

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play     #yourpart

STANDARDS AND QUALITY REPORT 2018-19





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ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

1. INTRODUCTION

We are delighted to present our report on achieving equity and excellence in Scottish Borders. This report focusses on the successes and achievements of all our children and young people.

The report celebrates our improving attainment levels, increased positive destinations, reduction in school exclusions and high attendance rates. There continues to be a strong focus on reducing inequities and tackling poverty with enhanced supports provided as part of the Scottish Attainment Challenge fund. Throughout the report there are examples of the difference we are making to children, young people and families across the Scottish Borders.

We recognise that our success and achievements are as a result of a hardworking and committed workforce who work in partnership to ensure the needs of our children and young people are met. We are also beginning to see the benefit of increased collaborative working with partner local authorities to maximise impact and ensure that we are getting it right for every child.

Looking to the future, we will continue our relentless drive for excellence and equity in all that we do. We will continue to embrace innovative approaches to ensure the highest quality of experience for our learners and are confident that the 'Inspire Learning' project will transform the way learners learn and how teachers teach.



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2. OUR VISION

At the end of each academic session, the education service evaluates the priorities and commitments set for the year and produces an evidence report. This report describes the progress made in taking forward our three strategic priorities below, and the positive impact of this work on our children and young people in the Scottish Borders. It also outlines next steps for the following year to ensure continuous improvement.

OUR PRIORITIES

- **Improving Learning: Literacy, Numeracy & secondary curriculum**
- **Inclusion**
- **Partnerships**

These priorities align to those outlined in the National Improvement Framework (NIF) and our evaluative statements, contained within this report, illustrate improvements made under each of the NIF drivers. School improvement, school leadership, teacher professionalism, assessing children's progress, parental engagement and performance information are all key factors that contribute to the quality of our education system.

As well as aligning to national expectation, the SBC Education Priorities link to the Scottish Borders Council's Strategic Plan (2018-2023), the Integrated Children & Young People's Plan (2018-2022) as well as the South East Improvement Collaborative plan (2018-19).



LOCAL CONTEXT

Scottish Borders is a rural local authority covering a large area – 1,827 square miles – taking approximately 90 minutes by car to travel from East to West. There are 16,838 children and young people in our early years, primary, secondary schools and centres.

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. 48 Primary schools have Early Learning & Childcare provision, there are 4 Early Years Centres and 36 Funded providers. There are 3 Roman Catholic schools situated in Peebles, Galashiels and Selkirk. 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.

24% of children in the Scottish Borders live in families with limited resources with 10.4% of P1-S3 pupils in receipt of free school meals. The new SBC Child Poverty Indicator (CPI) takes into account a range of measures to provide a CPI score for each school. This CPI was used to agree the phased implementation of 1140 hrs for Early Learning & Childcare.

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3. SUCCESSSES AND ACHIEVEMENTS

BROOMLANDS PRIMARY SCHOOL

The £9.7million new build, opened on 9 January, was named winner of the Glasgow Institute of Architects Design Award 2018 in both the Education and Supreme categories. It was also recognised at this year's Scottish Borders Design Awards and made it to the shortlist of the Architect's Journal AJ Awards 2018.



A group of pupils at their new school - Bronwen, Ker, Kenny and Antonia sum up their reaction to their new building.

And Kenny in just one word: "Wow."

"It was really exciting on the first day when we were walking in class by class and looking at out classrooms and everything," says Bronwen.

"It was colourful and bright whereas the old school wasn't as colourful," adds Antonia.

STOW PRIMARY SCHOOL

Winners of the Scottish Champions for 'Better Energy School Award' for their #100 Disrupters Environmental Project. They travelled to London Zoo for the UK Finals where they were highly commended for their work. The team of young people are already planning their next chapter.

Stow PS are also the first school in Scotland to experience a reverse cycle vending machine.



LEARNING ABOUT THE WORLD OF WORK – DEVELOPING EMPLOYABILITY SKILLS



A three day event was held at Springwood Park, Kelso for 60 care experienced young people from across the Borders. They attended the Looking At Careers event, a partnership between education and Developing the Young Workforce Borders.

Young people were developing employability skills, learning interview techniques and enhancing their skills for life and work. This was the first event of its kind in Scotland and feedback from participants was hugely positive.



GROW YOUR OWN TEACHERS

In order to ensure a sustainable workforce in Scottish Borders, we embarked on a sector leading project to 'Grow our Own Teachers'. Graduates living in the Borders are trained in the Borders and on successful completion of their course gain full time employment in a Scottish Borders School. To date the focus has been on secondary teachers but given the huge success of this approach we are about to launch a primary programme.

The first cohort of the secondary programme, in partnership with the University of Highlands and Islands, are now in full time permanent jobs in our high schools teaching Business Studies and Home Economics. This year sees our new partnership with Dundee University for teachers of STEM subjects.



SCOTTISH COLLEGE OF EDUCATIONAL LEADERSHIP (SCEL)

Scottish Borders are committed to developing leadership at all levels and have continued to work in close partnership with SCEL to ensure our leaders have the best possible training and development opportunities. This year we have had a number of senior leaders engage with the following programmes: Teacher in Leadership, Into Headship, Excellence in Headship and Leading Systems Change.

This investment in leadership development has allowed many of our staff to gain promotion in our schools.

GENERAL TEACHING COUNCIL (GTC) PROFESSIONAL LEARNING AWARD – KELSO HS AND EYEMOUTH HS

All our schools are committed to the professional development of staff and engage in Continuous Lifelong Professional Learning. Last November Kelso High School were recognised by the General Teaching Council for Scotland for their excellent practice in promoting professional learning and again in June of this year Eyemouth High School were also recognised by GTCS and were also awarded an Excellence in Professional Learning.

SCIENCE, TECHNOLOGIES, ENGINEERING AND MATHS (STEM) AWARD – JEDBURGH GRAMMAR SCHOOL

The STEM Club members won the 'ph of Scotland' award for secondary schools at the Celebration of STEM event held at the Glasgow Science Centre. This is a new club in the school, run by senior pupils, which encourages young people to engage with and lead innovation through science and technologies.



QUALITY IMPROVEMENT AWARDS

Scottish Borders Council were well represented at this year's Children and Young People Improvement Collaborative Awards held in the Radisson Blue Hotel in Glasgow.

We were delighted to be nominated as finalists in two categories – Quality Improvement Champion (Mrs Amanda Hamilton) and Achieving Results at Scale (Earlston Schools Cluster). To achieve the top three in Scotland was a real accolade for the improvement work which our local authority has engaged in.

The calibre of finalists was very strong and we were delighted that Earlston Cluster emerged winners in their category. The work around improving numeracy in the cluster has ensured a significant improvement in outcomes for children and young people across all nine schools in the cluster.

EDUCATION AWARD FINALIST 2019 – LIFE ACHIEVEMENT AWARD

Norman Roxburgh, former head teacher of Earlston High School who has dedicated his life to the children, young people, staff and newly qualified teachers of Scottish Borders, was selected as a finalist in the National Education Awards 2019. Norman continues to be a huge asset to schools, to trainee teachers and a range of learners within Scottish Borders.



LGBT CHARTER

The LGBT Charter sends a positive message, with confidence, that the school is a champion of LGBT and inclusion. The LGBT charter makes a clear statement that equality and diversity are at the heart of the school.

Seven out of nine of our secondary schools have gained their charter status for LGBT. Working in partnership with LGBT Youth Scotland: Earlston HS and Peebles HS achieved Silver; Galashiels Academy, Selkirk HS, Kelso HS, Jedburgh GS and Berwickshire HS have achieved Bronze status.

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4. PUPIL EQUITY FUNDING (PEF)

The Pupil Equity Fund (PEF) is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme. PEF forms part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term.

The Government has set National stretch aims which include that 85% of all children from all quintiles will achieve their expected levels of attainment in literacy and numeracy. They expect that by 2024 no gap in attainment will exist between the most and least deprived areas of Scotland. PEF is provided to disrupt the pattern of low attainment amongst the most disadvantaged pupils in Scotland.

In the Scottish Borders £1.79 million has been allocated to schools in 2018-19. Allocations were based on the number of pupils claiming Free School Meals. For each eligible pupil the school received £1,200. Two schools in the Scottish Borders did not receive any funding and two schools received over £90,000. Headteachers must use the fund to provide additional and targeted support for all pupils affected by poverty regardless of their attainment status. Their choice of intervention should be based on evidence of what works in raising attainment.

Two Attainment Officers (AO) continued their roles in supporting schools with their plans for the use of PEF. This has included supporting an analysis of needs, identification of appropriate interventions and designing plans to measure the impact of each intervention. The AOs meet regularly with Headteachers, clusters and school teams to provide support and plan next steps. This has been supported by an Improvement Advisor from Scottish Government.

In the Scottish Borders schools have focused on providing targeted support to pupils who are in receipt of free school meals, clothing grant, are care experienced or previously care experienced and those who are disadvantaged by poverty.

WHAT ARE SBC SCHOOLS USING PEF FOR?

