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# **STANDARDS AND QUALITY REPORT AND IMPROVEMENT PLAN**

**Report by Service Director – Young People, Engagement & Inclusion**

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## **EXECUTIVE COMMITTEE**

**6 October 2020**

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### **1 PURPOSE AND SUMMARY**

- 1.1 This report informs the Executive Committee of the progress made by the Education Service and schools during 2019-20, and notes the improvement priorities for session 2020-21.**
- 1.2 The Standard in Scotland's Schools etc Act 2000 places a responsibility on Local Authorities to provide schooling for children and to ensure continuous improvement of the education system. The 2019/20 Standards and Quality Report provides a high level summary of the performance of schools in line with the Education Service improvement Plan. It notes attainment and achievement across all aspects of service delivery.
- 1.3 The Standards & Quality Report is an evaluation of academic session 2019-20 and draws on a range of data/information to support its conclusion (Appendix A). This report acknowledges the challenges faced by schools as a result of COVID 19 and the subsequent lockdown but also highlights a number of successes and achievements across all sectors.
- 1.4 The Improvement Plan is a statement of our objectives for academic session 2020-21 (Appendix B). This plan is a slimmed down plan which takes cognisance of the challenges our teachers, families and young people have faced returning to school buildings. It is also important to note the inclusion of Inspire Learning as a key driver for improvement in schools.
- 1.5 Both documents evidence a strong commitment to improving outcomes for children and young people in the Borders and their families.

### **2 RECOMMENDATIONS**

**2.1 I recommend that the Committee notes:-**

- (a) the Standards & Quality Report 2019/20 attached as Appendix A; and**

**(b) the Education Improvement Plan 2020/21 attached as Appendix B.**

### **3 BACKGROUND**

- 3.1 The Standard in Scotland's Schools etc Act 2000 places a responsibility on Local Authorities to provide schooling for children and to ensure continuous improvement of the education system.
- 3.2 In 2006, an amendment to legislation placed a responsibility on Local Authorities to prepare and publish an annual report setting out:
- (a) The steps taken to reduce inequalities of outcomes for pupils;
  - (b) The steps taken to comply with the duties imposed on it by legislation and Scottish Government recommendations; and
  - (c) A statement of improvement objectives.
- 3.3 Our Standards and Quality Report 2019/20 evaluates a challenging year, not only for education but across the Scottish Borders and indeed globally. Amid the challenges, there are notable achievements in Scottish Borders Council including:
- (a) A continuation of and return to education of all the children and Young People at Peebles High School following the devastating fire of November 2019;
  - (b) The provision of Childcare Hubs from 7.30 am to 6pm 7 days a week from the beginning of the pandemic lockdown on 23<sup>rd</sup> march until the schools returned to fulltime education on 10<sup>th</sup> August. The childcare hubs were provided to ensure key workers were able to continue to attend their workplace to support the COVID 19 response.
  - (c) The launch of our Inspire learning Programme, which will create a world class learning environment for education in the Scottish Borders. At its heart, the programme has four key pillars: personalisation, mobility, collaboration and excellence. This innovative programme allowed all learners in our secondary schools to stay connected with learning throughout the period of lockdown.
  - (d) The opening of the new community campus in Jedburgh, a state of the art provision for learning, sport, performance and service provision across a range of services and partners.
- 3.4 Progress against the 4 core priorities for 2019/20 is evaluated fully in Appendix A. In addition, performance information has continued to demonstrate improvements in the service, with highlights below.

### **4 ATTAINMENT**

#### **4.1 Broad General Education**

Due to Covid 19 the attainment data for the Broad General Education reflects the position in February 2020 and not June 2020 and so comparisons with previous years cannot be made.

- Literacy 83% of P1-7 on track

- Numeracy 82% of P1 – 7 on track
- Literacy 95% of S3 on track
- Numeracy 95% of S3 on track

#### 4.2 **Leavers S4-6**

- 96% of leavers achieved SCQF Level 4 and 91% achieved Numeracy. This is in line or greater than the virtual comparator for Scottish Borders Council.
- 85% of leavers achieved SCQF Level 5 and 68% achieved Numeracy. This is in line or greater than our virtual comparator.
- Performance of the most deprived 20% of leavers achieving SCQF Levels 4 and 5 in Literacy and Numeracy is in line with our virtual comparator.
- In Literacy and Numeracy, the performance of young people with additional support needs is in line with our virtual comparator.
- Improved performance at SCQF Level 5 in Literacy and Numeracy of all care experienced leavers.

