINMENT

The Quality Improvement Team regularly support and challenge schools to raise attainment through the strategic use of analytical tools both locally and nationally. Regular attainment visits by education officers to all schools facilitated the analysis and reporting of attainment data using our newly created data dashboards. This supported Head Teachers to further improve their understanding of data ; analyse excellence and equity outcomes of individuals, groups and cohorts; and a record of a self-evaluative summary for their school.

- 88% of schools evaluated themselves at Good or better for QI 1.3
- The number of establishments evaluating themselves as Good or better for Q.1.2.3 has increased from 76% in 2022 to 80% in 2023.
- 90% of schools evaluated themselves as Good or better for Q.I.3.1
- 78% of schools evaluated themselves as Good or better for Q.I.3.2

EARLY LEARNING AND CHILDCARE

All Early Learning and Childcare (ELC) providers funded by Scottish Borders Council are now more effectively tracking and monitoring progress and achievement within early level. Attainment data is collated at key points during the year. Early intervention plays a pivotal role in Scottish Borders Council's attainment agenda and, across all sectors, providers have come together to moderate their understanding of what 'on track' means at Early Level.

Throughout the year attainment has been collated centrally and planned opportunities for moderation are successfully impacting results, evidencing that data is becoming more reliable and robust.

Over the academic year there has been:

- An increase in the number of settings sharing data
- An increase in practitioner confidence in discussing progress in learning
- An increase in practitioner understanding of what 'on track' means at Early level
- An increase in the number of settings engaging in attainment conversations with senior leaders or managers

ASSESSMENT AND MODERATION

For session 22/23, all existing Quality Assurance and Moderation Support Officers were invited to reconnect with the programme. As a result, a core group of trained practitioners embarked on developing an assessment and moderation tool to support BGE writing.

For session 23/24, the current core group will continue to develop BGE assessment and moderation tools and will support clusters and individual schools to moderate teacher professional judgements. In addition to the existing core group, new practitioners will be invited to undertake the national Quality Assurance and Moderation Support Officer training as we enhance the remit and impact of the role.

CLOSING THE POVERTY RELATED ATTAINMENT GAP

The Scottish Index of Multiple Deprivation (SIMD) is used to identify children and young people who live in the most deprived areas of Scotland. Nationally, we compare the performance of key equity groups against overall performance to measure and monitor the poverty related attainment gap. Attainment evidence demonstrated that Scottish Borders continues to address the attainment gap while improving attainment for all. We are measuring and tracking through out national and local stretch aims.

BASELINE

Assessment data in 2021-22 highlighted a gap between the attainment of those living in SIMD 1-2 and those in SIMD 9-10. This poverty related attainment gap has narrowed by 1.1 percentage points for numeracy compared to the previous year and narrowed in literacy from 38.4 percentage points in 2021-22 to 31.3 percentage points in 2022-23.

PROGRESS TOWARDS STRETCH AIMS

- Overall Increase in literacy and numeracy in P1, P4, P7 (combined)
- Increase in quintile 1 literacy levels in P1, P4, P7 (combined)
- Increase in quintile 1 literacy and numeracy levels in S3
- Narrowed the poverty related attainment gap in literacy and numeracy in P1, P4, P7 (combined) and S3

ATTENDANCE

Overall attendance rate for all schools in 2022-23 was 91.4% and increased from 2022 in primary and secondary. There is also an increase in attendance for children and young people in Quintile 1 and a narrowing of the poverty related attainment gap in secondary attendance.

EXCLUSIONS

Our schools continue to use strategies to promote positive, nurturing and supportive relationships with our children in order to manage behaviour in a proactive and person-centred manner.

Since the return to school post covid there has been a slight decrease in the number of primary exclusion incidents, from 16 incidents in 2021-22 to 11 incidents in 2022-23 and increasing from 87 incidents in 2021-22 to 114 incidents in 2022-23. In secondary schools. This is in line with 2019 data.

LEAVERS

PERFORMANCE

SCHOOL LEAVERS *abc*
SQCF LEVEL 4 & 5 LITERACY

performance in **Literacy** and **Numeracy** at **SCQF level 4 and 5 is greater than** the **VC** for **Quintile 1 leavers**

SCHOOL LEAVERS 2+3=5
SCQF LEVEL 4 & 5 NUMERACY

performance in **Numeracy** at **SCQF levels 4 and 5 is the highest for 5 years** for **Quintile 1 leavers**

SCHOOL LEAVERS
ASN AND CARE EXPERIENCED

performance of **leavers** with **ASN and Care Experience** needs overall improvement and more robust tracking and early intervention

SCHOOL LEAVERS
IN QUINTILE 1

performance of **leavers** in **Quintile 1** at **3 or more awards,** shows an **improvement on 2019** at **1+, 3+ and 5 or more awards**

