

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play     #yourpart

STANDARDS AND QUALITY REPORT 2019-20





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ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

1. INTRODUCTION

We are delighted to present our report on achieving equity and excellence in Scottish Borders, outlining 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 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 experience for our learners and are confident that the 'Inspire Learning' Project will transform the way learners learn and teachers teach.

The academic session 2019/20 has been unique. The COVID-19 virus resulted in the closure of all schools and Early Years establishments across Scotland. Indeed, for the first time ever all SQA exams were cancelled and new arrangements put in place to recognise the hard work, dedication and achievements of our young people. Many planned developments did not take place and the education of all our learners was interrupted, despite excellent home learning initiatives. Staff across all aspects of the education family were a credit to their profession. They planned and provided quality home learning experiences throughout the closure period. Our sector leading Inspire Learning Programme is now the landmark digital learning platform to which all other Local Authorities aspire.

The Peebles Community also dealt with a devastating fire in November 2019 which required young people to be educated across 9 venues until their return in February 2020. They were adjusting to their new norm when the Covid-19 virus closed schools. It is important to recognise the efforts of the whole school community and the wider corporate teams in supporting Peebles High School. The staff and young people have demonstrated resilience, drive, commitment and determination in the face of adversity.

As we celebrate our success during this very difficult year I know that everyone will want to join us in thanking our NHS colleagues who are an inspiration. Their skill, dedication and courage is greatly appreciated and our children and young people will learn valuable lessons from their response at a time of National Crisis.



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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 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

- **Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all our schools and settings**
- **Developing inclusive practice**
- **Improving partnerships and family learning**
- **Develop high quality leadership at all levels**

These priorities align to those outlined in the National Improvement Framework (NIF) and our evaluative statements, contained with 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 varying numbers of associated primary schools. In total there are 9 secondary schools and 59 primary schools. 48 Primary schools have Early Learning & Childcare provision, there are 4 Early Years Centres and Early Learning and Childcare places are also procured from 36 Funded Providers. There are 3 Roman Catholic schools, situated in Peebles, Galashiels and Selkirk. A Primary and Secondary Inclusion and Wellbeing Service and 1 Special Primary School which is designed to support children with autism. In addition, we have 4 Primary and 4 Secondary Enhanced Provisions which meet the needs of children and 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 children 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 plan the phased implementation of 1140 hours for Early Learning & Childcare.

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3. SUCCESSSES AND ACHIEVEMENTS

JEDBURGH GRAMMAR CAMPUS



In March 2020, the keys to Jedburgh Grammar Campus were handed over to Scottish Borders Council, the campus is our first education provision for children and young people from ages 2 – 18 with a very strong intergenerational drive to ensure the campus supports and is used by the entire community of Jedburgh. Unfortunately, the planned opening date had to be delayed from April 2020 due to COVID lockdown, however the whole community were very happy to open the campus in August 2020. Due to the ongoing restrictions the usual ceremonial and celebratory activities to mark such a momentous occasion have been delayed,

ALWAYS BE WARY

A resource developed by a group of S3 learners at Galashiels Academy on behalf of the Child Protection Committee, has been distributed to all Secondary Schools. The short film animation sends a stark and meaningful message to all young people about internet safety.



Following a devastating fire at Peebles High School in November 2019, Scottish Borders Council worked tirelessly to ensure that the young people and staff were able to return to their school as quickly as possible. Learners in S1-3 were accommodated in a number of church halls in Peebles where they were able to continue to engage in learning and S4-6 were hosted by Galashiels Academy where, apart from a slightly longer bus journey, their studies continued as normal. The school opened its doors once again in February 2020, an amazing accomplishment.



INSPIRE LEARNING



The Inspire Learning Programme is a major council initiative to create a world-class learning environment for education in the Scottish Borders. The programme, shortlisted for UK local government awards, has a central commitment to equity of access for every child and young person from P6-S6 to have the same great tools for learning. At its heart, the programme has four key pillars: *personalisation, mobility, collaboration and excellence.*

The Inspire Team have delivered an ambitious programme of deployment in year one of a ten-year plan, ensuring that every young person and teacher in all nine secondary schools received their iPad. This phase of the project has been delivered ahead of schedule and just in time to provide a valuable tool for learning during these unprecedented times.

The Inspire team are working with a network of school leaders and digital ambassadors to plan, develop and deliver high quality Professional



Learning, which supports the changing way learning is delivered in schools. The Cluster Leaders have been key to supporting staff in their own school during this time, demonstrating the sustainability of the programme.

We have already been visited by the Executive Teams from other Local Authorities in Scotland and further afield who have spoken of the strategic significance of a programme like Inspire.

CENTRE OF EXCELLENCE FOR TEXTILES

The textile department at Hawick High School has developed a sector leading curriculum partnership with Centre of Excellence in Textiles and local textile manufacturers and this was highlighted by the recent school inspection as an example of best practice. The curriculum provides young people with a learning experience of STEM, develops the skills needed for the local context to prepare them for the world of work. This is supported by live projects, visits to manufacturers and visiting professionals in class.



1st year pupils achieve their 'Sewing Machine Driving Licence' and are introduced to industry standard equipment. They visit the Centre of Excellence in Textiles to see CAD/ CAM knitting on the Shima, different qualities of yarn, how garments are linked together and try hand sewing processes. In 2nd year this is further developed by assigning teamwork tasks where the young people are each given industry type job roles to explore while undertaking a practical project.

The 3rd year curriculum is designed around industry 'live project briefs' for young people to learn about the design process within a real-life context and at the same time cover key elements that are also required in their future SQA qualifications. This year Susie Finlayson (Susie Stitch to the young people!) who is a specialist in Embroidery volunteered her time to involve learners in the Tapestry Project and they learned sewing skills that are in demand by the local textile industry and also played a part in the National Tapestry Project. Johnstons of Elgin also assigned a live project brief where young people were challenged to design a cushion for their interiors range. This is when their learning gets real and relevant. In class they researched the company and the market for the product, discovered the influence of trends and designed a concept from start to finish. The Centre of Excellence in Textiles then made their creations a reality using the Shima CAD/ CAM technology to knit the designs into fabric lengths which were then brought back to class to be seamed and hand stitched into cushions.

The learning experience was reinforced with factory visits to see manufacturing in the real world of work and the young people learned the different processes involved in making a high-quality product at Johnston's of Elgin. The project involved 34 young people with each step of their learning recorded using their iPad as a key tool.



BETTER ENERGY AWARDS

We are delighted to announce that Stow Primary School are Scottish Champions for the 2nd year running in the Better Energy School Awards. The award received under the totally creative section encompassed projects delivered around sustainability and environmentally focused creativity. The projects were developed by the pupils of Stow Primary, aimed to disrupt current thinking, pushing for a more sustainable, environmentally friendly future for us all.

With over 28,750 national school children participating in these awards, they are both humbled and honoured to have retained their Scottish champion title.



SCOTTISH MATHS WEEK

Sprouston Primary School received a £300 grant from Maths Week Scotland which they used to purchase a weather station. Children collected weather data from the weather station throughout the days of the week which they analysed and recorded to develop their understanding of chance, uncertainty, direction, speed and measurement.

At the end of the week the children showcased their work and were joined by Meteorologist Dr Heather Reid, aka 'Heather the Weather' and Laura Ross from the Scottish Government.



RIGHTS RESPECTING SCHOOLS GOLD AWARD

Ayton Primary School have been awarded Rights Respecting Schools Gold Status. This accolade is awarded to schools who uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (CRC). The Convention outlines, in the form of Rights, what adults must do to enable children to grow and be healthy; to learn; to receive protection; to have their views listened to and to be treated fairly.



EXPANSION OF EARLY LEARNING AND CHILDCARE



A further 27 school catchment areas have expanded from 600 to 1140 hours of delivering quality Early Learning and Childcare (ELC) that will meet the needs of children and families.

The success in expanding these services has ensured that the Council is moving towards its statutory duty to provide 1140 hours for all children.

There are now 5 school nurseries who open full day and full year for families who need this provision: Broomlands, Chirnside, Earlston, Jedburgh and Knowepark.

FINALIST PLACE FOR JEDBURGH SCHOOLS CLUSTER

The Jedburgh Schools Cluster is delighted to have secured a place in the finals of the Community Learning and Development Category of the 2020 Scottish Education Awards.

These are just some of the initiatives that impressed the judges and helped to earn that coveted place in the finals, with more details below about two which have been particularly successful:

- Morning breakfast/nurture club
- Lunchtime wellbeing group
- Active girls' fitness group
- Gardening, arts and craft and woodworking group
- Summer activity programme
- Step up transition program
- Wednesday night youth club
- School residential.

In addition, a successful funding bid has allowed the project to train 10 members of staff to deliver Seasons for Growth grief, change and loss programmes to young people across the cluster while 75 young people have achieved either Dynamic Youth Awards or Hi 5 Awards.



