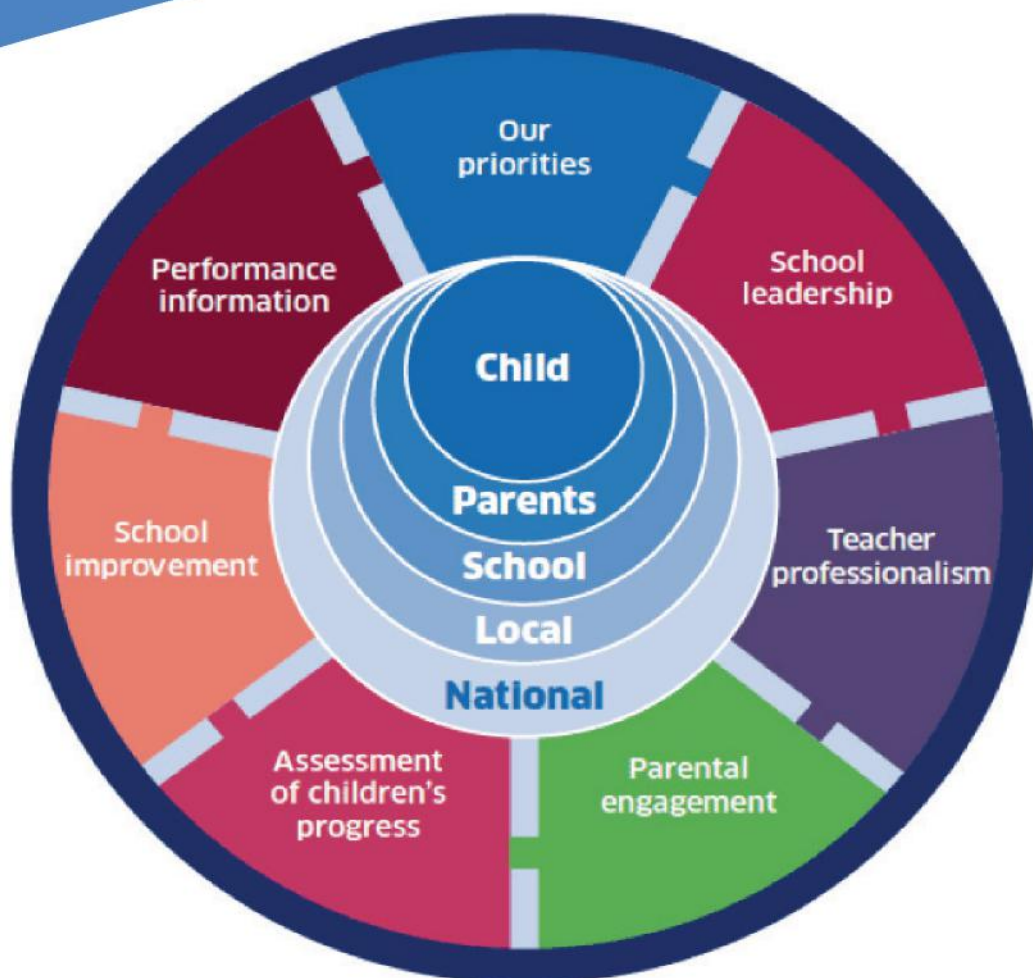


# Draft Children and Young People's Service

Appendix 1

STANDARDS AND QUALITY REPORT 2017-



# CONTENTS

## CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

FOREWORD	3
1. OUR CONTEXT	5
• Key Contextual Statistics	6
2. OUR PRIORITIES 2017-18	7
3. REVIEW OF PROGRESS FOR 2017-18	11
4. NATIONAL IMPROVEMENT FRAMEWORK (NIF)	39
• Drivers for Improvement	43
5. OUR KEY PRIORITIES FOR 2018-19	45
• Summary of Priorities for 2018 -2019	47

# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## FOREWORD

Dear Reader

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

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

In the Scottish Borders the Council works with partners and families to ensure that all our children and young people benefit from an aspiring educational experience that enables them, no matter what their starting point, to fulfil their potential and realise their ambitions. As a Service we are addressing the emotional health and wellbeing of our young people through the introduction of Growing Confidence training for young people, staff and families, and working towards LGBTi status in all secondary schools.

It is widely accepted that poverty has a significant impact on learners. During session 2017-18 schools were granted additional monies from the Scottish Government through Pupil Equity Funding (PEF) to provide targeted interventions to improve attainment of those most affected by poverty. The Education Service is seeing green shoots in terms of narrowing the attainment gap between the most and least deprived in Scottish Borders as well as an increased confidence in learning.

SBC's Education Service (within the Children and Young People's Directorate) is increasingly working with our local authority partners in the South East Regional Improvement Collaborative; City of Edinburgh, East Lothian, Fife and Midlothian. Together the Collaborative are addressing common challenges, sharing learning experiences and co-producing resources to support practitioners. Although in its infancy, practitioners who have been involved so far are recognising the potential benefits for the children and young people in the Scottish Borders.

Every day I see staff in schools, in learning settings and in headquarters striving to do their very best for the families they serve. Throughout this report you will read evidence of impact of the hard work and dedication of all Scottish Borders Council staff, children and young people, parents / carers. We have much to be proud of and I wish to thank everyone for their hard work and commitment. As a Council we are continuously striving for excellence and equity in all that we do whilst recognising that there is always room for improvement and, therefore, welcome your feedback on any aspect of our Education Service. We look forward to hearing from you.

Yours sincerely

**Michelle Strong**  
Chief Education Officer – Scottish Borders Council



# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## 1. CONTEXT

Scottish Borders is a rural local authority where 30% of the population live in settlements of less than 500 people or in isolated hamlets. Geographically Scottish Borders covers a large area – 1,827 square miles – travelling from West Linton (West) to Eyemouth (East) taking approximately 90 minutes by car. The largest town is Galashiels followed by Hawick. The only other towns with a population of over 5,000 are Peebles, Kelso and Selkirk. Almost half of the population 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 various numbers of associated primary schools. In total there are 9 secondary schools and 63 primary schools. There are 3 Roman Catholic schools situated in Peebles, Galashiels and Selkirk. There is a primary and secondary Inclusion and Wellbeing Service and 1 additional support needs primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs.

This session Scottish Borders Council continued its investment in the school estate by opening four new/refurbished Centres; Broomlands Primary School, Duns Primary School, Langlee Primary School and Kelso High School, as well as making a significant investment in improving existing provision e.g. the creation of the new Complex Needs base within Galashiels Academy. The expansion of Early Years' provision to 1140hrs continues to be implemented through a phased approach that has been guided and shaped by the creation of a Scottish Borders Child Poverty Index which has helped us identify the areas of greatest need, using a variety of measures; the Council is on target for full-implementation by 2020.

Overall, there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with lower or no qualifications. For the last 5 years Scottish Borders has consistently surpassed leaver destinations compared to Scotland as a whole.

# KEY CONTEXTUAL STATISTICS



# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## 2. PRIORITIES 2017-18

The key priorities for all local authorities, schools and educational settings set out within the National Improvement Framework are:

- **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**

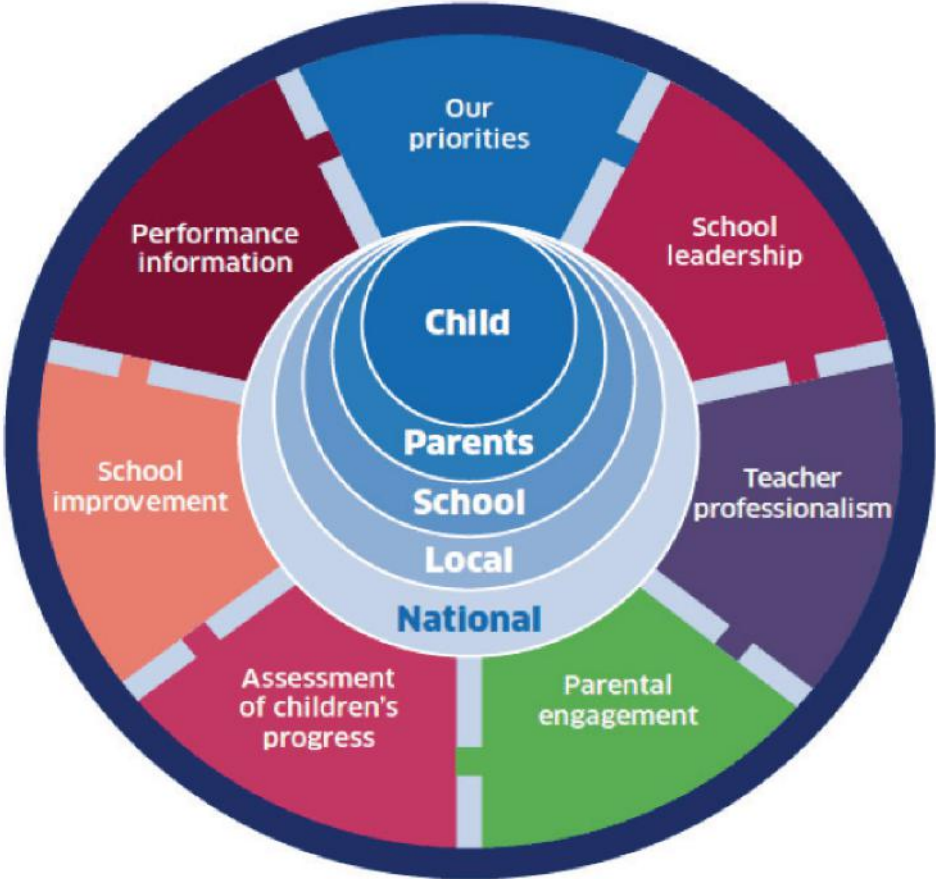
As well as these four priorities the Education Service has been involved in other significant developments including the Early Learning Childcare (ELC) expansion, Review of the School Estate, Digital Learning Strategy and partnership working developing a Mental and Emotional Health Strategy; all of which have been designed to have a positive impact on children and young people in the Scottish Borders. The Education Service has also embraced the Year of Young People (YOYP) 2018.

The Education Service Improvement Plan and individual school improvement plans reflect these priorities. The Standards and Quality Report (for the Education Service) and reports for individual schools highlight the progress and impact made in relation to each of these priorities. 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 are detailed in the National Improvement Framework (NIF) 2018.

# DRIVERS FOR IMPROVEMENT

These drivers are:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children’s progress
- School Improvement
- Performance information





# MAPPING KEY PRIORITIES TO THE NIF DRIVERS FOR IMPROVEMENT

## PRIORITY 1

### Improvement in attainment, particularly in literacy and numeracy

- 1.1 Enhance the quality and impact of leadership at all levels within schools/settings through targeted Quality Improvement Officer visits, Headteacher 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; – Parental engagement/ Assessment of children’s progress / School improvement

Further develop a shared understanding of standards in the teaching and assessment of Literacy and Numeracy at the Broad General Education (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

- 1.3 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

## PRIORITY 2

### Closing the attainment gap between the most and least disadvantaged children

- 2.1 Support schools in developing, implementing and evaluating targeted interventions for our most vulnerable children and young people through regular visits from the Pupil Equity Funding (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 – Parental Engagement
- 2.3 Develop a robust system to track schools’ progress in order to monitor and evaluate the effectiveness of interventions including Developing Young Workforce (DYW), Inclusion, Pupil Equity Fund (PEF) , School Improvement Plans (SIPs)–School improvement / School leadership
- 2.4 Support 4 identified schools in developing, implementing and evaluating targeted interventions through regular visits from Quality Improvement Officers and partners including Educational Psychology, PEF secondees, consultants and professional learning opportunities for all staff – School improvement / School leadership / Teacher professionalism

### PRIORITY 3

#### Improvement in children and young people's health and wellbeing

- 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 – Parental engagement / School improvement

### PRIORITY 4

#### Improvement in employability skills and sustained, positive school-leaver destinations for all young people

- 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

# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## 3. REVIEW OF PROGRESS

### PRIORITY 1

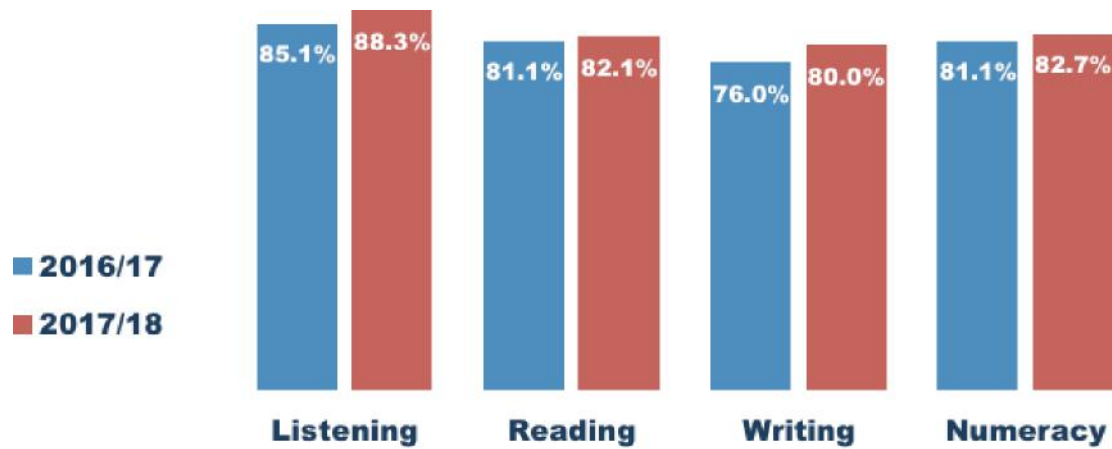
#### **Improvement in attainment, particularly in literacy and numeracy**

The National Improvement Framework achievement of a level data was submitted by schools in June 2018 to the Scottish Government. Attainment and Achievement have been a key focus in all Headteacher Engagement Days, held in the Borders, Quality Improvement events and Support and Challenge visits from SBC Quality Improvement Officers. Scottish Borders Council participated in the national Quality Assurance Moderation events, sending representation for most levels and subjects to each meeting and collecting evidence of holistic assessment for feedback. A clear message was given to all Headteachers at the start of the year and reinforced within the Quality Improvement Framework document that the expectation was that all schools participated in moderation activities within and across schools. During QIO audit Visit 1, Headteachers were required to share with their QIO their Quality Assurance Plan for the year. From that, there was evidence that all schools are engaging in moderation activities, albeit at varying levels.