SCHOOL LEAVERS
SIMD QUINTILE 1
POSITIVE DESTINATION

93.75%
of **school leavers residing** in **SIMD Quintile 1 entered** a **positive destination** in **May 2022**

SCHOOL LEAVERS AT HAWICK HIGH SCHOOL
SCQF LEVEL 5

37.5%
of **leavers** in **SIMD Quintile 1** at **Hawick High School achieved 5 or more qualifications at SCQF Level 5**

This is greater than the national virtual comparator

CARE EXPERIENCED

Outcomes for care experienced children and care leavers is a key focus of the Councils Corporate Parenting Strategy and Equity Strategy. The Virtual School Headteacher, funded through the Attainment Scotland Fund, offers support and challenge to school leaders, monitors and tracks attainment, attendance and destinations data and works closely with partners to ensure improved outcomes for children and young people with care experience.

Improved outcomes for care experienced learners include:

SCHOOL LEAVERS
CARE EXPERIENCED

82.35%
of **17 care experienced school leavers** in **May 2022** are in **a positive destination, an increase** of **17%** from May 2021

EXCLUSION INCIDENTS AND OPENINGS

the **lowest ever number** of **exclusion incidents and openings**

SCHOOL LEAVERS *abc*
NATIONAL 5 ENGLISH

an **increase in students gaining A-C grades in National 5 English**

PUPIL EQUITY FUNDING

As part of the Attainment Scotland Fund schools in Scottish Borders received £1.9 million in 2022-23 to support interventions intended to reduce the poverty related attainment gap.

Interventions included:

- Health and wellbeing interventions to support attendance and readiness to learn, including breakfast clubs.
- Targeted nurture work, including nurture groups
- Deliver education to pupils on an outreach basis if they are experiencing difficulties attending school
- Literacy and numeracy 1 to 1, group and class interventions
- Opportunities to attend curriculum-enhancing experiences, including school excursions
- Youth work provision in schools

STRATEGIC EQUITY FUNDING

A refreshed Scottish Attainment Challenge was launched by Scottish Government in March 2022, including the introduction of a new Strategic Equity Fund (SEF). This fund supports the education service in their work to improve education outcomes for children and young people experiencing disadvantage across the authority area. Throughout 2022-23 officers consulted and involved pupils, parents and staff to develop a clear plan for the use of SEF over the next four years.

SOUTH EAST IMPROVEMENT COLLABORATIVE

We continue to work in close partnership with our Regional Improvement Collaborative (South East of Scotland – SEIC) in a range of improvement initiatives.

Practitioners from Early Years funded provides, an early years teachers and Earlston High School participated in Pedagogy Pioneers Programme to showcase their work to colleagues across the South East.This programme supports the development of pedagogy and peer to peer sharing in specific areas of education. Staff reported that engaging in the programme has empowered them.

Staff from Balmoral, Chirnside, Duns, Edenside and Yetholm primary schools engaged in the P1 Pedagogy Connector. Teachers identified an increased understanding and knowledge in how to support literacy through play. Staff observed improvements in learners literacy attainment as a result.

Kelso High School staff took part in the Research School programme to improve individual aspects of classroom pedagogy. This was done through collaborative professional enquiry approaches.

Peebles and Kelso High Schools engaged with colleagues in 11 other secondary schools in the South East in the Improvement Through Partnerships Connector. Staff participated in focussed improvement projects supported by partners. This work improved school learning pathways and positive destinations for young people.

Burnfoot, Broughton and Newlands primary schools were collaborators in the literacy Connector programme. Through exploring literacy connections and organisers and effective pedagogies for writing and effective moderation, literacy attainment improvement for children.

DELIVERY OF 1140 HOURS

In continuing to progress this key Scottish Government priority, we make progress with the following:

- 2154 children were accessing funded ELC as of the end of April 2023.
- Of these, 499 children (23%) were accessing more than 600 hours, and 1574 children (73%) were accessing 1,140 hours funded ELC
- There has there been a decrease (9%) in the number of 2- to 5-year-old children reported to be accessing funded ELC compared to April 2022.
- Amongst eligible 2-year-olds, there has been a continued year-on-year increase in the number of children accessing funded ELC until this year where is dropped ever so lightly.
- Amongst 5-year-olds (deferrals), there has been a year-on-year increase until this year where it dropped slightly.
- The local authority ELC workforce is reported to have increased by 2% FTE since August 2022.
- Funded providers in the private and voluntary sectors and childminder sector provide 22% of all funded provision in SBC.

EARLY YEARS CENTRES

EARLY YEARS CENTRE (EYC) – GALASHIELS

This year the EYC offered food on an accessible Fareshare table for families who require food support. The Greenhouse fresh vegetables and herbs were able to supplement products acquired through the Fair Share Scheme. Hard copies of recipes provided by NHS Borders were also available. Approximately 12-18 families have been supported weekly with an average of 30-40 children.

