

SCOTTISH BORDERS COUNCIL'S



EDUCATION IMPROVEMENT PLAN 2023-24





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EDUCATION IMPROVEMENT PLAN 2023-24

1. FOREWORD

In the Scottish Borders we have one simple vision; to make Scottish Borders the best place in the world to teach and learn.

Scottish Borders Council are a forward thinking, ambitious authority committed to transforming the way we deliver our Education Services and well placed to ensure that all our children and young people continue to benefit from living and growing up in the Scottish Borders. We want all our young people and staff to grow and develop into high skilled, happy and healthy global citizens. Our Inspire Learning programme harnesses the latest technology, curriculum innovation, new learning environments and high quality professional development to ensure that learning across our region is mobile, personal, collaborative and excellent.

We are implementing a new education delivery model which will empower school leaders to foster collaboration within their local communities, working alongside the collective expertise and creativity of colleagues to deliver positive outcomes for all the children and young people in the Scottish Borders. In an empowered system school leaders are partners within the Local Authority and contribute and support each other, respecting the different role each plays. 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.

Justin Sinclair

Chief Education Officer



EDUCATION IMPROVEMENT PLAN 2023-24

2. INTRODUCTION

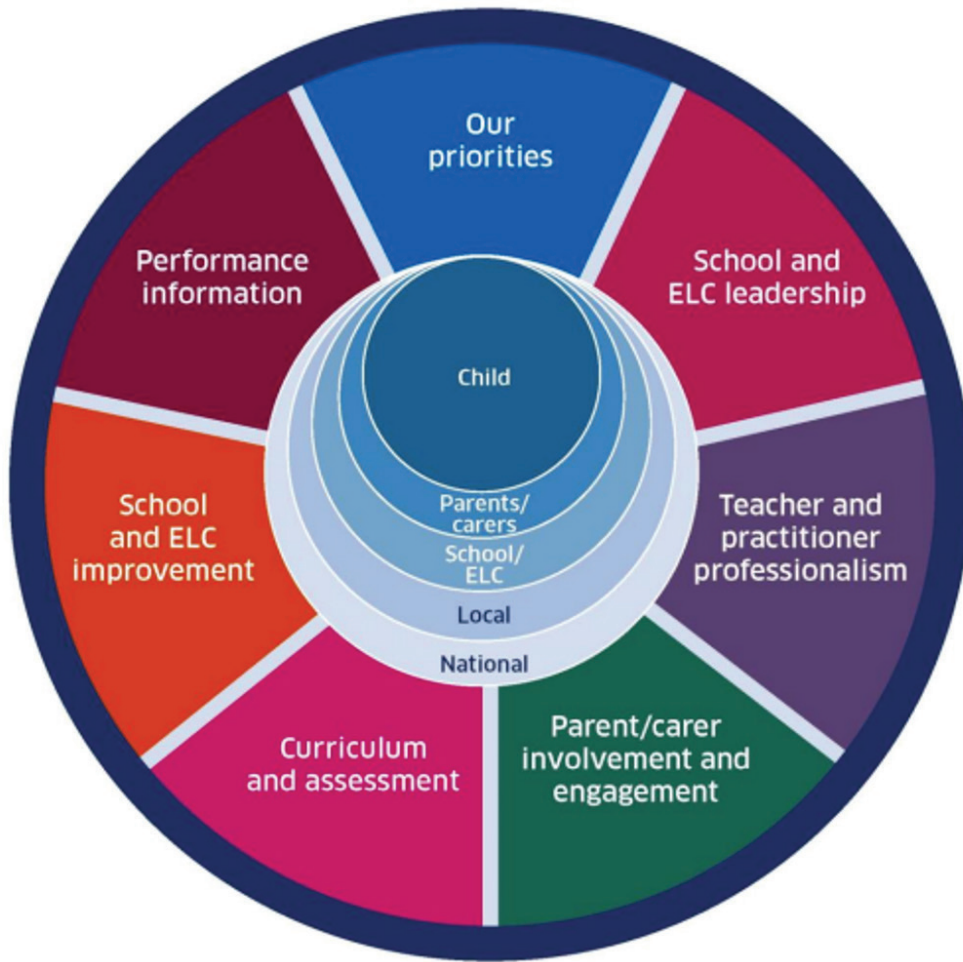
The National Framework drivers for improvement underpin the strategic priorities outlined below and give a clear direction across all aspects for service improvement.

