

Children and Young People's Services

EDUCATION SERVICE IMPROVEMENT PLAN
2017/2018

CHILDREN AND YOUNG PEOPLE'S
SERVICES



CONTENTS

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FOREWORD	3
1. SBC CONTEXT	5
2. NATIONAL PRIORITIES AND NATIONAL IMPROVEMENT FRAMEWORK (NIF) DRIVERS	7
3. SELF-EVALUATION 2016/17	11
4. SERVICE IMPROVEMENT PLAN 2017/18	15
APPENDICES	
APPENDIX 1 PROJECTS LINKED TO THE NATIONAL IMPROVEMENT FRAMEWORK DRIVERS	21
APPENDIX 2 SUMMARY OF QUALITATIVE IMPACT OF SUCCESSFUL DELIVERY OF PROJECTS	22

In Scotland today, over one in five children lives in poverty. It affects their health, their education, their connection to wider society and their future prospects for work. Although Scottish education does well for many of its children, it does not serve these most vulnerable children well and the gap in educational attainment between pupils from the richest and poorest background is wider than in many similar countries.

(Closing the Attainment Gap in Scottish Education, **Joseph Rowntree Foundation**, 2014)

EDUCATION SERVICE IMPROVEMENT PLAN 2017/2018

FOREWORD

Dear Reader,

At Scottish Borders Council we recognise that every child and young person is unique and has individual dreams, abilities, talents and needs. The Children & Young People's Service supports schools to ensure these needs are met, ambitions are realised, and that every learner reaches their full potential. Schools and Early Years settings are committed to delivering the very best start by providing a high quality and nurturing experience in which learners can thrive. The quality of education is key to every learner's future; we want a fairer and more inclusive society where all our young people secure positive destinations on leaving school. Also, research tells us that when parents, carers and partners are involved in their child's education the child will do better. We are committed to working collaboratively with partners, families and communities to ensure the best possible outcomes for our children and young people.

Each year the Children & Young People's Service creates a Service Improvement Plan setting out ambitious targets for improvement. These targets continue to address national priorities and are based on:

- National Improvement Framework Drivers
- Self-evaluation of previous performance
- Consultation with stakeholders

The Education Service Improvement Plan does not sit in isolation, rather it is part of the broader Scottish Borders Children's Services plan including the Community Planning Partnership (CPP), the Local Outcome Improvement plan (LOIP), and the National Improvement Framework (NIF). A key focus for Scottish Borders is to reduce inequality and to improve outcomes. The Education Service Improvement Plan for 2017-18 is underpinned by Getting it Right for Every Child (GIREFC) and the UN Convention on the Rights of the Child. The focus is achieving excellence and equity by improving attainment and wellbeing outcomes, as well as reducing disadvantage. We want all our children and young people growing up in Scottish Borders, regardless of background or location, to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

In June 2017 the Scottish Government published its Education Governance: Next steps paper in which enhanced regional collaboration between local authorities is a key feature. Scottish Borders forms part of the South East Alliance (SEA) with East Lothian, Mid-Lothian, City of Edinburgh and Fife. The focus of the collaborative working will be on quality improvement and improving attainment. This is an exciting opportunity, for a variety of staff, to share best practice and to work with colleagues beyond the Borders.

All Staff involved in the education of children in Scottish Borders strive to do their very best every day and also recognise the importance of listening carefully to others. In that spirit, we welcome feedback on any aspect our education service.

Yours sincerely

Michelle Strong

Chief Education Officer – Scottish Borders Council



EDUCATION SERVICE IMPROVEMENT PLAN 2017/2018

1. SCOTTISH BORDERS COUNCIL CONTEXT

The Scottish Borders area is 473,614 hectares (1,827 square miles); located in the South East of Scotland. It has Edinburgh and the Lothians to the North, Northumberland to the South and Dumfries and Galloway to the West.