The Centre also delivered 5 Online Cook Along sessions and used some of the produce to demonstrate the use in recipes. The Cook Along has an average 6 families participating each week, with around 10-15 children benefiting.

WHAT ARE WE GOING TO DO NOW?

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements and target setting for all cohorts of learners

- Continue to build capability and capacity for senior leaders and staff in schools in the use of tracking and monitoring tools, including Insight and BGE Benchmarking and the ability to interpret data to identify areas of need

- Support all schools and settings to engage in further curriculum innovation, ensuring programmes and pathways align with rationales and the 4 contexts of Curriculum for Excellence

- Clearly set out our expectations for literacy, numeracy and HWB frameworks through implementing #SBCWay

ACHIEVING EXCELLENCE IN LEARNING
STANDARDS AND QUALITY REPORT 2022-23

6. EVERYONE ACHIEVING

STRATEGIC PRIORITY

To support inclusion, equity and wellbeing for all children and young people, (NIF Priority 2&3)

COLLABORATIVE IMPROVEMENT

Collaborative Improvement is a process which involves joint efforts among the Local Authority, Education Scotland (ES), and the Association of Directors of Education in Scotland (ADES) to drive improvement. Led by the local authority and rooted in the "strengthened middle" concept from the 2015 OECD report, collaborative Improvement reviews pinpoint areas needing focus and result in evaluative summaries. We identified that post-COVID lockdown there were an increased number of reported challenges in pupil readjustment, increased distressed behaviours, and decreased mental well-being both nationally and locally. A focused service evaluation used this starting point to examine issues related to behaviours affecting learning, support, and challenges in the physical environment and through a series of activities, an action plan was formulated.

Post-COVID lockdown there were an increased number of reported challenges in pupil readjustment, increased distressed behaviours, and decreased mental well-being both nationally and locally. A focused service evaluation raised issues related to behaviours affecting learning, support, and challenges in the physical environment.

Based on our work we embarked on the following:

- Reinforced inclusive practice and nurturing through engagement sessions, aligning with SBC Inclusion policies.
- Defined expectations and responsibilities for inclusive practice, empowered stakeholders, and engaged all levels in decision-making.
- Facilitated cross-sharing of effective practices within and beyond the Local Authority.
- Reviewed resource allocation for targeted support, ensuring consistency in universal and targeted assistance.
- Provided Professional Learning on inclusive practice and mental health aligned with well-being responsibility.
- Restructured Additional Support Needs (ASN) services to match evolving student needs.
- Explored devolvement of ASN budgets/services for local need fulfillment, led by Head Teachers.
- Developed a comprehensive Communication Strategy for staff, parents, and community partners.
- Enhanced partnership access and family learning through a locality-based model (Team around the Cluster).
- Strengthened broad, general education entitlements, curricular offers, transition planning, and outdoor learning.

This work has led to:

- Enhanced inclusive practices and engagement at all levels.
- Shared best practices, fostering continuous improvement.
- Streamlined resource allocation for targeted support.
- Strengthened professional development and mental wellbeing initiatives.
- Adapted ASN services and budgets to meet evolving student needs.

HEALTH AND WELLBEING

Actions and outcomes for the four key priority areas highlighted during the 2022 Health and Welbeing census were as follows:

1. **Bullying**
   The Respectful Relationships and Anti-Bullying Policy was completed in June 2023 and shared with all Head Teachers during a briefing as to the new policy and supporting documents. Each learning establishment will complete a Respectful Relationships and Anti-Bullying Statement in partnership with pupils, staff and parents by December 2023 to personalise the policy to their individual setting.

2. **Caring Responsibilities**
   CHIMES staff, continues to engage with Child Protection Coordinators on a quarterly basis to ensure a strong partnership between commissioned service and education and work is underway around the development of a Young Carers strategy.

3. **Body Image**
   Work continues around the review of the Personal and Social Education programme ensuring an increased focus with up-to-date resources.

4. **Loneliness, stress and worry**
   Kooth and Togetherall continue to be a universal support for children and young people.

   The development of an Asset Map app of activities for children and young people in their local area will be launched in September 2023. This will be accessible on pupil's iPads.

KOOTH AND TOGETHERALL

Kooth, a digital counselling and emotional well-being service, continues to support children and young aged 10 – 18 years people living in the Borders.

Data from Kooth shows that between August 2022 and July 2023 there were 1234 registrations and 1847 members using the service. In total there were 5327 logins with each user accessing the site 3.4 time on average. Out of hours usage is 53%.

Togetherall, an online peer-to-peer mental health support community for anyone aged 16 years and over living within the Scottish Borders. From August 2022 to July 2023, there were 733 logins   - with each user logging in an average of 2.29 times. The total time spent on the site was 160 hours; the average time spent on the site per member was 30 minutes.