Almost all schools have identified the key areas of Literacy, Numeracy and Health and Wellbeing as the focus of their interventions. Depending on the needs and resources available, schools are targeting one or more of these areas.

In Literacy there are interventions at all stages of the schools. These include support in developing speech and language, early reading and writing skills, reading strategies and reading comprehension. There are a significant number of literacy interventions which support pupils who are currently attaining well below expected levels.

In Numeracy interventions are targeted at those pupils who have gaps in their knowledge and understanding, who are not attaining at expected levels and who are not on track to achieve. There is a focus on basic numeracy skills and skills for life.

In the area of Health and Wellbeing, schools are addressing the social and emotional wellbeing of pupils by providing nurture groups, 1-1 mentoring, wider experiences and therapeutic groups. These are often provided alongside support in literacy and numeracy.

IS THE POVERTY RELATED ATTAINMENT GAP CLOSING IN SCOTTISH BORDERS?

Attainment is measured in 4 key areas, listening and talking, reading, writing and numeracy. For data purposes this is captured at P1, P4, P7 and S3.

IMPACT OF INTERVENTIONS

The following data which compares attainment from 2017-18 to 2018-19 evidences the impact of collective interventions in all schools, particularly in Primary 4 and 7.

	LISTENING & TALKING % GAP			READING % GAP			WRITING % GAP			NUMERACY % GAP		
	18-19	17-18	Gap decrease	18-19	17-18	Gap decrease	18-19	17-18	Gap decrease	18-19	17-18	Gap decrease
P1	24	13	-11	30	24	-6	31	11	-20	30	16	-14
P4	9	15	6	15	18	3	22	26	4	28	27	-1
P7	21	36	15	26	34	8	21	36	15	32	42	10
S3	7	6	-1	7	3	-4	8	4	-4	15	11	-4

The poverty related attainment gap in Scottish Borders Council has been narrowed in the last year in the following areas:

- **P4 Listening and Talking, by 6% points**
- **P4 Reading, by 3% points**
- **P4 Writing, by 4% points**
- **P7 Listening and Talking, by 15% points**
- **P7 Reading, by 8% points**
- **P7 writing, by 15% points**
- **P7 Numeracy, by 10% points**

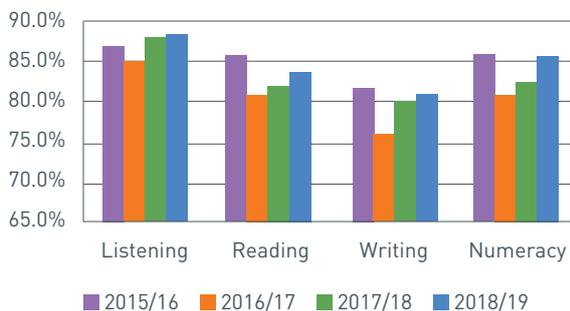
NEXT STEPS

- Understand the increase in the attainment gap in P1
- Improve attainment in numeracy at all levels
- Continue to ensure data across all stages is robust and reliable

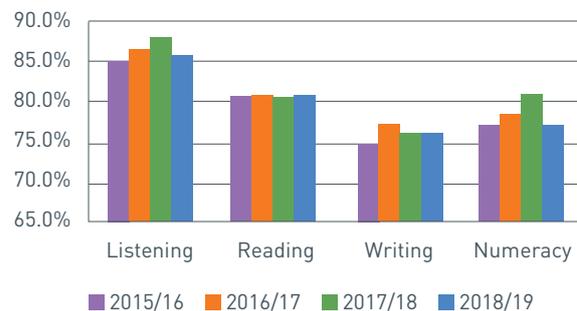
SCOTTISH BORDERS ATTAINMENT

BROAD GENERAL EDUCATION P1-S3

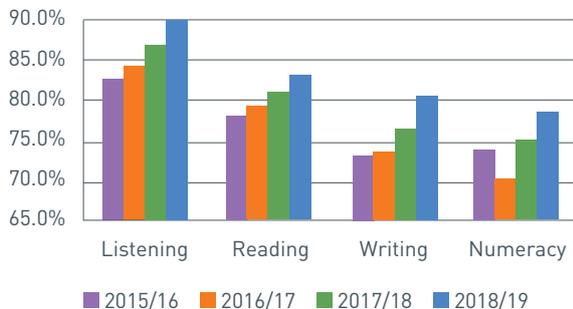
P1 ACHIEVED EARLY LEVEL



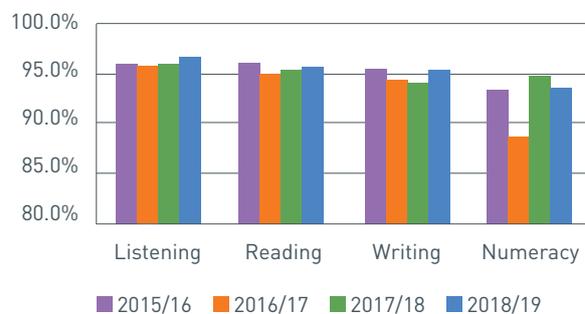
P4 ACHIEVED FIRST LEVEL



P7 ACHIEVED SECOND LEVEL



S3 ACHIEVED THIRD LEVEL

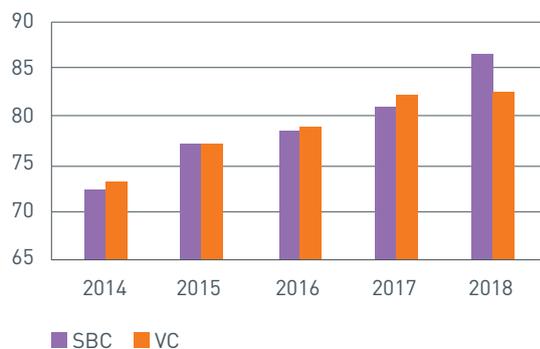


The Broad General Education Data is obtained by teacher judgement following moderation processes. The data is collected at P1, P4, P7 and S3 in aspects of literacy and Numeracy.

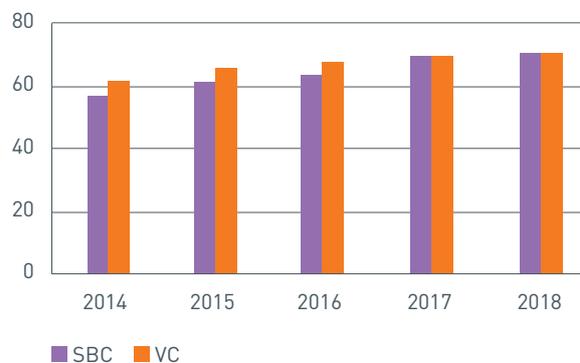
- At P1, P7 and S3 there is a continuing improvement in all aspects of literacy.
- In Numeracy there is continuing improvement at P1 and P7.
- At P4 the level of attainment in reading and writing is maintained.
- Current Scottish Government Statistics show that attainment in literacy and numeracy is above SBC 's comparator authority.

SENIOR PHASE - SCHOOL LEAVERS S4-6

SCQF LEVEL 5 LITERACY



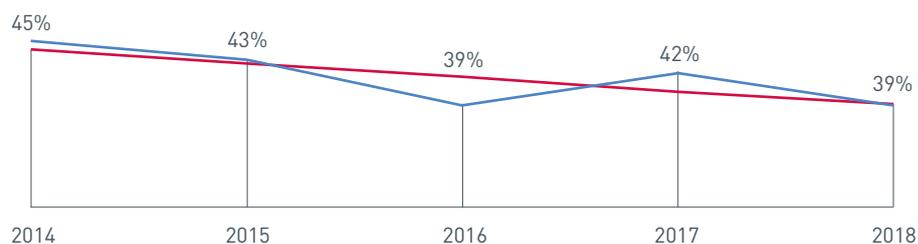
SCQF LEVEL 5 NUMERACY



- 95% of all leavers in 2018 achieved SCQF Level 4 Literacy and 92% achieved Numeracy. This is in line with the virtual comparator for our authority.
- 87% of all leavers in 2018 achieved SCQF Level 5 Literacy and 71% achieved Numeracy. This is in line with or greater than our virtual comparator.
- 1178 young people left high school in May 2018
- Performance of the most deprived 20% of S4 leavers at SCQF Level 3-5 is above the virtual comparator
- Improved performance from 2017 of all Care Experienced leavers at SCQF level 5 Literacy and Numeracy

AVERAGE TOTAL TARIFF POINTS ALL LEAVERS

ATTAINMENT GAP, PERCENTAGE GAP IN TOTAL TARRIFF POINTS BETWEEN LEAVERS FROM SIMD 1-3 AND 4-10



- Attainment Gap between SIMD1-3 and SIMD 4-10 school leavers has decreased by 6% over the past 5 years.