Scottish Borders is a rural local authority where 30% of the population lives in settlements of under 500 people or in isolated hamlets. The largest town is Hawick followed by Galashiels. The only other towns with a population of over 5,000 people are Peebles, Kelso and Selkirk. Almost half the population in Scottish Borders have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of feeder Primary Schools. In total there are 9 secondary schools and 64 primary schools. There are 4 Roman Catholic Schools situated in Peebles, Galashiels, Selkirk and Hawick. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition we have 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

Despite interventions by partners since the Scottish Index of Multiple Deprivation (SIMD) was first published, the same areas within the Scottish Borders are still showing as some of the most deprived in Scotland.

Overall there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with low or no qualifications compared to Scotland, and it has consistently had a similar or greater proportion of school leavers sustaining a positive destination compared to Scotland as a whole.



EDUCATION SERVICE IMPROVEMENT PLAN 2017/2018

2. NATIONAL PRIORITIES

The 2017 Scottish Government set out its vision for education in Scotland

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Scottish Borders Council is tasked with delivering both excellence in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs. An inclusive approach to education affords all children the opportunity to be part of a community, boosting their emotional wellbeing and aiding the development of social skills. Our key purpose is to ensure all our young people are in our sight, in our minds and in our actions.

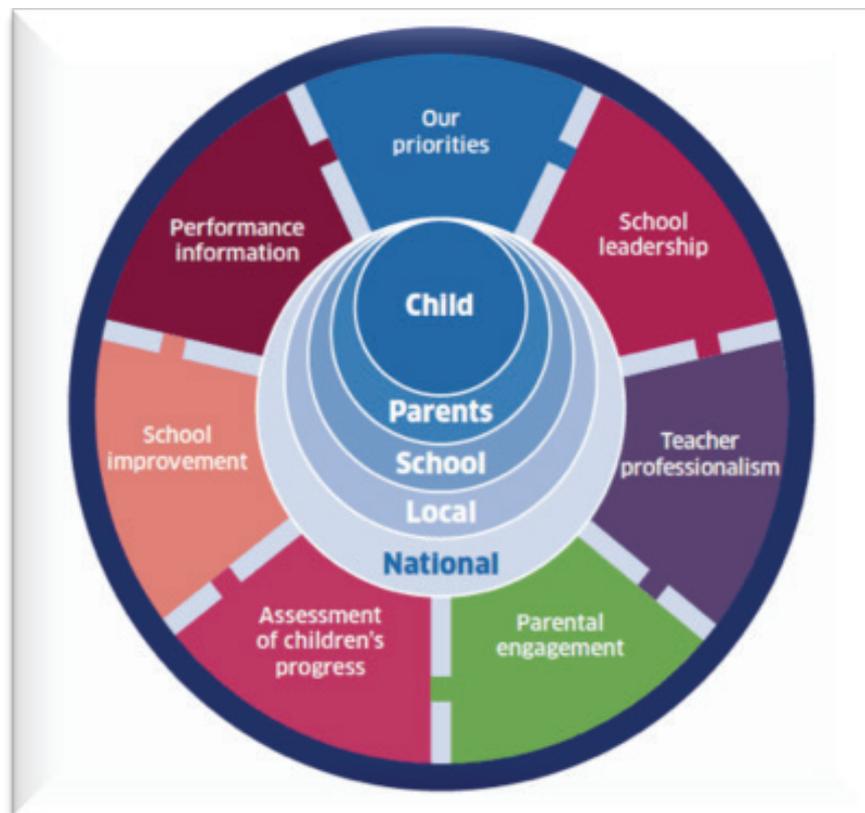
The key priorities for all local authorities, schools and educational settings are to focus on:

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

The SBC Education Service Improvement Plan and individual school improvement plans reflect these priorities. There may be further improvement priorities at school level based on local needs and self-evaluation.

The introduction of Pupil Equity Funding (PEF) in 2017 has allowed schools to provide targeted interventions for those most affected by poverty. Scottish Borders Council has seconded two promoted members of staff to support schools in this initiative, working with a range of partners to narrow the attainment gap, raise attainment for all and ensure Attainment Challenge Schools achieve planned outcomes.

DRIVERS FOR IMPROVEMENT



From 2017 local authorities and schools are asked to gather evidence on key drivers for improvement, and to analyse and identify where they can make further improvement.

These drivers are:

- School Leadership
- Teacher Professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

The paragraphs below indicate the reason for focussing on these aspects as well as the range of evidence to be gathered.

