
Achieving Excellence in Learning: Quality Improvement Framework

Report by Interim Service Director, Children and Young People

EXECUTIVE COMMITTEE

8 October 2019

1 PURPOSE AND SUMMARY

- 1.1 Scottish Borders Council is committed to the delivery of a high quality education service for children and young people. Our vision is to embed a culture of continuous improvement which ensures our children and young people are achieving the best possible outcomes.**
- 1.2 Achieving Excellence in Learning is the Council's strategy to raise attainment for all. The strategy will consist of six key frameworks: Learning and Teaching, Literacy, Numeracy, Learning Together, Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in raising attainment.
- 1.3 The Quality Improvement Framework seeks to support and enable Headteachers to take responsibility for and to be accountable for their own improvement journey, whilst ensuring that the statutory duties of the Local Authority are fully embedded within Framework.

2 RECOMMENDATIONS

- 2.1 I recommend that the Executive Committee endorses the first Framework in the series – Achieving Excellence in Learning: Quality Improvement Framework.**

3 BACKGROUND

- 3.1 In August 2017, statutory guidance for Local Authorities was updated by Scottish Government.
- 3.2 (a) The statutory guidance prepared under Section 13 of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act") as amended by Section 4 of the Education (Scotland) Act 2016 ("the 2016 Act"). Section 13 enables the Scottish Ministers to issue guidance to Education Authorities in relation to their functions under Section 3 to 8 of the 2000 Act, and Education Authorities are required to have regard to this guidance in discharging these functions.
- (b) The guidance focuses in particular on Education Authority, duties which are designed to enhance equity and support improvement within schools and across Education Authorities as provided for in the following statutory provisions:
- (i) **Section 3D of the 2000 Act:** Imposes a duty on Education Authorities, in discharging their duty under Section 3(2) of the 2000 Act (to secure improvement in the quality of school education) to do so with a view to achieving the strategic priorities of the National Improvement Framework.
- (ii) **Sections 3F, 3H and 6 of the 2000 Act:** Impose duties on Education Authorities in relation to annual planning and reporting; and annual school improvement planning.
- (c) These duties have been introduced by way of a series of amendments to the 2000 Act, delivered through Part 1 of the 2016 Act. They form part of a broad programme of activity focused on improving educational outcomes for all learners and closing the attainment gap experienced by children and young people from disadvantaged backgrounds.
- (d) The new duties imposed on Education Authorities by the 2000 Act, as amended by the 2016 Act, are designed to complement the range of legal requirements already placed on Education Authorities, most notably the legal requirement included at Section 3(2) of the 2000 Act which provides:

"An Education Authority shall endeavour to secure improvement in the quality of school education which is provided in the schools managed by them; and they shall exercise their functions in relation to such provision with a view to raising standards of education."

- 3.3 The Quality Improvement Framework serves as a platform for Scottish Borders Council Officers to ensure that all schools provide an efficient and effective education in accordance with the above statutory duties.

4 CONCLUSION

- 4.1 It is recommended that the Executive Committee endorse the Quality Improvement.

5 IMPLICATIONS

5.1 Financial

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

5.2 Risk and Mitigations

The risk to Scottish Borders Council, if schools in the Local Authority do not perform well, is one of reputation and may lead to the Authority being placed in special measures.

5.3 Equalities

An Equalities Impact Assessment has been carried out and it is anticipated that there are no adverse equality implications.

5.4 Acting Sustainably

There could be significant sustainability issues if the capacity of the central team is reduced, resulting in a lack of expertise to deliver core elements of the framework.

5.5 Carbon Management

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

5.6 Rural Proofing

There is no change to any strategy linked to rural proofing.

5.7 Changes to Scheme of Administration or Scheme of Delegation

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

6 CONSULTATION

- 6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Chief Officer HR, Corporate Communications and the Clerk to the Council have been consulted and any comments received have been incorporated in the final report.

Approved by

Stuart Easingwood

Signature

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Author(s)

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Background Papers: Achieving Excellence in Learning: Quality Improvement Framework

Previous Minute Reference: N/A

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