SEE ME SEE CHANGE

In September 2022, 24 members of staff and 155 pupils from across our 9 secondary schools were trained in the See me See Change programme to become Mental Health Ambassadors. The trained staff and pupils worked together to create action plans to reduce stigma and discrimination around mental health in their school and community.

Schools carried out a number of initiatives such as 'Help our Stressed Teenagers' a multi-agency event in Selkirk High School for parents.

SEASON FOR GROWTH

Seasons for Growth is a change, loss and grief education programme for children and young people. In session 2022/23, there were 21 Seasons for Growth groups run by trained companions, which provided support to 113 pupils across the Scottish Borders.

Here are some quotes from parents whose children took part in the children and young people's programme:

"My son really enjoyed the programme and it helped him understand his grief."

"The programme enabled my daughter to voice her emotions and understand."

"My child has really come out of her shell. The change in her confidence has been amazing. She can now talk about her feelings and understand her feelings."

In February 2023, 13 members of staff were trained in the children and young people's programme to become companions and 9 staff were trained in the parent programme which provides an opportunity for parents to better understand the experience of death, separation and divorce from a child's perspective.

AN EMPOWERED SYSTEM

This work aimed to unpack the concept of an empowered system defined by mutual trust, effective communication, and cooperation. We concentrated on fostering a partnership between headteachers and officers with SBC, recognising and valuing the distinct contributions each brings. To put this into action, we introduced "The Team around the Cluster," an innovative approach emphasising localised decision-making and resource allocation. This strategy was underpinned by a multi-agency focus, recognizing the value of diverse perspectives.

Impact:

- **Empowerment:** A significant increase was observed in the number of headteachers who reported feeling empowered within the system. This shift indicated that our approach effectively conveyed the value of their role and promoted active engagement in decision-making processes.
- This work not only unpacked the essence of an empowered system but also translated it into tangible outcomes. By establishing "The Team Around The Cluster," we have successfully started to channel decision-making and resources to localities, promoting collaboration and multi-agency involvement. The resulting surge in empowered headteachers demonstrated the tangible benefits of a cooperative and mutually respectful educational environment.

PROFESSIONAL LEARNING

LEADERSHIP

Leadership development is a key area nationally and in Borders we are committed to providing a high quality Career Long Professional Learning (CLPL) programme for all our aspiring leaders and experienced Head Teachers so they are equipped with the skills to adapt to the changing needs of schools and their communities. The CLPL provision aims to increase leadership capacity across all sectors of the school estate.

There continues to be a range of professional learning opportunities for staff to develop in this area, for example through Masters Level learning as well as the Into Headship and Excellence In Headship programmes. Senior Leaders provide strong leadership which enables our schools and centres to continuously improve.

INTO HEADSHIP AND INDUCTION

Seven participants engaged on cohort 8 of Into Headship programme and 10 enrolled on to cohort 9.

"Although the Into Headship course is intense and demanding, it is achievable. My thinking was challenged, and I was exposed to new ways of leadership and learned the importance of criticality. Through academic reading, professional discussions and intersesessional tasks, I have expanded my knowledge of educational research, concepts, and policies, both national and internationally. I appreciated the high level of support available through tutors and peers. As a result, I now feel more confident and informed as a strategic leader and able to initiate strategic change."

IN HEADSHIP (MASTERS LEVEL)

1

participant **completed In Headship cohort 8**

EXCELLENCE IN HEADSHIP – STRETCH

2

HTs **completing**

UNIVERSITY OF EDINBURGH PG CERTIFICATES (MASTERS LEVEL)

**PG CERTIFICATE:
EXTENDED WORKPLACE PROJECT**

5

undertaking this certificate (to complete the full Masters programme)

**PG CERTIFICATE:
GROWING PROFESSIONAL LEARNING**

3

undertaking this certificate

**PG CERTIFICATE:
MIDDLE LEADERSHIP & MANAGEMENT**

1

undertaking this certificate

"This is my third year at University of Edinburgh. I am enjoying the courses and have got a lot out of them. It can be challenging to manage time when we are so busy in school, however I always get there."

"I am enjoying the Extended Work Based Project. Its full on but it's good to feel like I am almost there.   I did the Core Processes on first and the Middle Leadership. It's been a great experience and I have learned so much."

HEAD TEACHER INDUCTION PROGRAMME

9 HTs took part in Year 1 induction programme over 5 days

FIRST STEPS INTO LEADERSHIP AND MANAGEMENT

Twelve participants completed the 7th cohort of the programme this year and all passed with GTCS Professional Recognition.

"From their involvement with the First Steps in Leadership programme, staff feel empowered and confident to take on the challenge of leading change in school. The course equipped them with theory and practical strategies to ensure success. They are leading change which is having a transformative effect on learners' experiences."

"I think the course has been excellent...I think the biggest thing for me is that it's developed my confidence in being able to speak to others from within my faculty, wider school and other schools."