As part of Raising Attainment in English and Mathematics in secondary schools, Principal Teachers agreed a three year programme of "learning rounds", where each school would host all the Principal Teachers. This year, three secondary schools hosted a full day of learning rounds in Maths and two schools hosted in English. These sessions were facilitated by a Quality Improvement Officer. The agenda for the day was agreed with school staff in the department and the activities included focus groups of pupils and staff, lesson observations, professional dialogue around the curriculum, sharing of key resources and feedback. Feedback from school staff was positive in that other staff in these departments would now like the opportunity to be part of the process. Positive impact for learners included new resources/materials, new plans for revision and access to new courses; other Maths departments are now offering Personal Finance as part of the curriculum; Digital and online resources/ approaches are being shared with other schools; and Course outlines and assessment shared.

Strategic groups involving Education Practitioners, CLD, Educational Psychologists, Speech and Language Therapists, and Occupational Therapy Practitioners from across the Local Authority were set up to lead on the development of Literacy and Numeracy. Although both the Literacy and Numeracy groups are in their infancy, key decisions have been agreed for next session. For example, in developing literacy, the group has decided to develop the wider language and literacy strategy and will be addressing not only emerging literacy at early level as first suggested, but investing in training for 0-3yrs, CfE 1st Level and CfE 2nd Level. Schools will be phased in gradually with full implementation over a 3 year period. Full implementation of an effective Language and Literacy and Numeracy Strategy will be expected in all schools by the beginning of session 2021/22.

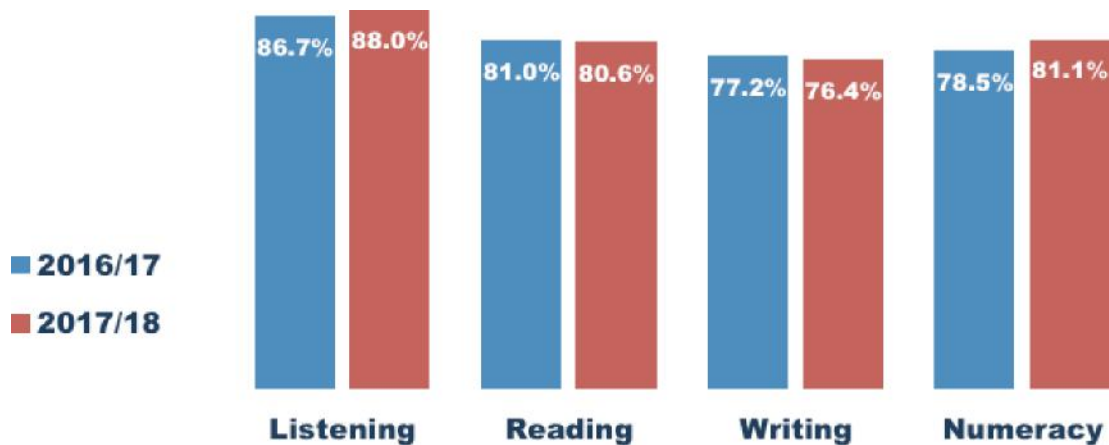
## PRIMARY 1 NIF DATA JUNE 2018 (ACHIEVED EARLY LEVEL)



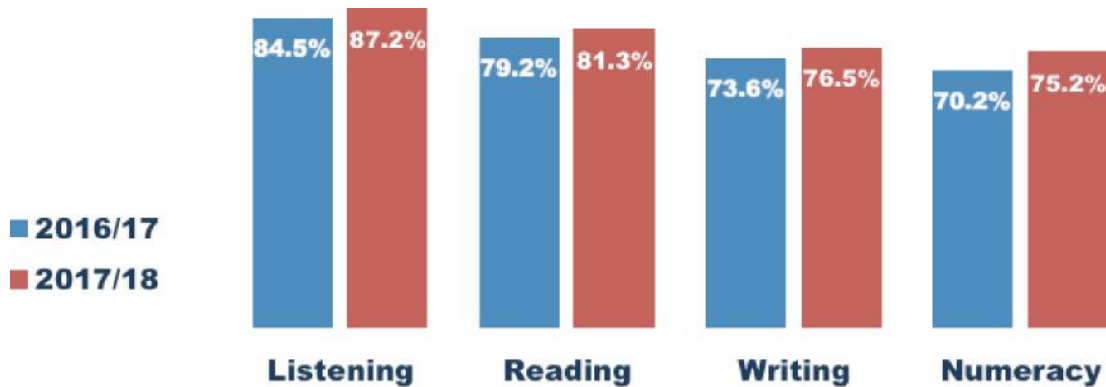
Since 2016/17 attainment at P1 has increased across all four subjects. In listening/talking, the attainment has not only increased from session 2016/17 (but is higher than that reported in 2015/16). Reading is showing a more modest increase of 1.0% on last year's attainment but is still well below 85.8% achieved in 2015/16. Attainment in writing at P1 has increased by a significant 4.0% but that is still 1.8% less than the attainment in writing in 2015/16. Similarly, attainment in numeracy is showing a modest increase of 1.6% on last session but this is still 3.4% less than the attainment posted in 2015/16.

## PRI MARY 4 NIF DATA JUNE 2018 (ACHIEVED FIRST LEVEL)

Session 2017-18 has seen a small increase in children attaining 1st Level at P4 for listening/talking and numeracy since 2016/17. The increase of 1.3% is modest but results for listening and talking are showing year on year improvement. Attainment in numeracy has increased by 2.6% and results are showing year on year improvement. Performance in reading and writing has fallen by -0.3% and -0.8% respectively but the performance data overall for P4 has been relatively stable over the three years.

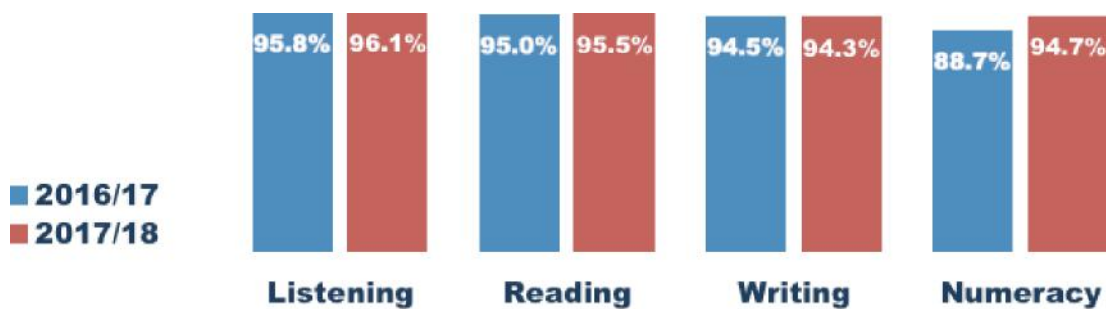


## PRIMARY 7 NIF DATA JUNE 2018 (ACHIEVED SECOND LEVEL)

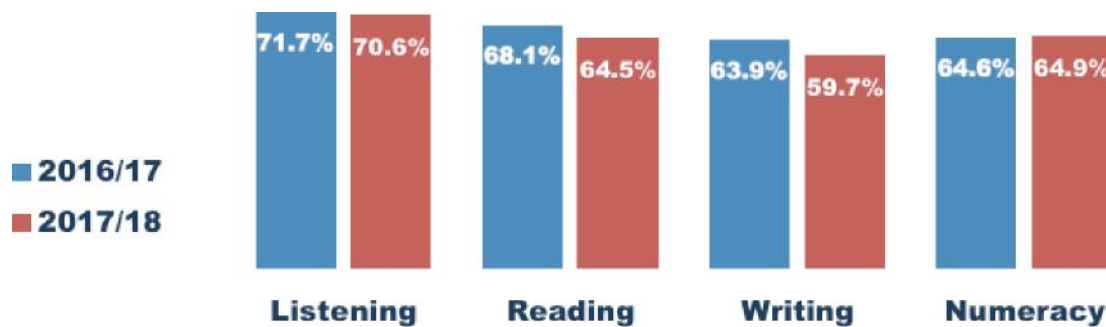


Session 2017-18 has seen a positive improvement in the percentage of children in P7 achieving listening, reading and writing at 2nd Level and a significant increase in those achieving 2nd level in Numeracy.

## S3 NIF DATA JUNE 2018 (ACHIEVED THIRD LEVEL)



## S3 NIF DATA JUNE 2018 (ACHIEVED FOURTH LEVEL)



There is a minor increase in S3 attainment at 3rd Level for listening/talking and reading; 0.4% and 0.6% respectively. There is a minor decrease of -0.2% in writing. These changes are minor and would not be recognised as statistically significant. In addition, attainment for literacy and numeracy is >93% in all areas which would be above the average for Scotland for last session. There has been a significant increase in the percentage of S3 achieving 3rd Level in numeracy with an improvement of 6.1% on the previous year.

For S3 achieving 4th Level, there is a notable decrease for reading and writing at -3.5% and -4.2% respectively. The reporting of moderation activity by secondary schools suggests that there needs to be considerably more planned understanding and sharing the standard activities across the secondary schools.

With all Curriculum for Excellence levels (CFE) it is important to recognise that year on year this is a new cohort of pupils, therefore variations are to be expected.

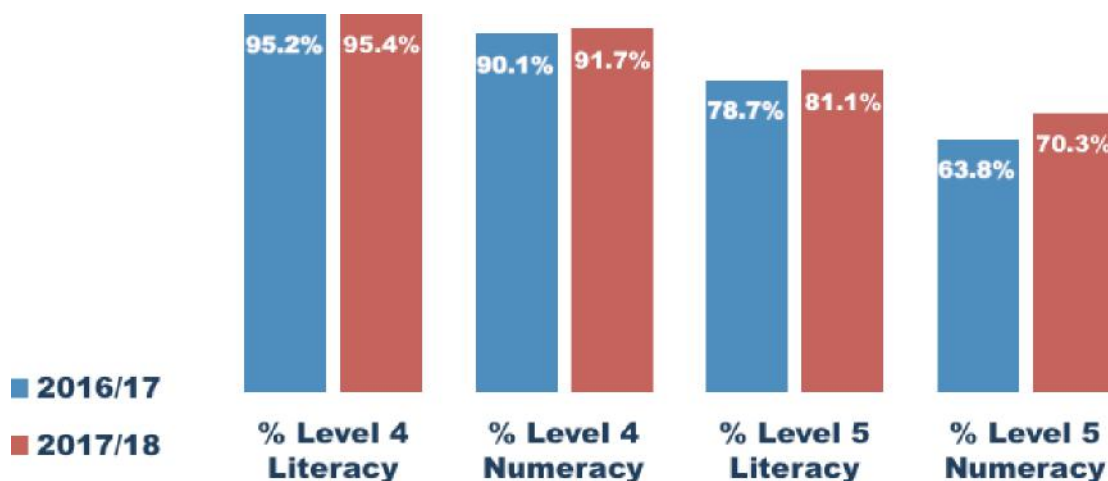
**Overall the attainment data within the National Improvement Framework is evidencing a positive and consolidating trend of attainment from primary 1 through until S4. The levels being reported are above the national average and sitting within the second quartile in national attainment tables.**

## IMPROVEMENT IN THE NUMBER AND LEVELS OF NATIONAL QUALIFICATIONS GAINED

National qualifications are achieved in the senior phase (S4-S6) of secondary school. Pleasingly over the last 3 years in the Scottish Borders there has been a year on year improvement in the majority of measures. A greater number of qualifications are being gained by our pupils and school leavers are leaving with qualifications at a higher level.