SCHOOL LEADERSHIP

Leadership is recognised as one of the most important aspects of the success of any school. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works and provide support and intervention where leadership needs to improve.

TEACHER PROFESSIONALISM

The quality of teaching is a key factor in improving children's learning and the outcomes they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland (GTCS). We want to continue to improve the professionalism of our teachers in Scottish Borders and the quality and impact of their professional learning.

PARENTAL ENGAGEMENT

The available international evidence confirms that parental involvement and engagement in children's learning supports improved attainment and achievement. Research shows that when parents and carers support their children's learning, and when children live in a stimulating home learning environment, it improves children's attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning. We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools.

ASSESSMENT OF CHILDREN'S PROGRESS

Robust and consistent evidence is necessary for improving health and wellbeing, raising attainment and closing the poverty-related attainment gap. We need to know the size of the attainment gap at different stages across Scottish Borders, in order to ensure the correct action is being taken to close it. We need to know whether the attainment gap is narrowing over time and to modify action where necessary. The annual collection of achievement of a level data is designed to provide a more consistent assessment approach within the broad general education (BGE). Based on moderated teacher professional judgement and informed by Scottish National Standardised Assessments, schools will submit assessment judgements for all pupils at P1, P4, P7 and S3 on the achievement of appropriate Curriculum for Excellence (CFE) levels. Other important measures within this driver include positive destinations and the quality of career information and guidance available to young people.

SCHOOL IMPROVEMENT

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and close the poverty-related attainment gap. We have a good education system in Scottish Borders, with schools achieving good outcomes for children. We want to continue to improve this so that more children experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

PERFORMANCE INFORMATION

Evidence suggests that we must build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms there is no single measure that provides a full picture of performance. We will use a balanced range of measures to evaluate education in Scottish Borders Schools and centres and take informed actions to ensure continuous improvement.

EDUCATION SERVICE IMPROVEMENT PLAN 2017/2018

3. SELF-EVALUATION 2016/17

PLANNING FOR IMPROVEMENT, REPORTING AND ANALYSIS

Scottish Borders Council has the statutory role and function of providing education for SBC children and a duty to secure improvement. We recognise that school improvement activity is at the heart of securing better outcomes for our children and young people. We pride ourselves on our self-evaluation processes and data-analysis that informs our improvement planning.

SENIOR PHASE

Each year young people in secondary schools in Scottish Borders achieve a range of awards and qualifications from the Scottish Credit and Qualifications Framework (SCQF) at different stages of the Senior phase (S4 to S6). The Senior phase is a three year journey where learners build up a portfolio of qualifications which best suits the needs of the individual. The Scottish Government Benchmarking portal; Insight, allows Scottish Borders Council and individual schools to explore how they have performed over a five year period in relation to the national average and each school's Virtual Comparator (a way of comparing the performance of all pupils with a group of pupils, taken from around Scotland, who have the same backgrounds.)

Overall, the three Local Benchmarking Measures (LBM) reported by the Scottish Government Insight tool in the September 2017 update indicate that overall attainment in Scottish Borders has improved over the five-year period to 2016/17. Key points are:

- Scottish Border's Literacy performance shows an improving trend over the five years across SCQF Levels 3 to 6 at both S5 and S6. Scottish Border's performance has typically been slightly ahead of the Virtual Comparator.
- Scottish Border's Numeracy performance shows an improving trend over the five years across SCQF Levels 3 to 6.
- Over the last five years Scottish Borders shows an improving trend in the average complementary tariff scores across the three attaining groups of the lowest 20%, middle 60% and top 20% by the end of S5 and S6.
- Performance by the end of S5 and S6 has typically been in line with the Virtual Comparator across the five years for the middle 60%, with positive trends for the top 20%. We are in line with the national average for the lowest 20% of attainers and are moving towards closing the gap against the Virtual Comparator in this measure.

- Scottish Borders data across the ten SIMD deciles at each stage over the five-year period show that they are roughly in line with the national average, though there is room for improvement in deciles 1-3. These lower deciles tend to be where our S4 leavers exit school, and evidence shows that the longer these young people stay in school the better their attainment. This year schools are making progress with strategies on how to close the poverty related attainment gap.
- In 2015/6 SBC showed a positive trend in leaver destination, remaining in line with our Virtual Comparator. We have improved on our number of 'unknown' destinations this year which should impact on the 2016/17 information which is published in the February Insight release.