ATTAINMENT FOR ALL

Attainment for all leavers in every cohort is in line with the virtual comparator and greater than the South East Improvement Collaborative and National levels

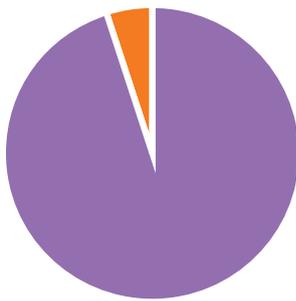
For Leavers in 2018:



POSITIVE DESTINATIONS

95.67% of leavers went onto a positive destination.

2018 LEAVERS



■ Positive Destination ■ Negative Destination

2018 DESTINATIONS



■ SBC ■ National



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5. STRATEGIC PRIORITY 1 - IMPROVING LEARNING

To increase the variety, attainment and achievement of qualifications in the senior phase
To increase attainment in literacy and numeracy in all BGE levels to 85% by June 2019-2023
To increase the number of schools with a quality rating of good for all 4 key quality indicators.



SCHOOL IMPROVEMENT & PERFORMANCE INFORMATION

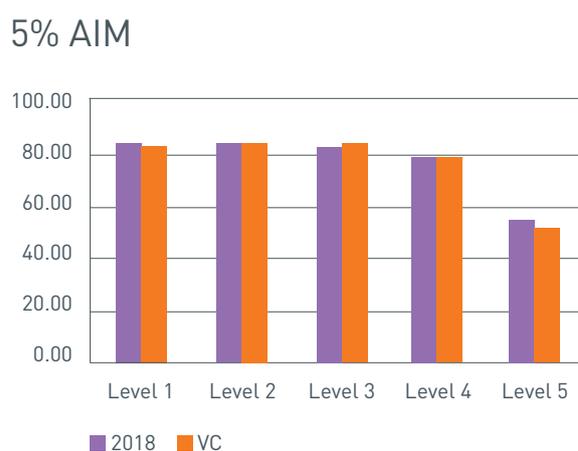
To increase the variety, attainment and achievement of qualifications in the senior phase.

SHORT TERM AIMS

1. 5% increase in young people achieving 5 or more qualifications in S4 by June 2019
2. Improve positive and sustained destinations for targeted groups of young people (Q1)
3. Young people report effective career, information and guidance

1. WHAT DID WE DO?

Curriculum improvement team created interrogated Insight data, both at authority level and individual school level, for the breadth and depth of qualifications within the curriculum in 2017-18.



Data showed that a 5% increase would help to close the gap with our virtual comparator across all SCQF levels

At three tracking points in the year, schools submitted 5+ qualification data including data from the college academy courses. Senior staff worked with Borders College to develop a tracking and monitoring system for Schools Academy pupils

Indicative data for the tracking of a 5% increase in young people in S4 achieving 5 or more qualifications shows that there has been an improvement from the overall average 72.5% in 2017-18 to 76.39%.

Schools are now much more aware of the need to track the number of qualifications for every young person at all SCQF levels, not just at SCQF level 5 and the intervention needed to maintain 5+ qualifications for most.

There is a clear expectation that all learners in S4 will gain a minimum of 5 SCQF qualifications.

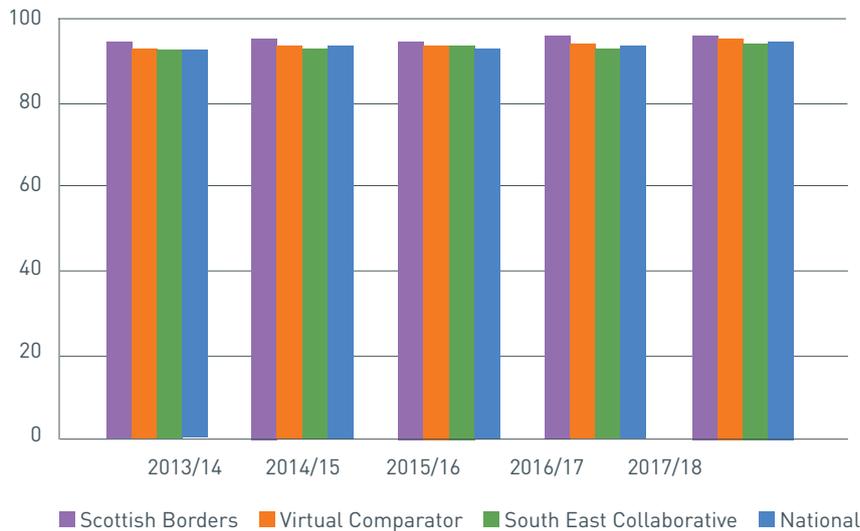
IMPROVE POSITIVE AND SUSTAINED DESTINATIONS FOR TARGETED GROUPS OF YOUNG PEOPLE (Q1)

SCHOOL LEAVERS

Schools work in partnership with external organisations, employers and learners to ensure all school leavers go on to a positive and sustained destination beyond school. Leavers will leave school either at the end of S4, S5 or S6 to go into employment or onto further or higher education. For 2018 95.67% of leavers had a positive destination.

Over the past 5 years there has been an increased number of school leavers going on to positive destinations and is greater than the virtual, regional and national comparators. Our aim is to ensure 100% of SBC leavers have a positive destination beyond school.

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

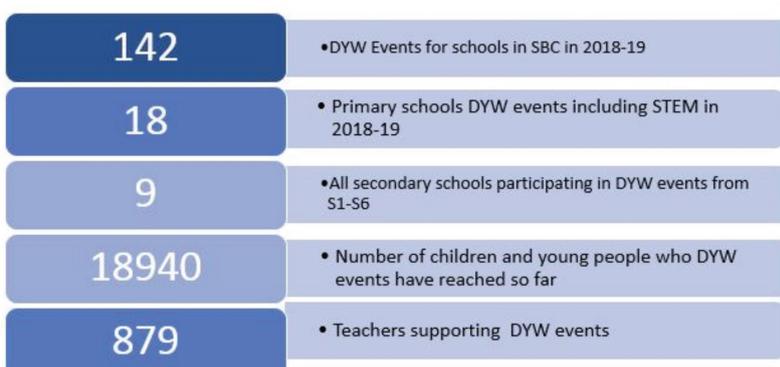


DEVELOPING THE YOUNG WORKFORCE (DYW) HIGHLIGHTS

In line with the key themes, the following activities have been undertaken to achieve the specific DYW milestones:

- The Learning and Skills Partnership Group continues to meet quarterly to oversee governance of the project
- DYW Schools and Pathways Group continues to meet monthly to progress actions in line with the key recommendations and with visiting guests such as Youth Philanthropy Initiative and Young Enterprise Scotland
- Training event on Foundation Apprenticeships for all Pastoral staff and careers advisors delivered in partnership with SDS, Borders College, DYW and SBC Education
- Young Enterprise Scotland in four secondary schools with Earlston High School representing the Borders in the Scottish finals
- STEM Construction in a Box Kits given out to primary schools to highlight careers in construction
- Purchase Marty Robots for STEM activity in primary schools

- Increase in DYW work with primary schools
- DYW Employability audit created for secondary schools
- Sector videos completed on Rural and Land Based and Construction for '5 minutes with....'
- Small groups of young people from Earlston and Hawick High Schools participated in the Scottish Fire and Rescue Service Fire Skills Programme. Over the 4 days pupils completed vital drills and transferable life skills
- All secondary schools participated in the Right Skills Right Job employability course which was developed by the DYW partnership group. Industry partners
- Racing into Education Day at Kelso Race Course
- Team building day at Bowhill for young people with additional support needs from Gala Academy



NEXT STEPS

SCHOOL IMPROVEMENT

- Implement Seemis Progress and Achievement module for tracking and recording of attainment in the BGE
- Develop School dashboards
- Refine criteria for senior tracking system to ensure consistency across all secondary schools when recording pupils who are on/off track
- Further develop the curriculum and opportunities for personal achievement to maximise school leavers skills to meet the need of employers and to reflect the South of Scotland Regional Skills Investment Plan

ASSESSMENT OF CHILDREN'S PROGRESS

- Support schools to deliver a senior phase which ensures appropriate pathways and a range of qualification for young people
- Review work experience and blended learning provision to develop a model which provides relevant opportunities across the senior phase linked to more accurate information in the 16+ data hub

To increase attainment in literacy and numeracy in all BGE levels to 85% by June 2019-2023.

HOW WELL DID WE DO?

TEACHER PROFESSIONALISM

Analysis of Literacy Data across SBC revealed the need to focus Professional Learning activity at Early Level to ensure strong foundational literacy skills underpinned by pedagogy that firmly focussed on taking a developmental approach to Literacy.

All primary schools within Scottish Borders Council are expected to engage in a rolling programme of professional learning. This is offered over 3 years to allow schools to self-select their entry point according to their individual needs. In session 2018-19 twenty one schools engaged with the developing emerging literacy programme. The professional learning programme was developed by a multi-agency team consisting of speech and language therapists, occupational therapists, early years teachers, educational psychologists, community learning and development officers and head teachers.

A number of professional learning networks were held throughout the session across the local authority to allow practitioners to collaborate and share practice.

This session over 90 classroom practitioners have attended the professional learning networks. Attainment across the first cohort of schools has increased by 3.5% in reading and 5.8% in writing. The levels of confidence in making judgements about assessing pupil's progress has improved by 56%.