### 2017 LEAVERS LITERACY & NUMERACY

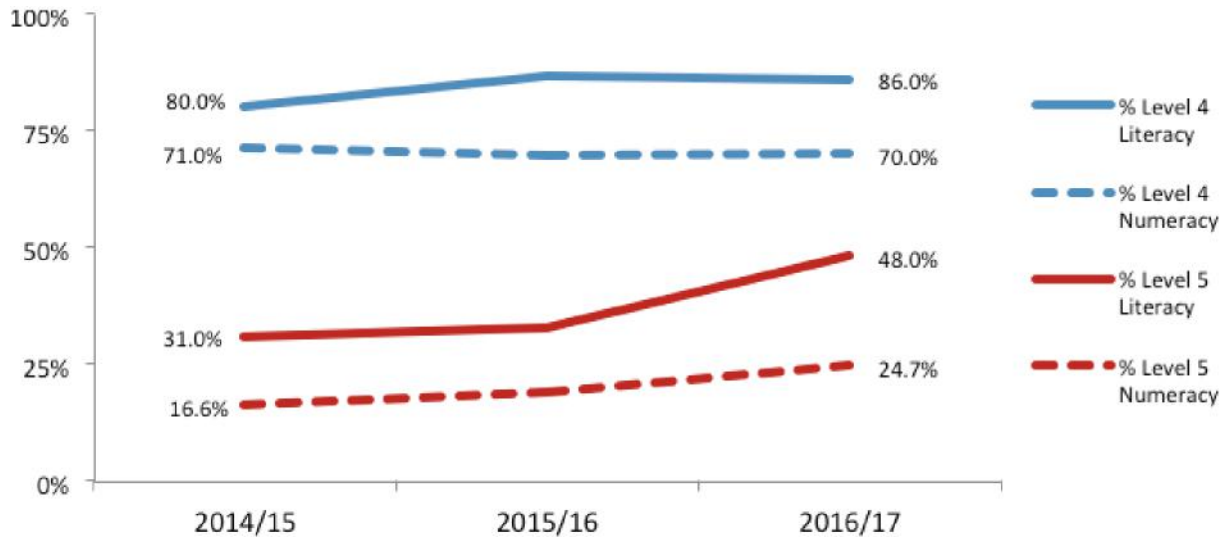
#### LITERACY & NUMERACY: ALL LEAVERS (SOURCE: INSIGHT MARCH 2018)



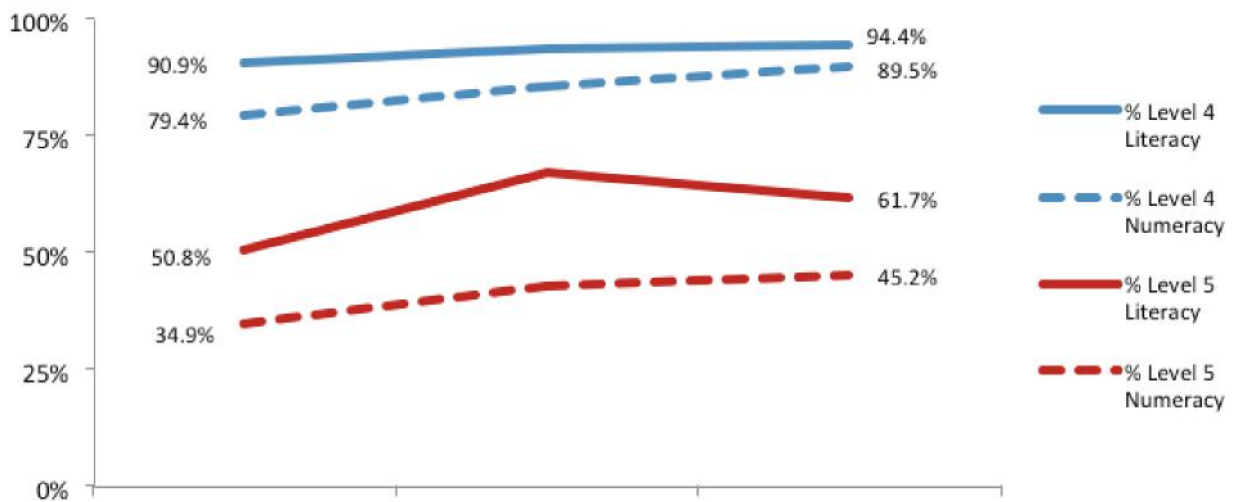
Session 2017-18 has seen an increase in the number of leavers achieving literacy and numeracy at SCQF 4 and remains in line with the virtual comparator. Performance in numeracy shows an increasing upward trend over three years. At SCQF Level 5 there has been improvement in performance in literacy and numeracy over three years and performance is now in line with the virtual comparator.

## S4 LEAVERS LEVEL 3, 4 & 5

### S4 LEAVERS - LEVEL 4 & 5



### S5 LEAVERS LEVEL 4 & 5

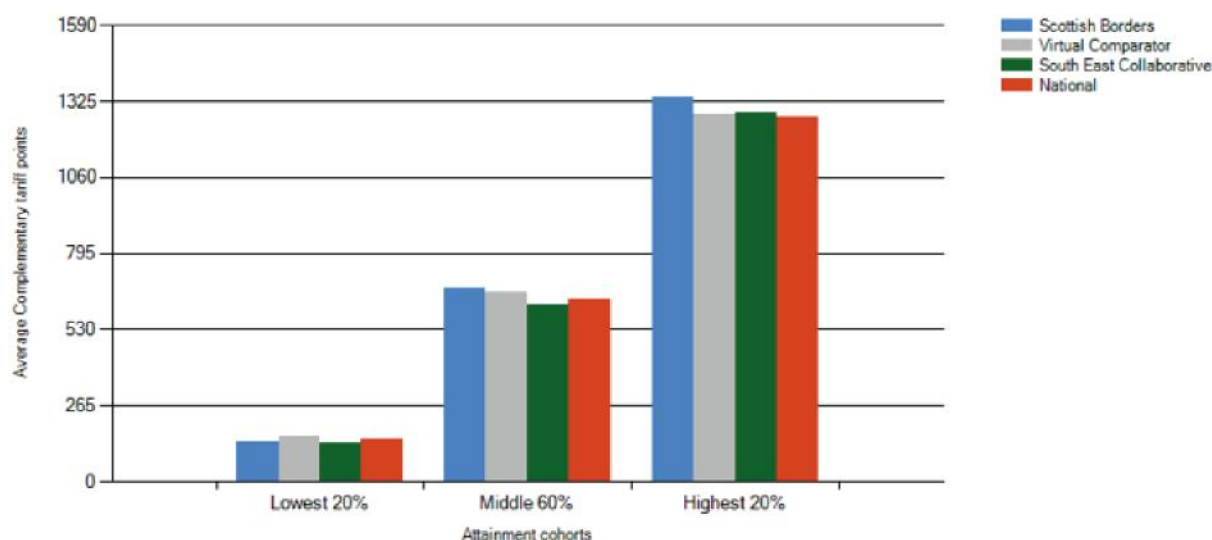


S4 Performance in Literacy at SCQF Level 5, 2017 is greater than the Virtual Comparator. S4 performance at SCQF level 5 numeracy has improved over the last three years. S5 Performance in Numeracy at SCQF Level 4, 2017 is greater than the Virtual Comparator. Pleasingly 94.59% of young people in S4 gained an award at Nat 5 English in 2017. 78.65% of young people in S4 gained an award at Nat 5 Maths in 2017. 89.67% of young people in S5 gained an award at Higher English in 2017. 84.25% of young people in S5 gained an award at Higher Maths in 2017.



## ALL LEAVERS 2017

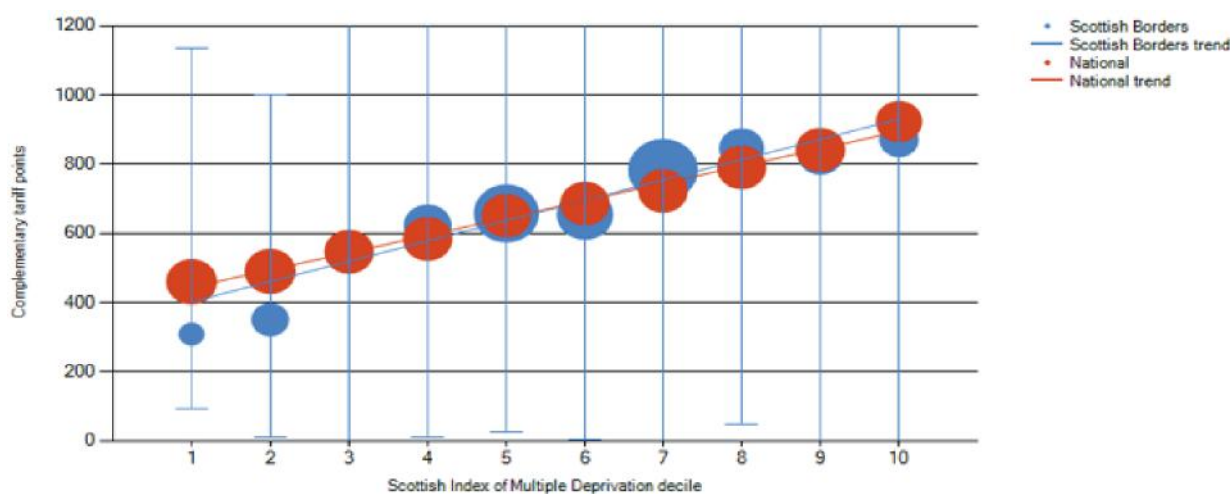
### IMPROVING ATTAINMENT FOR ALL AVERAGE COMPLEMENTARY TARIFF POINTS



2017 performance for those in Lowest 20% is lower than our Virtual Comparator. Performance in Highest 20% is greater than your Virtual Comparator. Performance in the middle 60% is in line with the virtual comparator.

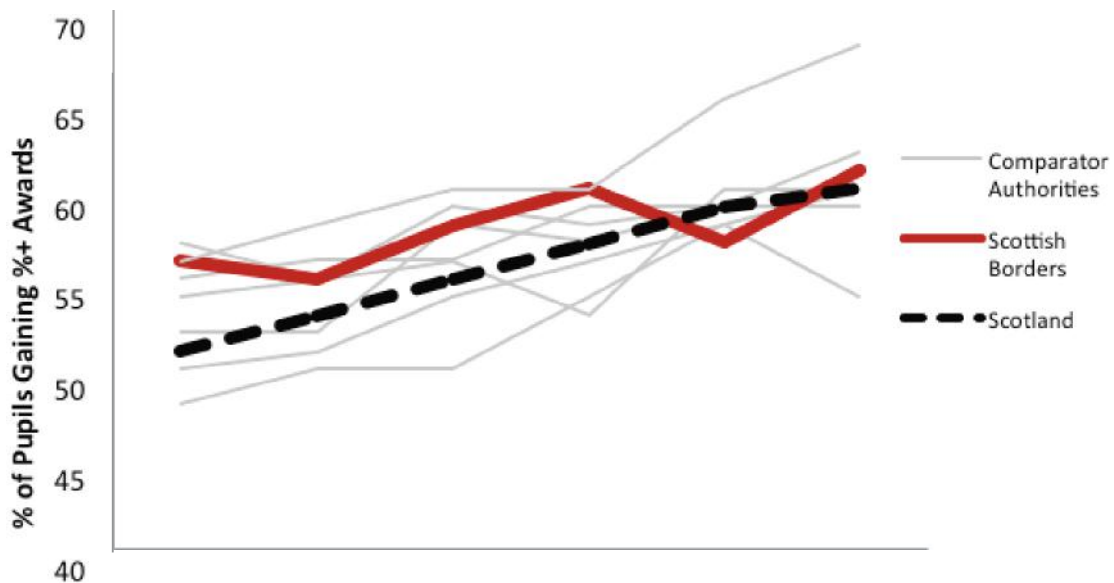
## ALL LEAVERS ATTAINMENT BY SIMD INDEX

### TACKLING DISADVANTAGE BY IMPROVING THE ATTAINMENT OF LOWER ATTAINERS RELATIVE TO HIGHER ATTAINERS ATTAINMENT VERSUS DEPRIVATION

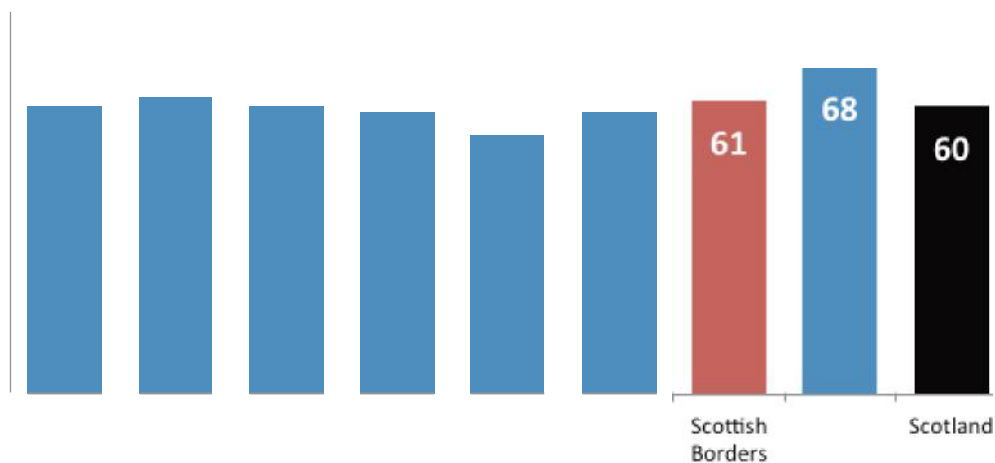


In SIMD decile 1 (most deprived) SBC performance is much lower than the National picture. In SIMD decile 2, our performance is much lower than the National picture. In SIMD decile 7, our performance is greater than the National picture. All other SIMD deciles remain consistently in line with the national measurement. Further work is required to narrow the attainment gap between the most and least deprived in Scottish Borders schools.

