

SCOTTISH BORDERS COUNCIL'S



EDUCATION IMPROVEMENT PLAN 2022-23





CONTENTS

EDUCATION IMPROVEMENT PLAN 2022-23

1. FOREWORD	3
2. INTRODUCTION	5
3. PLANNING FOR IMPROVEMENT POST COVID 19	7
4. STRATEGIC PRIORITIES	9
SBC STRETCH AIMS	10
STRATEGIC PRIORITY 1 – TO RAISE ATTAINMENT BY ENSURING HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT IN ALL SCHOOLS AND SETTINGS	11
STRATEGIC PRIORITY 2 – TO RAISE ATTAINMENT THROUGH IMPROVED INCLUSION, EQUITY AND WELLBEING FOR ALL CHILDREN AND YOUNG PEOPLE.	12

EDUCATION IMPROVEMENT PLAN 2022-23

1. FOREWORD

We are ambitious for all our children and young people. We have clear priorities that have been agreed with all our settings and schools. We will focus relentlessly on improvement with all our partners 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.
- 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 5school career provides opportunities to learn in an environment that promotes creativity, entrepreneurial talent, self-awareness and confidence.

We all have a role to play in making these promises a reality. We want our young people to attain, achieve and contribute to the economic success of the Borders. We will continue to focus on prevention and early intervention, 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.

We have an ambitious programme of improvement for 2022/23. In order to achieve our priorities we need to work in partnership for all the children and young people in our care.

I look forward to working with each and every one of you in the weeks and months ahead.

Justin Sinclair

Chief Education Officer



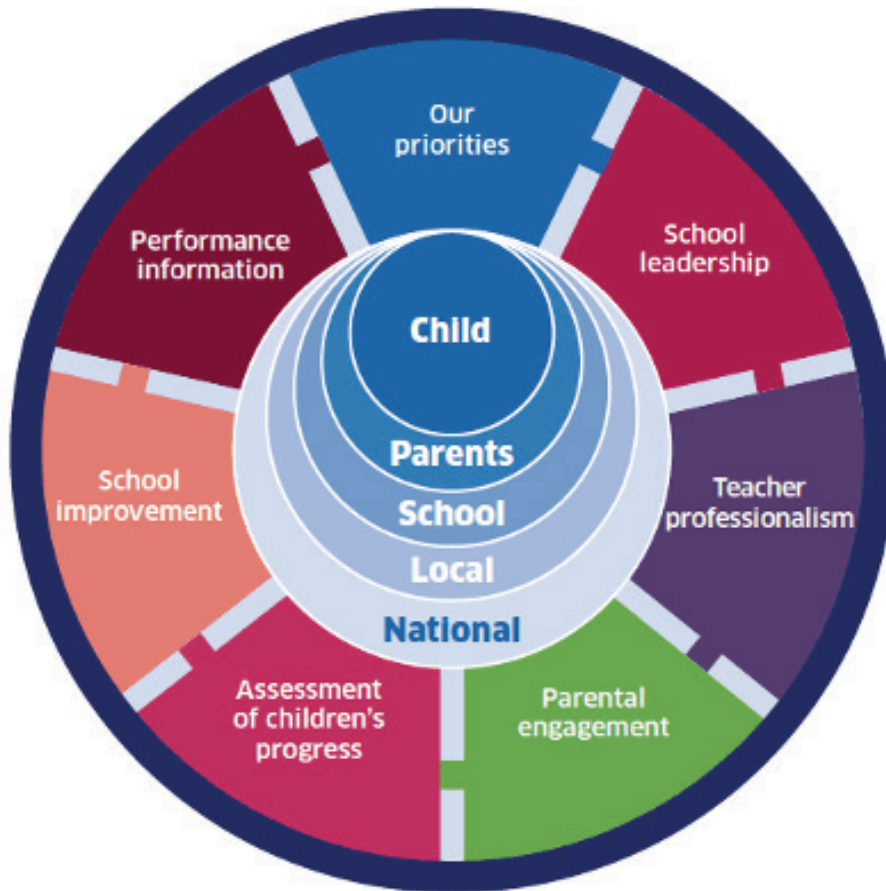
EDUCATION IMPROVEMENT PLAN 2022-23

2. 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 2022/23 based on the evidence presented in The Standards and Quality Report 2021/22. 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 2022 (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 five strategic priorities below:

- Placing the human rights and needs of every child and young person at the centre of education
- 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.