"I really enjoyed being a part of it and am using the learning points daily."

"I think the course has been excellent...I think the biggest thing for me is that it's developed my confidence in being able to speak to others from within my faculty, wider school and other schools."

'I was appointed PT Teaching and Learning at Kelso High School yesterday and I am over the moon! Thank you to both of you for the experience and chance to be a part of the Intro to Management course, without it I would not have the position I do today."

NEXT STEPS IN LEADERSHIP

Two participants completed the programme 1 with GTCS Professional Recognition. This is the first year we have offered NsIL in partnership with East Lothian Council.

"The NSiL course has been truly excellent. It's been just the right level of challenge to stretch me without being overwhelming.

It's been great to have dedicated learning and discussion time with others who are on a similar journey to me, and really interesting to be working in conjunction with East Lothian to get the perspective of others from outside SBC. I'm very grateful for the experience and have grown both personally and professionally through it."

NEWLY QUALIFIED TEACHERS

A total of 36 Primary and 13 Secondary probationer teachers successfully completed their one year Teacher Induction Scheme placement in June 2023 and have achieved the GTCS Standard for Full Registration. They were well supported in their schools and through a comprehensive authority wide training programme including a professional inquiry which they presented to staff.

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

PARTNERSHIP WITH UNIVERSITY OF HIGHLANDS & ISLANDS – PGDE COURSE

Four Primary and one Secondary students completed the PGDE course and gained Provisional Registration with the GTCS. All students will be joining Scottish Borders schools after the summer to complete their probationer Teacher Induction Scheme year.

CAREER LONG PROFESSIONAL LEARNING

We offered a range of Professional Learning opportunities over the course of the year. These opportunities had a particular still have a focus on Inclusion and Wellbeing and Learning, Teaching and Assessment and digital.

We had a hugely popular Guest Speaker input from Daisy Christodoulou, who wrote 7 Myths About Education. Over 100 teachers came along to this online input and feedback showed that all delegates developed or improved skills/knowledge that will enable them to carry out their remit more effectively.

INSPIRE LEARNING

STAFFING:

- Inspire Development Officer

- 6 Lead Teachers who support school improvement and design and deliver exciting learning opportunities for staff and young people, developing their leadership capacity and sharing their expertise.

- Nine Inspire Cluster Support Teachers who work closely with their group of schools to support class teachers and staff through coaching and team teaching through technology. They also deliver a range of workshops to cluster staff, children and parents to upskill them in the use of our core apps such Showbie. The Inspire leads continue to develop their leadership and technology skills through this opportunity.

- Inspire School Champions are key people in school who are leading digital learning in their schools

AWARDS

Broomlands Primary School has been recognised as an Apple Distinguished School for 2022–2025 in recognition of the way the school is using technology to deliver learning to young people through our Inspire Learning programme.

Apple Distinguished Schools are centres of innovation, leadership, and educational excellence. They use Apple technology to inspire creativity, collaboration and critical thinking in learning, teaching and the school environment, and have documented results of academic accomplishment.

West Linton Primary School has been awarded the national Digital School Award which is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in schools.

The Digital Schools Award Scotland is a 3-step programme to help schools assess progress and recognise excellence in the use of digital technology at nursery, primary, special education and secondary level while providing practical support and encouragement.

IMPACT ON LEARNERS:

Learners have benefitted from encouragement, knowledge and support in embedding technology in various ways to enhance their learning experiences. Learners are able to use apps and technology to suit their own likes and needs, bringing more personalisation and choice in lessons and the lessons of the teachers and schools the team have supported. This has been highlighted in our recent HMIE inspections findings.
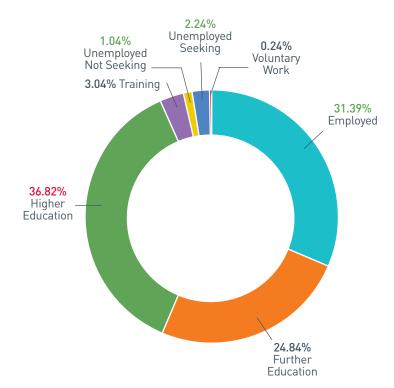
SCHOOL LEAVER DESTINATION

School leaver destinations remain consistently high with a slight increase to 96.65%, the highest for 5 years and we remain in the top quartile nationally. This is greater than our national and local comparators and focussed work on School 14+ Transition work with Young Person Guaranteed is demonstrating impact on targeting intervention.

Destinations include employment, Further Education, Higher Education, training and voluntary work.