## BREADTH & DEPTH: ALL LEAVERS

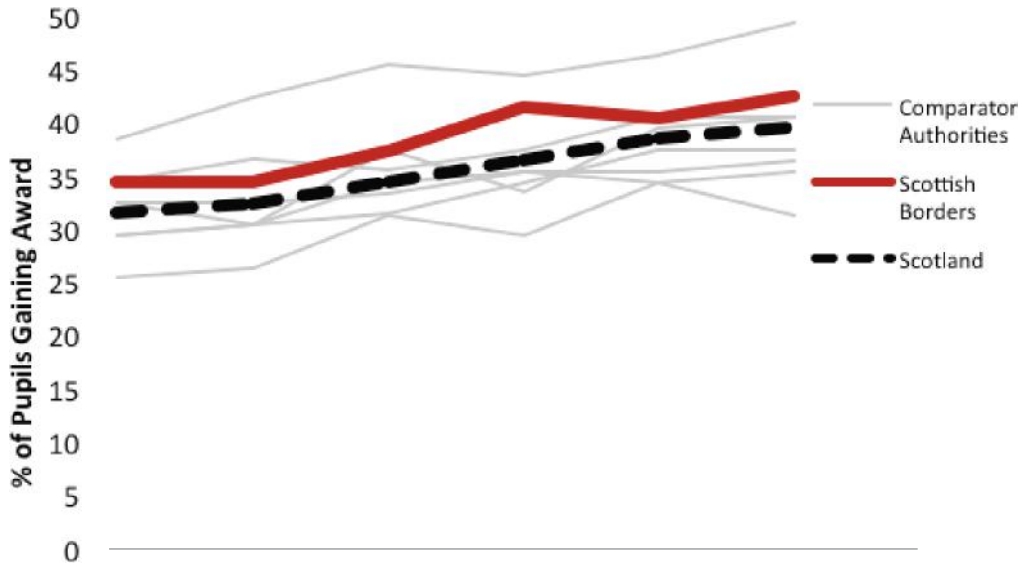


### % OF PUPILS GAINING 5+ AWARDS AT LEVEL 5 CHN4 - % OF PUPILS GAINING 5+ AWARDS AT LEVEL 5 2016-17

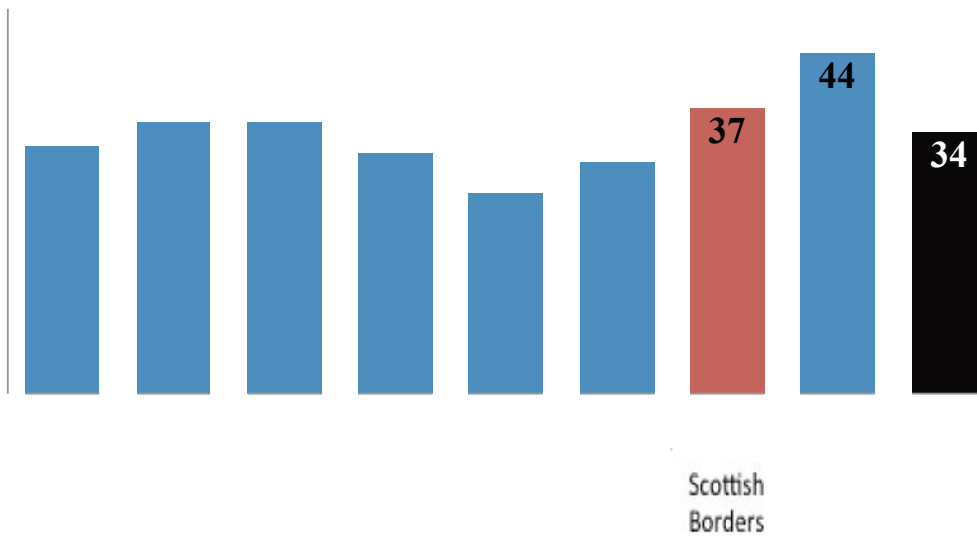


At level 5 there is an upward trajectory with more school leavers gaining 5 or more awards. Apart from one year Scottish Borders is above the national average and above a number of its comparator authorities.

## % OF PUPILS GAINING 5+ AWARDS AT LEVEL 6



CHN5 - % OF PUPILS GAINING 5+ AWARDS AT LEVEL 6 2016-17



At level 6 a greater number of Scottish Borders leavers are gaining 5 or more qualifications. By comparison with Scotland and other local authorities this is a positive picture for Scottish Borders.

The performance of leavers in 2017-18 who have achieved five or more qualifications at SCQF Levels 5 and 6 shows a positive increase around 4 % at both levels from 2016. In total, young people in Scottish Borders gained accreditation in 158 different SCQF accredited courses from SCQF Level 1- 8.

**Overall, SBC school leavers are gaining a higher level of literacy and numeracy awards than ever before and above comparators.**

## SUMMARY OF PROGRESS FOR PRIORITY 1

**In Broad General Education, from P1 to S3 standards were maintained or improve across all aspects of literacy and numeracy. For all school leavers there has been an improvement in literacy and numeracy.**

### NEXT STEPS

- Improve the teaching of Early Literacy and Numeracy in all schools and settings.
- Ensure greater consistency of standards in learning, teaching and assessment.
- The Central Team will engage in regular dynamic challenge across schools and settings
- Further develop more appropriate learner pathways in the secondary curriculum



Awards – Earliston High School

## PRIORITY 2

### Closing the attainment gap between the most and least disadvantaged children

## SUPPORTING SCHOOLS WITH TARGETED INTERVENTIONS

To support schools in developing, implementing and evaluating targeted interventions for our most vulnerable children and young people, Scottish Borders Council seconded two promoted practitioners to serve as Attainment Officers (AOs). Support has included issuing Local Authority guidance, supporting Headteachers in carrying out analysis and identification of need, identifying and signposting to appropriate interventions. The AOs have also supported schools to consider wider poverty proofing measures. The AOs have met regularly with Headteachers, school clusters and school teams to discuss progress and plan next steps, share knowledge gained through their own Professional Learning as well as establishing links with other local authority leads.

This dedicated resource provided by the Local Authority has ensured a consistent level of support, rigour and monitoring has been applied across all schools. Consequently, all schools have quantitative and qualitative measures in place to track and monitor the impact of Pupil Equity Funded interventions and to evaluate and report impact.

Headteachers also received training in how to use Quality Improvement Methodology to plan and measure impact of their chosen interventions. Around 50% of schools are now using the Model for Improvement for their Pupil Equity Funded interventions, while others are using the methodology to plan whole school improvement. This has helped Headteachers plan interventions that are appropriate, structured, aligned and measured. The Deputy First Minister and the Head of Improvement Programme from Scottish Government have been sufficiently impressed with the improvement work in Scottish Borders to visit a few of our schools, including the Earlston Cluster who have shared their resources for the good of all the most vulnerable and disadvantaged children young people in the area.

This targeted support was welcomed by Headteachers. Examples of good practice and impact can be found in the Headteacher Survey (June 2018).

The Pupil Equity Funding (PEF) was introduced in 2017. Schools have reported an improvement in terms of pupil experience and some are beginning to see an impact on attainment levels. Across Scottish Borders there has been an increase in attainment in pupils from Quintile 1 (SIMD 1 & 2) from P1. As a year group average in 2016/17 67% attained national benchmark standards which increased to 74% in 2017/18. There has been an increase in listening/talking and reading in P4.

In S3 there has been an increase in Listening, Reading and Numeracy. As a year group average in 2016/17 88.75% attained national benchmark standards which increased to 93.25% in 2017/18. Overall there has been a narrowing of the poverty related attainment gap.

SBC recognise that there is a need to target work in P4 (writing and numeracy) and especially P7 (all areas) next session to ensure the attainment of our quintile 1 pupils improves. With this in mind we are looking to complete some structured and targeted work with our main Quintile 1 schools next session.

## 2017 and 2018 CFE DATA

### PERCENTAGE OF ALL P1 CHILDREN ACHIEVING THE CFE EARLY LEVEL, BY QUINTILE

P1 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	82%	66%	74%	74%
SIMD2	82%	77%	76%	76%
SIMD3	90%	85%	81%	84%
SIMD4	89%	83%	81%	85%
SIMD5	95%	90%	85%	90%

P1 2016 - 17				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	75%	66%	66%	61%
SIMD2	83%	79%	66%	76%
SIMD3	84%	81%	75%	82%
SIMD4	89%	84%	81%	84%
SIMD5	90%	88%	82%	93%

### PERCENTAGE OF ALL P4 CHILDREN ACHIEVING THE CFE LEVEL 1 OR HIGHER, BY QUINTILE

P4 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	76%	67%	56%	60%
SIMD2	73%	69%	68%	70%
SIMD3	90%	82%	78%	82%
SIMD4	94%	85%	81%	87%
SIMD5	91%	85%	82%	87%

P4 2016 - 17				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	72%	66%	61%	70%
SIMD2	84%	75%	72%	75%
SIMD3	86%	79%	76%	74%
SIMD4	91%	87%	81%	80%
SIMD5	94%	87%	84%	84%

## 2017 and 2018 CFE DATA

PERCENTGE OF ALL P7 CHILDREN ACHIEVING THE CFE LEVEL 2 OR HIGHER, BY QUINTILE

P7 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	59%	54%	48%	44%
SIMD2	78%	74%	72%	67%
SIMD3	89%	83%	78%	76%
SIMD4	91%	85%	79%	80%
SIMD5	95%	88%	84%	86%

P7 2017 - 18				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	59%	54%	48%	44%
SIMD2	78%	74%	72%	67%
SIMD3	89%	83%	78%	76%
SIMD4	91%	85%	79%	80%
SIMD5	95%	88%	84%	86%

PERCENTGE OF ALL S3 CHILDREN ACHIEVING THE CFE LEVEL 3 OR HIGHER, BY QUINTILE

S3				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	94%	97%	94%	88%
SIMD2	80%	81%	79%	76%
SIMD3	88%	87%	82%	84%
SIMD4	93%	87%	89%	93%
SIMD5	100%	100%	100%	100%

S3				
Quintile	Listening	Reading	Writing	Numeracy
SIMD1	92%	92%	92%	88%
SIMD2	97%	94%	93%	92%
SIMD3	95%	95%	94%	92%
SIMD4	97%	96%	96%	92%
SIMD5	91%	89%	87%	91%

## ENGAGING WITH PARENTS OF OUR MOST VULNERABLE OR DISADVANTAGED LEARNERS

In line with the national priorities and the National Improvement Framework Drivers, all schools are encouraged to explore ways to maximise the engagement with their families for the benefit of learners. Targeted support is offered to those families whose needs are negatively affecting their health and wellbeing and their learning. Strong partnership approaches can provide meaningful support to families, building up trust and facilitating a change in life chances for parents as well as children.

In Galashiels, for example, parents are encouraged to drop into the Langlee Early Years Centre after dropping off their children and using the Centre to develop social links and support. Professionals from a range of agencies working with children 0-8 years run drop-in sessions, clinics and activities.



### **The centre offers a range of support groups, including:**

- Drop in - a place for parents to come in for support and company in a relaxed and safe environment where they are offered support from the Early Years Welfare Benefits Officer, Childsmile and Midwives when required.
- Parents are signposted where to access the support they need which may include Domestic Abuse Advisory Service (DAAS), Community Safety, and the Department of Work & Pensions (DWP)
- Parent Craft - run by the midwives for parents in the last semester of their pregnancy, offers support and reassurance before the arrival of their babies. Further support is given from Physiotherapists and breastfeeding mums at these classes.

The Scottish Minister for Childcare and Early Years conducted a good practice visit to the Langlee Early Years Centre to meet with parents and partner providers to view good practice. In June 2018, the Early Years Centre was elected as a finalist for the Scottish Education Awards in the Family and Community Category.

### **Other supports for parents across SBC include:**

**Incredible Years and Triple P (POPP)** – parenting classes run in collaboration with CLD, Education and NHS staff, over either 8 or 14 weeks blocks involving 70 children and 79 caregivers. The principle aims include strengthening parent-child interactions and attachment; provide strategies for improving and managing behaviour; foster parents' ability to promote children's social, emotional and language development; support parents to support their children's learning and encourages parents to promote children's emotional regulation and social skills.

Pleasingly 73% of participating families completed baseline and exit data compared to a national average of 52%. 82% of those completing POPP groups have evidenced progress against the principle aims. Within this 82%, 73% of children have significantly reduced their levels of high risk behaviour

**Learning Together Through Play (formerly known as PEEP)** – a successful PEEP group is established with the aim of increasing employability, initially targeted at parents of the eligible 2s but open to all parents of early years age children; 59 parents/carers attended PEEP sessions delivered by the CLD service.

Of those that completed the program 50 parents reported an increased confidence in their parenting role. 45 reported feeling better able to support their children's learning. 27 reported improved family relationships. 13 gained accreditation through the Peep Progression Pathway (SCQF level 3 and 4).

**Financial Inclusion** – The Welfare Benefits Assistant has worked with our most vulnerable families and as a result of this support an additional £1 006, 705 has been realised from 340 referred cases. Flying Start - supports and enhances parents' understanding of mediated learning. It is a 6 week block and encourages children to be successful learners.

**Breastfeeding Group** – a peer group which offers support and guidance to all breastfeeding mums. U5s Group /Stay and Play Sessions - staff encourage parents to join in play, storytelling, rhyme time, art and many more activities.

**Baby Massage** – aims to develop increased attachment and bonding between mum and baby.

**Holiday Clubs** – breakfast/lunch and activity clubs run jointly by Health Improvement Team and volunteers.

**Weaning & Cookery sessions** – run by a Community Food Worker who supports pregnant women and new families to make positive food choices for their babies and children.

These different approaches to engaging with parents of our most vulnerable and disadvantaged learners are having significant impact. Those participating in the family learning classes are reporting increased aspirations for their children and, importantly for themselves. Parents are reporting improved parenting skills; increased persistence and uptake in breastfeeding; increased nutrition, stability and routine through holiday periods; and increase in income for many families and for some, access to further education.

## THE SUPPORT FOR PARENTS STRATEGY

The Support for Parents Strategy has been developed by the Children and Young People's Leadership Group (CYPLG) to set out the aims and priorities that will guide the work of partners. The strategy covers parents, carers and families who support children and young people up to the age of 18 and older if they are care experienced young people. The main message is a stronger focus on 'family' in both adult services and children services with improved engagement with families who face the greatest challenges. The working group that developed the strategy will continue to meet in the short term to support implementation and embedding in of plans.

## DEVELOPMENT OF A ROBUST TRACKING SYSTEM

Schools are increasingly using data to baseline children's learning, to diagnose barriers to learning and to measure impact of interventions. Secondary Schools have benefitted from a range of databases to help them analyse data and to track progress. Primary Schools are on a journey with this and we have seen significant progress this year in relation to measuring impact of intervention to narrow the poverty-related attainment gap. The introduction of the national BGE database will further support schools to compare and contrast schools similar to their own context. However we are keen to develop an SBC tracking system that includes a wide variety of measures not just attainment.

There has been a considerable amount of work with a couple of our schools to get better partnership working across the community to help some young people and families in crisis. Although early days there are positive indications about some of foundations laid.

## SUMMARY OF PROGRESS FOR PRIORITY 2

**The Poverty related attainment gap has been narrowed in P1 and P4 in both literacy and numeracy.**

**The Pupil Equity Fund has been effectively used in all allocated schools to support targeted interventions. Head Teachers have received training which has supported Poverty Proofing in all schools.**

## NEXT STEPS

- Continue to find ways to close the attainment gap in Literacy and Numeracy.
- Develop robust systems to track attainment.
- Work with parents and carers to develop partnerships which support family learning.
- Develop and evaluate the impact of Early Years Networks



Fiona Riddell, National Quality Improvement Champion, November 2017

## PRIORITY 3

### Improvement in children and young people's health and wellbeing

All settings are expected to adopt inclusive practices to ensure positive outcomes for all children and young people. The following National legislation requires consideration when planning and implementing inclusion across education settings: UNCRC (United Nations Convention on the Rights of the Child) – Rights Respecting Schools; Children and Young People Act (Scotland) 2014; (Curriculum for Excellence) CFE – Health & Wellbeing; Building the Ambition; National Improvement Framework; Scottish Attainment Challenge; Developing the Young Workforce and Getting It Right For Looked After Children 2015-20.

Scottish Borders Council believes that children have a fundamental right to proper care and protection. Children may need protection when their basic needs such as food and warmth are neglected or they may need protection from harm from other people. Scottish Borders Child Protection Multi-Agency Procedures are for all staff (including voluntary personnel) working within the Scottish Borders area. Everyone has a duty and responsibility to protect all children from harm. These procedures are to assist staff in identifying indicators which might suggest that a child is being abused or is at risk of abuse, advise what steps should be taken if there are concerns about a child and describe what happens once concerns have been reported. It is recognised that Safeguarding all children and young people requires strong partnerships.

## IMPROVE THE CONSISTENCY AND SUPPORT FOR WELLBEING IN SCHOOLS AND SETTINGS

Significant investment in time and provision has continued to be provided in order to support inclusive practices in Scottish Borders Schools. This has been delivered through activities where participation and compliance has been compulsory as well as offering professional development opportunities for parties interested in developing further existing work. During session 2017-18:

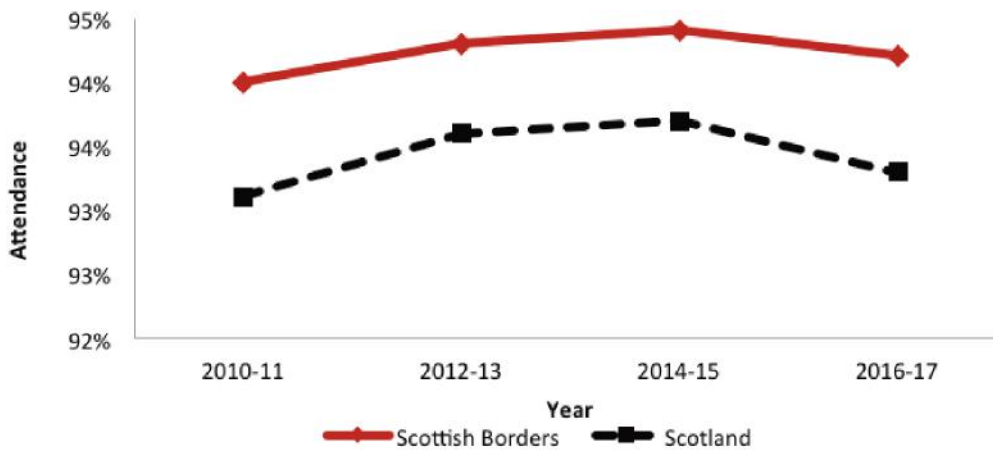
- A wellbeing survey was undertaken with all S2 pupils across all secondary schools and primary school pupils from P3 – P7
- Training and implementation of Growing Confidence (emotional health and wellbeing) has continued and received very positive feedback from the staff, students and families who engaged in the training
- A restructure of Additional Support Needs (ASN) to create an Inclusion and Wellbeing Service has been completed. There has been joint working across all enhanced provisions
- All secondary schools have been working towards achieving an LGBTi bronze award with one school gaining a silver award, 3 schools have gained bronze award and all schools on target to achieve the bronze award by October 2018.
- Professional Learning opportunities have been available on promoting inclusive practice, Child-Protection and Getting it Right for Every Child (GIRFEC) Multi-agency information sessions held across all clusters.
- A 3-18 years Sexual Health, Relationships and Child Protection Framework has been developed.
- An Inclusion Group was established which has supported the development of the Inclusion Strategy

## PRIMARY WELLBEING SURVEY

Following analysis of the P3-P7 survey one of the key areas for development was to build resilience in our children and young people. The 'Building Resilience: promoting mental, emotional, social and physical wellbeing' pack has been purchased for all primary schools and training of a member of staff from each school took place in May 2018 for roll out in session 2018-19. This resource aims to support the development of children's mental and emotional health and wellbeing through a mix of teaching, reflection and interactive activities. This has been well received by primary practitioners who engaged in the training.

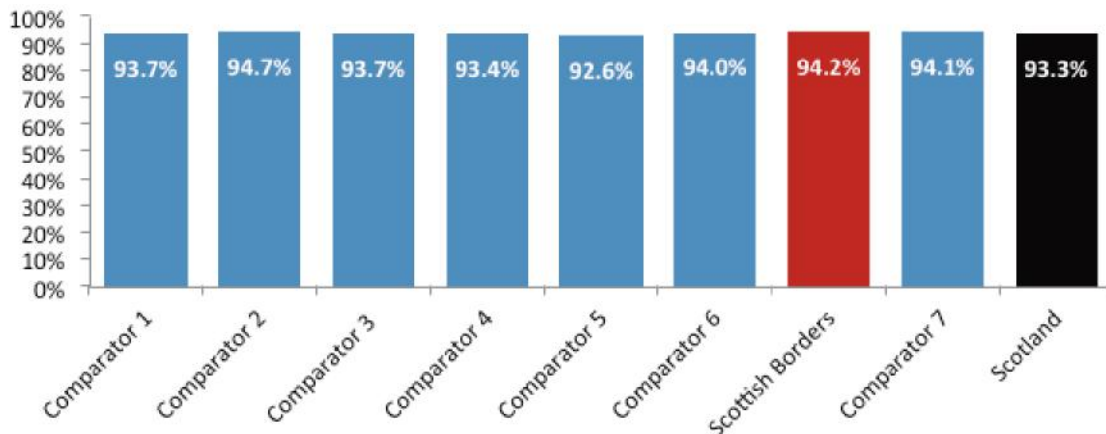
## SCHOOL ATTENDANCE DATA

### SCHOOL ATTENDANCE RATE



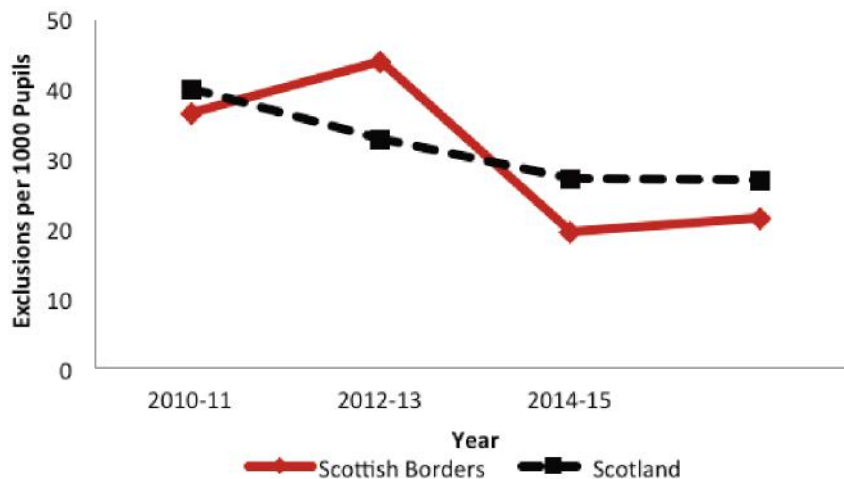
The attendance data is for session 2016-17, national attendance data for 2017-18 will be published later this year. The five year trend is positive. The data indicates that SBC school attendance remains positive and above the Scottish average. When compared with seven similar local authorities, SBC attendance is second highest. Monitoring attendance at primary and secondary level remains a priority.

### SCHOOL ATTENDANCE RATE - 2016/17



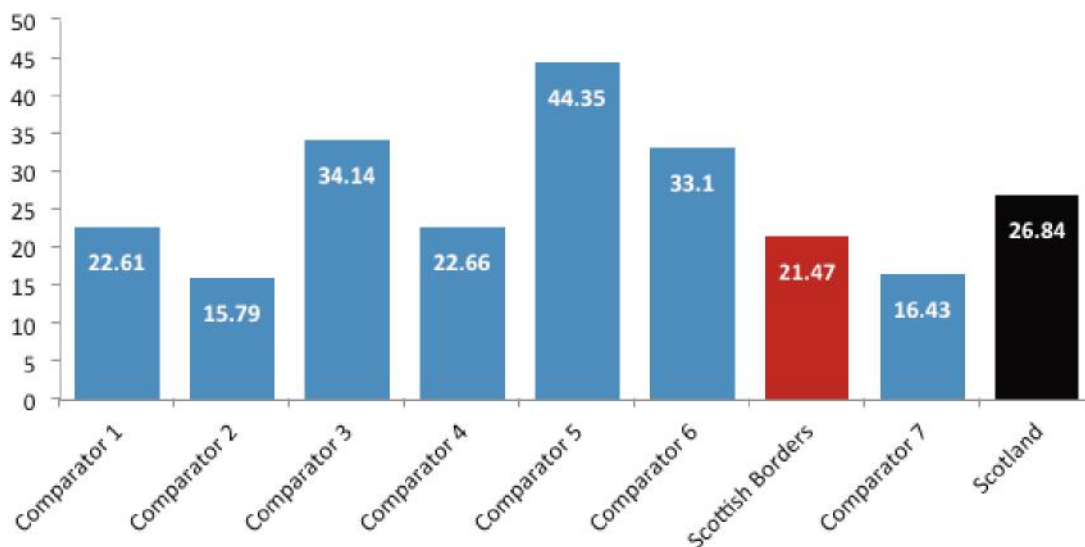
## SCHOOL EXCLUSION DATA

### SCHOOL EXCLUSIONS PER 1000 PUPILS



Exclusion statistics are for session 2016-17, with session 2017-18 data released later this year. The data highlights a marked decline in exclusions at a national level and at a local level. Scottish Borders has seen the greatest decrease in exclusions during this time. When compared with 7 similar local authorities SBC is third lowest and significantly lower than some. SBC are committed to inclusion and continue to develop practice, supports and curriculum to ensure all young people remain in school each and every day.

### SCHOOL EXCLUSIONS PER 1000 PUPILS - 2016/17



## SUMMARY OF PROGRESS FOR PRIORITY 3

**Inclusion, Equality and Health and Wellbeing continue to progress across all our schools and settings. A wide range of training programmes and approaches are being actioned to support this.**

### NEXT STEPS

- Modernise the curriculum in secondary schools
- Implement and evaluate a range of health and wellbeing approaches and programmes
- Implement the Council's Inclusion Policy and Strategy
- Use data to improve outcomes for children and young people
- Implement expanded nursery hours in agreed phasing order
- Ensure that all schools are compliant with statutory requirements

## PRIORITY 4

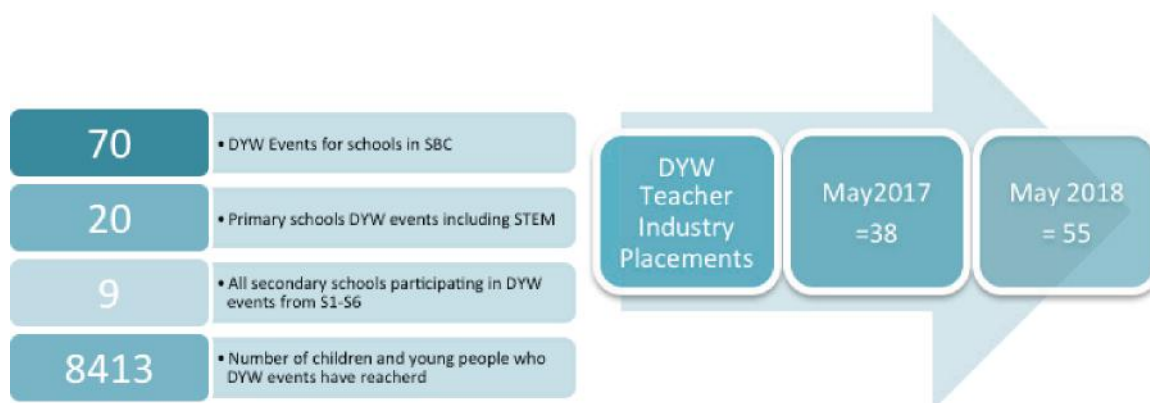
### Improvement in employability skills and sustained positive school-leaver destinations for all young people

A priority within the National Improvement Framework is 'an increase in employability skills and sustained, positive school-leaver destinations for all young people.' The headline aim of Developing the Young Workforce (DYW) is to reduce youth unemployment by 40% by 2021.

Developing the Young Workforce Border is a partnership approach between the Council, Borders College and the DYW Business Group. As a partnership, children and young people have had the opportunity to participate in events where they developed their skills for learning, life and work. These events proved to be successful with young people, parents/carers, staff and business groups. Skills young people gained include leadership, negotiation, communication and problem solving. The views of young people are regularly gathered after each event. All nine secondary schools have a dedicated DYW representative who must attend monthly Schools and Pathways Partnership meetings where yearly DYW specific targets are set as part of the Borders Skills Partnership Group.

Of the ten DYW targets, three of the priorities for 2017-18 were fully met. These included every school hosting a careers fair, teachers participating in an industry placement and the development of a communication strategy between schools and the partners, including social media. Five of the 10 targets were partially met.

## DYW PROGRESS IN 2017 - 18



## MY WORLD OF WORK

My World of Work (MWOW) website helps children and young people to discover careers which match their skills, interests, education and experience. Schools are using this as the main way of tracking career management skills, identify and record individual areas of strength and how this helps to develop learners' knowledge of career education standards. Whilst positive progress can be evidenced with secondary schools there is still work to be done in developing this tool with primaries.



Scottish Borders is the joint top Local Authority in the South East Region with an average of 68% secondary schools having pupils registered on MWOW with four schools having 75% or above. The overall registration trend is positive across all schools.

Attainment meetings this year emphasised the need for improved accuracy in our SEEMIS data with regards to leavers. This will be monitored closely in the next session. In addition, schools still need to consider how work placement opportunities for young people with Additional Needs can be more consistent. This year staff knowledge and confidence increased to offer further opportunities for work inspiration visits.

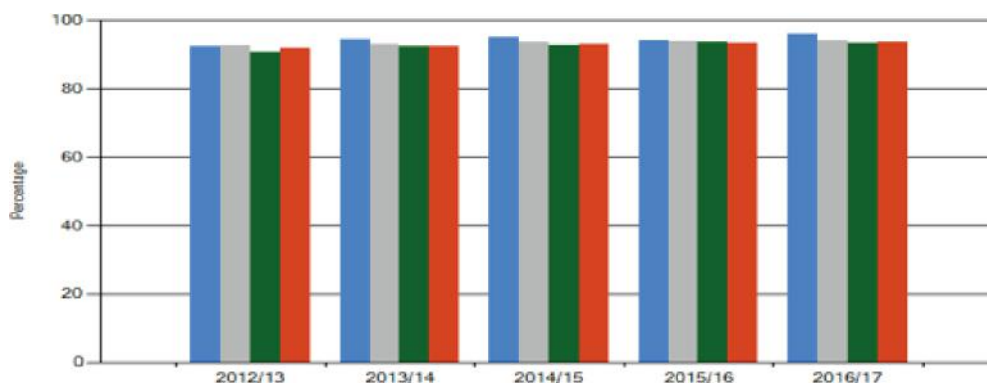
Some targets from this session will remain or increase so as to fully embed practice in those areas. There is scope for primary schools to continue to embed the careers education standards within their curriculum and to use My World of World for tracking skills and attributes. There is a growing opportunity for schools to work in partnership with the DYW Borders Team to develop opportunities with support from cluster DYW representatives.

## POSITIVE DESTINATIONS

### Students in the senior phase have improved positive and sustained destination levels

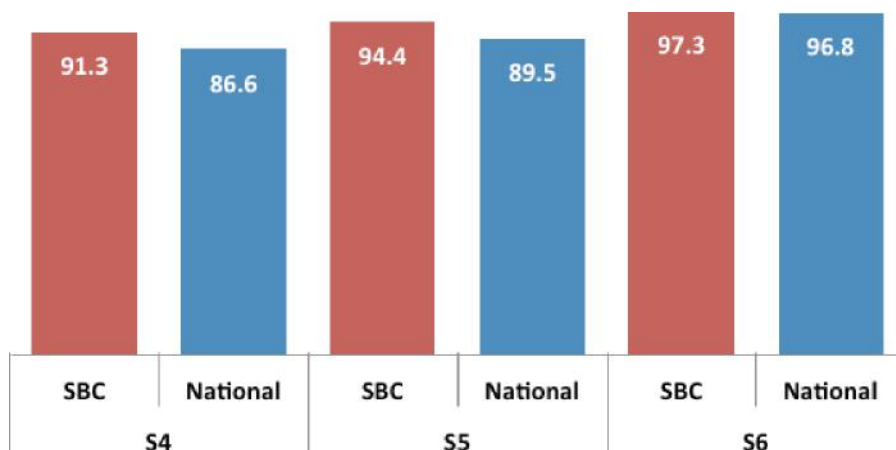
School Leaver destinations in the Scottish Borders remain very strong. The School Leaver Destination Report indicated that 95.83% of School Leavers in 2016-17 were in a positive destination in higher education, further education, employment, training or voluntary work. This was more than 2% higher than the national average and a rise from 94.25% in 2015-16. The five year trend in this measure shows positive progress.

### INCREASING POST-SCHOOL PARTICIPATION PERCENTAGE OF SCHOOL LEAVERS IN A POSITIVE DESTINATION

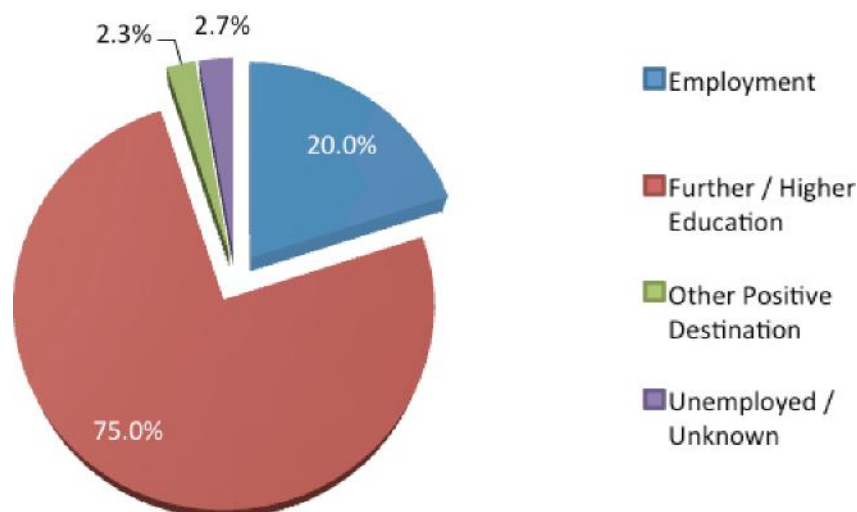


## DESTINATION BY MEASURE: 2017 LEAVERS

### 2017 LEAVERS - POSITIVE DESTINATIONS



### 2017 S6 LEAVERS - DESTINATION TYPE



In 2017 59.33% of young people in S4 leave school to go into Further Education and 24% move into employment. 7% of S4 leavers leave without a positive destination, although this is considerably lower than the national rate of 12.66%. It is higher than we would like and we are committed to reducing this. 49.6% of young people in S5 leave school to go into further education, 10% into Higher Education and 30% into employment. 5% of S5 leavers do not have a positive destination. This is much lower than the national rate of 10% but we aim to reduce it. 20% of S6 leavers leave school and move into employment, 14% progress into further education and 60% to Higher Education.

## POSITIVE DESTINATIONS FOR 16-19 YEAR OLDS

The Participation measure tracks sustained positive destinations for all young people in the 16 – 19 year old cohort, i.e. up to their 20th birthday. This is the third year that this measure has been published. The national participation measure report is published in the August of each year.

PARTICIPATION MEASURE REPORTS	2015 (13/14 COHORT)	2016 (14/15 COHORT)	2017 (15/16 COHORT)	2016 – 17 % CHANGE
National %	87.6	90.4	91.1	+0.7
Scottish Borders %	89.2	91.4	92.5	+1.2
SB performance against National	+1.6	+1.0	+1.4	+0.5

SBC remains above the national average for participation, with the gap widening by 0.5% over the past year. Only 6 Local Authorities saw a larger increase in participation over the past year. SBC's position remains constant, in the top half of Local Authorities for overall participation measure. SBC has a three year improving trend.

## PARTNERSHIP WORKING

### Schools/settings demonstrate increased partnership working

Vocational Education has contributed to the achievement and attainment of young people in the Senior Phase and supports the development of skills for work. As a result the range of vocational opportunities offered has been consistently reviewed and tailored to pupil aspirations and aligned to Regional Skills Assessment Data. This has provided high quality opportunities targeted to meet the needs of all pupils and has grown from 11 courses in 2012 to 30 in 2017. Courses are delivered in partnership with colleges, employers and other training providers allowing pupils to develop skills in their chosen subject as well as valuable work based learning to help them in their transition from school. 60 subjects were delivered through partnerships in 2017 although this number has reduced from last year consistent over a three year period; the level of entries and passes has a positive five year trend reaching its highest level for five years.

### 2017 INSIGHT PARTNERSHIP ATTAINMENT; UNGRADED COURSES

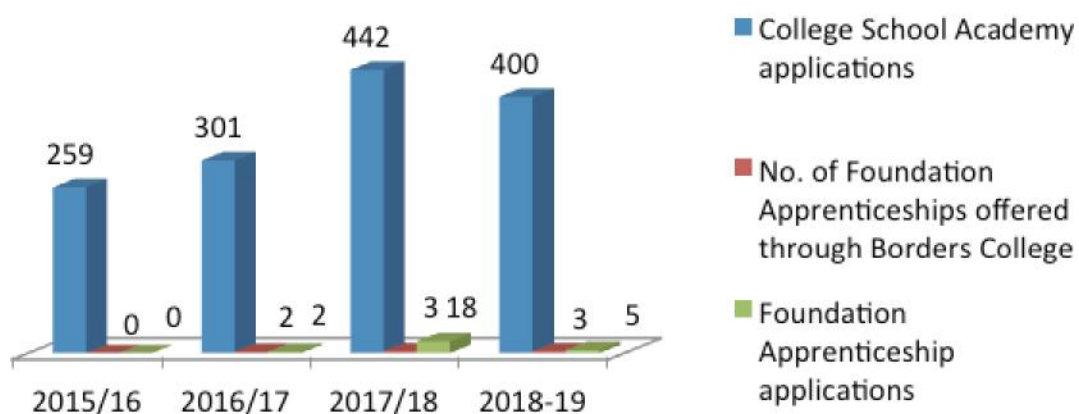
YEAR	NUMBER OF SUBJECTS	NO. OF ENTRIES	NO.OF PASSES
2012-13	19	56	56
2013-14	76	130	124
2014-15	67	159	137
2015-16	88	186	155
2016-17	60	200	190

All schools reviewed their offerings of vocational qualifications at the beginning of the school year. Examples of new courses added include, CLD Worker delivering the Personal Development Award at Level 4 in Hawick High School, the Certificate of Work Readiness in Berwickshire High School and the development of targeted pathways to provide 'Skills for Life', for six young people at Selkirk High School. Galashiels Academy plan to introduce woodwork as a new course and Pastoral Staff have delivered the Employability Award to all S4s. Peebles High School offers an SVQ in Hair & Beauty and 'Skills for Work' in Construction. Eyemouth High School is delivering Hair & Beauty and an NPA in Horticulture and is investigating a qualification in Marine Science. Jedburgh Grammar School has involved all S5 pupils in Saltire and Wellbeing Awards and Kelso High School has introduced Textiles and Music Technology vocational courses into S3 and these will be linked to Senior Phase courses of the same subjects providing additional Vocational Pathways. In BGE at Kelso High School, all S1s now undertake a Micro-Tyco Enterprise unit as an integral part of their Leadership Academy Programme Curriculum thus providing Enterprise/Leadership opportunities to all year groups. Schools including Kelso, Jedburgh and Galashiels Academy have embedded 'work based learning' into individual timetables. Earlston High School is delivering a Leadership Award at SCQF level 6 to all S6 pupils.