NATIONAL IMPROVEMENT FRAMEWORK

ATTAINMENT

The National Improvement Framework Report, due to be published December 2017, will publish the teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level for Session 2016-17. These official statistics will continue to be classified as 'experimental' in recognition of the evolving approach to assessment across the Broad General Education. Given the experimental statistics classification, care needs to be taken in relation to any interpretation or analysis of the attainment data. Our teachers use a variety of sources to evidence pupils' progress, including observing day-to-day learning and coursework, conversations with pupils and planned periodic assessments. Teachers also use standardized assessment to complement their evidence that a pupil is making good progress. To achieve a level, it is not necessary for a pupil to demonstrate mastery of every individual aspect of learning at a particular level but it is important that there are no major gaps. The dependability of teacher judgements is enhanced through effective moderation of planning, learning and teaching, and assessment. All schools in Scottish Borders are expected to plan moderation practices within and across schools, ensuring adequate time is set aside within the year plan. This is an improving picture across all clusters.

In session 2016/17 most pupils in Scottish Borders at Primary 1 and Primary 4 achieved the level for the appropriate stage. At Primary 7 most pupils achieved 2nd Level for Listening/Talking and Reading. However, only the majority achieved 2nd Level in Writing and Numeracy. Almost all Secondary 3 students achieved 3rd Level for Literacy and most achieved the 3rd Level for Numeracy. Our ambition is to see all achievement in the 'Most' or 'Almost all' categories. Our Quality Improvement activity for Session 2017/18 is aligned to securing improvement in the assessment data for our learners in the BGE.

SBC is in the upper band of the highest attaining local authorities, and attaining higher than the national average across the board. However, as stated above, it is important to bear in mind the relative robustness of the data across the country; the classification as experimental statistics is in recognition of the evolving approach to assessment across the Broad General Education. Going forward, SBC will be undertaking a number of approaches to ensure our schools continue to strive to meet the local and national priorities of raising attainment for all, including:

- Improved moderation practice
- Raising attainment meetings in every school
- An assurance of raising attainment at the heart of all quality improvement activity
- Development of a 'Raising Attainment' strategy for SBC schools.

EXPANSION OF EARLY LEARNING AND CHILDCARE

In Scottish Borders the Early Years have become even more important with the preparation for the expansion of Early Learning and Childcare from a 600 hours entitlement to an 1140 hours entitlement from 2020. In response to this expansion Scottish Borders are progressing an extensive delivery plan. This includes a consideration of how the Council will measure the children's progress through the Early Years; a key measure is yet to be developed and it has been agreed that this will be a key focus of the newly established South East Regional Improvement Collaborative. However, Philiphaugh Nursery was one of the first Early Learning and Childcare settings to pilot the 1140 hours expansion in Scotland and recent Primary 1 entry assessments of children who experienced the full 1140 hours in the nursery are very positive in evidencing higher levels of attainment in literacy. The Headteacher has reported overall that the children's attainment has benefitted from the extended hours; the Council will as part of the expansion have a set of measures to track children's progress and attainment in literacy and numeracy. These measures will be ready for implementation in August 2018.

HEALTH AND WELLBEING

Children and Young People's health and well-being is key to their progress in learning and, as a key pillar within curriculum for excellence (alongside literacy and numeracy), a focus for assessment and tracking of progress. The Children and Young People's Leadership Group has developed a new staged intervention approach to improving mental and emotional health. Within the approach the Council has invested in 'Growing Confidence' a universal approach to improving emotional and mental health wellbeing. This has involved significant training of staff and includes learning programmes at primary and secondary stages of learning. In order to track the positive impact of this programme and to be able to track pupils' mental and emotional wellbeing, assessment tools have been developed for implementation in school session 2017-18. At this stage the Council is unable to report strategically on health and wellbeing although a number of schools have developed assessments in this area. By the end of school session 2017/2018 the Council will have implemented the range of health and wellbeing surveys at P3 - P7 and S2 providing a baseline to track in future years. It is important to note that the response from staff to the 'Growing Confidence' training programme has been excellent. Although there is still a good deal to be done with regards the full implementation of the Mental and Emotional Health and Wellbeing strategy, we are confident that the universal programme will impact positively upon the mental and emotional wellbeing of our children and young people. Progress on implementation will be reported through the Community Planning Partnership.