EDUCATION IMPROVEMENT PLAN 2022-23

3. PLANNING FOR IMPROVEMENT POST COVID

Although the Covid-19 pandemic has brought significant challenges for schools, settings and services over the last 30 months, it has also brought many positives in terms of digital transformation, new delivery methods and increased collaborative working. Our improvement activity will continue to focus on three key areas; supporting accelerated recovery from the pandemic; ensuring equity gaps are addressed, and building on the innovative approaches which Inspire Learning has delivered.



Recovery

Equity

Innovation

RECOVERY AND ACCELERATING PROGRESS

The first five years of the Scottish Attainment Challenge saw much progress in closing the poverty related attainment gap but at a limited pace. The pandemic disrupted the learning of our children and had a disproportionate impact on children affected by poverty.

The refreshed Scottish Attainment Challenge and updated National Improvement Framework give clear guidance to schools and local authorities on pursuing a relentless focus on improvement at an increased pace.



EQUITY

It is now our moral imperative to continue at pace to work with schools to improve the attainment of our children and young people and to renew our commitment to equity in education to mitigate the impact of poverty of children's progress in learning and outcomes.

We are committed to reducing this inequality by targeting resource and energies to reduce barriers to participation, close attainment gaps, improve positive destinations (care experienced 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.

EDUCATION IMPROVEMENT PLAN 2022-23

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 2022/23 Improvement Plan are:

- Teacher and practitioner professionalism
- School and Early Learning and Childcare improvement
- Curriculum and Assessment
- Performance Information

Our overarching priority this session is to ensure the core stretch aims set for the local authority are met in full and the poverty related attainment gap is reduced.

We will achieve this by setting two strategic priorities.

STRATEGIC PRIORITY 1

To raise attainment by ensuring high quality learning, teaching and assessment in all schools and settings.

STRATEGIC PRIORITY 2

To raise attainment through improved inclusion, equity and wellbeing for all children and young people.

SBC STRETCH AIMS

Following the refresh of the Scottish Attainment Challenge in March 2022, local authorities are required to submit stretch aims which are shared annually with the Scottish Government as part of statutory plans and reports. Specific 'core' stretch aims are to be submitted for improving outcomes for all while closing the poverty-related attainment gap, these should be both ambitious and achievable within local contexts.

These include:

- a. Achievement of Curriculum for Excellence Levels (ACEL) in literacy combined and numeracy combined;
- b. Proportion of school leavers attaining 1 or more pass at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- c. Proportion of school leavers attaining 1 or more pass at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication;
- d. The proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland;
- e. A locally identified aim for health and wellbeing; attendance

In the development of the stretch aims for Scottish Borders, data and evidence have been interrogated and forensically analysed longitudinally to explore averages, trends and patterns of progress over a 5 year period. Data was considered and benchmarked against national and virtual comparator measures, taking into account the impact of the COVID-19 pandemic. There has been consultation and collaboration with headteachers, quality and improvement and data analysis services, Education Scotland, the regional improvement collaborative and other local authorities.

CORE STRETCH AIM	OVERALL LEVELS	SIMD QUINTILE 1	SIMD QUINTILE 5	GAP (Q1 – Q5)
ACEL P1, P4, P7 Literacy Combined	75%	60%	87%	27%
ACEL P1, P4, P7 Numeracy Combined	80%	65%	89%	24%
Achieved 1 or more Qualification at SCQF Level 5 (leavers)	88%	75%	96%	21%
Achieved 1 or more Qualification at SCQF Level 6 (leavers)	66%	45%	86%	41%
Participation measure (16-19 in education, employment or training)	94%	89%	98%	9%
HWB: Attendance – Primary	95%	95%	95%	0
HWB: Attendance – Secondary	95%	95%	95%	0

STRATEGIC PRIORITY 1

To raise attainment by ensuring high quality learning, teaching and assessment in all schools and settings.