The nine secondary schools work closely with Borders College to provide a range of courses for pupils, whilst they are at school. This, 'Schools Academy' model has received 400 applications for the forthcoming academic year. This does not include Queen Margaret University Academy courses or the pupils who participate in in-school courses in Eyemouth, Hawick and Peebles delivered by College staff. More and more young people are benefiting from a blended learning experience suited to their needs and career aspirations.

Borders College has again offered three Foundation Apprenticeships (FA) for session 2018/19 though the take up is low and only the Business FA will run. Pupils who applied for the other courses will be offered alternative provision. Working with Skills Development Scotland (SDS) and the college, the Education Service will look at how to improve FAs for 2019-20 and the college will look to develop a new framework, ready for course choice time.

## Schools/College Partnership



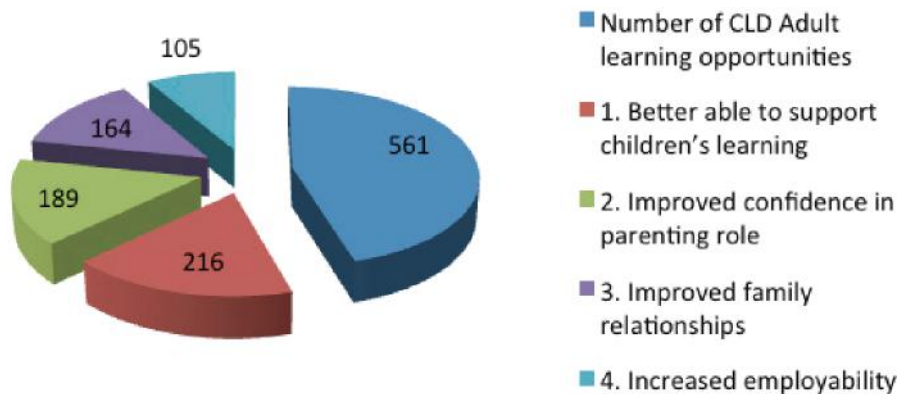
## COMMUNITY LEARNING & DEVELOPMENT

### Community Learning & Development Settings

Community learning and Development (CLD) continue to increase the levels of partnership working in Adult and Family Learning, Youth Learning and the CLD Strategic Partnership.

#### Adult and Family Learning

A key strategic priority for Adult and Family Learning was to increase Family Learning offers and target employability skills for the most vulnerable families. Improving partnership working has resulted in a wider range of learning for these adults. Work has taken place with the Early Years Team, Educational Psychology Service, third sector and the NHS. This has resulted in an improved range of parenting and family learning opportunities. PoPPs, Six Ways to Being Well (NHS), volunteering accreditation (Borders College and Volunteer Centre Borders) are all strong examples of this partnership working. Participants in CLD learning opportunities have reported successful outcomes as a result of their Family Learning experiences. The Family Learning and employability outcomes below represent a 59% increase on the previous year and for outcomes 1- 3 a four year increasing performance trend.



#### Youth Learning

In 2017/18 Scottish Borders Youth Voice further developed their successful partnerships with schools and Social Work. This has resulted in an increase in the number of schools achieving Rights Respecting Schools Status, 10, and our highest ever number of registered schools at 49. This has also led to improvements in the number of Looked After Children participating in the planning and policy development of Looked After Children & Young People in the Scottish Borders (See table below).

The CLD Youth Learning Team have continued to work with those young people that face the greatest barriers to engaging in mainstream education and are at the highest risk of negative destinations post school. Performance continues to improve on participation levels and achieving accredited awards.

YOUTH LEARNING OUTCOMES	NUMBERS ACHIEVING	% INCREASE/DECREASE ON PREVIOUS YEAR
Youth Achievement Awards	124	1% increase
SQA Units	125	2% increase
Activity Agreements	24 (sustained positive destinations)	no change (service at full capacity)
Youth Work and Schools	1,396 participants	5% increase
LAC Big Voice	45 participants	100% New this year
Young People involved in service design or improvement	1026	53% increase

## CLD Strategic Partnership

The Partnership in its second year continues to develop its work through nine Local Learning Partnerships focusing on our most vulnerable learners, families and those furthest from the labour market. On key outcome measures we have seen an improved performance with a dip in formal employability awards accreditation being the only negative. This is due to other training opportunities with Job Centre Plus as well as less capacity of third-sector partners. Moving forward there will be a greater focus on ensuring that engagement leads to accreditation.

OUTCOME	YEAR	YEAR 1	YEAR 2	%
Attainment, achievement and inclusion	Accredited awards achieved	Not recorded	215	100%
	Parent/carers registering positive outcomes for their families	474	520	+9%
Employment and Income	Participants in Employability skills	231	519	+44%
	Participants evidencing increased employability	214	249	+8%
	Participants gaining nationally recognised	115	89	-26%

## Learners receive their entitlement to L1+2 within 'Improving Employability'

While this priority was included in the service delivery plan targets for 2017-18, it has not been addressed. Schools individually have Languages 1+2 within their BGE curriculum entitlement and curriculum plans in preparation for full implementation of the Languages 1+2 Policy by 2021. In recent HMIE inspections, Education Scotland noted that the modern language learning pathway needs to be implemented with greater consistency across the curriculum to ensure a clear and consistent approach to the implementation of the 1 + 2 modern language provision. There is further scope to develop experiences so that these are built into their everyday learning experience.

Recognising the importance of supporting schools in relation to this matter, plans are in place to work with colleagues from the South East Scotland Improvement Collaborative (SEIC) to develop this aspect.

## SUMMARY OF PROGRESS FOR PRIORITY 4

An increasing trend, higher than the National average, of young people going onto positive destinations after they leave school. Improved outcomes for children, young people and families through greater engagement with a wide range of partners.

### NEXT STEPS

For 2018-19 priorities will include:

- Modernise the secondary curriculum through partnership working
- Providing professional learning opportunities to support the implementation of a progression for employability across all year groups
- Continue to develop employability skills
- Work in collaboration with other authorities to deliver languages 1 + 2



Careers Education – Primary Schools



Teacher Placements – May 2018



DYW Borders gaining national interest





# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## 4. NATIONAL IMPROVEMENT FRAMEWORK - DRIVERS FOR IMPROVEMENT



SBC is committed to developing leadership at all levels. In 2018, 7 aspiring Headteachers gained the Into Headship qualification. 12 existing Headteachers completed the Excellence in Headship course and 3 Senior Officers embarked on the Systems Leadership Programme with SCEL. We continue to encourage Masters Level study.

Through the Regional Improvement Collaborative a course for Middle Leaders was developed and has been delivered this year. Evaluation data indicates that these opportunities have enhanced people's professional skills and confidence.

A recent inspection of a large primary school highlighted highly effective leadership when inspecting QI 1.3 Leadership of Change.

During session 2018-19 the Professional Learning Programme will be aimed at empowering leaders to develop their skills to empower others to take ownership for their own learning and to ensure the highest quality of learning and teaching.



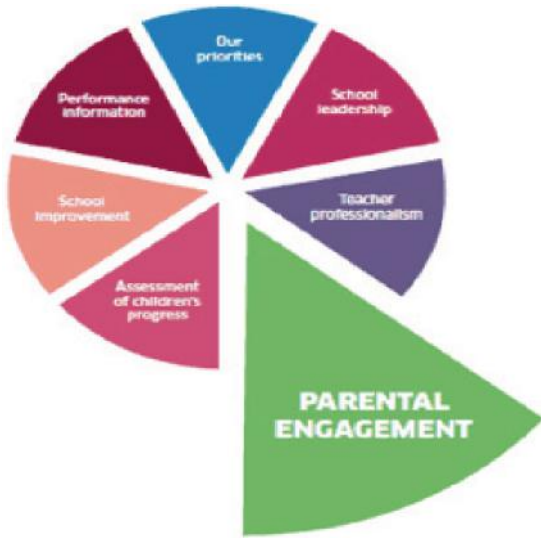
Research tells us that the greatest impact on children’s progress and achievement is the Teacher. Aware of this the Council is focussed on improving the overall quality of the teaching workforce through recruitment and through Professional Development.

For the last 2 years the Council have been growing their own teacher workforce, in partnership with the University of Highlands & Islands and the University of Dundee. In 2018/19 the programme is extending to include Primary Education and Teachers of Science, Technologies, Engineering and Maths (STEM). We continue to explore other innovative approaches to growing our workforce and deliver education.

Recognising the need to develop teachers as enquiring professionals who are confident in teaching literacy, numeracy, health and wellbeing, ICT and data literacy to enhance learning, the Council provides a robust induction programme for those new to the profession or new to the Local Authority. New leaders benefit from a mentoring programme. Experienced and excellent practitioners support both programmes.

Each year all staff engage in a professional review which identifies aspects for development. Professional update every 5 years ensures the high standards and professional development requires of the teaching profession are adhered to.

Schools continue to build capacity within the school through teacher learning communities and practitioner enquiry. Kelso High School was awarded the GTCS Excellence in Professional Learning award for the broad range of opportunities that staff are benefitting from.

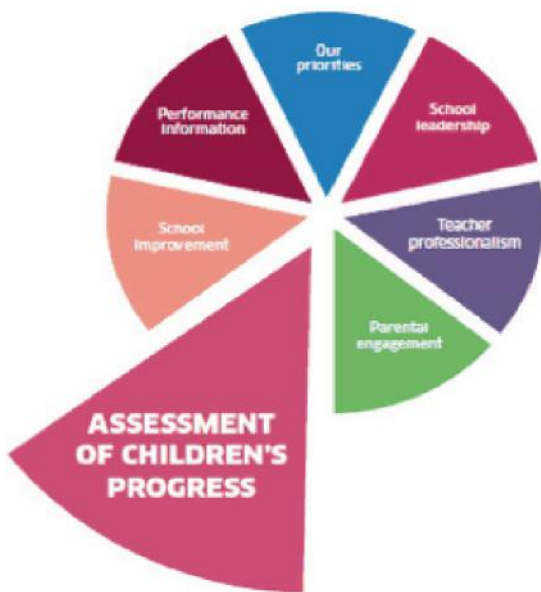


Children’s and young people’s attainment and achievement increases when parents and carers engage in children’s learning, and when they live in a supportive environment. Family learning encourages learning together and helps to break the inter-generational cycle of deprivation and low attainment.

The Council are always looking for ways to maximise its engagement with parents, carers and families. This year Parent Council representatives have met to discuss national aspects such as the Education Bill Empowerment of Schools consultation, the implications of ‘Included, Engaged and Involved 2’ and the introduction of Standardised Assessments as well as explored local policy developments and approaches such as building resilience through Growing Confidence.

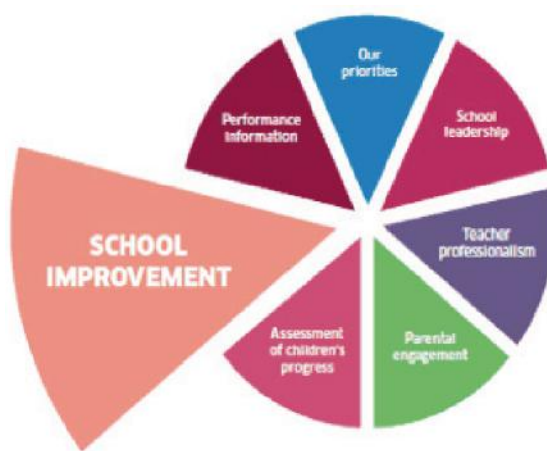
Schools are increasing the voice of pupils and parents in schools and this is leading to improvements at a local level. However more can be done to improve communication and learning at home. Throughout 2018/19 a Parental Engagement Strategy will be developed, in conjunction with families, so that all schools and those who support schools can effectively engage parents as partners in learning.

The Council will also support the implementation of the national ‘Parent Club’.



Assessment of children’s progress is based on what children learn and achieve throughout education and how they are prepared for life beyond school. This can include a range of evidence such as CFE levels, skills, qualifications and other awards, positive destinations and the quality of careers information and guidance available to young people.

Regular and accurate assessment of Children’s Progress is vital both for the learner, the teacher and the school. Improved data use ensures interventions and achievements are as good as they can be.



The Council has increased their moderation activities within schools and across schools. A recent survey indicated increased confidence in the validity of data as a result of this activity.

In spring, children across Scotland were assessed using the Scottish National Standardised Assessments (SNSA). All Schools took part and results indicated a strong correlation between SNSA and CFE levels, which validated Teacher judgement.

The introduction of Pupil Equity Funding (PEF) saw a greater need to analyse data, especially those learners living in poverty. To ensure impact from the interventions schools needed to benchmark learners and regularly assess progress. This has proved very effective across many schools. The use of data has identified where good practice exists and high impact interventions have been shared with other schools and local authorities.

Secondary Teachers continue to use Insight (Scottish Government Senior Phase benchmarking tool) to analyse Senior Phase data. Twice yearly Senior Leaders engage with Officers about this data and areas for development.

School Improvement focuses on the quality of education as well as the quality of partnerships to support children and young people's broader needs.

There is a strong focus on self-evaluation leading to self-improvement, with many schools involving a greater range of partners in such processes and developments.