ATTENDANCE AND INCLUSION

Monthly school attendance and exclusion reports highlight an improving picture and better than the national average. Over the past five years we have seen a significant decrease in the number of temporary exclusions from schools both at primary and secondary level. School attendance is also high and continues to be above the national average. Post school destination figures are positive and improving, and above the national average. We believe more inclusive approaches; stronger curriculum models and more effective tracking and intervention have resulted in this improving trend.

STAKEHOLDER VIEWS – HEADTEACHER EVALUATIONS

In May 2017 Headteachers were asked to respond to a self-evaluation questionnaire which explored perceptions around areas such as the clarity of service provision, the effectiveness of the Quality Improvement Framework, Partnerships, Support and Confidence. Most respondents agreed that the vision for the service was clear, shared and that schools were supported to achieve the vision. Most respondents valued the learning rounds and agreed that the Engagement Meetings were focused on the correct priorities. Almost all respondents who had participated in the Review process felt it was a positive experience and was well conducted and received. Most Headteachers are confident that: staff promote a positive climate where learners feel safe, secure and included; that teachers work collaboratively within and across schools and are becoming more skilled in applying benchmarks; and that school data is becoming increasingly more dependable.

To address the needs within the feedback the following ‘You said...We did’ response was developed:

YOU SAID	WE DID
<ul style="list-style-type: none"> You did not always feel that your views were taken into account when services are planned and provided. 	<ul style="list-style-type: none"> Set up a Headteacher Strategic Leadership Group with representatives from across the local authority which meets once a month. This group discuss all proposals for school and HT engagement.
<ul style="list-style-type: none"> You would welcome more challenge in Quality Improvement (QI) meetings. 	<ul style="list-style-type: none"> Protocols are created and Quality Improvement Officers (QIO) are briefed prior to each quarterly QIO visit to ensure that all schools receive the intended level of support and challenge.
<ul style="list-style-type: none"> You would welcome more support with Pupil Equity Funding (PEF). 	<ul style="list-style-type: none"> Two PEF officers were seconded from schools specifically to support schools with PEF.
<ul style="list-style-type: none"> You would welcome more support in implementing the National Improvement Framework (NIF) drivers 	<ul style="list-style-type: none"> All NIF drivers are attached to QIOs as well as projects within the Service Improvement Plan. All projects are focused on supporting schools in improving outcomes for learners.
<ul style="list-style-type: none"> You did not always feel that the Educational Psychological Service made an effective contribution to schools. 	<ul style="list-style-type: none"> Following a Validated Self- evaluation process (VSE) the Educational Psychological Service has renewed and adapted its working practices.
<ul style="list-style-type: none"> You would welcome increased partnership working. 	<ul style="list-style-type: none"> All NIF drivers are attached to QIOs as well as projects within the Service Improvement Plan (SIP). All projects are focused on supporting schools in improving outcomes for learners. Developing Partnerships is a key theme within the Service Improvement Plan.

EDUCATION SERVICE IMPROVEMENT PLAN 2017/2018

4. PRIORITIES FOR 2017-18

PRIORITY 1 Improving Attainment

TARGETS

- Improvement in CFE levels for all learners in literacy and numeracy
- Improvement in the number and levels of national qualifications gained
- Increased and stronger partnerships with families and wider partners to secure positive outcomes for children and young people
- Enhanced leadership in all schools and settings
- Improved learning and teaching in all schools and settings

PRIORITY 1 PROJECTS LINKED TO NIF DRIVERS

- 1.1 Enhance the quality and impact of leadership at all levels within schools/settings through targeted Quality Improvement Officer visits, HT Engagement Days, professional learning opportunities for all staff – *School leadership/ Teacher professionalism / School improvement*
- 1.2 Promote partnership working through sharing effective practice where positive outcomes for children and young people can be evidenced, including: collaboration with other agencies; involvement of community learning and development; and parental engagement. – *Parental engagement/ Assessment of children's progress / School improvement*
- 1.3 Further develop a shared understanding of standards in the teaching and assessment of literacy and numeracy at BGE within and across schools through planned professional learning opportunities for all staff and making wider use of Quality Assurance & Moderation Support Officers (QAMSO) undertaking national training in moderation – *Assessment of children's progress / Teacher professionalism*
- 1.4 Use evidence-based research to develop Strategies in Raising Attainment; Literacy and Numeracy in Early, First and Second Level, and Learning, Teaching and Assessment to inform schools' policies and practices, incorporating a set of measures to track children's progress and attainment in literacy and numeracy in Early Learning & Childcare (ELC) – *School improvement*

BY MAY 2018 ALL SCHOOLS WILL HAVE:

- ✓ Improving leadership at all levels
- ✓ SBC strategies to inform their own policies and practices for Raising Attainment, Literacy and Numeracy, and Learning, Teaching and Assessment.
- ✓ An SBC strategy to inform their own policy and practice in utilising partners and engaging parents partnerships in joint working.
- ✓ Increasingly confident teachers and support staff in raising attainment, assessment and moderation, meeting learners' needs and leadership.
- ✓ Increased capacity for self-improvement.
- ✓ Increased confidence in their teacher judgements in the achievement of a level.
- ✓ Set of measures to track children's progress and attainment in literacy and numeracy.

EVIDENCE WE WILL GATHER

Literacy and numeracy levels for P1, P4, P7 and S3
Senior phase qualifications and other awards
HMle and Care Inspectorate reports
Self-evaluation of schools and establishments using *How Good Is Our School?* HGIOS?4 and *How Good is our Early Learning & Childcare?* (HGIOELC?)
Local Authority Reviews using HGIOS?4 and HGIOELC?
On-going QIO engagement with schools/settings – support, challenge, impact of interventions
Impact and feedback of course evaluations accessed through Professional Learning records
School Standards and Quality Reports and Improvement Plans
Engagement with stakeholders including parents/carers, pupils, staff and appropriate partners.

CRITERIA FOR SUCCESS

Increase in learners attaining CFE levels at Early, 1st, 2nd Levels in literacy and numeracy
Increased participation in moderation activity across schools, clusters and divisions
Increase in learners achieving literacy and numeracy SCQF 5
Increase in leavers attaining 5 awards at SCQF 5
Increase in in leavers attaining 5 or more awards at SCQF 6
Increase in attendance and decrease in exclusions
Evidence and impact of parental involvement in learning
Evidence and impact of increased partnership working in schools
Evidence and impact of school improvement using key QI indicators.

PRIORITY 2

Closing the Attainment Gap

TARGETS

- Improvement in performance measures including attainment and school engagement for our most vulnerable or disadvantaged groups of learners.
- Compliance with 'Included, Engaged and Involved' Part 1

PRIORITY 2 PROJECTS LINKED TO NIF DRIVERS

- 2.1 Support schools in developing, implementing and evaluating targeted interventions for our most vulnerable children and young people through regular visits from PEF secondees, professional learning opportunities for all staff, and local authority documentation – *School improvement / School leadership / Teacher professionalism*
- 2.2 Engage with parents/carers of our most vulnerable or disadvantaged groups of learners (see Project 1.2). – *Parental engagement*
- 2.3 Develop a robust system to track schools' progress in order to monitor and evaluate the effectiveness of interventions including DYW, Inclusion, PEF, SIPs – *School improvement / School leadership*
- 2.4 Support 4 identified schools in developing, implementing and evaluating targeted interventions through regular visits from QIOs and partners including Educational Psychology, PEF secondees, consultants and professional learning opportunities for all staff – *School improvement / School leadership / Teacher professionalism*

BY MAY 2018 ALL SCHOOLS WILL HAVE:

- ✓ Increasingly confident teachers and staff providing effective targeted interventions to reduce the attainment gap
- ✓ Quality assurance procedures in place to monitor and evaluate compliance with statutory requirements and codes of practice in inclusion.

EVIDENCE WE WILL GATHER

SIMD attainment data

Progress and Performance data, including attendance and exclusion, for learners receiving PEF interventions

Progress and Performance data, including attendance and exclusion, for LAC

School Standards and Quality Reports and Improvement Plans

Progress reports from PEF secondees

HMIe and Care Inspectorate reports

Impact and feedback of course evaluations accessed through Professional Learning records

Self-evaluation of schools and establishments using HGIOS?4 and HGIOELC?

Local Authority Reviews using HGIOS?4 and HGIOELC?

On-going QIO engagement with schools – support, challenge, impact of interventions

Engagement with stakeholders including parents, pupils, staff and appropriate partners.

CRITERIA FOR SUCCESS

Increased performance data for pupils in receipt of PEF interventions
Increase in LAC leavers achieving SCQF 5 literacy and Numeracy
Increase in leavers attaining 5 or more awards at SCQF 6
Increase in LAC attendance
Decrease in LAC exclusions from school
All school leavers achieve 5 or more accredited qualifications

PRIORITY 3

Improving Health & Wellbeing

TARGETS

- Improvement in inclusive practices on our schools and settings
- Development of a mental wellbeing strategy
- Increased participation in Parenting programmes
- Compliance with '*Included, Engaged and Involved*' Part 2 (2017)
- Further develop knowledge and understanding in relation to child protection including neglect

PRIORITY 3 PROJECTS LINKED TO NIF DRIVERS

- 3.1 Improve the experience and outcomes of our most vulnerable children and young people by improving the consistency and support for wellbeing in schools and settings through whole staff professional learning. – *School leadership / Teacher professionalism / School improvement / Assessment of children's progress*
- 3.2 Develop a Parenting programme to support and promote positive experiences and outcomes for our most vulnerable children and young people in schools/settings (see projects 1.2; 2.2). – *Parental engagement / School improvement*

BY MAY 2018 ALL SCHOOLS WILL HAVE:

- ✓ Increased staff awareness of wellbeing and resilience in children and young people through the *Growing Confidence* universal strategy
- ✓ Worked with partners to implement a staged intervention approach to supporting wellbeing
- ✓ Reduced the number of exclusions / increased school attendance, particularly for Looked After pupils and their most vulnerable children and young people, by adopting more inclusive approaches, applying learning through *Growing Confidence* training and increasing Parental engagement
- ✓ Raised awareness of recommendations contained in '*Included, Engaged and Involved*' Part 2

EVIDENCE WE WILL GATHER

Data from '*Growing Confidence*' Surveys
Quality and impact of Parenting programme participation
Evaluations from child protection events
Standards and Quality Reports and Improvement Plans
Progress and Performance data, including attendance and exclusion, for vulnerable children including short-term cases

HMIe and Care Inspectorate reports
Self-evaluation of schools and establishments using HGIOS?4 and HGIOELC?
Local Authority Reviews using HGIOS?4 and HGIOELC?
On-going QIO engagement with schools – support, challenge, impact of interventions
Engagement with stakeholders including parents, pupils, staff and appropriate partners.

CRITERIA FOR SUCCESS

Increased reporting of partnership working supporting learners' needs to be met
Increased parent/carer involvement/participation in their children's learning
Active engagement and compliance with statutory requirements and codes of practice on inclusion
Reduced dependency on central team in implementing behaviour management

PRIORITY 4

Improving Employability

TARGETS

- All schools/settings embrace the aims of DYW and broader awareness of the world of work within their curriculum
- Students in the senior phase have improved positive and sustained destination levels
- Schools/settings demonstrate increased partnership working
- Learners receive their entitlement to L1+2 within 'Improving Employability'

PRIORITY 4 PROJECTS LINKED TO NIF DRIVERS

4.1 Improve the experience and outcomes of all learners by supporting schools, to review their curriculum rationale and pathways, and where necessary amend to ensure they reflect the potential partnerships, entitlements and varying needs of their learners and will lead to sustained positive destinations for those in the senior phase - *School improvement / Assessment of children's progress*

BY MAY 2018 ALL SCHOOLS WILL HAVE:

- ✓ A Curriculum rationale which meets the needs of individual and groups of learners and which acknowledges potential partnerships
- ✓ Increased variety of pathways for individuals being delivered in secondary school utilising appropriate partnerships
- ✓ Access to the 3-18 skills progression framework which uses the Career management Skills (CMS) and Careers Education Standards (CES) tools
- ✓ Continued implementation of 1+2 delivery plan

EVIDENCE WE WILL GATHER

Senior phase qualifications and awards data
School leaver destinations
Wider achievement awards
DYW impact report
Evaluation of impact CMS and CES
Standards and Quality Reports and Improvement Plans
HMIe and Care Inspectorate reports
Self-evaluation of schools and establishments using HGIOS?4 and HGIOELC?
Local Authority Reviews using HGIOS?4 and HGIOELC?
On-going QIO engagement with schools – support, challenge, impact of interventions
Engagement with stakeholders including parents, pupils, staff and appropriate partners.

SUCCESS CRITERIA

All schools/settings are delivering a curriculum that promotes skill development and contextualised learning
Increase in vocational qualifications attained
Learner pathways are developing with the support of partners and employers
All schools have reviewed their L1+2 curriculum

APPENDIX 1 PROJECTS LINKED TO THE NATIONAL IMPROVEMENT FRAMEWORK DRIVERS

	SCHOOL LEADERSHIP	TEACHER PROFESSIONALISM	PARENTAL ENGAGEMENT	ASSESSMENT OF CHILDREN'S PROGRESS	SCHOOL IMPROVEMENT
Project 1.1	X	X			X
Projects 1.2, 2.2, 3.2 (1 inter-linked project)			XXX	X	X
Project 1.3		X		X	
Project 1.4				X	X
Project 2.1	X	X			X
Project 2.3	X				X
Project 2.4 (4 schools)	X	X			X
Project 3.1	X	X		X	X
Project 4.1				X	X

APPENDIX 2

SUMMARY OF THE QUALITATIVE IMPACT OF SUCCESSFUL DELIVERY OF PROJECTS

PROJECTS RELATED TO PRIORITY 1 - IMPROVING ATTAINMENT

- ✓ Improving leadership at all levels
- ✓ SBC strategies to inform schools own policies and practices for Raising Attainment, Literacy and Numeracy, and Learning, Teaching and Assessment.
- ✓ An SBC strategy to inform schools own policy and practice in utilising partners and engaging parents partnerships in joint working.
- ✓ Increasingly confident teachers and support staff in raising attainment, assessment and moderation, meeting learners' needs and leadership.
- ✓ Increased capacity for self-improving schools
- ✓ Increased confidence in teacher judgements in the achievement of a level at BGE.
- ✓ Set of measures to track children's progress and attainment in literacy and numeracy in relation to ELC increased hours.

PROJECTS RELATED TO PRIORITY 2 - CLOSING THE ATTAINMENT GAP

- ✓ Increasingly confident teachers and staff providing effective targeted interventions to reduce the attainment gap
- ✓ Quality assurance in schools monitoring and evaluating compliance with statutory requirements and codes of practice in inclusion.

PROJECTS RELATED TO PRIORITY 3 - IMPROVING HEALTH & WELLBEING

- ✓ Increased staff awareness of wellbeing and resilience in children and young people through the *Growing Confidence* universal strategy
- ✓ A staged intervention approach to supporting wellbeing
- ✓ Reduced number of exclusions / increased school attendance, particularly for Looked After pupils and the most vulnerable children and young people, by schools adopting more inclusive approaches, applying learning through *Growing Confidence* training and increasing Parental engagement
- ✓ Raised awareness of recommendations contained in '*Included, Engaged and Involved*' Part 2

PROJECTS RELATED TO PRIORITY 4 - IMPROVING EMPLOYABILITY

- ✓ All schools whose Curriculum rationale meets the needs of individual and groups of learners and which acknowledges potential partnerships
- ✓ Increased variety of pathways for individuals being delivered in secondary schools, utilising appropriate partnerships
- ✓ Access to the 3-18 skills progression framework which uses the Career management Skills (CMS) and Careers Education Standards (CES) tools
- ✓ Continued implementation of 1+2 delivery plan

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CHILDREN AND YOUNG PEOPLE

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