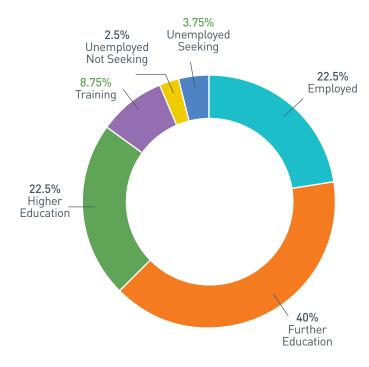| OVERALL	ASN	QUINTILE 1
96.65%	**94.41%**	**93.75%**

In addition, the Annual Participation Measure (2022) indicated that 93.4% of 16-19 year olds were participating in education or training, in line with performance in 2021. 86.1% of young people in Quintile 1 in the participation measure an increase from 82.4% in 2021.

2021/2022

- 2.24% Unemployed Seeking
- 1.04% Unemployed Not Seeking
- 0.24% Voluntary Work
- 3.04% Training
- 31.39% Employed
- 36.82% Higher Education
- 24.84% Further Education

- The highest ever % of young people going into employment from school , an increase of 6%
- A 6% reduction in the number of young people going onto Higher Education in 2022. This maybe as a consequence of a strong labour market
- Further Education remains in line with 2021 data.

- 3.75% Unemployed Seeking
- 2.5% Unemployed Not Seeking
- 8.75% Training
- 22.5% Employed
- 22.5% Higher Education
- 40% Further Education

Quintile 1:

- Highest number of young people in Quintile 1 going onto Higher Education since 2019
- Highest number of young people in Quintile 1 going onto employment for 5 years.

INCLUSION

We improved our systems and supports for accessing additional support including resource and professional advice

Due to an increase in needs, the Inclusion and Wellbeing Service adapted the service to a school-based model to support consistent approaches for learners in their local community. The development summary document "Accessing Additional Support: A Guide for Schools" document – was shared with Head Teachers on the January Head Teacher day.

The newly formed Equity, Moderation and Advisory Group met five times this session.

The aims and purpose of this group are to:

1. Ensure equity and tracking of centrally funded ASN resources across our Local Authority (Stage 2/3)
2. Provide advice and recommendations for individual complex cases – including current young people in an Scottish Borders Council establishment or new complex buffering cases
3. Allocate exceptional Additional Support Needs funding where required

This session, the group allocated additional support to schools and settings as detailed below.

ADDITIONAL RESOURCE **ADDITIONAL NEEDS ASSISTANTS**	ADDITIONAL RESOURCE **EARLY YEARS PRACTITIONERS**	ADDITIONAL RESOURCE **SUPPORT FOR LEARNING (SFL) TEACHERS**	ADDITIONAL RESOURCE **OTHER – DEAF WORKER**
220 hours of **support provided** by **additional needs assistants**	**330** hours of **support provided** by **early years practitioners**	**60** hours of **support provided** by **sfl teachers**	**25** hours of **support provided** by **other – deaf worker**

Total cost in money £500,000 approx.

WHAT ARE WE GOING TO DO NOW?

• Focus on ensuring policies and practices are grounded in current legislation and well understood and schools are supported to ensure success of all learners

• Support and challenge schools to improve outcomes for identified groups of children and young people with a particular focus on closing the poverty related attainment gap

• Support schools to make best use of Scottish Attainment Challenge funding to close the poverty related attainment gap

• Continue to ensure a commitment to nurture and progress rollout of targeted nurture bases

• Ensure the wellbeing indicators are being considered for all children and young people using the Glasgow Motivation Wellbeing Tool or similar profile

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7. EXCELLENT EXPERIENCES

YOUNG ENTERPRISE BORDERS WINNERS

The team from Eyemouth High School won the annual Young Enterprise Borders competition. Young people from each of the schools presented their ideas, successes and challenges to a panel of business leaders at the event in May.

INTO HEADSHIP

Three primary teachers from the Scottish Borders are celebrating after they all successfully completed the 'Into Headship Qualification' with the University of Edinburgh and Education Scotland.

The achievements of Alison Saxon (Clovenfords Primary), Jamie Wilson (Morebattle & Yetholm Primary Schools) and Louise Ferguson (West Linton Primary) were all acknowledged at a joint event hosted by the General Teaching Council for Scotland (GTCS) and Education Scotland.This year's award ceremony was held online, where Shirley-Anne Somerville, Cabinet Secretary for Education and Skills opened the ceremony and congratulated recipients of the Standard for Headship.

MARSH COMMUNITY ARCHAEOLOGY AWARD

Kelso High School and Archaeology Scotland have won the Youth Engagement Project of the Year as part of this year's Marsh Community Archaeology Awards/ The annual awards are celebrate the outstanding contributions of people who are committed to social, cultural, and environmental causes, including through Archaeological impact.

The Youth Engagement category is aimed at those projects that have made an outstanding contribution to archaeology and youth engagement, ensuring that the participation of young people has been central to the delivery of the work. The Kelsae Intergenerational Archaeology Project was nominated by Archaeology Scotland who worked with the Council's Community Learning and Development Service and a group of 13 students from Kelso High.