Annually, schools report improvements through their school improvement report. There is evidence of a greater range of learning opportunities for children and young people to experience and the number of awards that schools gain as a result of the innovative and creative work they are involved in is increasing. This year several national awards were attained in schools such as the Digital School award, International School Award, SLIF award, RHS Gardening award, Gold Sports Award, QI National Champion award to name a few.

Schools are supported and challenged to improve by Education Officers. All schools produce a School Improvement Plan,(SIP) based on the National Improvement Framework (NIF) priorities to raise attainment in literacy and numeracy, close the attainment gap, improve health & wellbeing and increase employability and destinations.

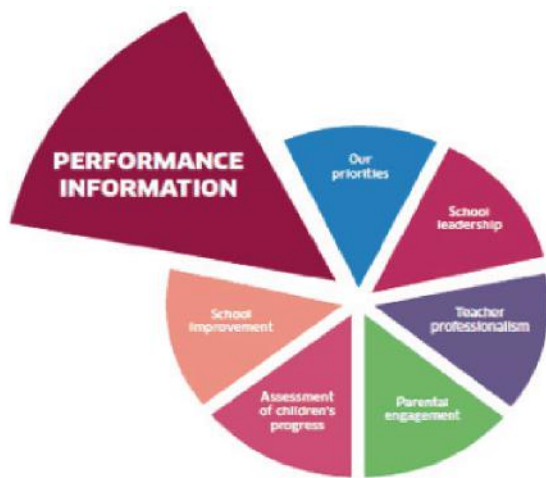
Schools are encouraged to focus on improving the quality of learning and teaching so that every child receives a high quality experience every day as well as Getting it Right for Every Child (GIRFEC). As well as raising attainment schools are tasked with improving attendance and reducing exclusions to ensure schools are maximising the time children spend at school.

Analysing evidence helps to identify where things are working well and where action is required. Schools are using a rich and diverse range of data to focus on improvement. Education Officers are using data to bring a sharper focus to its discussion with schools and to identify best practice to share with others. Secondary Schools have always analysed attainment data but not to the depth they currently are. Primary staff are also embracing its use not only to track progress but to assess wider measures such as participation, attendance etc.

The drive to Close the Attainment Gap saw school leaders trained in improvement methodology. 50% of schools are using this to measure the impact of interventions of Pupil Equity Funding. It is hoped that the use of improvement science will roll out even further this year.

Schools are using SEEMIS to capture data such as bullying and equality data. This will be used to inform policy development.

During session 2018-19 schools will extend the use of data to ensure effective use is made to secure improvement and to enhance learning and teaching. The introduction of a Scottish Government BGE Improvement tool, a universal SBC tracking system and a bespoke tracking system for our most vulnerable will help to achieve better outcomes for Borders children.



## SUMMARY OF PROGRESS IN RELATION TO NIF DRIVERS FOR IMPROVEMENT

**The Council is pleased with the overall progress made in relation to the six drivers for improvement. Evaluation data highlights the aspects that we need to focus on and these will be reflected in the education service improvement plan for 2018- 19.**





# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## 5. KEY PRIORITIES FOR 2018 ONWARDS

Scottish Borders Council remains committed to the four National Improvement priorities; improving attainment, closing the attainment gap, improving health & wellbeing and developing employability and sustained destinations. Within each of these key areas the Council will set specific targets for improvement which will be linked to the self-evaluation of progress made during school session 2017-18 and the next steps identified within this report.

### IMPROVING LEARNING

Although the Council is pleased with the progress made we are keen to do even better and recognise that there is room for improvement in relation to Literacy and Numeracy across all levels. Strategic Groups have already been set up to drive forward development of these subject areas with the decision taken to develop Literacy at the 4 key stages: 0-3 yrs. / Early / 1st level / 2nd level. A partnership approach will be taken, involving multi-agencies as well as Local Authority partners within the Improvement Collaborative.

Nationally it is recognised that Looked After Children (LAC) achieve less well academically. To combat this Scottish Borders will develop a Virtual School for LAC pupils to ensure regular tracking of progress and interventions resulting in improved outcomes and life chances for them.

### INCLUSION

It is the Council's ambition that all of our children will be fully included in their school and educational experience. As an Education Service it is recognised that the curriculum offer in the secondary sector, and for those with Additional Support Needs, requires modernisation. There is also a greater need for improved consistency of Language 1+2 provision in the primary sector. Further work is required to develop classroom relationships and practice in all our schools and settings and this will be achieved by training staff in restorative approaches creating more nurturing school environments at every age and stage of the learner journey.

## PARTNERSHIPS

Research states that when parents and carers are involved in supporting learners at home their achievement increases. The Council are committed to developing a strategy to support parents as partners in learning as well as build on existing partnership working that improves outcomes for young people whether at school or beyond the school day.



LGBT Silver Award – May 2018 – Peebles High school

# CHILDREN AND YOUNG PEOPLE'S DIRECTORATE STANDARDS AND QUALITY REPORT 2017-18

## SUMMARY OF PRIORITIES FOR 2018/2019

This plan sets out how we will continue to improve Education for children and young people in the Scottish Borders. The plan focuses on schools and teachers but we recognise that many other people and services contribute to children and young people's learning and development from 2 years old to 18 years old.

The plan presents SBC's commitments under the National Improvement Framework and encompasses the current priorities set out to ensure excellence and equity for all children in Scotland.

### **These priorities are:**

- Improvement in Attainment, particularly 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 key drivers for improvement provide a framework for our service improvement plan and allow us to set measureable outcomes and identify the evidence we will gather to inform our progress. This will ensure we can plan strategically for continuous improvement.

DRIVER FOR	SCHOOL LEADERSHIP
Priorities	<ul style="list-style-type: none"> <li>To empower and enable leadership at all levels to ensure school improvement and improved outcomes for all children and young people.</li> </ul>
Associated Drivers	<ul style="list-style-type: none"> <li>Teacher Professionalism</li> <li>School improvement</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>Through review and inspection processes there will be an increase of schools graded as good or better for leadership of change (1.3).</li> <li>A Leadership Strategy and action plan which will empower and enable schools leaders</li> <li>The majority of Head Teachers are involved in leading strategic change at Local Authority or National Level.</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>Information from reviews and Inspections.</li> <li>Feedback from the Head Teachers Survey and PRDs.</li> <li>Tracking of leaders within the service as to their involvement in leadership of change at cluster, Local Authority and National Level.</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>The capacity for improvement at school level</li> <li>The future direction of strategic approach to developing leadership at all levels.</li> <li>Engagement of Senior Leaders leading change at strategic level.</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>
Short term measure of progress	<ul style="list-style-type: none"> <li>Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>

DRIVER FOR	TEACHER PROFESSIONALISM
Priorities	<ul style="list-style-type: none"> <li>• Continue to support and develop our workforce to ensure high quality learning experiences to raises</li> </ul>
Associated Drivers	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• School Improvement</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>• Successful recruitment drive to increase the number of high quality teachers with particular reference to</li> <li>• Develop a framework to support teachers through the early phase of their career</li> <li>• Career long Professional Learning matched to Local and National priorities</li> <li>• An Induction Programme to support staff moving to promoted posts</li> <li>• Increase the range of Masters Level Learning available in order to develop the professional skills and competence of our workforce.</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>• Number of students recruited and successfully completed the 'Grow your Own' programmes</li> <li>• Number of probationers who gain full standard for registration</li> <li>• Number of staff engagement in early and middle leadership opportunities</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>• Success of local recruitment programmes</li> <li>• Impact of early phase framework on teacher confidence in delivering literacy, numeracy and health and wellbeing.</li> <li>• Impact of career long professional learning on the quality of teaching and learning.</li> <li>• Quality of the programmes for probationers</li> <li>• Quality of the programme for promoted staff</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>
Short term measure of	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>

DRIVER FOR	PARENTAL ENGAGEMENT
Priorities	Support partnership approaches that develop parents understanding and ability to enhance their child's learning in ways that improve educational outcomes.
Associated Drivers	<ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>• 5% increase in Family Learning Outcomes               <ul style="list-style-type: none"> <li>- Better able to support children's learning</li> <li>- Improved confidence in parenting role</li> <li>- Improved family relationships</li> </ul> </li> <li>• Improve levels of parental support for children's and young people learning</li> <li>• Improve levels of parental engagement, involvement with their school</li> <li>• Improve the Health and Wellbeing of all children and young people by June 2020</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>• Parental and schools survey data</li> <li>• Data from family learning programmes</li> <li>• Attainment data</li> <li>• Health and Wellbeing survey</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>• The impact of Family Learning programmes on educational outcomes for children and young people</li> <li>• Areas of improvement in our partnership working with parents</li> <li>• Levels of parental engagement in school improvement processes</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>
Short term measure of	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>

DRIVER FOR	ASSESSMENT OF CHILDREN'S PROGRESS
Priorities	<ul style="list-style-type: none"> <li>• Improve the attainment, achievement and health and wellbeing of all children and young people</li> </ul>
Associated Drivers	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• School Improvement</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>• Increase attainment in Literacy and Numeracy to 85% of all children and young people by June 2020</li> <li>• Improve the Health and Wellbeing of all children and young people by June 2020</li> <li>• Increase the variety, attainment and achievement of qualifications in Senior Phase</li> <li>• Improve positive, sustained destination for targeted groups of young people</li> <li>• Young people report effective career information and guidance</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>• Termly update of percentage of children and young people on track to achieve national benchmarks</li> <li>• SNSA data</li> <li>• Health and Wellbeing Survey (P3-7,S2)</li> <li>• Insight data</li> <li>• Skills Development Scotland data and data hub</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>• Attainment trends in Literacy and Numeracy and identified areas for targeted intervention</li> <li>• Attainment across quintiles</li> <li>• Evidence of progress in narrowing the gap</li> <li>• Numbers of target group vulnerable young people in sustained, positive destinations</li> <li>• Areas of improvement in Health and Wellbeing</li> <li>• Range of qualifications and levels of achievement</li> <li>• Levels of career management skills</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>
Short term measure of progress	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>

DRIVER FOR	SCHOOL IMPROVEMENT
Priorities	<p><b>Curriculum</b> Modernise the Senior Phase curriculum including employability skills and further develop inclusive learner pathways</p> <p><b>Learning &amp; Teaching</b> Improve the quality of learning, teaching and assessment in focusing on Literacy and Numeracy</p> <p><b>Quality Improvement</b> Further develop the quality improvement framework to empower school improvement.</p>
Associated Drivers	<ul style="list-style-type: none"> <li>• Assessment of children's progress</li> <li>• Performance information</li> <li>• Teacher professionalism</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>• Increase in the number of schools graded good or better Learning, Teaching and Assessment and Raising Attainment and Achievement</li> <li>• Improve teacher confidence in teaching literacy &amp; numeracy</li> <li>• Increase the variety and offer of qualifications in the senior phase including vocational awards</li> <li>• Develop staff confidence in using digital technology in learning</li> <li>• Update quality improvement framework to reflect Scottish Borders Council priorities and structure</li> <li>• Improve tracking of Literacy and numeracy for children and young people with ASN through the use of milestones</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>• Percentage of schools / settings graded at good or better Learning, Teaching and Assessment and Raising Attainment and Achievement identified through inspections/reviews and schools own self-evaluation</li> <li>• Improving attainment trends in Literacy and Numeracy and identified areas for targeted intervention</li> <li>• Insight and Seemis data on senior phase provision including vocational awards</li> <li>• Head teacher survey data</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>• The quality of learning, teaching and assessment</li> <li>• The effectiveness of moderation of achievement of a level</li> <li>• Improvement in Literacy and Numeracy attainment</li> <li>• Improvement in Senior Phase curriculum</li> <li>• Staff confidence in digital learning</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>• Actions arising from 2018 practicum</li> </ul>
Short term measure of	<ul style="list-style-type: none"> <li>• Actions arising from 2018 practicum</li> </ul>



DRIVER FOR	PERFORMANCE INFORMATION
Priorities	<ul style="list-style-type: none"> <li>• <b>Develop dashboards to track attainment, attendance and exclusions at local authority</b></li> </ul>
Associated Drivers	<ul style="list-style-type: none"> <li>• Assessment of Children’s Progress</li> <li>• School Improvement</li> </ul>
Outcome measure	<ul style="list-style-type: none"> <li>• Through analysis of data identify areas for improvement</li> <li>• Through analysis of data identify effective practice</li> <li>• Through analysis of data set targets for attendance, exclusions and closing the poverty rated attainment gap</li> </ul>
Evidence we will gather	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Attainment data (Teacher judgement data, SNSA)</li> <li>• Exclusion data</li> <li>• Data for targeted groups</li> <li>• Skills Development Scotland data hub</li> </ul>
What will this tell us	<ul style="list-style-type: none"> <li>• Trends in attainment, attendance and exclusions for all children and young people</li> <li>• Trends in attainment, attendance and exclusions for all children and young people across the Local Authority by quintiles</li> <li>• Trends in attainment, attendance and exclusions for all children and young people across the Local Authority by targeted groups (LAC/ poverty related and other targeted groups)</li> <li>• Range of qualifications and levels of achievement by children and young people</li> <li>• Numbers of pupils in sustained, positive destinations including targeted groups</li> </ul>
Short term actions	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>
Short term measure of progress	<ul style="list-style-type: none"> <li>• Actions will arise from 2018-19 Quality Improvement Practicum</li> </ul>

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