Many practitioners involved have subsequently applied their learning to the development of the Local Authority Early Literacy Framework.

Increased collaboration overall has been noted as a result of the 5 Network sessions and creation of a Glow Teams page has further enabled schools to share and support one another.

Several practitioners from Year 1 are now involved in the delivery of training for year 2. Our Year 2 Launch for 21 schools and 3 partner providers took place in June 2019. This provides clear evidence of empowerment and a self-sustaining approach to Professional Learning as we seek to build our capacity at Local level and provide increased opportunities for schools to collaborate on what it means to take a developmental approach to learning.

Small scale tests of change, within 3 establishments, led to further learning for those involved with a positive impact on pupils writing and fine motor skills. This learning now forms part of our year 2 programme for 2019/20.

The appointment of a Strategic Lead for Literacy and Numeracy ensured that Year 1 of Emerging Literacy in The Scottish Borders and delivered on planned Literacy aims.

Additionally, several strategic groups were formed during session 2018/19, comprising 49 individual professionals working in our schools. These groups were led by our Literacy and Numeracy Development Officer and included:



Literacy Steering Group and Numeracy Steering Groups. These groups acted upon available data and feedback gathered during a comprehensive consultation exercise to develop Draft Literacy and Numeracy Strategies. These were shared with Head Teachers and schools in June 2019. Analysis of staff questionnaires focussed on key priority areas within the strategies further informs the final strategy and Professional Learning offer to support implementation. Further work is planned to engage children and families in strategy development during session 2019/20.

SPOTLIGHTS ON SUCCESS

At St Peter's Primary in Galashiels, the P1 class teacher and early years staff worked with Occupational Therapists to design bespoke interventions to support early literacy.

The results showed:

- 77% of children have made progress from the initial assessment.
- 50% of children have made more than 6 months progress.
- 32% of children have made more than a years progress.

In addition, there was a positive impact for all pupils involved in their ability to cross the midline and form letters correctly.

At Balmoral Primary school Early Learning and Childcare setting, staff worked with Speech and Language therapists to focus on specific keys to communication with a particular focus on adult: child interactions. At the end of this project communication strategies were clearly evidenced and more consistently and widely used by children, explicit teaching of new vocabulary was clear and staff more confident to share their learning with parents and colleagues.

To improve first level numeracy within the Hawick cluster of schools by 3% by June 2019.

HOW WELL DID WE DO?

TEACHER PROFESSIONALISM

Analysis of Scottish Borders Council primary schools' attainment data, as with the picture nationally, revealed that early progress is not sustained as children move through stages in primary school and within the Broad General Education. Looking to intervene, a Numeracy Practicum was established by engaging with a group of key stakeholders to use improvement methodologies to lead a test of change across Hawick primary schools.

Analysis of pupil performance in Primary 4 data for Hawick schools identified a number of key areas for development.

In order to identify the gap in knowledge and skills a number of pupil and teacher interviews were conducted across schools which identified the professional learning needs.

The aim was that targeted and responsive professional development would lead to improved outcomes for learners. This took the form of 2 days bespoke Professional Learning (informed by data and need), signposting of professional reading, support to collaborate and recall days to share progress within each setting.



ASSESSING CHILDREN'S PROGRESS

For individual schools reporting data in March there was a degree of variation with some schools demonstrating increases in attainment from the previous P4 cohort. There were also very positive signs of learner progress.

At the beginning of the session pupils were asked questions about their knowledge of numeracy and mathematics and attitudes towards it, they were also given a variety of numeracy questions (aligned with First Level Benchmarks).

When this exercise was repeated at the end of session almost all pupils were using more mathematical vocabulary and could explain their learning more articulately. They were also able to name and explain more strategies which help them learn mathematical concepts.



TEACHERS INVOLVED IN SHARING THEIR LEARNING WITH COLLEAGUES

Teachers, through the collaborative nature of the intervention, became more confident in their use of assessment and professional judgement. They reported feeling empowered.

Teachers demonstrated a more nuanced use of assessment (narrowing of focus, additional frameworks for assessment identified), data was used to plan more targeted learning and teaching.

In addition there were marked changes to the classroom organisation and management of teaching and learning including, a focus on word problems (teaching the language of maths, addressing literacy as a barrier to learning) the formation of mixed groups, an increased use of concrete materials and giving formative feedback to pupils on learning.

Head teachers of those schools involved in this first cohort reported clear benefits including an increase in professional dialogue, that teachers are sharing their learning with colleagues and subsequently this has informed both school and Cluster priorities. Energy and confidence around Numeracy generally reported by head teachers and that staff involved have the confidence to try new things!

Teachers involved in the project will be presenting at the Scottish Learning Festival in September 2019.

PERFORMANCE INFORMATION

Session 2018-19 saw the introduction of a new BGE tracking and monitoring system that tracked all year groups from P1-S3. Three tracking points were identified throughout the academic year (November, February and May). After each tracking point the QIO/attainment officer provided challenge and support to all schools and targets were set relative to the 85% stretch aims. The new system also allowed for the tracking of two identified groups Looked After Children and those pupils in receipt of PEF interventions. Again, the same targets were set around the 85% stretch aims.

Impacts 2018-2019

- Schools were giving equal focus on all BGE year groups and not just P1/P4/P7 and S3 which has allowed them to have a better shared understanding of being on-track out with P1/4/7 and S3.
- This fuller picture will provide more accurate baseline measures at all transition points.
- This data allows more targeted support to be offered to schools.

WHAT'S NEXT?

SCHOOL IMPROVEMENT

- Finalise literacy and numeracy strategy

TEACHER PROFESSIONALISM

- Bespoke Career Long Professional Learning (CLPL) sessions and new Learn and Share Sessions focussed on mental agility and the use of concrete materials, problem solving, vocabulary instructions and writing.
- Literacy and Numeracy Champions to be introduced in all schools

PERFORMANCE INFORMATION

- The Local Authority will standardise the recording and collection of this data by using SEEMIS Progress and Achievement. This will also reduce the bureaucracy around recording and submitting the data.

To increase the number of schools with a quality rating of good for all 4 key quality indicators.

An updated SBC approach to quality improvement was launched in session 2018-19, it provided a range of quality improvement activity which focused on delivery of the NIF priorities. This provided consistency to support the cycle of self-evaluation and improvement planning across all our schools and settings.

A programme of school visits and reviews aligned to How Good is our School 4 (HGIOS4) and How Good is our Early Learning Childcare (HGIOELC) provided an opportunity for robust discussion with staff, scrutiny of school data and observation of teaching and learning. As a result, the quality improvement team have an increasing knowledge of schools to enable identification of universal or targeted support.

A few quality improvement visits provided opportunity for officers and head teachers to observe lessons together and moderate the quality of learning and teaching and learners' experiences. This collaborative approach has led to more robust self-evaluation and shared understanding of quality indicator 2.3

SHORT TERM AIM

By June 2019 there will be a 10% increase in the number of schools and a 6% increase in the number of nurseries graded as good or above for all 4 QIs (1.3; 2.3; 3.1; 3.2) using HGIOS4 achieved and HGIOELC frameworks.

HOW WELL DID WE DO?

In June 2018 26 schools (23 Primary and 3 Secondary) and 20 ELC settings evaluated themselves as good or above for QIs 1.3, 2.3, 3.1, 3.2. This data is currently based on data provided by schools.

Schools and ELC settings have achieved this short-term aim. Deeper knowledge and understanding of learning, teaching and assessment has led to more robust self-evaluation.

NEXT STEPS

SCHOOL IMPROVEMENT

- Review and revise the Quality Improvement Framework for session 2019-20 to support an Empowered System
- Provide proportionate support and challenge to schools/settings through the framework
- Provide further moderation opportunities to develop consistency of practice for QIOs, officers and head teachers to ensure schools receive equitable levels of support and challenge

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

6. STRATEGIC PRIORITY 2 - DEVELOPING INCLUSION

To promote and develop inclusive practices across all our schools and settings
To achieve equity ensuring every child has the same opportunity to succeed
To deliver improved Health and Wellbeing outcomes for children and young people





To promote and develop inclusive practices across all our schools and settings.

HOW WELL DID WE DO?

TEACHER PROFESSIONALISM

Support for Learning Teacher Network –

An Inclusion questionnaire to all teaching staff identified that Support for Learning Teachers would welcome greater clarity and collaboration on supporting children's learning. Evidence from the audit highlighted a strong appetite for targeted professional learning. As a result, a Support for Learning Teacher network has been developed across the authority to focus on leadership opportunities to build capacity amongst our teachers and support staff to best meet all learners' needs.

Key features of this network are to:

- Ensure consistency of practice
- Work collaboratively with Educational Psychologists
- Respond to individual identified learning needs (particularly around identifying Dyslexia)
- Strengthen Local Authority data around additional support needs
- Support professional learning priorities in line with regional and national guidance
- Develop leadership at cluster level, encouraging Principal Teachers of Pupil Support to take a lead in planning, supporting and evaluating.