The key drivers which inform our Improvement Plan are:

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

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 Service Improvement Plan does not sit in isolation. It is informed by SBC’s Council Plan April 2023 and the Children and Young People’s Services Integrated Plan.



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3. OUR STRATEGIC PRIORITIES

Our Education Service Improvement Plan sets out the key strategic improvement priorities for our schools and settings for session 2023-24 based on the evidence presented in The Standards and Quality Report 2022-23. 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.

PRIORITY 1

Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings through continued development of;

- Pedagogy and practice
- Curricular programmes
- Digital skills for all

PRIORITY 2

Develop inclusive practice with a focus on universal and targeted provision in all schools and settings through continued development of;

- Inclusive, nurturing practice and promotion of wellbeing
- Universal and targeted supports for all learners
- Use of Pupil Equity Funds

DEVELOPMENT OF A NEW EDUCATION DELIVERY MODEL

In the Scottish Borders, we are planning to revolutionise our current approaches to delivering Education by moving away from narrow job roles and silos, and instead, focusing on building leadership capacity, creating an environment that encourages innovation and ultimately create a self-improving service.

We are fostering and designing a “Team around the Cluster” approach to deliver positive outcomes for all children and young people in the Scottish Borders.

Our aim is to enable all colleagues to gain a broader understanding of the entirety of our education service delivery process and develop a flexible skill set. It will also foster a culture of continuous professional learning and learning together. Through our model of using Communities of Practice (COP) we will promote less silo working and improve open communication. We aim to harness the diverse perspectives and expertise of “OneTeam” across our Education officers and school practitioners to drive innovation and improve outcomes.

All schools will engage with the #SBCway, aligning current practices with the authority-wide approach. The #SBCway will support all schools to further advance the following priorities:



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4. SBC STRETCH AIMS 2023-26

Local authorities are required to submit stretch aims for 2025/26 with annual trajectories to Scottish Government as part of statutory plans and reports. Specific 'core' and optional 'core plus' 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:

CORE STRETCH AIMS

- a. Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined);
- b. the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information;
- c. the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information;
- d. the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland;
- e. A locally identified aim for health and wellbeing; attendance in primary and secondary.

CORE PLUS STRETCH AIMS

- f. Achievement of Curriculum for Excellence Levels (literacy at S3 and numeracy at S3);
- g. The proportion of school leavers in an initial positive destination based on Insight information;
- h. Attendance of care experience learners in primary and secondary;
- i. the proportion of care experienced school leavers attaining 5 or more award at any SCQF level based on Insight (All SCQF Awards) information.

Stretch aim development has involved collaboration and dialogue with cluster lead headteachers, education officers, and all headteachers. Schools have collaborated in clusters to set core and core plus stretch aims for every school and clusters have set additional stretch aims to suit their context. School stretch aims have been used to corroborate our local authority aims to ensure consistency and clarity.