RESEARCH SCHOOL

Eyemouth High School, were delighted to become the first Secondary School in Scottish Borders to be awarded the status of Research School as part of an exciting new project within the South East Improvement Collaborative. This status was awarded on the basis of ongoing high-quality educational research and practitioner enquiry into effective teaching, reflecting the fantastic Inspire learning opportunities in the Scottish Borders.



The project takes place with the support of staff from Edinburgh University. This journey for Eyemouth High reflects that staff have taken part in fantastic professional learning opportunities over the last few years, which were officially recognised through the GTCS Excellence In Professional Learning award in 2019.

CHILDCARE HUBS (COVID 19)



The Scottish Government closed all schools in Scotland on 27th March in response to the global pandemic. Scottish Borders Council opened 16 hubs across the Local Authority to provide childcare for the families of keyworkers and some identified children and young people who were vulnerable at this time.

Our Partner Providers supported this response and 6 of the Early Year's Hubs were provided by them. All the Hubs were open 7 days a week from 7.30am to 6pm.

On average 250 – 300 children attended these Hubs each day.

EARLY LEARNING AND CHILDCARE INNOVATIVE

Kingsland ELC have changed their approach to delivering digital learning experiences to ensure links can naturally be made to computing science concepts such as computational thinking and sequencing. Children enjoy using BeeBots to develop and run sequences of instructions and some can now problem solve and 'debug' their sequence when they hit a problem.



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4. PUPIL EQUITY FUNDING (PEF), SCHOOLS PROGRAMME AND CARE EXPERIENCED FUND

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 children and young people in Scotland.

In the Scottish Borders £1.8 million has been allocated to schools in 2012-20. Allocations were based on the number of children and young people claiming Free School Meals. For each eligible child the school received £1,200. Two schools in the Scottish Borders did not receive any funding and two schools received over £90,000. Head Teachers must use the fund to provide additional and targeted support for all learners affected by poverty regardless of their attainment status. Their choice of intervention should be based on evidence of what works in raising attainment. The Attainment Officer (AO) continued his role in supporting schools with their plans for the use of PEF. This included supporting an analysis of needs, identification of appropriate interventions and designing plans to measure the impact of each intervention. The AO met regularly with Head Teachers, clusters and school teams to provide support and plan next steps. This has been supported by our Education Scotland Attainment Adviser.

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

HOW ARE SCHOOLS MAKING IMPROVEMENTS THROUGH USE OF PEF?

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 those children who are currently attaining well below expected levels.

In Numeracy interventions are targeted at those children 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 children through provision of nurture groups, 1-1 mentoring, wider experiences and therapeutic groups. These are often provided alongside support in literacy and numeracy.

Whilst distance learning has continued during lockdown and all children and young people affected by poverty have been supported throughout this time it is recognised that there is a possibility that the poverty related attainment gap has stayed the same or possibility increased. If this is the case targeted focused work will be required to support our young people to help them back on track to continue to close the gap. Resources will also be targeted to ensure the children who are most affected by the lockdown will benefit from enhanced support.

SCOTTISH BORDERS ATTAINMENT

BROAD GENERAL EDUCATION P1- P7

The following data identifies the number of pupils who were on track to achieve the appropriate level for their stage at the March 2020 update from all schools. No comparative data from previous years is included as this data was obtained three months earlier than the final achievement of a level data.

BGE P1 - P7

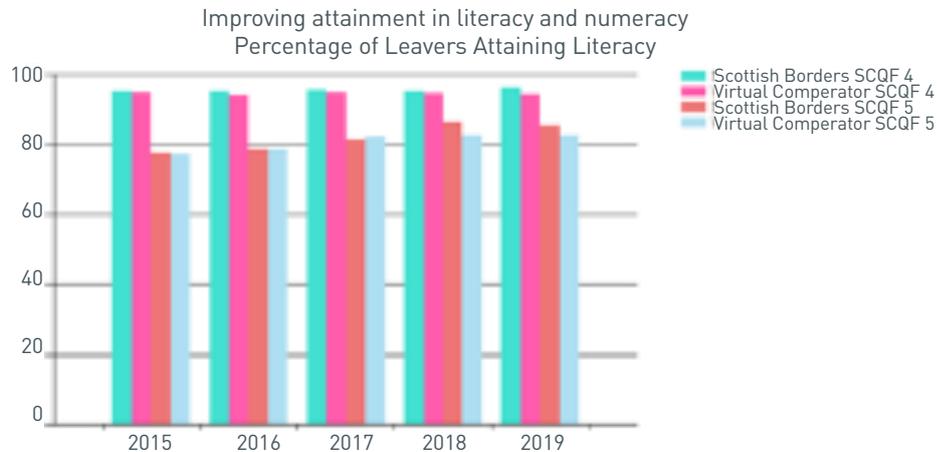
	LISTENING & TALKING	READING	WRITING	NUMERACY
% on track	87	81	78	82

BGE P1 - S3

LEVEL	LISTENING & TALKING	READING	WRITING	NUMERACY
Third	96	96	95	95
Fourth	64	60	59	51

SENIOR PHASE - SCHOOL LEAVERS S4-6

LITERACY SCQF LEVEL 4 & 5

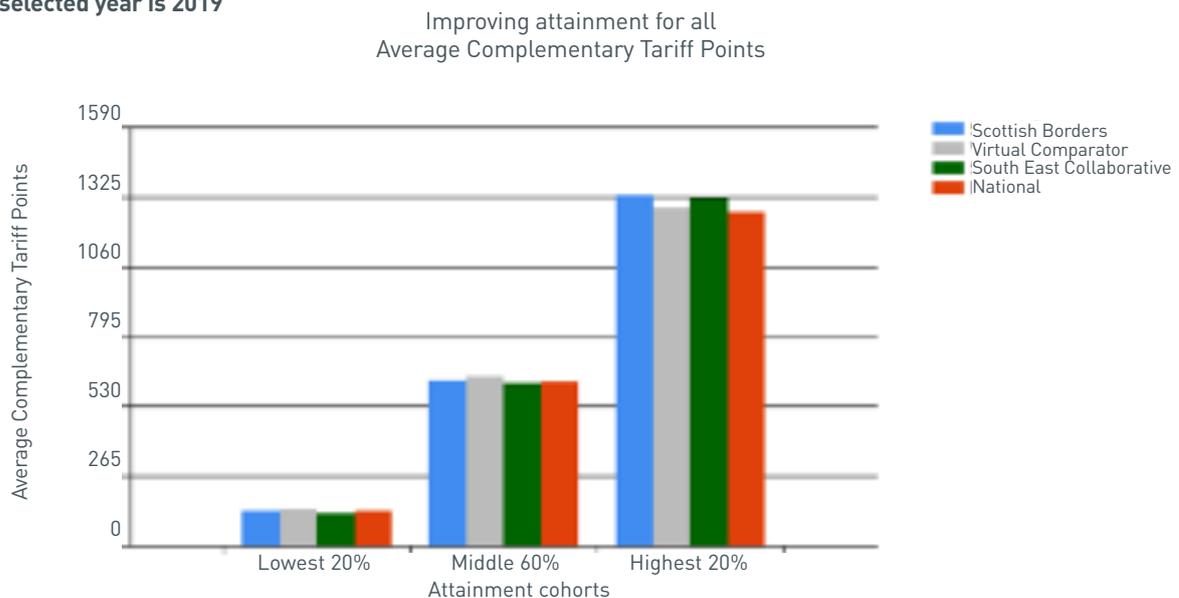


- 96% of all leavers in 2019 achieved SCQF Level 4 Literacy and 91% achieved Numeracy. This is in line with or greater than the virtual comparator for our authority
- 85% of all leavers in 2019 achieved SCQF Level 5 Literacy and 68% achieved Numeracy. This is in line with or greater than our virtual comparator
- Performance of the most deprived 20% of leavers at SCQF Level 4 and 5 in Literacy and numeracy is in line with the virtual comparator
- Performance of young people with additional support needs is greater or in line with the virtual comparator in Literacy and Numeracy
- Improved performance from 2017 of all Care Experienced leavers at SCQF level 5 Literacy and Numeracy

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 (SEIC) and National levels.

The selected year is 2019

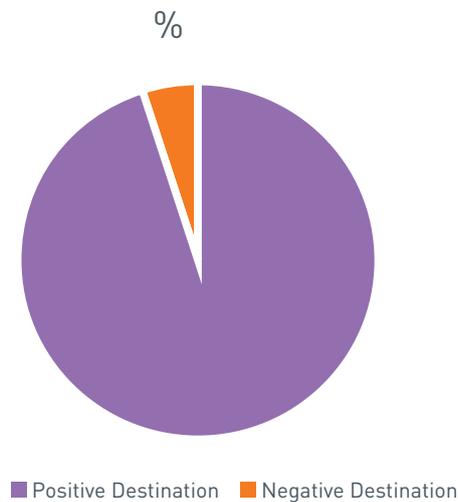


13% achieved 2+ qualifications at SCQF level 7

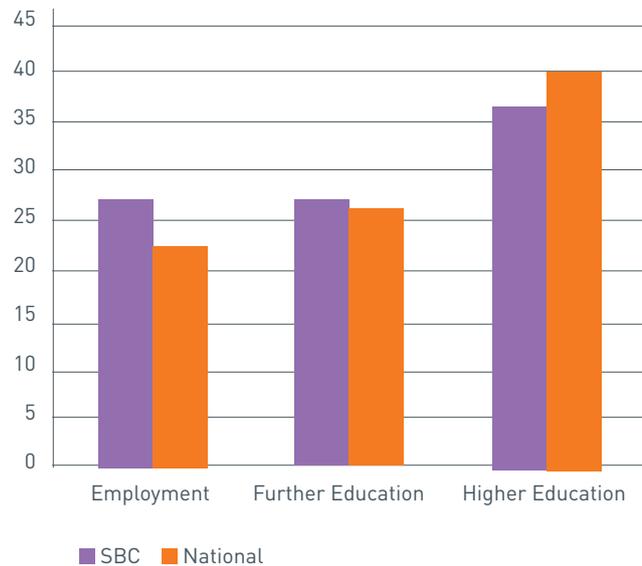
ATTAINMENT FOR ALL

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.

- 27% of leavers went onto employment. This is the highest % over a 5 year trend and an increase from 2017-18. This is 3% higher than our virtual comparator
- 28% of leavers in 2018-19 went onto Further Education, this is an increase of 2% from the previous year and above our virtual comparator
- 37% of leavers in 2018-19 went onto High Education, this is down 4% on the previous year
- 3% of leavers went into training in 2018-19, this is an increase from 2017-18
- The 2019 Annual Participation Measure showed that of the 4,682 16-19 year olds in Scottish Borders 91.9% were in education, employment or training and personal development



2019 DESTINATIONS



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5. STRATEGIC PRIORITY 1 - IMPROVING LEARNING

Increase the variety of qualifications on offer in the Senior Phase leading to an increase in levels of attainment and achievement

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

To provide high quality education throughout the BGE and Senior Phase



1.1 Increase the variety of qualifications on offer in the Senior Phase leading to an increase in levels of attainment and achievement

HOW WELL DID WE DO?

Assessment of Children's Progress

New courses delivered for the first time in 2018-19 include National 5 Beekeeping, Events Management, Horse Care, Cybersecurity, Musical Theatre and Journalism.

A strategic partnership approach involving Secondary Head Teachers, Borders College and Skills Development Scotland (SDS) was undertaken to increase the uptake of Foundation Apprenticeships. As a result, there are 16 young people in Year 2 of these apprenticeships and a further 51 enrolled in August 2020.

From 1st June 2019 to 31st March 2020, SDS delivered 6,995 Career Information, Advice and Guidance engagements for 3,956 young people through a mix of group and one-to-one sessions.

From 1st April 2019 to 31st March 2020, 4,188 young people have registered on myworldofwork. This is the portal for children and young people which directs them to engage in skills for life and work.

1.2 Increase attainment in literacy and numeracy across the BGE to 85% by June 2023

HOW WELL DID WE DO?

Assessing Children's Progress

SBC Model for Moderation was presented at the National Assessment Conference (December 2019), following on from this, requests were received from a number of other Local Authorities and Regional Improvement Collaboratives to share practice.

All clusters subsequently engaged in a second year of Moderation within the BGE leading to improving levels of confidence in all elements of the Moderation cycle and ultimately our Achievement of a level data.

Plans scheduled with the National Improvement Framework (NIF) Advisor to provide additional training and boost Quality Assurance and Moderation Support Officers (QAMSO) numbers for next session did not go ahead due to COVID 19 restrictions, this will be planned for next session. Existing QAMSOs are well placed to continue to support moderation at a local level with central networks continuing next session (virtually and in-person)

BROAD GENERAL EDUCATION P1- P7

PERFORMANCE INFORMATION

	LISTENING & TALKING	READING	WRITING	NUMERACY
% on track	87	81	78	82

BGE S3

LEVEL	LISTENING & TALKING	READING	WRITING	NUMERACY
Third	96	96	95	95
Fourth	64	60	59	51

This data was obtained in March 2020 three months earlier than normal. In order to meet our intended outcome 85% attainment across BGE by 2023.

- Primary schools will be set targets of a minimum of a 4% annual uplift across BGE in literacy and numeracy
- Secondary schools will be set a minimum of a 5% annual lift in Fourth Level literacy and numeracy

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. All primary schools have now 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.

Our SBC Early Literacy Framework has been developed and is now ready to be launched with schools. A number of Professional Learning Networks were held throughout the session across the Local Authority to allow practitioners to collaborate and share practice. Each school has identified a Literacy and Numeracy Champion ensuring that the Literacy and Numeracy Frameworks are adopted consistently across all schools. The network of champions meet regularly to share and develop practice.

Aligned to strategies, champions helped raise the profile of SBC schools nationally through events such as Maths Week Scotland and Book Week Scotland, sharing success through social media channels.

Five national competitions form a core part of the Maths Week Scotland programme: The Deputy First Minister's Daily Challenge, Maths wi nae Borders, Maths Inside, Sumdog and Mangahigh. SBC schools participated in all of these competitions and received prizes in several.

Champions have been supported this year to share research and professional reading aligned to strategies. This has been discussed at Champions Networks and is then a focus for sharing back in schools. Feedback has identified many school book groups being established. Suggested Reading Lists have now been established for Literacy and Numeracy to support schools with developing a professional reading culture with materials linked to SBC strategies these were issued to school in June 2020.

In addition a number of cross Authority professional engagements took place, including a 4 day Professional Learning Programme to support numeracy champions across SBC and Midlothian. This enabled teachers to share best practice and engage in robust dialogue around moderation.

Some Professional Learning planned for this session had to be postponed due to COVID 19 however will be rescheduled either virtually or when it is safe to do so.

1.3 Provide high quality education throughout the BGE and Senior Phase

HOW WELL DID WE DO?

School Improvement

The revised Quality Improvement Framework was used by the Quality Improvement Officers and Senior Leadership Teams to support schools to take responsibility and be accountable for their own improvement journey. This set clear expectations of Class Teachers, Senior Leaders and Officers to support empowerment and improve outcomes for learners. An annual cycle of activity was identified and is received by all schools with additional bespoke activity, including school reviews, identified through school's self-evaluation and QIO Quality Assurance activity.

Visits 1 and 2, were completed for all schools with support agreed, and actions identified in several schools. Due to the closure of schools as a result of Covid 19, QIO Visit 3 was completed virtually through MS Teams. Senior Leaders presented a range of evidence to support their evaluation of QI 2.3 Learning Teaching and Assessment (HGIOS 4 and HGIOELC). As a result of these virtual visits, in discussion with the Head Teacher, schools were identified as requiring either high, medium or minimal levels of support and as a result, bespoke packages to support schools were developed. Unfortunately, due to the restrictions imposed by Covid 19 and the ongoing work to support schools to reopen safely for children and staff much of this work is currently on hold and will restart with a redesigned approach.

Before schools closed in March 2020, 3 school reviews had been undertaken as were part of the ongoing cycle of reviews in Scottish Borders. Review Team members included colleagues from the South East Improvement Collaborative (SEIC). A collaborative approach was taken with Senior Leaders presenting their self-evaluation to the team and participating in review activity including shared classroom and playroom visits. The strengths and areas for improvement were agreed following a sharing of the evidence gathered throughout the review. This led to a shared understanding of progress and allowed a bespoke package of support to be provided with ongoing monitoring by the improvement team.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

6. STRATEGIC PRIORITY 2 - DEVELOPING INCLUSIVE PRACTICE

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



2.1 Promote and develop inclusive practices across all our schools and settings

HOW WELL DID WE DO?

School Improvement

Inclusion Framework and Inclusion Policy - Scottish Borders Council has a clear commitment to ensuring children and young people are *'in our sight, in our minds, in our actions and are being heard'* as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The completed Inclusion Framework and Inclusion Policy detail the actions required by all to ensure the ongoing development of inclusive practices in all learning establishments within Scottish Borders Council and were designed by our staff for our staff.

The Inclusion Framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate's vision for all children and young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*.

All staff in our learning establishments are to be provided with opportunities to engage, understand and implement the guidance principles and values within these documents as summarised by the new **SBC INCLUDES** poster.

Phase 1 of the review our current Inclusion & Wellbeing Provision (The Arches) - Phase 1 of this review focused on our Secondary Provision which supports vulnerable young people with social and emotional behaviour needs. The overarching aim of the review was to: -

Deliver better outcomes for young people through:-

- Supporting young people in maintaining their position and accessing the opportunities within their local community – recent Government publication “**Guidance on presumption to provide education in a mainstream setting**” (March 2019)
- Ensuring breadth in curricular offer for vulnerable young people
- Supporting flexibility in approaches to learning and engaging young people in learning
- Supporting universal and small group targeted work
- Providing additional support in times of crisis
- Providing support for mainstream school staff to develop their skills and understanding to support young people
- Providing support for transitions – from Primary and to Positive Destinations

From January 2020, all young people remained in their mainstream schools and secondary staff working in the Inclusion & Wellbeing Service were deployed to localities to provide additionality to Pupil Support Teams.

Teacher Professionalism

SBC Nurturing Approaches - In collaboration with Educational Psychologists from SBC, Glasgow City Council and Scottish Government we began our first phase in implementing our programme for SBC Nurturing Approaches in October 2019. This has been promoted as a key approach to supporting behaviour, wellbeing, attainment and wider achievement in Scottish schools. Informed by significant data and research, the potential benefits of adopting a nurturing approach will help tackle the Attainment Challenge and reduce the poverty related attainment gap.

We plan to ensure that inclusive practice is embedded in all our schools by adopting both a wider “Universal” nurturing approach and develop training to support this in all our establishments in all our communities by June 2022.

Others have focused on the setting up of targeted Nurture Groups supported by the Nurture Group Network or their own training. Self-evaluation has been developed by some Local Authorities to support their nurturing approach.

Phase 1 this session included:-

- Creating a Nurture Steering Group – with representatives from Education sectors
- Visiting and observing two other authorities where this had successfully been implemented to gather evidence, advice and resources
- Planning a specific Universal training programmes for all staff to practice nurturing approaches in every classroom and throughout the learning community
- 45 members of staff completed training so that they can deliver “Introduction to Nurture” training to all school staff in November 2020
- Developing Universal Nurturing Approaches Guidelines for all learning establishments.
- 24 Secondary staff attended a 4 day training course on “Targeted” Nurturing approaches. These staff will lead and managed Nurture bases in each of our secondary schools by June 2021 and work in partnership with classroom teachers

2.2 Achieve equity ensuring every child and young person has the same opportunity to succeed

HOW WELL DID WE DO?

Assessment of Children's Progress

Framework for Staged Intervention – A staged intervention guide has been designed to provide support to all learning establishments in Scottish Borders Council on decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity. Decisions should be made involving the child or young person, parents/carers, school staff and, at some levels, other professionals - working in partnership to get it right for every child.

All schools and settings will now be able to fully engage with this document and ensure that practitioners identify, assess needs, plan and adapt relevant learning and carefully track the progress of all children and young people and are quick to communicate concerns about the degree of progress or different patterns in learning and behaving.

Equity

The creation of the Equity Network (working in partnership with Education Scotland) has allowed for a greater understanding among teaching staff the barriers pupils face due to poverty. The group started to look at linking in with the SBC Literacy and Numeracy Framework to start to link interventions together.

Other partnership working that has had a positive impact on closing the poverty related attainment gap is the work of CLD and youth workers supporting in schools. This has demonstrated an increase in attendance and engagement of learners with school.

Working closely with the Local Authority and Education Scotland Burnfoot Community School presented at the Scottish Learning Festival on the whole school approach to Numeracy and its impact on narrowing the poverty related attainment gap.

Similarly, Hawick High School have supported young people where poverty has affected attendance and attainment. The impact of their work can now be measured using their newly developed tracking system which is starting to be shared with other schools.

Performance Information

Care Experienced young peoples' data has also been impacted by the Covid-19 situation however positive data from November to March is shown below

Exclusions

2018/19 – 29 incidents

2019/20 – 12 incidents

Attendance

2018/19 – 87.9% Average

2019/20 – 90.5% Average

Attainment (LAC)

	PERCENTAGE ON TRACK		
	NOV	MARCH	IMPROVEMENT
Listening and Talking	61.19	63.91	2.72
Numeracy	50.74	54.89	4.15
Reading	50.77	56.39	5.62
Writing	44.78	46.62	1.83

Following the success of the Developing Young Workforce Looked After Children (LAC) event organised for S2/3 pupils last session, attendance at this session's event doubled from 60 pupils to 120 pupils and now uses the Inspire Learning iPads to record learning.

School Improvement

Schools have received individualised support on effective use of the Pupil Equity Fund as well as scrutiny of the interventions in place. The Attainment Advisor from Education Scotland is becoming involved in the Quality Assurance process and has also supported with individualised support.

Teacher Professionalism

The continuation of the Support for Learning Teacher Network, in collaboration with Educational Psychologists, provided opportunities for focused discussion and Professional Learning around three themes of Assessment & Assessment Tools, Nurturing Approaches and Dyslexia Identification & Moderation.

As a Network, Support for Learning Teachers in Scottish Borders met with Educational Psychologists three times in total throughout the session, sharing practice and agreeing consistent approaches to assessment and recording. Over sixty teachers attended each meeting.

Each cluster of teachers met with their identified Educational Psychologist four times throughout the session to discuss individual cases, share practice and agree consistency of approach at a local level. Evaluation suggests that this form of collaborative working has been beneficial to almost all staff and welcomed for future working

2.3 Deliver improved Health and Wellbeing outcomes for children and young people

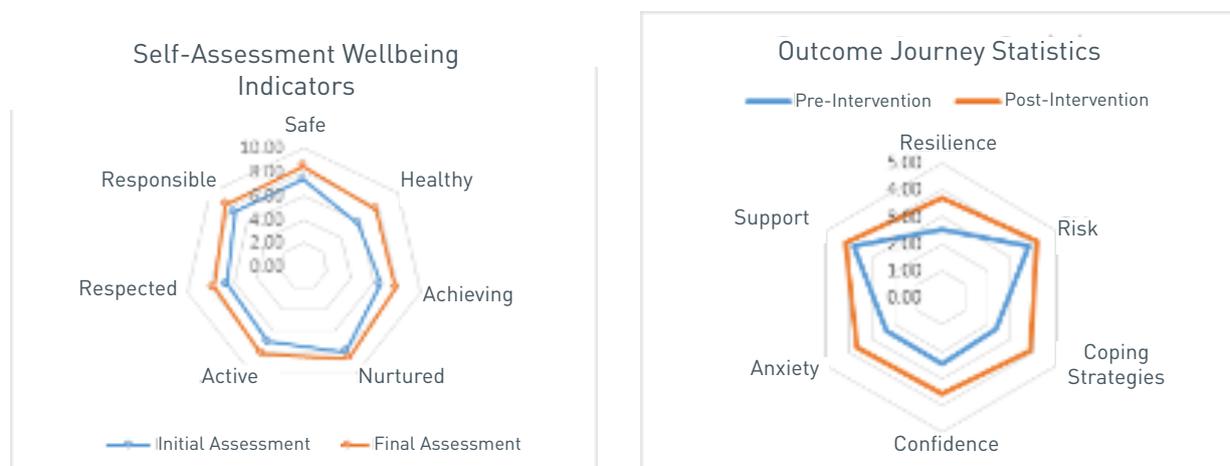
HOW WELL DID WE DO?

Assessment of Children's Progress

The Quarriers Resilience for Wellbeing Service has continued to develop and offer support in year 2 of their work within all Secondary Schools within Scottish Borders.

Total referrals active in this period August 2019 – May 2020	536
Ad-hoc referrals received from Peebles High School immediately following the Fire (195 sessions)	59
Referrals currently active	195
Interventions Completed	341
Total number of sessions offered in this period	4407

Young people who are receiving the service report increasing levels of wellbeing as evidenced in the 'outcome journey statistics' and 'self-assessment wellbeing indicators' charts below.



Feedback about the service:

Thank you so much for supporting our daughter, we really appreciate your input
LD, Parent of YP

Thank you for all your help..... You have really helped me open up, become more confident and of course resilient too.
SD, age 17

I would like to say thank you to Lisa and the Quarriers Service for supporting me through this time of need... This service has been absolutely wonderful and I don't know where I would currently be without the help I've received.
PD, age 14

See Me have trained 60 senior pupils in 2019 across the Scottish Borders in Scottish Mental Health First Aid. The partnership of See Me, NHS and Quarriers has supported some of the trained pupils to become Mental Health Ambassadors in each secondary school.

The Mental Health Ambassadors have been supported by their school's Quarriers Resilience Practitioner to deliver Peer Led Mental Health Awareness Sessions that have been delivered to S6 students within each of the secondary schools in the Scottish Borders. The Ambassadors have confidently led on discussions using See Me's What's on Your Mind Pack to educate their peers to build literacy and resilience to support Mental Health and challenge stigma within their schools.

Our Mental Health Ambassadors have used their knowledge and skills they have gained through their Scottish Mental Health First Aid Training with See Me and raised awareness of Mental Health by:

- Delivering Mental Health Awareness Sessions to their peers
- Hosted school events with a focus on Mental Health
- Delivered school assemblies with a focus on Mental Health
- Attended this year's Children in Scotland's National Conference and co-presented a workshop on Young People's Mental Health
- Ran peer led activities during Mental Health Week and Time to Talk Day
- Created 'wellbeing walls' to provide information to all students at their school, with ideas such as self-help, self-care, and ways to improve your Mental Health, coping strategies and useful contacts

10 Ambassadors from Kelso High School, Jedburgh Grammar School and Peebles High School attended the See Me Scotland's 'What's on your mind? 2019' event in Glasgow in October and were able to share their ideas and learn from other young people from across Scotland about what is happening in their individual schools and other Local Authorities.

12 Ambassadors from Scottish Borders met with 2 members of the Scottish Parliament to support The Scottish Parliament's Public Petitions Committee's Inquiry into Mental Health support for young people in Scotland Report.

Ambassador Feedback

Wellbeing Ambassador from Peebles High School: -

'I feel very passionately that the addition of the Wellbeing Ambassadors to our school community will provide a foundation onto which a positive culture of Mental Health can be built. To realise real improvement in the health of young people, young people must be the ones standing up to act. Quarriers and See Me have created an opportunity for students to take the lead on this change and alter the attitudes of their peers, independent from the initiatives of adults in the school community. They have crafted a system in which the Ambassadors are supported by members of staff and See Me resources, allowing us to build our individual confidence and knowledge base whilst delivering vital Mental Health Education to our year group. Together, we can achieve our goal of creating a safe and supportive environment, which will encourage open discourse about Mental Health, helping eliminate stigma in society by nipping it in the budding minds of my fellow students. Personally, I am very grateful for this opportunity as it has given me the toolkit for fortifying my voice, allowing me to speak up about Mental Health and help my classmates embrace the idea that It's Okay not to be Okay.'

'vital mental health education to our year group. Together, we can achieve our goal of creating a safe and supportive environment, which will encourage open discourse about mental health, helping eliminate stigma in society by nipping it in the budding minds of my fellow students. Personally, I am very grateful for this opportunity as it has given me the toolkit for fortifying my voice, allowing me to speak up about mental health and help my classmates embrace the idea that It's Okay not to be Okay.'

Teacher Professionalism

All primary schools in Scottish Borders have delivered year 2 materials of Building Resilience. The feedback from the pupils in one school was:

How does Building resilience help you?

- It helps me to do tricky stuff
- It helps me to cope and accomplish things. If I have a challenge and am scared, I can try and try, and close my eyes and talk it over
- It helps me to do what I think is best and to try new things
- Building Resilience helps me with my life. I've been through a lot of hard things and it helps me out because I used to think I was all alone but now I know I'm not

A new online package of resources was launched on Thursday 7th November 2019 for Teachers across Scottish Borders Schools (Primary and Secondary) on Drugs, Alcohol and Tobacco Education and Prevention.

This partnership work was led by Education, the Joint Health and Improvement Team (JHIT) and the Alcohol, Drugs Partnership (ADP) Support Team. Alongside Programme Leaders, a short life working group was established with partners from Primary and Secondary Schools, Crew and Police Scotland.

The aim of the working group was to review current resources, develop and implement a robust evidenced based programme which will be delivered in a timely approach across all Scottish Borders Schools.

These resources are age and stage appropriate and linked to Curriculum for Excellence, experiences and outcomes and benchmarks and held on GLOW.

The package includes:

- Age 3-18 resources
- Parental information leaflet linked to age and stage
- Consideration of children affected by parental substance use
- Foetal Alcohol Spectrum Disorder
- Information on where young people can access support
- Latest drug trends (Police Scotland/Crew)

This resource was launched to Secondary School Pastoral Teachers on 7th November 2019 with a training session on latest drug and alcohol trends delivered by Crew, TD1 Youth Hub and CHIMES. Members of the short life working group including the ADP Support Team attended primary school cluster meetings to launch the resource to Primary Head Teachers between November 2019 – January 2020. Between November 2019 and January 2020 the new GLOW site had 11,664 visits by

School Improvement

The annual Child Protection Update focus for staff in Education, Community Learning and Development (CLD) and Early Years' Service covered Adverse Childhood Experiences (ACE) and Neglect as the main themes. Incorporating the ACE aware Scotland video by the Scottish Government has meant over 2391 staff are aware of the drive for Scotland to become an ACE aware nation. The change in the Domestic Abuse legislation regarding coercive and controlling behaviour



was highlighted to staff as well as a reminder on human trafficking and mobile phone concerns regarding indecent images of children. In addition to this, mention was made to SBC's Policy on Whistleblowing and Escalation Procedures. As requested by participants the previous year, a reminder on the use of open questioning was included as a reminder to staff. This training was co-produced by the Child Protection Training and Development Team and Education partners.

In evaluating the feedback from the Education Annual Update, the attendees reported that they were 'very informed', 'using real life cases was very relevant', 'made me aware of how important it is to pass on concerns', 'feeling more confident', 'balance of content and participatory activities was excellent' and they 'much prefer the yearly updates than 3 hour sessions every 3 years', the course 'heightened my awareness of ACEs'.

ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

7. STRATEGIC PRIORITY 3 - PARTNERSHIPS AND FAMILY LEARNING



Where are we currently?

The National Framework *Learning Together: a National Action Plan on Parental Involvement, Engagement, Family Learning and Learning at Home* sets out a vision for Parental Involvement and engagement from pre-birth to age 18 and takes account of national and international evidence base and Scottish Education System expertise.

This vision is outlined within three central themes:

- Family learning and supporting learning at home
- Parental representation and involvement in improvement processes
- Links between home and school communications reporting and volunteering

In June 2019 we completed our first Parental Involvement and Engagement Census (PIEC) coupled with a survey on Home Learning. The data from the PIEC was completed and reported on in the November that year. With 1,892 responses from parents the PIEC was our first statistically robust regional consultation, and it provided a strong baseline of current practice on the three themes outlined above.

Feedback from parents revealed a strong picture of parental knowledge of what their children are learning, their progress in learning and that the frequency of communication from their school was appropriate. However, it revealed a requirement to improve the level of information that can help parents to support their children's learning at home coupled with a need to improve the availability and accessibility of family learning opportunities.

These key themes and survey findings have informed our work over the past year and formed the basis of our Improvement Priorities within our Partnership with Parents Framework.

3.1 Improve access to family learning opportunities and support parents to assist in their child's learning

Parental Engagement/School Improvement

HOW WELL DID WE DO, HOW DO WE KNOW?

Giving Head Teachers the thinking and collaboration space to engage and interpret this improvement area within the context of their school was deemed important. Head Teachers participated in a Professional Development Day where they engaged with the national legislation, both national and regional effective practice was also shared. Awareness of their responsibilities in ascertaining parental learning needs and delivering suitable family learning offers suitable to the context of their school/s formed the aims of the day and the planned learning outcomes. A group of parents participated in the session to share with Head Teachers the impact that Family Learning had on their level of engagement in school and their children's learning.

School Leaders identified changes to their practice they planned to implement to develop partnerships with parents based on Family Learning and supporting Learning at Home. In evaluating the day 64% of Head Teachers reported an improved understanding of expectations and how to apply them in their school's context. Furthermore 67% registered an improved knowledge of relevant resources and partners that can assist their school in moving forward. A further 55% had engaged with the Parental Engagement Audit Tool and developed plans for practical changes in improving their school's practice in Parental Involvement and Engagement.

Meetings with each Head Teacher had been planned to map the development of changes to practice and measures of impact within each school from February onward; but these had to be cancelled during the lockdown and will be resumed when appropriate.

Family Learning Programmes are driven at a regional level through partnership working across our Early Years Team, CLD and Educational Psychology Team and at an individual school level. On a regional level the work has focused on 20 schools based on their profile of needs and deprivation. In these schools, Programmes that have been run were all designed to be responsive to local need and involved local schools and parents. A wide range of Parental Learning Programmes have been delivered these included; Parents as Early Education Partners, Triple P, Strengthening Families, ESOL Women’s Group, Raising Children with Confidence Flying Start/Easy Start, Stay and Play (Eligible 2s), Digital Safety for Parents and Supported Reading for ESOL families.

PEEP Learning Together Learning Programmes were delivered to Early Years families across the Borders. The programme helped new parents to lay strong foundations for early literacy and supported nursery parents to develop communication and language skills.

- o 72 parents/carers attended and 50 completed PEEP programmes in Earlston, Eyemouth, Galashiels, Hawick, and Tweeddale
- o Of the 50 parents/carers who completed programmes:
 - o 29 reported increased confidence in their parenting role
 - o 28 reported feeling better able to support their children’s learning
 - o 10 reported improved family relationships

CLD with the Early Years Team and the Educational Psychology Service delivered the Triple P and Incredible Years Parenting Programmes in Eyemouth, Hawick, Peebles and Selkirk.

- o Five Triple P and four Incredible Years groups were attended by 66 families / 79 caregivers with children aged 3-6yrs
- o 76% of families completed the programmes and of these, 74% of children had improved behaviour as reported by parents / carers
- o Of the parents / carers who completed their group, all reported feeling more confident as parents and most said their family life had improved as well as their child’s behaviour
- o 51% of participating families came from areas of highest deprivation in Scottish Borders

An Education Scotland Thematic Inspection of Parental Engagement and Family Learning in Burnfoot Primary School noted ‘... that as a result of a strong ethos of partnership working across the school and the significant impact of Parental Involvement and Engagement there was a solid foundation on which to build future Family Learning offer in line with SBCs vision.’

Parents from Galashiels and Hawick were supported to develop peer support groups, co-designing programmes of learning and mutual support. The Galashiels “Parent Voice” Group is now keen to understand and contribute to the development of policy and has actively contributed to Newly Qualified Teacher (NQT) training, South East Improvement Collaborative (SEIC) Conferences and the SBC Literacy Strategy.

What next?

- Professional Learning offers will be provided to further develop understanding around supporting Learning at Home and Family Learning and measuring it’s impact
- Support and challenge will be delivered for schools based on the engaging parents audit tool.
- A strategic and operational network will explore opportunities for research and learning to further develop Learning at Home and Family Learning Programmes aligned with curricular developments e.g. Emergent Literacy
- Continue to work with Education Scotland and SEIC to develop online Family Learning Resources drawing on effective practice from our schools and partners.

3.2 Deliver improved levels of parents' and other partners involvement in school improvement processes

Parental Engagement/School Improvement/School Leadership

Our improvement agenda within this theme focussed on three areas:

1. Develop our schools' understanding of the parents and the Parent Council's role in improvement.
2. Build the capacity of our parent councils in working with our schools on improvements.
3. Develop a strategic model to support and challenge practice.

Professional Development Sessions were run with Head Teachers around Parent Council purpose and practice and the Parents as Partners Framework. Feedback from attendees was positive. Evaluations, and changes to practice, show some evidence of a developed understanding on how to involve parents in school improvements and view them as active partners not passive recipients of information. At our Head Teacher Engagement Day, 55% had developed plans for practical changes in improving their school's practice on Parental Involvement. Parental Involvement is now part of our new Head Teacher Induction Programme. A Head Teacher stated, '...It has changed my thinking from sharing School Improvement with my Parent Council to seeing them as full partners and an active asset in driving School Improvement' Training on this was also run with our Principal Teachers; the majority attending reported a clearer understanding of why Parental Involvement was important and how to improve their practice. Almost all Learning Communities have engaged in discussion sessions with the Quality Improvement Officer Team. These have been individually or in cluster groups to support professional dialogue in identifying current practice and next steps. Head Teachers now understand the difference between engagement in learning and involvement in the improvement process and are looking to increase opportunities for this involvement in their schools. Standards and Quality Reporting advice has been updated to schools, to reflect this expectation. Progress however is not consistent across all our schools and further work is required.

Parent Council Training was adapted this year into an outreach model, in our rural Local Authority this has improved participation figures. In the year 18/19 three training offers resulted in 9 Parent Councils participating. The outreach model in 19/20 delivered training on effective Parent Council engagement in improvement practices, funding and attracting and supporting volunteers attracting involvement from 37 Parent Councils. This represents a significant increase on the previous year. Feedback from parents provides evidence of a clearer understanding on the role of the Parent Council and its partnership role in School Improvement. One Primary Head Teacher remarked very positively that their Parent Council Chair had 'altered their view on the role of the Parent Council and they wanted to review their processes, meetings and constitution following the training'. More work is required on collecting data on the levels of Parental Involvement in School Improvement across our schools.

A Parental Engagement Toolkit has been developed as part of our Parents as Partners Framework. Head Teachers have engaged with this and are clear on the expectation that the toolkit must inform statements and next steps around Parental Involvement, Engagement and Family Learning in annual Improvement Reports and Plans. This work will be supported by the newly formed Strategic Group as part of the Education Improvement Plan.

Virtual Parent Council sessions have been introduced. This has allowed the Senior Management Team to engage directly with a large number of Parent Council Chairs on a very regular basis. The nature of these virtual sessions has allowed for a dynamic partnership between SBC and Parent Council Chairs which has continued to develop positive relationships with parents.

What next?

- Continue to improve the levels of parents' engagement in School Improvement processes.
- The Strategic Partnership Group will develop and share resources and practice to enhance the way schools engage with parents and partners in the improvement process.

3.3 To further develop parental representation and involvement in the life of the school

Parental Engagement

HOW WELL DID WE DO, HOW DO WE KNOW?

We have successfully baselined parental levels of satisfaction regarding school communications/reporting, opportunities to be active in the life of the school and how their views are represented. This revealed some strengths and made clear our areas for improvement.

Parents find our school staff very approachable and show high levels of satisfaction with the frequency of reporting they receive and the descriptive content that helps them understand what their child is learning and the progress they are making. However, where parents reveal lower levels of satisfaction is in the supply of information that can help them support their child's learning. Similarly, they reveal significant barriers in being able to become involved in the life of the school, these being work commitments, being made aware of opportunities and caring for younger children respectively. The representative role of the Parent Council is seen in a positive light with the majority of parents confident that the school takes the Parent Council views into account. Communications and consultations from the Parent Council to the wider parent body show some room for improvement.

These findings have informed the relevant aims, objectives and actions within our Partnership Framework.

Partnership Framework Aim

1. Ensure parents and families are fully supported to be involved in the life and work of their child's school or Early Learning and Childcare setting.

Objectives

1. Develop all parents and school staffs' awareness of the complementary roles they have in supporting learning.
2. Ensure communications between home and school are effectively supporting learning.

A Strategic Overview Group leads this Improvement Priority. Their remit is to provide the link to National Parent Organisations and relevant Professional Networks with the aim of disseminating research and effective practice.

The impact of the pandemic has been greater in this theme than the other two. The work of the Strategic Group in delivering the Partnership Framework has still to commence.

Next Steps?

- Continue to deliver training for schools, particularly on school communications and reporting developing the offer in line within the current context and informed by consultation with parents
- Support and challenge all schools to implement the Parental Engagement Strategy.
- Effective practices on recruiting, developing and celebrating volunteers will be researched developed and disseminated in the coming year

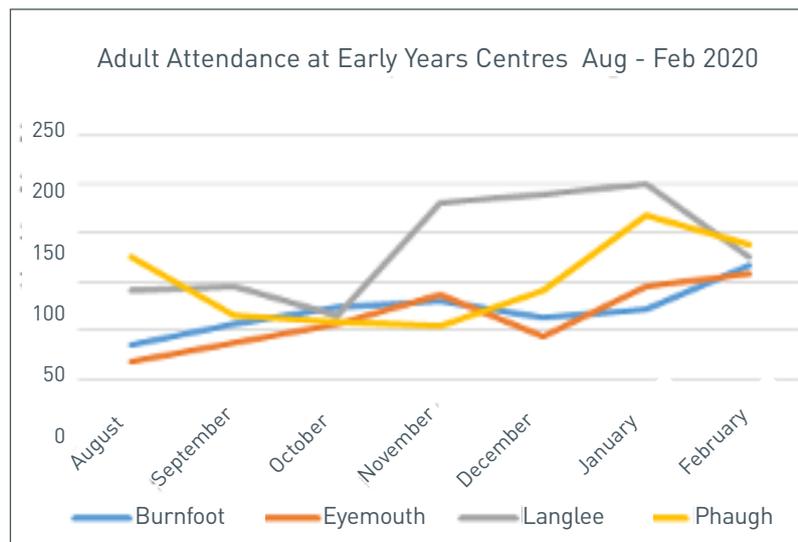
SPOTLIGHT ON SUCCESS

IMPROVING HEALTH AND WELLBEING OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

Early Years Centres – Burnfoot, Eyemouth, Langlee and Philiphaugh

Key Aims

In all four centres statistics on foot fall gathered show a steady increase in numbers attending since August 2019.



Families accessing support from the centre suffer from real disadvantage. Many have large families and they struggle with the day to day workings of family life that living in poverty can bring. Local knowledge and feedback gathered from parents during informal Drop In sessions have highlighted that family's struggles centre around, managing their children's behaviour, managing family meal times and ensuring their families were well fed, and managing their finances. Families were particularly vulnerable to outside pressures at special times of the year, for example at Christmas.

The Centres aimed to improve both their core offer and to plan and deliver specific planned work on particular Health and Wellbeing issues raised. The Centre Managers supported each other through planning, data collection and evaluation. Findings were shared from term 1 to inform approaches in term 2 and beyond. Due to Coronavirus from March 2020 the planned sessions were only completed in term 1 in all Centres and in two Centres in term 2. The Centres however, refocused their work on supporting families with food and increased the distribution of food parcels across their community.

Outcomes

- Parents are better informed and have practical ideas on dealing with the issues relating to Health and Wellbeing
- Parents are able to use the practical advice given to improve their family circumstances
- Parents will have access to some free foodstuff and will be supported to use this to make nutritional family meals
- Parents are able to take time for themselves to help them relax, without feeling guilty
- Parents are able to plan how to manage their finances better, for example feed their whole family at Christmas for less than £30

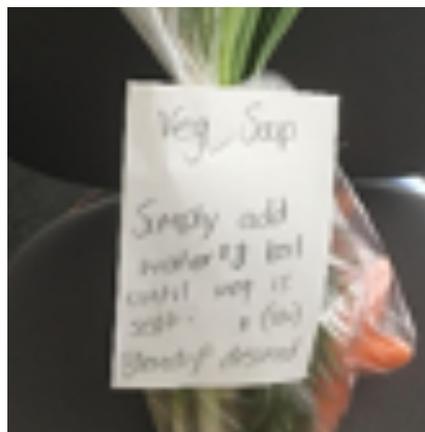
Programme Overview – Supporting Families through Food

FOODSHARE AND NEIGHBOURLY FOOD

In Burnfoot and Philiphaugh Early Years Centres (EYC), weekly deliveries of free food from Foodshare, support families both universally and targeted. Food is used to make nutritional meals at Drop In Lunch in Burnfoot, with parents encouraged to try these at home. In Philiphaugh a number of families receive a weekly food parcel and advice on what they could be making. Langlee Early Years Centre has food from Neighbourly which is universally available each week, where possible food is put into bags and ideas of what to make are shared. Recipes are shared on social media. Working in partnership with Community Food Workers and Eyemouth Links Project, families in Eyemouth are supported and challenged to eat new and different foodstuffs.



Specific planned work.



Planned programme 1 & 2 Overview

CHRISTMAS FOR LESS AND ALL ABOUT ME

The Christmas for Less Programme in term 1 and All About Me in term 2 were delivered over 5 x 2 hour sessions. Parents had an option of attending either the whole five weeks or they could choose whichever workshop they wanted to attend. If required crèche was available to enable parents to attend.

CHRISTMAS FOR LESS

Supporting Mental Health: Reflecting as a group, parents were able to share key pressures they faced, and problem solve together so that they might manage these better. They explored post-Christmas how they might minimise the financial pressure for the coming year by planning ahead. Parents learned how by having time to themselves can help reduce stress and worry.

Practical safety advice: Several professionals gave advice on dealing with personal pressures on socialising and alcohol intake and practical ideas on dealing with safety in the home.

Practical experiences: Parents were challenged to work together to plan, prepare, cook and enjoy a low cost two course Christmas dinner together for under £30.



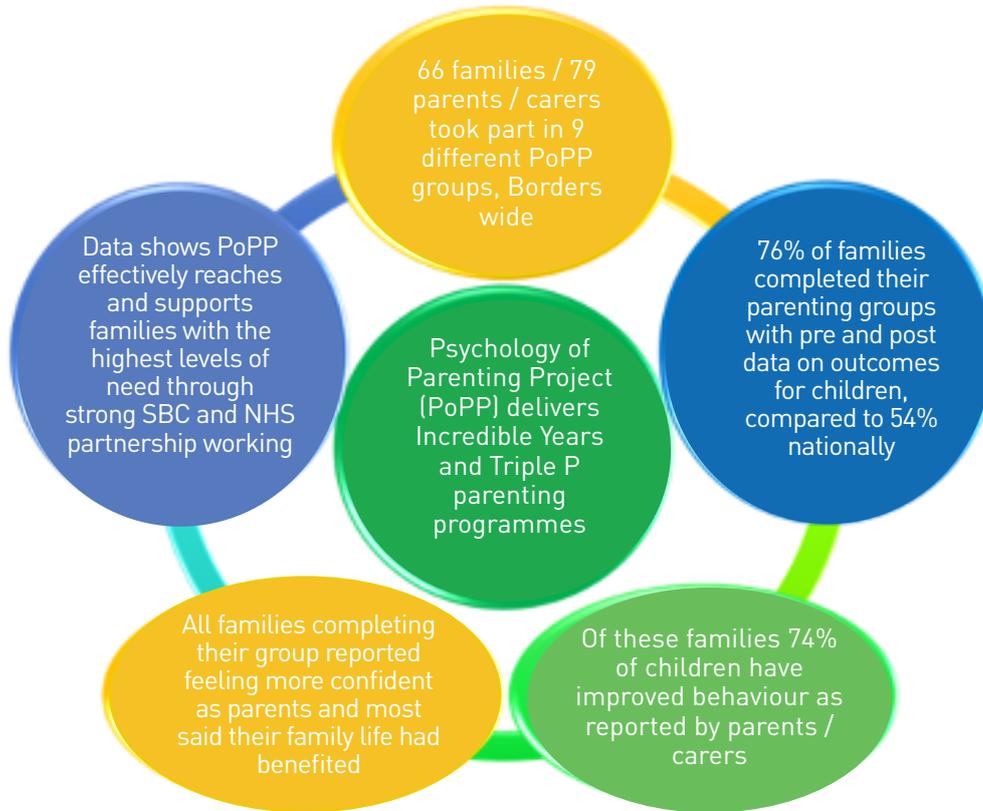
SPOTLIGHT ON SUCCESS: PSYCHOLOGY OF PARENTING PROJECT (POPP) DELIVERY OF INCREDIBLE YEARS AND TRIPLE P PARENTING PROGRAMMES

Incredible Years and Triple P evidence based Parenting Programmes are delivered across Scottish Borders as part of the Scottish Governments' Psychology of Parenting Project (PoPP). Both Incredible Years (IY) and Triple P groups are aimed at parents / carers of children, 3 – 6 years old with elevated levels of behaviour problems. Typically, these children have much more difficulty than their peers regulating their emotions, forming positive social relationships and behaving in way that enables them to get on positively with the adults and children around them.

Both Incredible Years and Triple P Parenting Groups aim to:

1. Strengthen parent-child interactions and attachment.
2. Provide strategies for improving and managing behaviour.
3. Foster parents' ability to promote children's social, emotional and language development.
4. Support parents to support their children's learning and encourages parents to promote children's emotional regulation and social skills.
5. Encourage parental partnership with early years professionals and teachers.

Delivery of PoPP Parenting Groups and Impacts for Children and their Families:



Some Parental Quotes - How have you personally benefited from participating in a group?

- *I understand and listen to my children more, and how important it is to have a positive relationship with appropriate praise and boundaries*
- *Knowledge that many/most parents struggle at times. Infinitely more faith in myself and my parenting skills!!! In tandem with other things in my life, this group has truly helped me resolve*
- *Gained more confidence in myself to participate and also in dealing with the challenging behaviours I sometimes face with my children*
- *Being a step parent thrust into parenthood having never had any form of childcare experience this group has given me many tools that I can use in difficult situations as well as a bigger support network*



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

8. STRATEGIC PRIORITY 4 - DEVELOP HIGH QUALITY LEADERSHIP AT ALL LEVELS

- 4.1 Continue to provide high quality Professional Learning for current and aspiring leaders.
- 4.2 Provide high quality Professional Learning for Teachers, Practitioners and Support Staff.
- 4.3 Continue to develop 'Grow your own teachers' for Scottish Borders.



4.1 Continue to provide high quality Professional Learning for current and aspiring leaders

HOW WELL DID WE DO?

School Leadership

Introduce refreshed Induction Programme for all new Head Teachers

7 new Head Teachers were involved in the refreshed Induction Programme. The programme focused on strategic areas within Scottish Borders Improvement Plan along with core elements of school leadership.

Feedback from participants:

'Being completely new to the Borders I think ensuring that key procedural systems like SEEMIS, Business world etc. are important to have delivered at the very beginning of the programme. I think then considering when certain things fall in the school calendar these can then be introduced.'

'For me I thought the programme gave me an understanding of the procedures within SBC and that was very useful. I do think if you were new to the role of a Head Teacher i.e. never had been one, I think there is a place for such a programme to develop leadership skills.'

Refreshed Leadership Programme for Middle Leaders

In partnership with Education Scotland Scottish Borders ran a Middle Leaders Leading Change Programme starting in February 2020. The first cohort consisted of 43 Principal Teachers. Sessions 2 and 3 were planned for May and September 2020 but could not go ahead due to COVID-19. Rescheduled dates are in place for next session.



Following a pilot of First Steps in Leadership course, expand this opportunity across the Local Authority

After a successful pilot in session 2019/19 Scottish Borders organised an additional 3 cohorts to undertake the programme in partnership with Clearwater Brookes.

8 Class Teachers have completed the programme, with an additional 22 partly through the programme, which was put on hold due to COVID-19. Additional dates have been scheduled for next term.

Feedback from participants:

'An excellent course. One of the most worthwhile/impactful Professional Learning experiences to date.'

'This has allowed me to recognise strengths and qualities that I have that I can bring to leading as a Class Teacher within the schools I work in. I have gained new valuable skills to help me to work with other staff, such as delegating or coaching. In general, it has given me the confidence to go and lead changes within my school and bring my ideas forward.'

Develop Coaching Framework

A Scottish Borders Coaching Framework has been developed and issued to all staff in May 2020. A cohort of 11 staff undertook the Coaching for Success Programme between September – December 2019.

Feedback from participants:

Helped me both on a personal and professional level. The format was excellent as it gave time to practise and develop coaching skills as well as developing theoretical knowledge of coaching.

I am hoping to develop a mini course for LMT within the school as well as developing coaching for pupils. I listen better and have created a better work/life balance for myself as a direct result of this course.

Continue to work with Edinburgh University partnership and SEIC to develop and deliver leadership opportunities

A Depute Head Teacher (DHT) from Scottish Borders was part of the team creating the new DHT Connect Programme. 4 Depute Head Teachers are currently half way through the pilot programme, which has been put on hold currently due to COVID-19.

1 Depute Head Teacher was awarded the qualification for Headship, 2 are currently working towards the qualification and 3 have been recruited for the 202/21 session.

Next steps

- Further work is required to grow and embed a coaching culture within all schools and settings

4.2 Provide high quality professional learning for teachers and support staff

HOW WELL DID WE DO?

Teacher Professionalism

Induction and Professional Learning Programmes are further developed for Probationers and Flexible Route Probationers

The Probationer Programme has been developed to focus on the strategic priorities of high quality Learning and Teaching, Inclusive Practice and Partnerships and Family Learning.

The programme now includes schools visits for Primary Probationers where small groups observe teaching and learning and followed with a professional discussion with management staff within the school. A similar programme will start next session for Secondary Probationers.



Feedback from participants:

This was a super opportunity. Although we only managed to carry out 1 school visit the experience was invaluable and something which I think should be considered more for future NQTs. You learn so much from visiting different schools, meeting new staff, children and different ways of doing things. I took away a lot from my visit to another school and implanted it within my own classroom. I really enjoyed the opportunity to engage with fellow NQTs on our Professional Learning days. It provided a support network and members of staff were always at hand to answer any questions or provide advice.

Continue to support Probationer Mentors through further training

The programme has been re-aligned to provide four sessions for Mentors. An introduction to the role and responsibilities for the year has been strengthened at the start of the year. A subsequent session which focuses on building relationships through a coaching and mentoring approach has been introduced.

A new addition is a regular 'surgery' session for Mentors where they can discuss any challenges they may be facing.

A handbook has been developed to support Mentors which compliments the Probationer's Handbook.

Next steps

- The development of a focused programme of Professional Learning is required for support staff
- With the current challenges of COVID-19 there is a particular requirement to focus on the development needs of Probationers and Early Phase Teachers

4.3 Continue to develop 'Grow your Own' Teachers for Scottish Borders

HOW WELL DID WE DO?

School Improvement

Scottish Borders continues to work closely with the University of Highlands and Islands to develop individuals who live in the Borders and want to join the Teacher Workforce.

5 students, in the Secondary Subjects of Technical, Chemistry with Science, Biology with Science, Home Economics and Mathematics, are progressing to become Probationers in 2020/21.

Through this programme 7 Secondary Teachers joined Scottish Borders workforce permanently in 2020, teaching Home Economics, Mathematics and Computing.

For the first time Scottish Borders offered a *Primary PGDE Programme in partnership with University of Dundee for Secondary STEM student inductees.*

5 students have successfully completed this course covering the subjects of Chemistry and Home Economics. The 3 Home Economics teachers have posts within Scottish Borders Schools for session 2020/21.



Additional Information

Professional Learning Awards

Induction and Professional Learning Programmes are further developed for Probationers and Flexible Route Probationers

Eymouth and Earlston High Schools were successful in gaining the GTCS Professional Learning Award. The award recognises schools which "promote, support and lead professional learning which has a significant and sustained impact on Teachers, Classroom Practice and Professional Learning.'

GTCS Re-accreditation

Scottish Borders successfully gained GTCS re-accreditation for the PRD/PU processes in March 2020. This involved re-writing the Professional Learning and PRD Policy and Guidance documentations.

The following key strengths were noted:

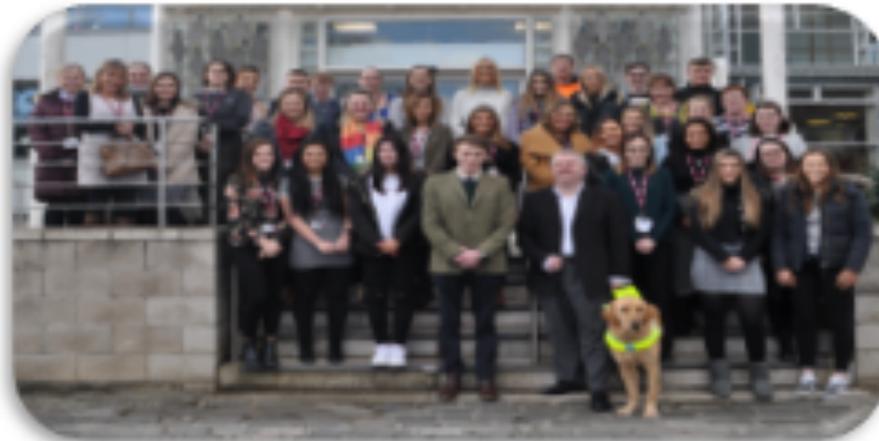
- *Staff across Scottish Borders show strong commitment to PRD and PU. This is clearly enhanced through active engagement with coaching strategies in all schools to support PRD conversations as well as developing challenge and support across other aspects of professional dialogue within schools*
- *The focus groups confirmed that Teachers take ownership of their own PRD and are now feeling more empowered to be agents of change as a result of their PRD conversations*
- *The Focus Group Teachers all described the culture in positive ways. There is a genuine desire to ongoing, continuous improvement, not just solely through self-evaluation for the purposes of PRD/PU. Staff report that they are now enthusing and motivating each other which is having a positive influence*
- *Time for PRD is protected through Working Time Agreements and prioritised in individual schools to ensure the sessions are not interrupted*

The following effective practice was noted:

- *The Professional Learning Operational Group (PLOG) allows the voices of all Teachers to be heard, and strongly supports the continual learning journey that Scottish Borders Council sees itself on. PLOG is collectively creating and identifying next steps to make improvements across the Local Authority. Scottish Borders Council sees itself as not being static, but is emerging and growing with a continued, ongoing commitment to Professional Learning; this was clearly demonstrated during the Revalidation Event*
- *The recent deployment of newly appointed central staff has ensured that Secondary Schools feel supported and valued, with focus group consensus that they are motivating, inspiring and challenging colleagues about the impact Professional Learning may have on the outcomes of young people. Additionally, colleagues feel supported by central Professional Learning Officers whenever they have concerns, knowing they can make contact for support at any time*
- *As a consequence of strong professional relationships, PRD meetings are often a place where staff feel safe enough to take the opportunity to talk about other relevant issues beyond Professional Learning, therefore opportunities to extend PRD timings are available if necessary*

Grow Your Own Modern Apprentices (MAs)

As part of the Local Authority's Grow Your Own Programme, our second Cohort of Modern Apprentices, (MAs) commenced their careers in Early Learning and Childcare in June 2019. Twenty two Modern Apprentices have been supported in our school ELC settings, committing to 17.5 hours in settings and having 17.5 hours to engage in course work for their SVQ (SCQF level 7 in Social Services Children and Young People).



'17.5 hours are spent attending training sessions relevant to my post and producing written work based on my learning so far. I have found this to be so valuable having the experience training "on the job." This is how I am able to put my learning in to practice.
Donna

Throughout the year the MAs have engaged in a series of in-house training opportunities.

Peer visits were organised for MAs to experience a range of different settings, as well as visits for the Modern Apprentices with a particular interest, to the Leader Valley School in Earlston.

Visiting professionals offered training sessions to the MAs-including GIRFEC/ Child Protection/ Environmental Health/Autism Support /EAL and Poppo.



We attend training every second Tuesday and receive different training. All of the sessions have been extremely useful and brilliant opportunities for information sharing.

Partnerships School - the Schools involved in supporting the Modern Apprentice Program have been very supportive with very positive feedback.

'Our MA is dedicated to the team and is a valued member. She is progressing in her learning very
Early Years Officer.

'Our MA has a real can do approach and really goes above and beyond in all areas. She has worked particularly hard in respect of working with the team to get our environments inside and outside up to a very high standard prior to our Inspection which came only 5 weeks after moving back ,so the outdoor area had been neglected for the previous 7 months. She got stuck in coming up with ideas and working on these during the weekend.' Head Teacher

'Our MA has confidently stepped into her role and is very hands on and has gone 'above and beyond 'as she has stepped in and helped out in any area she has been needed in. She has become a valuable member of our team.' Early Years Officer

As a consequence almost all the Modern Apprentices have now completed their SVQ qualifications and have successfully gained Early Year Practitioner posts across Borders. They are fully prepared to delivery high quality Teaching and Learning in the playrooms.



ACHIEVING EXCELLENCE IN LEARNING STANDARDS AND QUALITY REPORT 2019-20

9. NEXT STEPS

OUR PRIORITIES

- Implement SBC 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 (including Nurture), Leadership and Literacy/ Numeracy

PARENTAL ENGAGEMENT

- Implement the SBC Parental Engagement Strategy
- Develop approaches to support Family Learning across Scottish Borders

ASSESSMENT OF CHILDREN'S PROGRESS

- Implement "***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 and Support Agreement
- Continue to 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



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an Officer to meet with you to explain any areas of the publication that you would like clarified.

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