NEXT STEPS IDENTIFIED FROM 2021/22 STANDARDS AND QUALITY REPORT:

Supporting schools to enhance learning, teaching and assessment using technology through:

- Professional learning
- Coaching and mentoring of staff
- Further embedding Showbie in all schools
- Continue to review and redesign BGE and Senior Phase curriculum
- Develop high quality pedagogy which leads to improved levels of attainment and achievement in literacy and numeracy
- Renew focus on Quality Improvement and Assurance through empowering localities and promoting self-improving schools

BY MAY 2023:

All schools and settings will evidence high quality pedagogy and practice.
All schools will have high quality, relevant progressive and prescriptive curricular programmes.
Through high quality professional learning, all schools and settings will evidence improved digital skills.

EVIDENCE WE WILL GATHER:

- Attainment Data
- Insight Data
- Local authority/school establishment reviews
- Quality indicator evaluations HGIOS? for 2.3 Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement
- Quality indicator evaluations for HGIOELC? For 2.3 Learning, Teaching and Assessment and 3.2 Securing Children's progress
- National Standard gradings – Care Inspectorate Quality Framework
- Impact of professional learning
- Standards and Quality Reports and Improvement Plans

SUCCESS CRITERIA:

1. Increase in attainment outcomes across all ages and stages in accordance with core stretch aims.
2. The number of establishments evaluating themselves as good or better on 2.3 and 3.3 (digital skills) will have increased.
3. All staff will have the skills and understanding to reduce the attainment gaps within their playrooms/classrooms.
4. 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.
5. All schools will have progressive curriculum content frameworks for literacy and numeracy and can evidence of the impact of these.

STRATEGIC PRIORITY 2

To raise attainment through improved inclusion, equity and wellbeing for all children and young people.

NEXT STEPS IDENTIFIED FROM 2021/22 STANDARDS AND QUALITY REPORT:

- Focus on ensuring policies and practices are grounded in current legislation and well understood and schools are supported to ensure success of all learners
- Continue to ensure a commitment to nurture and progress rollout of targeted nurture bases
- Support schools to make best use of Scottish Attainment Challenge funding to close the poverty related attainment gap

All the data indicates the detrimental effects the past two years have had on children and young people's health and wellbeing, therefore it is important we focus on:

4 key areas identified within the Health and Wellbeing census of 2022 –

- Bullying – how we work with children and young people to build respectful relationships and take the appropriate action when relationships go wrong.
- Caring responsibilities – ensure an increased number of children and young people with caring responsibilities are given the necessary support if required.
- Body image – ensure there is a focus within PSE programmes around schools focus.
- Loneliness, stress and worry are discussed with children and young people and the appropriate actions taken by their schools to support them.

Ensure the wellbeing indicators are being considered for all children and young people using the Glasgow Motivation Wellbeing Tool or similar profile.

An increased focus around the mental health of our children and young people using the SHINE survey across all our schools (P6-S6).

BY MAY 2023 WE WILL:

All schools and settings will demonstrate improved inclusive, nurturing practice and promote wellbeing.

Both universal and targeted learning and support are embedded and is having a positive impact on children's progression with their learning.

EVIDENCE WE WILL GATHER:

- Local authority/school establishment reviews
- Quality indicator gradings for 3.1 Ensuring Equity, Wellbeing and Inclusion
- Data around children and young people with an Additional Support Need
- Wellbeing surveys e.g. SHINE survey

SUCCESS CRITERIA:

1. All schools and setting will evidence improvement in QI 3.1
2. The number of school and settings evaluating themselves as good or better for QI 3.1 will increase.
3. All school and settings evidence improved practice in line with their revised Positive Relationship Policy.
4. Schools and settings can evidence progression in embedding the nurture principles.
5. All schools will use the GMWP or similar to track wellbeing of children and young people.

SCOTTISH BORDERS COUNCIL EDUCATION PRIORITIES 2022/23



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.

CHILDREN AND YOUNG PEOPLE'S SERVICES

Scottish Borders Council | Headquarters | Newtown St Boswells

MELROSE | TD6 0SA

email: SeniorMgtSupport@scotborders.gov.uk