Two initial meetings were held this session, engaging with forty-six Support for Learning teachers.

INCLUSION REVIEW

A review around Inclusion was carried out this session to investigate:

- the current inclusion strategies taking place in schools
- schools' self-evaluation against SBC's proposed draft Inclusion strategy
- views and identify professional learning needs of all staff.
- the current impact of additional support within the Inclusion & Wellbeing provision carried out by (John Butcher, Educational Consultant)

A draft report has been written and plans are in place to progress via a project plan.

Continued Lifelong Professional Learning opportunities were offered to support Inclusion.

These included:

TEAM TEACH TRAINING

16 members of staff attended this Positive Behaviour Management Level Two, two-day training course designed to deliver proven, safe strategies for anyone managing challenging behaviour in medium-risk settings. It provides an understanding of the causes of challenging behaviour, along with respectful, supportive and practical strategies for de-escalation and crisis intervention. All participants highlighted their increased confidence in working in challenging situations, with a strong emphasis on de-escalation techniques.

Additional feedback included:

- "I have learnt lots of new de-escalation techniques which I can use with my pupils and I now have a good knowledge of restraints and know to only use them as a last resort."
- "This course will impact on my de-escalation techniques and has made me feel even more confident in restraint if need be."
- "This will strengthen my own resilience and provide confidence in my own abilities during times of crisis."

GROWING CONFIDENCE

52 staff members involved in the delivery of the Growing Confidence materials across schools attended re-connector sessions with Patti Santelices. This was an opportunity to evaluate the impact of Year 1 Building Resilience (The Building Resilience programme in primary schools aims to support the development of mental, emotional, social and physical wellbeing through learning and teaching), and reflect on other training taking place. Building Resilience Year 2 materials were launched along with a staff presentation. This highlights the importance of Building Staff Resilience by showing how these same tools are just as valuable for adults to consider and reflect on. It will help to promote and stimulate discussion and can be used in session 2019/20. Feedback includes:

- In school there is evidence of children using the language from Building Resilience to describe how they are feeling and which strategies they are using to support their own wellbeing e.g. 'I just need to challenge my mindset' and 'I need to speak to my back up team about this'.
- All behaviour is a form of communication
- Listen always!
- Change is possible – make the effort.
- This course has given me the tools to help my children be the best they can be.
- It has enhanced my knowledge, awareness of self and others and reinforced the key factors that build resilience.

PARTNERSHIP WITH PATTI SANTELICES, CITY OF EDINBURGH

To evaluate the impact of the Growing Confidence Programme Gizem Atila from Edinburgh University undertook a study looking at Managing Change in Education Services: A Study of Implementing the Growing Confidence Programme in the Scottish Borders.

Key findings are:

- Contrary to the general consensus in the literature regarding the likelihood of resistance to top-down initiatives, in Borders' primary schools there is good take up from employees at all levels.
- It is clear that there are positive outcomes [from implementing Growing Confidence] such as positive changes in the practice, feeling valued and supported, positive school culture.
- From the viewpoints expressed by employees, it is obvious that they are satisfied with the change processes and their connected positive outcomes
- There is complete buy-in from all the participants in this change directive even though that is implemented unequivocally by SBC, in which schools had no option but to follow.
- Effective processes utilised by the primary schools in the Borders is to strengthen the change efforts through continuous staff training and commitment, forming linkages and sharing success with other schools in the learning community.
- The key reasons for [staff] to continue to dedicate their time in order to facilitate the courses are the belief in the programme and the need to support young people and staff to flourish and develop into resilient adults.
- Hence, the study found a clear evidence that, in the Borders' primary schools, participants believe in the change initiative and see it as a necessity.



To achieve equity ensuring every child has the same opportunity to succeed.

HOW WELL DID WE DO?

TO INCREASE CHILDREN AND YOUNG PEOPLE'S OPPORTUNITY TO ACHIEVE BY PROMOTING SCHOOL ATTENDANCE

Inclusion Practicum –

Nationally, data showed us that attendance in pupils with Additional Support Needs (ASN) significantly reduced from P7 to S1, with this continuing trend up to S4. Investigation of our own attendance data showed us that this trend was also represented in SBC statistics. As part of an Education Practicum, applying improvement methods and tools to effectively implement or improve outcomes for children and young people, the Inclusion Team trialled a small test of change, targeting specific ASN pupils in S1 in two secondary schools where their attendance had dropped below 85%. From research - in particular, recommendations detailed in 'Included, Engaged and Involved 1: Attendance Improvement Package' - it was agreed that telephone calls home would be trialled for ASN pupils who did not attend that day and data gathered and recorded around its impact.

The trial resulted in improved attendance in all targeted pupils. The trial highlighted significant irregularities in recording ASN data across all schools and settings. As a result, our SEEMIS ASN data was reviewed, and training was provided for all SfL teaching staff.

TO SUPPORT FAMILIES EXPERIENCING SHORT TERM VULNERABILITY

A number of strategies and interventions were implemented across Scottish Borders in order to reduce the effects of poverty on families.

These included training for staff to deepen understanding around the effects of poverty on learning and attainment, poverty proofing across many of our schools and the development of family learning programmes.

To deliver improved Health and Wellbeing outcomes for children and young people.

HOW WELL DID WE DO?

A multi-agency approach to improving support for children and young people's emotional health and wellbeing continues to develop within Scottish Borders. In 2018/19 a new commissioned service has been set up, provided by Quarriers, to offer prevention and early intervention through easily accessible group and one to one support in all secondary schools. This focuses on enabling young people to develop resilience by learning skills and accessing support networks. In session 2018/19, 490 referrals to the service from our secondary schools have received support.

Young people have commented:

"I now know that there are many different techniques to help me with my problems and I have learned lots of coping strategies." (F, aged 14)

"I feel more confident when it comes to facing the problems and know what to do if these happen again." (F, aged 15)

"Quarriers have taught me how to react more sensibly to situations which triggered my anger." (M, aged 16)

"What helped most was that the worker listened when I needed it most and treated me like an adult." (F, aged 16)

TEACHER PROFESSIONALISM

Local multi-agency guidance and training has been introduced on self harm prevention and clear pathways to access help when required. The first cohort of training was delivered to 122 participants across agencies. Self harm awareness information leaflets have been prepared for parents and young people and are to be disseminated in 2019. 82% of the staff trained outlined they felt more able to respond appropriately to someone who is self harming. 75% of staff trained felt more able to work effectively with someone self harming.

Year 1 of the Building Resilience programme was introduced in all our primary schools.

Comments from school staff include:

"The children in both schools can be seen and heard using the language from each of the units of the Resilience teaching. For example, this term the children are saying 'I can't do this..... yet'. It gives the staff and the pupils a common language to use in various situations, e.g. when classwork is challenging, when there has been a disagreement which needs to be solved."

"I have had many conversations with pupils about respecting themselves and others and challenging their mindsets when faced with a challenge."

Comments from children:

"A highlight of my learning has been about growth and fixed mind-set and what they mean." Georgia P5
"I am proud of myself going to Dukeshousewood because I showed myself that I could be more resilient and cope with staying away from home for a week." Beth P6

"I am proud of myself on residential as I was really nervous about being away from home and doing some of the activities but I showed resilience and did it!" Jenny P6

"I liked learning about my backup team when we did our resilience work. I know who the friends and family in my backup team are." Ben P5

PARENTAL ENGAGEMENT

Growing confidence training for staff, parents and S2 pupils continues in almost of our schools.

Comments from parents:

"I have realised the huge difference positive relationships have on our children, and how it's never too late".

"I have learned the importance of giving more praise and to talk with my children about our own experiences".

"I understand more about our impact on our children's thoughts and mind-set".

"I need to be more careful about how to praise my children and I know that it is important to talk more about the downs".

"I now know that positive relationships can have an impact even after earlier negative experiences".

"How the little things we do for our children influence them and how they grow".

"I've realised the importance of giving ourselves permission to recharge our batteries".

"Trying to take more time to listen to understand, active listening and to engage when the children are talking and telling me their stories".

WHAT'S NEXT?

SCHOOL IMPROVEMENT

- Complete and finalise SBC's Inclusion Policy and Strategy – based on the findings of the recent Inclusion Review.

ASSESSING CHILDREN'S PROGRESS

- Complete and finalise SBC's Framework for Staged Interventions in Schools – a support document for schools to provide guidance on a staged approach to meeting all learners' needs.
- Continue to work on a multi-agency basis to improve the support for children and young people's emotional health and wellbeing
- Support the development of the physical activity, child's healthy weight and diabetes prevention workstreams

TEACHER PROFESSIONALISM

- Update Scottish Borders Council's Attendance Policy to reflect the new guidance launched by Scottish Government in Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools
- Continue to deliver high quality professional learning to all staff to support inclusive practices

PERFORMANCE INFORMATION AND SCHOOL IMPROVEMENT

- Continue to develop the Virtual School Model for Looked After Children to ensure continuous improvement in outcomes
- Continue to develop understanding of the poverty related attainment gap
- support the uptake of the Best Start maternity and pre-school grants

SPOTLIGHT ON SUCCESS

Developing the Young Workforce in Looked After and Accommodated Pupils

Developing the Young Workforce Borders in partnership with Scottish Borders Council delivered a 'Looking at Careers' event to bring together looked after and accommodated pupils from across the Scottish Borders. The aim was to identify and evidence the skills required in making a positive and sustainable transition into the world of work as statistics show that young people who have experienced the care system are 30% less likely to reach their full potential and make a positive transition into the world of work and sustain a positive destination.