#### 4.3 **Leavers Destinations**

- 27% of leavers went in to employment. This is the highest % over a 5 year trend as is above the National figure.
- 26% went on to Further Education, a 2% increase from the previous year. This is above the National figure.
- 37% went on to Higher Education a 4% decrease over the previous year.
- 3% went into training an increase over the previous year
- The 2019 Annual Participation Measure showed that of the 4682 16-19 year olds in Scottish Borders, 91.5% were in education, employment, training and personal development.

#### 4.4 **Pupil Equity Fund (PEF)**

Scottish Borders received £1.8 million to support schools to close the poverty related attainment gap. The funding, which is allocated directly to schools, has enabled schools to provide focussed and targeted support to pupils in receipt of free schools meals, care experienced children and children who are eligible for clothing grants. All schools have identified key areas of literacy, numeracy and health and wellbeing as the focus for their interventions.

#### 4.5 **Developing Inclusive Practice**

The SBC Inclusion Framework has been launched this year; this is an overarching document of a suite of policies which provide direction and guidance to staff regarding legislation and expectations of inclusive practices in all schools. In accordance with our current strategic priorities, exclusions incidents are down by 50% for all care experienced children and young people and attendance has increased by 2.6%. This has been supported by the appointment of our LAC Virtual Leader.

#### 4.6 **Wellbeing and Mental Health**

The Quarriers Resilience for Wellbeing Service has continued to develop and support our children and young people in all secondary schools across the Scottish Borders. During the period August 2019 to May 2020, there were

536 active referrals with 341 interventions completed. Young people receiving this service report increasing levels of wellbeing, confidence and support alongside a decrease in anxiety and risk.

#### 4.7 **Partnerships and Family Learning**

In June 2019, we completed our first Parental Involvement and Engagement Census (PIEC), coupled with a home learning survey in May 2020 this provided robust data to form the basis for our self-evaluation. The PIEC produced 1.892 responses allowing the information gathered to be considered statically robust. Feedback from parents revealed a strong picture of parental knowledge of what their children were learning, good progress reports re learning and consistently good communication from schools. The next steps identified the need to further inform parents as to how best to support their child's learning at home.

4.8 The Service priorities for session 2020/21 Improvement Plan remain consistent to ensure continuous improvement across all sectors, and they are as follows:

(a) **Developing High Quality Learning, Teaching and Assessment**

This will include the continued rollout of the Inspire Learning Programme across all P4 – P7 children and the finalisation of the Learning, Teaching and Assessment Framework. This framework will include SBC literacy and numeracy strategies which will be supported by cluster champions in each locality.

(b) **Developing Inclusive Practice**

SBC will continue to work in partnership with Glasgow City Council's Educational Psychology team to roll out Nurture Principles and Nurturing Practice across all schools and settings. A partnership approach will be used to support school attendance, to ensure agencies work collaboratively to support families to improve attendance at school. The Virtual LAC Lead will continue to support schools to reduce exclusions and improve attainment of our Looked After children and young people. A mentoring programme will be developed and piloted for Care experienced and previously looked after children and young people to ensure the best possible outcomes are achieved.

(c) **Improving Partnerships and Family Learning**

There will be further development of approaches to enable and allow parents to support their children's learning at home. The information gathered from schools and parents during COVID 19 lockdown will direct this work to ensure we build parents capacity to support learning at home.

(d) **Developing High Quality Leadership at all Levels**

We will continue to build and develop our workforce through the provision of high quality professional learning matched to our SBC priorities. This will include a bespoke programme designed specifically to support probationers in response to the effects of COVID 19 on their training and learning opportunities.

The information contained within this report and appendices is also made available on the SBC website. This can be accessed at [www.scotborders.gov.uk/performance](http://www.scotborders.gov.uk/performance)

## 5 IMPLICATIONS

### 5.1 Financial

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

### 5.2 Risk and Mitigations

There are no risks associated with this report.

### 5.3 Integrated Impact Assessment

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

### 5.4 Acting Sustainably

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

### 5.5 Carbon Management

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

### 5.6 Rural Proofing

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

### 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 Executive Director (Finance & Regulatory), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR & Communications, the Clerk to the Council and Corporate Communications have been consulted and their comments have been incorporated into the final report.

### Approved by

**Lesley Munro**

**Service Director – Young People, Engagement and Inclusion**

**Signature .....**

### Author(s)

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**Background Papers:** N/A

**Previous Minute Reference:** N/A

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Michelle Strong can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA.