

SCOTTISH BORDERS COUNCIL'S



# EDUCATION IMPROVEMENT PLAN 2021-22





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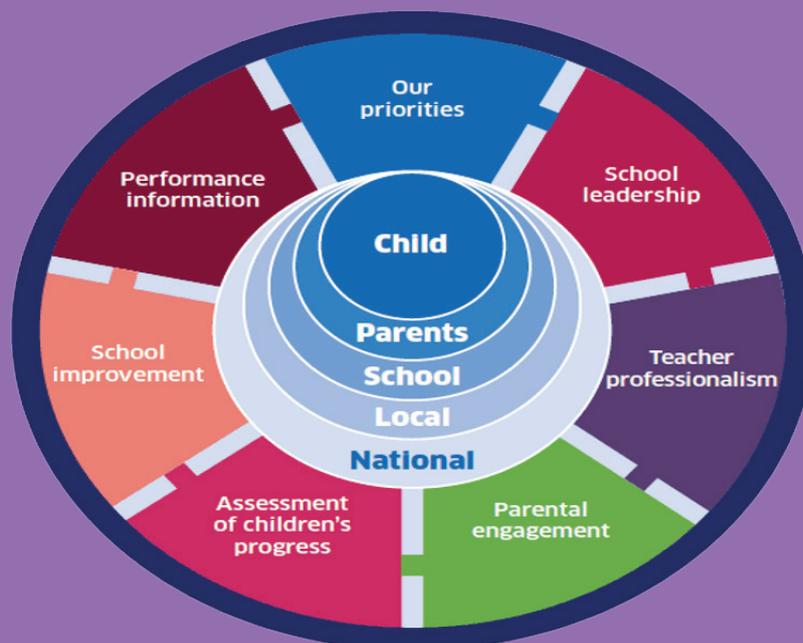
# EDUCATION IMPROVEMENT PLAN 2021-22

## 1. INTRODUCTION

Welcome to the Scottish Borders Education Services Improvement Plan. This plan sets out the key strategic improvement priorities for our schools and settings for session 2021/22 based on the evidence presented in The Standards and Quality Report 2020/21. This reporting and planning process allows us, through rigorous self-evaluation, to identify areas where we are performing well and areas that still require further improvement.

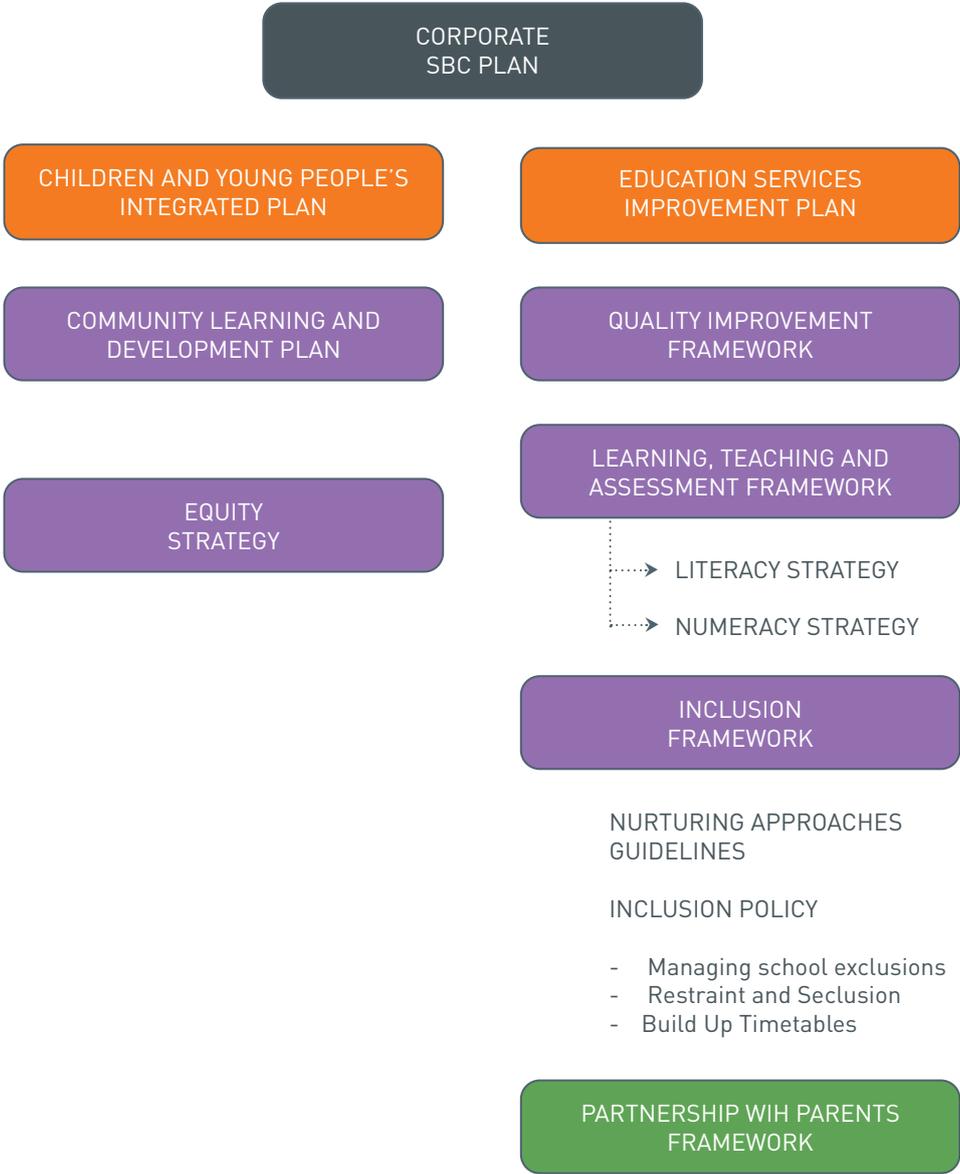
The National Improvement Framework (NIF) requires each local authority to prepare and publish annual plans and reports describing the steps they intend to take each academic year to reach each of the four strategic priorities below:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children’s health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for young people



The Scottish Borders Education Services Plan does not sit in isolation. It is informed by Corporate Plan for SBC and the Children and Young People’s Services Integrated Plan.

**The plan is also supported by other specific plans and strategies as detailed below:**



Our plan reflects both the priorities identified by SEIC and our schools and settings across SBC.

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## 2. PURPOSE OF THE PLAN

In Scottish Borders, we are an ambitious Local Authority, well placed to ensure that all our children and young people continue to benefit from living and growing up in the Scottish Borders.

**We promise that:**

We will continue to have a relentless focus on improvement.

That our children and young people will learn in establishments where all staff expect everyone to succeed to the best of their ability.

That our staff have the opportunity to continue to develop their practice and skills through involvement in high quality professional learning and training.

That we ensure that Scottish Borders is a place where every child is valued and included.

That our education establishments are places where our children's unique talents, skills and abilities will be nurtured, valued and respected.

Our aim will be not to exclude any child or young person from our inclusive schools.

We will ensure every young person leaving our schools can look back and be completely satisfied that they were supported by skilled, capable and caring staff, to be the best they can be.

We will ensure that our children benefit from a curriculum that provides breadth, depth and challenge.

That every child and young person's school career provides opportunities to learn in an environment that promotes creativity, entrepreneurial talent, self-awareness and confidence.

When we deliver on these promises then we can be sure that our young people will attain, achieve and contribute to the economic success of the Borders. We will do this while maintaining a strong focus on early intervention and prevention, building resilience and supporting children, young people and families to develop the skills and capabilities that enable them to navigate the challenges of modern life.



## EDUCATION IMPROVEMENT PLAN 2021-22

# 3. PLANNING FOR IMPROVEMENT POST COVID

Although the Covid-19 pandemic has brought significant challenges for schools, settings and services over the last 18 months, it has also brought many positives in terms of digital transformation, new delivery methods and increased collaborative working. Over the coming year our improvement activity will focus on three key areas; supporting continued recovery from the pandemic; ensuring equity gaps (pre and post-covid) are addressed, and building on the innovative approaches adopted and accelerated during Covid.



Recovery

Equity

Innovation

## RECOVERY

We recognise that we will be living with the virus for some time to come. People's response to the pandemic and the support provided to children continues to be outstanding. Schools and settings will be supported to Build Back Better as they support the needs of their communities whether that relates to learning or wellbeing.

## EQUITY

The Build Back Fairer report reminds us that Covid has exacerbated existing inequalities and that some families have been disproportionately impacted by the pandemic. We are committed to reducing this inequality by targeting resource and energies to reduce barriers to participation, close attainment gaps, improve positive destinations (LAC and SIMD1/2) and achieve the aspirations of The Promise (Care Review).



## INNOVATION

The implementation of Inspire Learning was accelerated during Covid. It was an invaluable tool for remote learning and allowed digital skills to improve overnight. We will build on this success to further improve practice, approaches and experiences through robust staff development programmes as well as new learning opportunities for children.

New ways of delivering services were adopted during Covid. We will build on these to further improve engagement and involvement of children, families and staff.

June 2021 brought the findings of the OECD Review of Curriculum for Excellence. The recommendations are significant and will take some time to achieve. However, we are committed to developing a curriculum that reflects the aspirations of the OECD review, as well as the wider national agendas of Developing Young Workforce, No-one Left Behind, Young Person's Guarantee and the South of Scotland Economic development strategy. We will also ensure that Learning for sustainability, UNCRC and The Promise are integral to our new curriculum and culture.

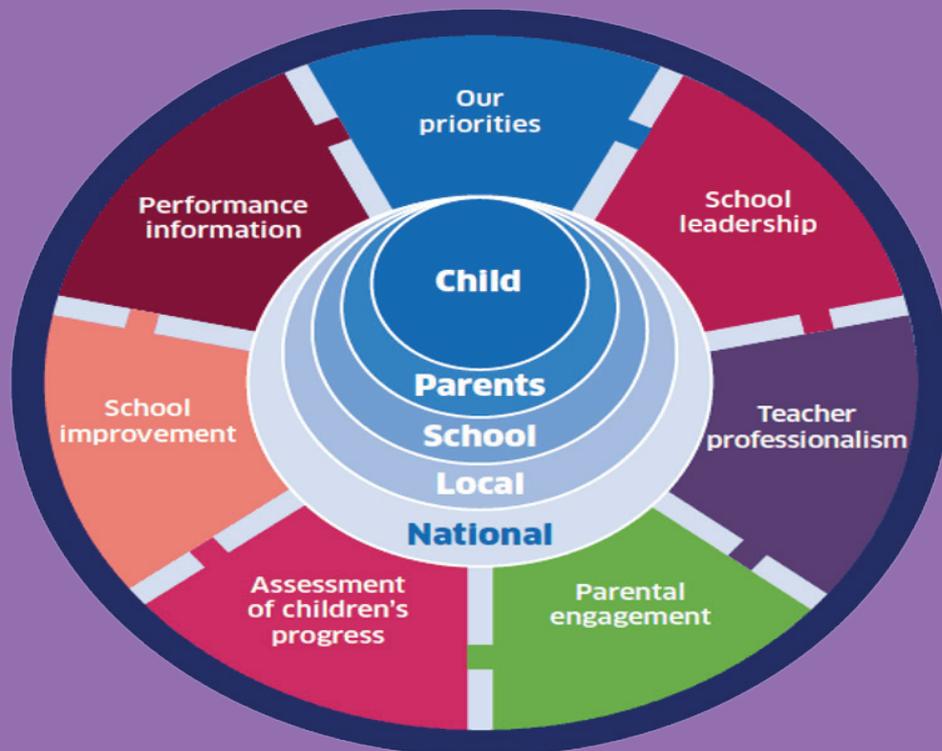
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## 4. STRATEGIC PRIORITIES

The National Framework drivers for improvement underpin the strategic priorities outlined below and give a clear direction across all aspects for service improvement.

**The key drivers which inform our 2021/22 Improvement Plan are:**

- Teacher professionalism
- School improvement
- Assessment of children's' progress



## STRATEGIC PRIORITY 1

To drive high quality learning teaching and assessment in all schools and settings (NIF priority 1, 2, 4)

### NEXT STEPS IDENTIFIED FROM 2020/21 STANDARDS AND QUALITY REPORT:

- Support schools and settings with shared understanding of expectations of LTA Framework
- Develop high quality LTA that leads to improved levels of attainment and achievement for all in our schools and settings
- Enhance EY provision by increasing the number of settings with an outdoor satellite provision

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Implemented the use of Showbie as a digital learning platform in primary schools to support learning, teaching and assessment.	QIO HTs Inspire Team
Developed leadership of staff through secondment opportunities such as Inspire Strategic Leads and LTA leads. <ul style="list-style-type: none"> <li>• ISL will have developed a strategic project which can be shared across all schools</li> <li>• ISLs will support cluster teachers in the classroom with digital learning</li> <li>• ISLs will identify, highlight and share innovative practice</li> </ul>	QIO Inspire Lead Inspire Team LTA Team
Provided high quality professional learning to support the SBC Learns framework including a focus on digital learning	QIO Inspire Lead
Formed an extensive SBC QAMSO Network with representations across clusters and sectors leading moderation activity within BGE.	QIO and SBC QAMSO Network Education Scotland NIF Advisor SEIC LTA Group and SEIC QAMSO Network
Supported all schools to engage with our SBC/SEIC Digital Moderation Tool	
Ensured all schools have updated Curriculum Rationale to reflect needs of their school community for session 2021/22 and a 'Build Back Better' approach to ongoing improvement which closes gaps in attainment and achievement in groups of young people	QIO Team Locality Education Leads HTs
Ensured all schools have Learning, Teaching and Assessment guidance aligned with SBC Framework which impacts on playroom/classroom practice	QIO Team Locality Education Leads HTs

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Supported, contributed to and promoted SEIC Wider professional learning opportunities linked to our LTA priority	QIO Team Locality Education Leads HTs  Early Years Teacher Team
Established an Interactive Professional Learning Resource signposting Anytime Learning Opportunities, Professional Reading material and resources linked to: LTA Framework EY Pedagogical Wheel Inspire Tools for learning, teaching & assessment  Supported schools and leaders to engage in Professional Reading, including supporting Reading Groups for senior leaders.  Developed an SBC Approach to Instructional Coaching that supports high quality learning, teaching and assessment.	SEIT Team SEIC Team
Provided guidance to schools regarding collection and collation of data for improvement.  - All schools will use data set to rigorously track and monitor the attainment and achievement of all children and young people with a focus on those looked after by the local authority - analyse performance information and record progress towards national stretch aims with particular focus on targeted groups of children and young people	QIO Performance Team  HTs/DHTs/PTs  Support for Learning Teachers
Provide a tool which will give a consistent data set for Early Learning and Childcare which includes a range of measures e.g. progression in learning and local context	QIO Performance Team
Completed a review of our SBC Quality Assurance framework to support and challenge schools with the ongoing cycle of self-evaluation for self-improvement	QIM Locality Education Leads HTs
Continue to roll out professional learning to staff linked to the improvement planning cycle, this will include strategies to reduce the attainment gap linked to deprivation	QIO team Education Scotland
Further developed a consortia approach to digital delivery of senior phase qualifications	QIO Secondary HTs.DHTs
Embed DYW, CES and CMD in the classroom through class teachers working with new DYW coordinators, bringing industry closer to the classroom.	QIO DYW coordinators Class teachers

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Further reduce our gap in attainment linked to deprivation through targeted use of COVID 19 recovery teachers and Pupil Equity Funding	
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Children and Young People’s Integrated Plan</li> <li>• South East Improvement Collaborative Plan</li> <li>• DYW National Key Performance Indicators</li> <li>• Digital Strategy</li> <li>• Equity Strategy</li> </ul>	
<p><b>Evidence we will gather:</b></p> <ul style="list-style-type: none"> <li>• Local authority/school establishment reviews</li> <li>• Quality indicator evaluations HGIOS? for 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement</li> <li>• Quality indicator evaluations for HGIOELC? For 2.3 Learning, Teaching and Assessment and 3.2 Securing Children’s progress</li> <li>• Monitoring trends of attendance at professional learning courses and feedback from participants</li> <li>• Attainment data (see separate table)</li> <li>• Standards and Quality Reports and Improvement Plans</li> <li>• Insight Benchmarking data</li> <li>• DYW KPI data and case studies</li> </ul>	
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The number of establishments evaluating themselves as good or better on 2.3 will have increased.</li> <li>2. All staff developing digital pedagogy approaches in their daily practice with increasing confidence.</li> <li>3. All staff will have the skills and understanding to address the attainment gaps within their classrooms.</li> <li>4. All children and young people in Scottish Borders will be confident in using digital skills as part of their learning.</li> <li>5. All schools will have their own Learning, Teaching and Assessment Framework and schools and settings can evidence progression in embedding the expectations of the Framework.</li> <li>6. All staff with Apple Teacher accreditation.</li> </ol>	

## SUCCESS CRITERIA FOR ATTAINMENT

PERFORMANCE MEASURE	SCOTTISH BORDERS 2019	VC ( 2019)	TARGET % INCREASE
% of pupils (P1, P4, P7) achieving expected levels or better in literacy	Listening 87% Reading 82% Writing 78%		3% 3% 7%
% of pupils (P1, P4, P7) achieving expected levels or better in numeracy	80%		5%
% of pupils in S4 in Quintile 1 with 5 or more qualifications at SCQF level 4	49.32%	64.11%	12%
% of pupils in S4 in Quintile 1 with 5 or more qualifications at SCQF level 5	13.70%	26.99%	13%
% of pupils in S5 in Quintile 1 with 5 or more qualifications at SCQF level 4	66.67%	86.35%	20%
% of pupils in S5 in Quintile 1 with 5 or more qualifications at SCQF level 5	39.68%	56.67%	15%
% all leavers in Quintile 1 achieving SCQF level 4 in Numeracy	71.79%	80.13%	8%
% all leavers in Quintile 1 achieving SCQF level 5 in Numeracy	23.08%	44.49%	20%
% pupils in S4 in Quintile 1 achieving an SCQF level 4 Numeracy	63.01%	76.03%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 5 Literacy	69.84%	82.06%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 4 Numeracy	79.37%	92.54%	10%
% pupils in S5 in Quintile 1 achieving an SCQF level 5 Numeracy	34.92%	64.76%	25%
Increase in pupils gaining a work placement award			
Increase in pupils achieving a volunteering award at SCQF level 4 and above	2 pupils ( 2020)		
Increase in entries for Foundation Apprenticeships	59 pupils in 2020		
Increase in the number of NPA courses at SCQF level 4-6	10 ( 2020)		
% Increase in positive destinations	94.64%	93.4%	2%
% Reduction of young people unemployed and seeking	7.41%	7.28%	2%

## STRATEGIC PRIORITY 2

Support inclusion, equity and wellbeing for all children and young people (NIF priority 2 & 3)

### NEXT STEPS:

- Mental Health & wellbeing - Develop the 'whole systems approach' to mental health and wellbeing across Scottish Borders by developing a pathway and specific training programme for staff.
- Inclusion - Embed Inclusive practice across all Scottish Borders schools and settings through improving systems and processes for accessing and delivering consistent additional support (including professional advice, policies, guidance, challenge & support).
- Equity - Ensure, through using relevant data and targeted interventions, we continue to reduce the attainment gap in all our schools and settings.
- Nurture - Support Scottish Borders schools and settings to continue to improve nurturing approaches, through delivering a programme of universal professional learning around two of the Nurture Principles and implementing targeted programmes for identified young people in secondary schools.