GREEN POWER CARS

Five teams from our high schools made the trip to East Fortune racetrack on Wednesday 3 May to compete in the Greenpower Education Trust event.

Pupils from Berwickshire High School, Kelso High School, Hawick High School and two teams from Eyemouth High school travelled to the popular race track to compete against other secondary schools in the Greenpower organised event.

Paul Watson from Eyemouth High School said "Greenpower is not just about racing. It is about sustainability, engagement with STEM activities, team work and communication amongst our young people. We are honoured to have received this award and plan on continuing to educate the school and community about the benefits of Greenpower.

The teams competing on the day at East Fortune had a successful trip, with Eyemouth High School teams placed second and third in the F24 race, and Hawick High School receiving the Sustainability Award.

SCOTTISH FOOD SCHOOLS AWARD

Around 1200 primary 5 children from across the Scottish Borders attended the Borders Union Agricultural Society Countryside Day at the Borders Event Centre yesterday Tuesday 16 May. The annual event gives children the opportunity to learn about farming, food production and other aspects of rural life. This was an absolutely fabulous event where children had the opportunity to have hands on experience of wide range of rural activities.

VIEWFINDERS PROJECT

Pupils and staff from all primary schools in the Hawick cluster completed their two year Viewfinders project. The project was given £150,00 of grant funding from the Paul Hamlyn Foundation to support teacher education to deliver the curriculum through the visual arts and digital skills with support from Alchemy Film. All staff and pupils had specialised training in areas such as editing, foley sound and iMovie skills to improve and inspire all about film making. Our education outreach teacher Mr Simon Corbett was seconded 2 days a week to plan, deliver and implement the programme which concluded with 200 pupils watching their own exhibition at the Heart of Hawick.

INSPIRING LEARNING FESTIVAL

Our second Inspiring Learning Festival took place over 3 days at Springwood Park in Kelso, Over 2,400 Primary 6 and S2 pupils came together to take part in a series of STEM activities and STEM careers. They developed meta-skills including critical thinking, curiosity, creativity and collaboration through activities such as science, coding, design, engineering, design and composition all using their Inspire iPad.

Day 2 we were joined by Gillian Hamilton Interim Chief Executive of Education Scotland who was impressed by the enthusiasm of Borders teachers and young people in promoting careers in STEM.

Day 3 showcased the best of technology in education and featured schools/settings from the Borders as well as inspiring presentations and demonstrations from innovative, industry leading partners. This was an opportunity to listen to Ollie Bray, Bruce Robertson and Abdul Chohan and representatives from across the UK, including Apple, Showbie, Heriot Watt University, Skills Development Scotland, Jamf, G Hold and Education Scotland.

INSPIRE TWEEDBANK

In September we officially opened the doors to Inspire Learning: Tweedbank - a new Centre of excellence, state of the art facility providing a digital training space where equal access to technology is now available to young people, families, business and organisations.

We have already welcomed many visitors from across Scotland and beyond and have supported a programme of engagement for staff in other council services, Project Search, parental engagement programmes and employability partnerships as well as teachers and staff in education.

Inspire Learning: Tweedbank provides access to technology to all and offers professional development in an inspiring learning environment, to staff and young people across the authority and beyond, helping to build and develop digital skills and prepare young people for an increasingly digital world of work.

GREAT TAPESTRY OF SCOTLAND

RIGHTS RESPECTING SCHOOL AWARD

Our schools continue to visit work closely with the education officer at the Tapestry in Galashiels. Children from St Peters Primary School hosted invited guests to watch them perform their little drama sketches and to be tour guides for the day. This seen them developing their skills in script writing, drama, performance, history and storytelling.

Congratulation to Peebles High School for gaining their Silver Rights Respecting School Award.

SCOTTISH BOOK TRUST READING AWARD

Congratulations to Priorsford Primary Schools who have been awarded a Scottish Book Trust Silver Award – the first school in Borders to have achieved this.

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SCOTTISH SCHOOLS FOOD AWARDS

Kirkhope and Yarrow Primary Schools too the Community Benefits category at the inaugural awards. Their Health and Wellbeing project was linked to issues of poverty and rural isolation. Children and staff check out local shops, created their on recipes that used unusual foods and each week they tried different healthy snacks.

SCOTTISH BOOK FESTIVAL

The Book Festival went hybrid this year with over 500 children attending MacArts Centre in person or joining virtually live through Glow. They listened to book and poem readings from a variety of authors and participated in active sessions with the presenters including Deco Comics.

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

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Scottish Borders Council
Stretch Aims 2022 – 23 Interim Report

Introduction

Scottish Borders Council is pleased to confirm our 2022/23 stretch aims interim results.

Ambitious approaches in to setting stretch aims and robust monitoring procedures has led to an empowered system through to cluster, school, and practitioner level. Feedback from senior school leaders has been overwhelming positive to the stretch aim process. We have refined and improved our processes further for 2023-2026, based on feedback and self-evaluation.