Actions Taken

- DYW Borders and SBC identified the top 10 employability skills young people need to enter the world of work.

SKILLS

Team building, IT/ coding, budgeting skills, cooking on a budget, problem solving, organisation, valuing diversity, ability to learn and adapt, communication and motivation.

- Following this, DYW contacted local businesses who were experts in the delivery of a specific skill, to deliver a unique hands-on workshop to pupils, tailored with their expertise and knowledge. By creating the hands-on practical workshops, this inspired pupils to engage with the learning of the topic.
- To ensure pupils were able to identify their learning, DYW Borders worked in partnership with a local company to design and create a booklet that could be used to evidence and articulate the skills the pupil was learning, which could be referred to for future use.
- Pupils from all 9 secondary schools in the Scottish Borders attended. It was agreed to mix the pupils from all of the schools which in turn helped build confidence, communication and social skills. It also brought together pupils who may have experienced similar backgrounds and encouraged friendships.
- At the end of the 3-day event each pupil was given a pack which included useful leaflets and information on school, pathways and apprenticeships opportunities.





FEEDBACK /IMPACT

A survey was sent to pupils, teachers and employers and the pilot event has been very well received by all who were involved with very positive feedback with 95% recommending the event to their peers, and 95% of pupils developing new skills in communication, trust, budgeting, confidence, organisational and interview skills. Industry feedback was also very positive, 'We enjoyed the event and had more in-depth conversations with participants.' It was noted that there was an increase in confidence, team working, communication and motivation and "This was a really valuable and unique event that I feel could be a template for other regions."

Peter Macklin (Development Officer) has presented to Scottish Borders Councillors who have supported the event for 2020. The aim is to make the offer to more young people and engage more local employers sharing their expertise.

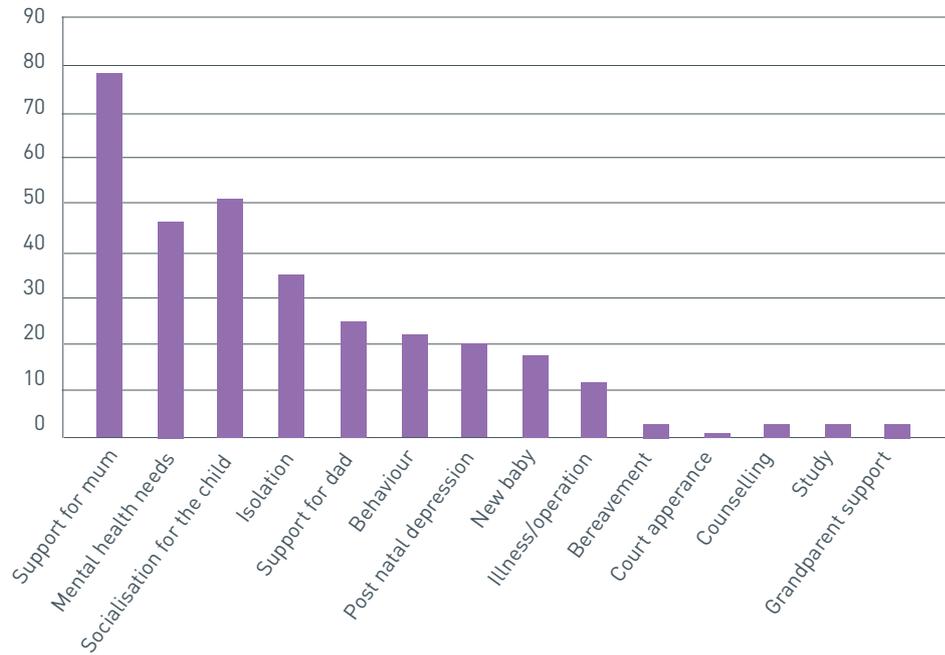
SPOTLIGHT ON SUCCESS

SUPPORTED CHILDMINDING SCHEME

This is provided by Scottish Borders Council through the Scottish Childminding Association and supported by a multi-agency steering group.

The service provides quality childcare placements with registered childminders to support to families experiencing short term vulnerability, with the aim of reducing the family's need for a long term or higher tariff solution. Access to the scheme is via referral, from health visitors, social works and other professionals.

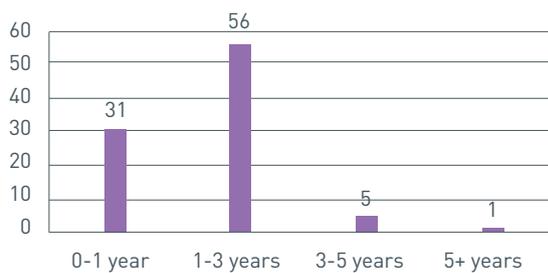
REASONS FOR REFERRALS 2018-19



In 2018-19 referred families identified an average of four needs, with 17 families having six or more and one family having nine.

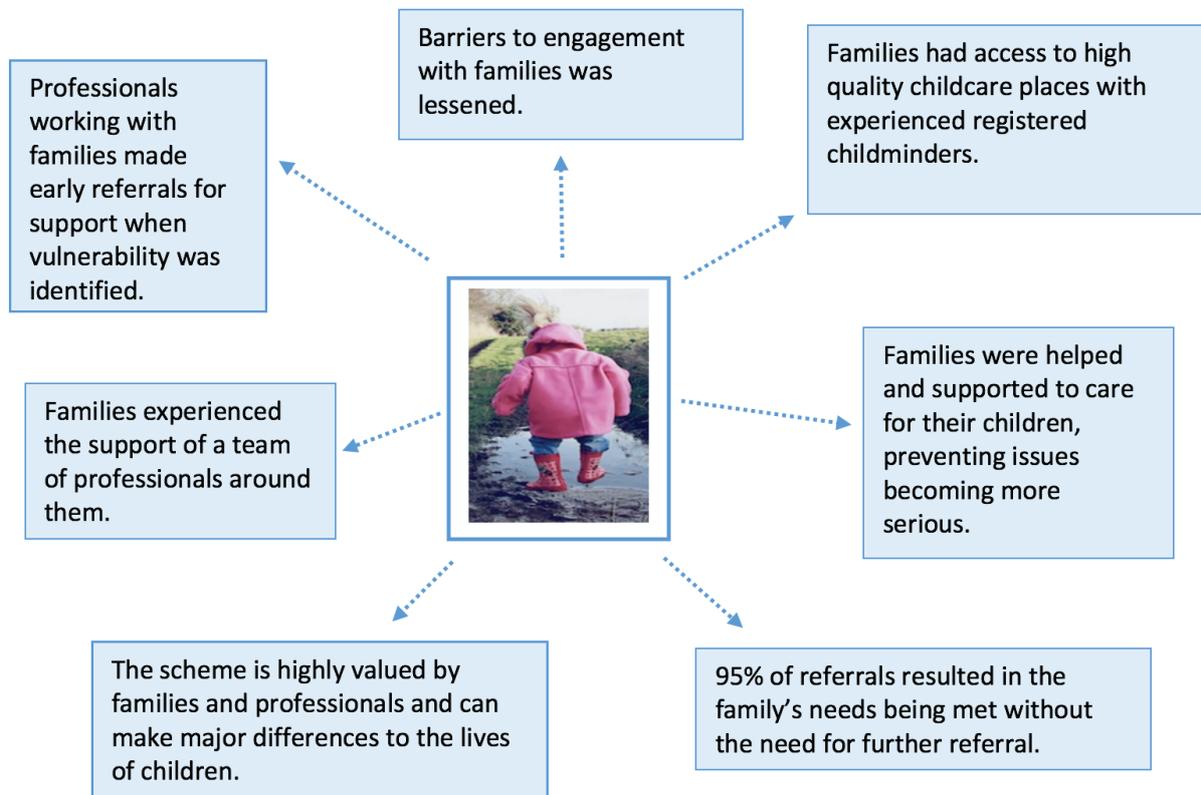
KEY SUCCESS

REFERRAL BY AGE



105 children (88 families) were supported during 2018-19. This included placements which had begun in the previous year as well as 93 new referrals. Placements were for up to eight hours per week, for a maximum of 24 weeks.

HIGHLIGHTS AND IMPACT



'This placement has been hugely beneficial to both X and his aunt. It was an emergency placement and if the childminder had not been able to care for him, the placement at aunts would have broken down and X would have ended up in long term foster care. This placement allowed X to remain in kinship care with his aunt while she worked during the week.'

In one example the childminder bridged the gap until a child in kinship care became eligible for a nursery place. This negated the need to place him in foster care.

'X has flourished in the care of the childminder - initially he had significant developmental delay which is now almost reversed due to the time the childminder has given X, allowing him the time and space to learn how to play. He socialises with other children of a similar age and this has also taught him how to play alongside his peers and gain social skills he did not have prior to attending this placement. X is like a different little boy and it is lovely to see him so happy and flourishing. The work the childminder has put into X will not only be of benefit at this time but the skills and nurturing care she has provided for him will benefit him well into his adult years.'

SPOTLIGHT ON SUCCESS

INCOME MAXIMISATION

KEY AIMS

The Financial Inclusion Adviser provides advice on benefits, particularly Universal Credit, Tax Credits and Maternity Benefits to expectant and new mothers and low income families.

PROGRAMME OVERVIEW

The main programme over the last 12 to 18 months was to establish an improved benefit referral system for expectant and new mothers during their journey from pregnancy to parenthood.

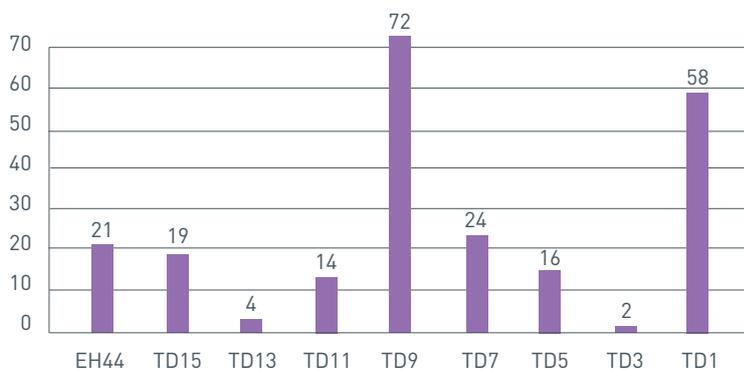
The referral system is now in place and referral letters requesting benefit advice are provided by Midwives, Health visitors, Registrars, the BGH Maternity Unit, Early Years Centres and Primary schools. The letter contains website links to the Financial Help in the Early Years leaflet and to the services provided by the Early Years Centres.

Carrying out home visits and being seen to be part of the early year's community through providing a visual presence at early year's centres and other venues around the Borders has always been a vital part of the job. Recently this has been extended to providing a presence at the Galashiels Health Centre one day each week. This was arranged as part of the new "Pathway Initiative" being developed by the NHS where health professionals are being encouraged to refer expectant mothers for benefit advice. In view of the referral system already in place in the Borders this additional service makes a significant contribution to meeting the criteria of the "gold standard referral" described in the Pathway Initiative.

IMPACT

The new system is working very well, and referrals have now almost trebled over the 18 month period with a consequential increase in benefit pay outs. The number of referrals per post code in the Borders in the 12 months to 31.3.19 are shown in the chart below. Out of a total of 362 referrals 230 resulted in an increase in benefits.

REFERRALS PER POSCODE RESULTING IN INCREASED BENEFITS



Early years and NHS contacts involved in the project have reported that there is now a greater awareness of the advice that is available and there has been an increase in positive feedback from benefit claimants across the Borders.

PARTICIPANT FEEDBACK

“The importance of Health Visitor referrals was never more apparent than in a case I was involved in earlier in the year. A disabled and unemployed single mother with a four year old autistic daughter living in a remote area in the Borders was referred to me by a Health Visitor when the mother gave birth to her second child. I discovered during my first visit that the mother had attempted to claim benefits for her daughter four years ago but gave up due to her own disabilities. She was in receipt of Personal Independence Payment but had been unable to claim any other benefits for herself as she had some capital from the sale of the marital home some years previously. Due to everyday living costs the capital was however diminishing and she was concerned that when it eventually ran out she would have no income to support her and her children.

I explained that she had been entitled to Child Benefit and Child Tax Credit throughout the previous four years and that in view of her daughter’s disability it was likely that she would have also been entitled to Disability Living Allowance for her which would have given an entitlement to the Disability element of Child Tax Credit. In these circumstances she would also have qualified for Carers Allowance.

It was only when I telephoned HMRC to claim Child Tax Credit that I discovered what the problem had been. The mother was also autistic and one of her symptoms was her inability to talk on the telephone. I explained the situation to the adviser at HMRC and we were transferred to a “text” system. This proved unsuitable as previous authority had not been provided. I attempted to speak on the mothers behalf but since she was unable to provide verbal authority this also failed. HMRC would not even let us place the telephone between us and suggested that we go through the necessary procedures and telephone back in a few days time. I explained that this would not unfortunately resolve the problem and the claimant was already displaying signs of anxiety and a reluctance to pursue her claim. After a further lengthy discussion the adviser finally transferred me through to a specialist unit who agreed to let me make the claim on the mother’s behalf and Tax Credits were awarded for both children. Following a subsequent and successful DLA claim, the Disability element of Child Tax Credit and Carers Allowance were awarded and the mother was delighted to learn that in total she was going to be £17,000 pa better off.”

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

7. STRATEGIC PRIORITY 3 - PARTNERSHIPS AND FAMILY LEARNING

- Deliver improved levels of parents' and other partners involvement in school improvement processes
- To further develop parental representation and involvement in the life of the school
- Improve access to family learning opportunities and support parents to assist in their child's learning



PARTNERSHIP AND FAMILY LEARNING APPROACHES

Working with our parents, we aim to develop partnership approaches that support them to engage in their child's learning in ways that help to improve educational outcomes. We plan to do this through improved strategic engagement with Parent Councils and improved levels of parental engagement in their school and the development of family learning opportunities.

In order to achieve improvement in these areas we have focused on the following priorities:

- Research national best practice in these areas
- Establish a baseline measure for levels of parental participation in schools, family learning and supporting their child's learning
- Design and deliver appropriate professional learning on parental engagement and partnership working
- Redesign our strategic engagement with our Parent Council Chairs Forum

HOW WELL DID WE DO?

NATIONAL BEST PRACTICE

Research on national best practice involved study visits carried out in West Dunbartonshire and Stirling primary schools. Involvement in the South East Improvement Collaborative family engagement conference and the academic research of Dr Janet Goodall played important roles in forming next steps.

Several common successful partnership factors emerged from the research:

- It's not about hard to reach parents but trusted relationships and accessible schools
- Volunteer parents need to be valued, trained and celebrated
- Some dedicated role within the school community responsible for outreach and support work with parents
- Structured family learning programmes based on the needs of the parent body with clear learning outcomes
- Home visits by HT to all new parents before their child attended school
- Distributed leadership and skill development on parental engagement throughout the school.
- Clear and consistent vision and outcomes for parental involvement and family learning
- At a strategic level professional learning programmes and policy support partnership working

ESTABLISH BASELINE MEASURES

From January through to May, working with Scottish Government, we developed a Parental Involvement and Engagement Census questionnaire. The questionnaire went live and was available to parents throughout the month of June.

The respondents to the questionnaire numbered 1,897 which provides us with a statistically valid return. At the time of publication, we are currently working through the data but it will provide a clear baseline on the levels of parental participation in schools, family learning and parental views on supporting their child's learning, as well as general satisfaction levels with school's engagement with parents.

Although we have further work to do on the data some clear messages are emerging. Parents are reporting that they find school staff approachable, that they were kept well informed about their children's learning and progress, and their school responded helpfully to any questions and comments. Two areas for improvement emerging from the survey are including parents more in school improvement planning and providing more information on how to support learning at home.

PROFESSIONAL LEARNING

Training in developing partnerships with parents has been designed and included in this year's professional learning offer to schools. It has been delivered this year to teaching staff and all Principal Teachers. It will be delivered to greater number of teaching staff and all DHTs next year. Further professional learning on Parent Councils, parental engagement and parents as partners in learning have been included in next year learning directory and are currently under development.

ENGAGEMENT WITH PARENT COUNCIL CHAIRS FORUM

Over the past year the Parent Council Chairs Forum re-launched with a Parent Summit in November 18. The Summit was designed to encourage participation and be as consultative as possible. The aim was to establish an agreed shape to future engagement. Together we outlined the themes and topics parents would like support and training on, along with the educational themes they wished to hear more about and have a strategic role in.

Three summits were held, and parents were consulted on a variety of training opportunities and strategic education themes. Parent Council Chairs provided feedback regarding what they would like to see included next year.

The agreed purpose was to support parents in the very important role that they play:

- Through relevant training and learning opportunities
- By engaging in dialogue on relevant educational themes
- Via developing our shared agenda going forward

Three strategic working groups involving parents were proposed. One has been established looking at our Dyslexia Strategy. Two others will commence in the next session looking at Drugs, Alcohol and Tobacco practice and a third focusing on Numeracy and Literacy will also be formed in the new session.

As well as the topics covered by the three working groups training and learning opportunities delivered this year also included; the legislation and purpose of a Parent Council, Inspire Learning and digital literacy, tracking and monitoring learning in our schools and fund-raising processes.

FAMILY LEARNING OUTCOMES

We have adapted our Improvement Methodology to review many aspects of our partnership work. A Partnership Practicum was set up to develop partnership approaches with a focus on targeted support through parental partnerships. One of the measures was to adapt the Community Learning and Development (CLD) Team outcome performance measures to enable a baseline to be set.

We would measure Family Learning Outcomes based on parents:

- Improved ability in supporting their children's learning
- Improved confidence in their parenting role
- Improved family relationships

Parental awareness and engagement in family learning opportunities was also measured in our Parental Involvement and Engagement census. There was a growth in this area with 53% of parent respondents reporting they were aware of family learning opportunities offered by their school and 40% had taken part in those opportunities.

SPOTLIGHT ON SUCCESS

STRENGTHENING FAMILIES

The Strengthening Families Programme 10-14 is a six-week, programme to help families with young people aged between 10 and 14-years-old to prepare for teenage years. The coordination of the programme is led by CLD and involves a wide range of partners.

The programme works with the families in greatest need to support their parenting skills, improve family relations; reduce risk taking behaviours and improve learning outcomes. This can be achieved by strengthening protective factors (e.g. supportive family) and reducing the risk factors (e.g. poor communication), which are strongly related to increased risk taking and challenging relationships within the family.

The programme ran four times in 2018/19:

	FAMILIES REFERRED	HOME VISITS	FAMILIES STARTED PROGRAMME	FAMILIES COMPLETED	NUMBER OF POSITIVE FAMILY OUTCOMES ACHIEVED
Hawick	8	8	8	7	7 parent/carers 7 young people
Galashiels 1	14	9	7	5	5 parent/carers 5 young people
Berwickshire	10	8	5	5	5 parent/carers 5 young people
Galashiels 2	8	6	4	3	3 parent/carers 3 young people

20 families completed the programme and reported that they had achieved positive outcomes for their family.

Outcomes included:

- Improved family relationships
- Improved communication
- Increased use of positive strategies which reduce conflict and develop sense of working together
- Implementing and enjoying positive family time
- Increased confidence and peer support
- Parent/carers better able to see things from their young person's point of view

The participants reported that:

Parents:

- Everything- it has really helped us, both youth and parent and family sessions really helpful
- Everything in this programme has made a difference, it has been the best thing for us
- Although things may seem tough, he loves me no matter what, and it's not a bad job we are doing
- Taking a breath (or two) before reacting. Having more empathy to their situation and seeing the situation from their point of view
- How to listen to validate feelings
- To keep calm, listening and spend more time together
- How to discuss my own feelings with my children
- Listen more to my child

Young people:

- I learned how to deal with stress
- I can stick up for myself when my friend wants me to do things
- How to be able to get out of situations
- That mum and partner are going through a tough time and being respectful to them when they are mad or stressed

SPOTLIGHT ON SUCCESS

FAMILY LEARNING

Parental involvement and Engagement in Learning (Langlee Primary School, Galashiels and Burnfoot Primary School, Hawick):

The CLD service used a range of capacity building approaches to work with parents in two communities (Galashiels and Hawick). Parents in these communities worked with partner agencies to develop family approaches in learning. This supported parents taking the initiative and instigating community activities.

HAWICK

In Hawick the CLD worker worked with partners to design and deliver bespoke learning opportunities which were attractive and relevant to the parents' identified needs. Cook, Grow, Eat & Learn was an early evening homework group for parents to work with their children, to ask questions, learn about expectations and complete homework. Families then learned about the environment and growing, recycling, food miles and climate change. Families worked together to make a meal to eat at the end of each session. This group was run by NHS Healthy Living Network, CLD Service and Burnfoot Grows Together. Four parents took responsibility to research and establish a healthy tuck shop in the school.

As a result of their involvement parents report that:

- they understand homework requirements better and are more confident in supporting their children
- are making healthier food choices and have a greater awareness of environmental issues

Families have now begun a community “Couch to 5k” challenge with 29 adults now signed up including wider community members and school staff.

Comments from parents:

‘I feel more part of the school and involved, which I think is really good’

‘Learned lots about what’s healthy and what’s not. Learned that something that may seem healthy isn’t and sugar substitutes aren’t good. It has helped me feel more involved in the school and I’ve enjoyed trying to make sure kids eat healthy and are getting a healthy option at break’

‘I’ve gained a good hygiene certificate through the tuck shop which means I can help volunteer more.’

GALASHIELS

In Galashiels the CLD Worker carried out initial engagement work, with partners, to meet parents and establish positive relationships; being visible at gathering points when Parents were in the school or running a safe road crossing for parents at a traffic hotspot. These proved to be ideal places to initiate conversations and develop positive relations. Families were then invited to a weekly drop-in coffee session which was attended by 18 parents. In addition, 1:1 learning opportunities were organised for parents. Six parents engaged, with an average attendance of 80-90% for weekly sessions. Each parent then worked with the CLD worker to identify their own personal goals and develop a personal learning plan. Meanwhile the drop-in sessions provided peer support, social opportunities, and generated a creative space for the families’ ideas, borne out of sense of growing confidence and connectedness.

The aim was to help parents build their confidence and problem-solving skills, as well as build personal and family resilience. This was in conjunction with supporting connections to wider support services at the right times for individuals.

The parents have now established a social enterprise within the school selling tasty and healthy break-time snacks to staff, which has generated the opportunities to develop skills as a team in group-working, employability, numeracy, and communication. Through the social enterprise the parents are now raising funds that are re-invested in decorating the community room and for trips and materials.

Comments from parents:

“I have never openly talked to anyone about any of the issues I have in my life. I have always felt it is putting my burden on to someone else and we all have enough stress in our lives. Over the past few weeks it has been good to talk to the CLD Worker, X took to her straight away. Something he never does with anyone. He has interacted with her drawing and playing and although X can be very difficult, she remains so calm throughout. She has given me suggestions in how to help X both with his feelings and how to move him forward in his education. This support has been brilliant, and I hope it will be able to continue.”

“Y has calmed down a bit, he seems to be settling a bit more now. He still has his moments, but we’re not getting them as much now. I think me and Y’s dad working together more has helped cos I think we just feel a bit more confident in taking back control in the house; we’re the parents. It has helped with his dad being off work because it’s given the boys that consistency in the mornings. It has helped to come and talk to you about it and know there’s no judgement of me as a parent.”

SPOTLIGHT ON SUCCESS

YOUTH LEARNING

JEDBURGH SUMMER ACTIVITY AND NURTURE PROGRAMME

Twenty young people participated in 8 full day sessions over the Summer Holidays. The sessions were run by the Community Learning and Development Worker in partnership with Cheviot Youth and the PEF Youth Worker.

Young people were identified through the P7 – S1 transition meetings looking at young people who would benefit from extra support during the transition from P7 – S1. Cashback from Communities funding allowed delivery of canoeing, rock-climbing, hill walking and low ropes courses. All with the aim of increasing confidence in new experiences, developing resilience and team work skills.

Young people reported increased skills and confidence when taking part in different activities and experiences, making new friends and helping others, behaving in a more positive way, feeling included and trying hard to include everyone else on the summer programme.



WHAT'S NEXT?

PERFORMANCE INFORMATION

- Full Analysis of the Parental Involvement and Engagement Census
- Define data outcome targets

TEACHER PROFESSIONALISM

- Further development of professional learning offer

PARENTAL ENGAGEMENT

- Further develop strategic engagement practice with Parent Council Chairs
- Finalise the Parental Engagement Strategy



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2018-19

8. NEXT STEPS

OUR PRIORITIES

- Finalise our Inclusion Policy and Strategy and provide training for all staff to ensure consistent application
- Improve learning and teaching by implementing key strategies and 'Inspire Learning'
- Implement the Parental Engagement Strategy

SCHOOL LEADERSHIP

- Continue to work with partners to enhance leadership at all levels in schools and settings
- Support the national expectation for empowerment

TEACHER PROFESSIONALISM

- Provide high quality professional learning opportunities for all staff to support inclusive practices, leadership and literacy/ numeracy

PARENTAL ENGAGEMENT

- Finalise and Implement the SBC Parental Engagement Strategy
- Develop approaches to support Family learning across Scottish Borders

ASSESSMENT OF CHILDREN'S PROGRESS

- Complete and finalise "SBC's Framework for Staged Interventions in Schools" – a support document for schools to provide guidance on a staged approach to meeting all learners' needs.
- Continue to work on a multi-agency basis to improve the support for children and young people's physical and emotional health and wellbeing



SCHOOL IMPROVEMENT

- Support and challenge schools/settings through the Quality Improvement framework
- Work with schools and partners to develop a senior phase curriculum to ensure appropriate pathways and qualifications for young people, as well as meeting wider economic need

PERFORMANCE INFORMATION

- Develop and implement an SBC data dashboard for schools to track and record progress
- Further develop our understanding of the poverty related attainment gap and the interventions to narrow it
- Continue to develop the Virtual School Model for Looked After Children to ensure improved outcomes in key measures
- Review work experience and blended learning provision to develop a model which provides relevant opportunities across the senior phase linked to more accurate information in the 16+ data hub

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