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
<p>Developed a whole systems approach to mental health and wellbeing across Scottish Borders.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Developing a Mental Health and Wellbeing Service Directory and pathway</li> <li>• Creating a training matrix to develop and support staff in all roles</li> <li>• Implementing the use of Kooth and Together all in all schools</li> </ul>	<p>Children and Young People's Leadership Group Mental Health and Wellbeing Project Leads and seconded team</p> <p>QIO Educational Psychology Service HTs</p>
Identified and trained mental health first aiders in all school clusters	QIO HTs (in clusters)
Improved systems and supports for accessing additional support including resource and professional advice	QIO ASN Principal Educational Psychologist
Provided high quality professional learning to support the implementation of the Inclusion Framework	Central Team Educational Psychology Service HTs
Ensured all staff have the confidence in being able to meet a range of additional support needs and the support of care experienced young people	Central Team Educational Psychology Service HTs Social Work Managers
Developed data reporting systems which will be captured twice yearly by support for learning staff	Performance Information Team Central Team
Developed employability skills of care experienced young people in partnership with DYW and SDS.	Inclusion and Equity Lead Officer HTs DYW SDS

BY MAY 2022 WE WILL HAVE:	WHO IS RESPONSIBLE?
Ensured all school leaders understand the data for their settings and can analyse data to identify and understand gaps in attainment and achievement	Central Team Locality Education Leads
Piloted targeted place based model across 3 communities (Selkirk, Hawick and Galashiels) with a core group of young people who are statistically at risk of underachieving	Inclusion and Equity Lead Attainment Officer (ES) HTs COVID Recovery Teachers
Delivered a universal programme of professional learning based on the 6 principles of nurture – 2021/22 NP 2 and NP5	Educational Psychology Service Nurture Steering Group
Implemented targeted nurture bases in all nine secondary schools	Central Team QIO ASN Secondary HT/DHT/PT
Identified a small number of primary schools which will implement targeted nurture bases	QIO ASN Nurture Steering Group Cluster HTs
<p><b>How does this link to other plans?</b></p> <ul style="list-style-type: none"> <li>• Children and Young People’s Integrated Plan</li> <li>• South East Improvement Collaborative Plan</li> <li>• ASN National Action Plan</li> <li>• Equity Strategy</li> </ul>	
<p><b>Evidence we will gather:</b></p> <ul style="list-style-type: none"> <li>• Local authority/school establishment reviews</li> <li>• Quality indicator gradings for 3.1 Ensuring Equity, Wellbeing and Inclusion</li> <li>• Monitoring trends of attendance over the year and at year end</li> <li>• Number of exclusion openings and incidences each month</li> <li>• Data around children and young people with an Additional Support Need</li> <li>• Monitoring and evaluating young people’s attendance at Secondary Nurture groups</li> <li>• Wellbeing surveys e.g. SHINE survey, Scottish Government Census Data, HSBC survey work</li> </ul>	
<p><b>Success Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The number of establishments grading themselves as good or better on 3.1 will have increased.</li> <li>2. All schools will have a Positive Relationship Policy detailing the practical measures to manage distressed behaviours.</li> <li>3. All schools will refer to and use the Staged Intervention Framework to address concerns, assess and meet the needs of children and young people at the earliest opportunity.</li> <li>4. No learner in SBC with additional support needs will be excluded from school.</li> <li>5. All children and young people in Scottish Borders will be nurtured, their needs understood and met, experience positive relationships, enjoy learning experience and achieve</li> <li>6. Schools and settings can evidence progression in embedding the principles within SBC’s Nurturing Approaches Guidelines.</li> </ol>	

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**CHILDREN AND YOUNG PEOPLE'S SERVICES**

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