Stretch aims results are included for areas in which we have updated and published national data and quality assured local data; it is therefore not possible to report on all areas until this data has been publish i.e. Insight leavers data. A full report will be provided in February 2024 when this data is released.

Summary

Increased overall levels in literacy and numeracy in P1, P4, P7 (combined)	**Increased quintile 1 levels in literacy in P1, P4, P7 (combined)**	**Increased quintile 1 levels in literacy and numeracy in S3**	**Narrowed the poverty related attainment gap in literacy and numeracy in P1, P4, P7 (combined) and S3**
Increased overall attendance in primary and secondary	**Increased attendance in quintile 1**	**Narrowed the poverty related gap in secondary attendance**	**Increased overall Annual Participation Measure**
	Increased quintile 1 Annual Participation Measure	**Narrowed the poverty related gap in Annual Participation Measure**	

Core Stretch Aims

Core: ACEL P1 P4 P7 Literacy Combined				
	Overall levels	**SIMD Q1**	**SIMD Q5**	**Gap (Q1 - Q5)**
2022/23	71.9%	52.9%	84.2%	31.4pp
2021/22	68.9%	46.2%	84.6%	38.4pp
2022/23 Stretch Aim	75%	60%	87%	27pp
Variance on 21/22	+3pp	+7pp	-0.4pp	Narrowed by 7pp
Additional Information				
Overall attainment progress and improvements in the attainment gap were being made in ACEL P1, P4, P7 Literacy prior to the COVID-19 pandemic. However, the attainment of quintile 1 learners was impacted severely by the pandemic. Data from 21/22 and 22/23 has been encouraging as our quintile				

1 learner's attainment has started to level off and then improve significantly with the attainment gap narrowing for the first time since 2019.				

Core: ACEL P1 P4 P7 Numeracy Combined				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 - Q5)
2022/23	76.9%	54.8%	87.4%	32.6pp
2021/22	76.6%	57.5%	91.2%	33.7pp
2022/23 Stretch Aim	80%	65%	89%	24pp
Variance on 21/22	+0.3pp	-2.7pp	-3.8pp	Narrowed by 1.1pp
Additional Information				
Overall attainment progress was made in ACEL P1, P4, P7 Numeracy prior to the COVID-19 pandemic. However, the attainment of quintile 1 and 5 learners has reduced since the pandemic, although overall attainment has increased slightly, and the gap has started to narrow.				

Core: Annual Participation measure (16-19 – Education, Employment, or Training)				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 - Q5)
2022/23	95.6%	87.1%	98.2%	11.1p
2021/22	93.4%	86.1%	97.8%	11.7pp
2022/23 Stretch Aim	94%	89%	98%	9pp
Variance on 21/22	+2.2pp	+1pp	+0.4%	Narrowed by 0.7pp
Additional Information				
The overall Annual Participation Measure (APM) in 2023 of 95.6% is the highest ever achieved in Scottish Borders. This is an increase of 2.2% on the previous year and puts Scottish Borders in the top quartile of Scottish local authorities. The quintile 1 APM in 2023 of 87.1% is also the highest ever achieved, quintile 5 increased to 98.2% and the gap narrowed to 11.1%				

Core Health and Wellbeing: Attendance - Primary				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 - Q5)
2022/23	93.3%	89.7%	95.4%	5.7pp
2021/22	92.9%	89.2%	93.5%	4.3pp
2022/23 Stretch Aim	95%	95%	95%	0pp
Variance on 21/22	+0.7pp	+1.1pp	+1.7pp	Widened by 1.4pp
Additional Information				
Overall attendance in the primary sector was high prior to the COVID-19 pandemic and consistently above the national average. However, post-pandemic attendance rates fell in all areas and the gap widened. In 2022/23 attendance rates have climbed in all areas but the gap has widened. Attendance rates in all areas have not returned to the high levels of pre-pandemic. A new attendance policy is currently being developed and due to be launched by 2024/25.				

Core Health and Wellbeing: Attendance - Secondary				
	Overall levels	SIMD Q1	SIMD Q5	Gap (Q1 - Q5)
2022/23	89.2%	84.5%	90.9%	6.4pp
2021/22	88.6%	83.0%	90.6%	7.6pp
2022/23 Stretch Aim	95%	95%	95%	0pp
Variance on 21/22	+0.6pp	+1.5pp	+0.3pp	Narrowed by 1.2pp

Additional Information

Overall attendance in the secondary sector was satisfactory prior to the COVID-19 pandemic but was experiencing a falling trend. Post-pandemic attendance rates fell in all areas although the gap narrowed. In 2022/23, attendance rates have climbed in all areas and the gap has narrowed. Attendance rates in all areas have not returned to the higher levels of pre-pandemic. A new attendance policy is currently being developed by the LA and due to be launched by 2024/25.

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