



Appendix 1

Review of Quintile 1 Schools across SBC 2022/23

This paper has been prepared in response to our relentless focus on closing the poverty related attainment gap in Scottish Borders. Our aim this session is to work with all of our schools who contribute to our Quintile 1 attainment, to provide support and challenge and to help ensure significant progress is being made in recovering from the impact of COVID 19 and in achieving the mission of the Scottish Attainment Challenge.

Purpose of Review

- To evaluate the effectiveness of the strategic approach to closing the poverty related attainment gap and improve health and wellbeing in our quintile 1 schools.
- To identify highly effective practice which can be shared across schools
- To support and plan for maximum impact of resources available through Scottish Attainment Challenge Fund.

Model for Review

The key quality indicators which will focussed on are:

QI 1.5 – Management of resources to support equity

QI 2.3 – Learning, teaching and assessment

QI 3.2 – Raising attainment and achievement

Each of these indicators will be considered through the lens of the Scottish Attainment Challenge Self Evaluation documentation.

Key themes and questions to consider:

Leadership (QI 1.5)

Governance and management

- How well do staff at all levels clearly focus and commit to achieving equity?
- To what extent are staff at all levels clear and specific about the outcomes they are trying to achieve?

Data and closing the gap

- To what extent is our self-evaluation underpinned by a strong understanding of the data?
- How well are the school making progress at improving attendance and reducing rates of exclusion?
- How confident are the school that interventions and approaches whether universal or targeted are leading to improvement?
- To what extent re the school narrowing the attainment gap in literacy, numeracy and health and well-being?



Self-evaluation and research

- How focused are the school on closing the poverty related attainment gap?
- To what extent are the school providing clarity about which interventions are most successful in closing the gap?
- To what extent are partners, parents and children involved in self-evaluation?
- What range of resources are used to identify evidence based practice that may suit the school's context?

Pupil Equity Funding

- How effectively is progress monitored and tracked?
- How effectively are partners, parents and children involved in decision making about Pupil Equity Funding?
- To what extent are the school clear and specific about their interventions, approaches and targets?
- How confident are they about making timely informed changes to plans if they are not achieving the intended impact?

Learning and Teaching (QI 2.3)

Learning teaching and assessment

- How effectively do the school differentiate learning and teaching and use strategies to address the socio economic challenges and barriers faced by the children?
- To what extent are the school providing additional experiences and opportunities for children who have been identified as missing out?
- To what extent are they considering equity across the four contexts?

Professional learning and sharing practice

- How deep an understanding to staff have of how pedagogical approaches can improve outcomes of children living in deprived communities?
- To what extent is professional learning leading to improved outcomes for children?
- To what extent are the school sharing effective practice to achieve equity collegiately with in the school and across other schools?

Families and Communities (QIs 2.3 and 3.2)

Parental Engagement

- To what extent are the school engaging with parents of children living in the most deprived communities and circumstances?
- In what ways is the learning environment welcoming and helpful to parents?
- How well does the school help parents with supporting their children's learning



- How well is the schools engagement with families leading to improved outcomes and equity for learners?

Collaborating with partners

- How well does the school understand and engage with the local community to support their approaches to achieving equity?

Cost of the school day

- How well has the school reviewed their policies and procedures to ensure they mitigate against barriers which may prevent children from participating in aspects of their education?

Review Team

The review team will be matched to the size of the school. It will comprise of Quality Improvement officers, Early Years officers, Inclusion and Equity Lead, Attainment Adviser and SEIC associates.

Practical Arrangements

Each review will last no more than 2 days. A timetable for evaluation activity will be agreed in advance with the HT.

Arrangements for reporting

The headteacher will be responsible for collating strengths and areas for development based on feedback from the review team.

Follow Up Reviews

It may be necessary to follow up with a further visit to the school. This will be agreed in discussions with the HT.