CORE STRETCH AIMS

CORE: ACEL P1 P4 P7 LITERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	75 - 76%	60 - 62%	87 - 88%	27 - 26pp
2024/25	76 - 78%	62 - 68%	88 - 89%	26 - 24pp
2025/26 Stretch Aim	80%	74%	89%	15pp
CORE: ACEL P1 P4 P7 NUMERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	80 - 81%	63 - 65%	88 - 89%	25 - 24pp
2024/25	81 - 82%	65 - 69%	89 - 90%	24 - 2pp
2025/26 Stretch Aim	83%	75%	91%	16pp
CORE: SCHOOL LEAVERS ATTAINING 1 OR MORE AWARD AT SCQF LEVEL 5 (ALL SCQF)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	88.5 - 89.5%	72.5 - 74.0%	97.6 - 98.0%	25.1 - 24.0pp
2024/25	89.5 - 90.5%	74.0 - 77.0%	98.0 - 98.5%	24.0 - 22.5pp
2025/26 Stretch Aim	91%	82%	98%	16pp
CORE: SCHOOL LEAVERS ATTAINING 1 OR MORE AWARD AT SCQF LEVEL 6 (ALL SCQF)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	64.9 - 66.0%	32.5 - 36.5%	85.7 - 86.5%	53.2 - 50.0pp
2024/25	66 - 68%	36.5 - 42%	86.5 - 87.5%	50.0 - 47.0pp
2025/26 Stretch Aim	72%	50%	88%	38pp
CORE: ANNUAL PARTICIPATION MEASURE (16-19 – EDUCATION, EMPLOYMENT, OR TRAINING)				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	95.6 - 96.0%	87.1 - 88.5%	98.3%	9.3 - 10pp
2024/25	96.0 - 96.3%	88.5 - 90.0%	98.4%	9.0 - 9.3pp
2025/26 Stretch Aim	96.5%	92%	98.6%	6.6pp
CORE HWB: ATTENDANCE - PRIMARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	93.3 - 94.0%	89.7 - 91.0%	95.4 - 95.8%	5.7 - 4.8pp
2024/25	94.0 - 95.0%	91.0 - 92.5%	95.8 - 96.2%	4.8 - 3.7pp
2025/26 Stretch Aim	95.5%	95.0%	96.5%	1.50pp
CORE HWB: ATTENDANCE - SECONDARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	89.2 - 90.0%	84.5 - 87.0%	90.9 - 91.5%	6.4 - 4.5pp
2024/25	90.0 - 91.5%	87 - 90%	91.5 - 92.5%	4.5 - 2.5pp
2025/26 Stretch Aim	93.5%	92%	94.5%	2.5pp

CORE PLUS STRETCH AIMS

CORE PLUS: ACEL S3 - 3RD LEVEL LITERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	85.5 - 87.0%	72.5 - 80.0%	93.8 - 94.5%	21.3 - 14.5pp
2024/25	87.0 - 89.5%	80 - 83%	94.5 - 95.5%	14.5 - 12.5pp
2025/26 Stretch Aim	92%	85%	97%	12pp
CORE PLUS: ACEL S3 – 3RD LEVEL NUMERACY COMBINED				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	85.5 – 87.0%	80 – 82%	93 – 94%	13 – 12pp
2024/25	87.0 – 89.0%	82 – 84%	94 – 95.5%	13 – 12pp
2025/26 Stretch Aim	92%	86%	97%	11pp
CORE PLUS: SCHOOL LEAVERS IN AN INITIAL POSITIVE DESTINATION				
ANNUAL TRAJECTORY	OVERALL LEVELS	SIMD Q1	SIMD Q5	GAP (Q1 – Q5)
2023/24	96.7 – 97.0%	93.8 – 94.2%	99.2%	5.5 – 5.0pp
2024/25	97.0 – 97.5%	94.2 – 95.0%	99.3%	5.0 – 4.3pp
2025/26 Stretch Aim	98%	96%	99.5%	3.5pp
CORE PLUS: CARE EXPERIENCED ATTENDANCE – PRIMARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	CE	NON-CE	GAP (CE – NON-CE)
2023/24	93.3 – 94.0%	88.0 – 90.5%	93.4 – 94.1%	5.4 – 3.6pp
2024/25	94.0 – 95.0%	90.5 – 92.5%	94.1 – 95.1%	3.6 – 2.6pp
2025/26 Stretch Aim	95.5%	95%	95.6%	0.6pp
CORE PLUS: CARE EXPERIENCED ATTENDANCE – SECONDARY				
ANNUAL TRAJECTORY	OVERALL LEVELS	CE	NON-CE	GAP (CE – NON-CE)
2023/24	89.2 – 90.0%	84.1 – 86.0%	89.3 – 90.2%	5.2 – 4.2pp
2024/25	90.0 – 91.5%	86.0 – 89.0%	90.2 – 91.7%	4.2 – 2.7pp
2025/26 Stretch Aim	93.5%	92%	93.7%	1.7pp
CORE PLUS: CARE EXPERIENCED SCHOOL LEAVERS ATTAINING 5 OR MORE AWARDS AT ANY SCQF LEVEL (ALL SCQF)				
ANNUAL TRAJECTORY	CARE EXPERIENCED			
2023/24	64.7 – 70%			
2024/25	70 – 78%			
2025/26 Stretch Aim	90%			



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5. ACTIONS

NEXT STEPS IDENTIFIED FROM 2022-23 STANDARDS AND QUALITY REPORT:

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements and target setting for all cohorts of learners
- Continue to build capability and capacity for senior leaders and staff in schools in the use of tracking and monitoring tools, including Insight and BGE Benchmarking and the ability to interpret data to identify areas of need
- Support all schools and settings to engage in further curriculum innovation, ensuring programmes and pathways align with rationales and the 4 contexts of Curriculum for Excellence
- Clearly set out our expectation for literacy, numeracy and HWB framework through implementing #SBCWay
- Focus on ensuring policies and practices are grounded in current legislation and well understood and schools are supported to ensure success of all learners
- Support and challenge schools to improve outcomes for identified groups of children and young people with a particular focus on closing the poverty related attainment gap
- Support schools to make best use of Scottish Attainment Challenge funding to close the poverty related attainment gap
- Continue to ensure a commitment to nurture and progress rollout of targeted nurture bases
- Ensure the wellbeing indicators are being considered for all children and young people

BY MAY 2024:

All schools will have engaged with new BGE Literacy and Numeracy curricular pathways.

All clusters will have responded to the opportunities of the Scottish Attainment Challenge targeting resources where the poverty related attainment gap is greatest.

Stretch aims will have been agreed by all schools to ensure Improved attainment for all children and young people.

Awareness of neurodiversity and understanding of best practice to meet the needs of neurodivergent learners of all ages will be improved.

All learners with additional support needs will be able to access SQA assessment activity.

An SBC Outdoor learning Strategy will be developed.

Service delivery and resource allocation at cluster level will be maximised to ensure decision making sits at the heart of the community.

A Play Pedagogy Strategy will have been developed.

The Respectful Relationships and Anti-Bullying Policy will have been implemented across all schools and settings.

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:

- 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
- Local authority/school establishment reviews
- Quality indicator gradings for 3.1 Ensuring Equity, Wellbeing and Inclusion
- SEEMIS Data around children and young people with an Additional Support Need
- Collated survey data e.g. SHINE survey, Glasgow Motivation Wellbeing Profile
- SEEMIS data – Bullying and Equalities

SUCCESS CRITERIA:

- Increase in attainment outcomes across all ages and stages in accordance with core stretch aims.
- The number of establishments evaluating themselves as good or better on 2.3 and 3.3 (digital skills) will have increased.
- School improvement plans will detail clear measures of impact in reducing the poverty attainment gap.
- All staff will have the skills and understanding to reduce the attainment gaps within their playrooms/classrooms.
- All schools will have completed the curriculum alignment audit.
- All schools and settings will evidence improvement in QI 3.1.
- The number of school and settings evaluating themselves as good or better for QI 3.1 will increase.
- All school and settings will evidence improved practice in line with their revised Positive Relationship and Anti Bullying Policy.
- Schools and settings will evidence progression in embedding the nurture principles.
- All schools will use the Glasgow Motivation and Wellbeing Profile to track wellbeing of children and young people so we have comparable data across the authority.
- Staff will evidence more awareness of neurodivergent learners in their classroom practice.
- Best approaches to supporting neurodivergent learners will be developed and shared.
- Parent workshops on Nurture will be delivered in all localities.
- Nurture bases will be established in targeted primary schools
- There is a higher uptake of the use of digital exam papers in schools
- High levels of staff engagement in professional learning
- Cluster based approaches are agreed to support service delivery in both ASN and ELC.



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