

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play #yourpart

**QUALITY IMPROVEMENT
FRAMEWORK**



CONTENTS

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

1. OVERVIEW	3
2. QUALITY IMPROVEMENT FRAMEWORK	5
3. STANDARDS AND QUALITY REPORTS AND SCHOOL IMPROVEMENT PLANS	7
4. TOWARDS AN EMPOWERED SYSTEM	9
5. SUPPORTED SELF EVALUATION REVIEWS AND HMI INSPECTIONS	11
6. CAPACITY AND RISK REGISTER	13
7. ROLES AND RESPONSIBILITIES	15
APPENDICES	
QUALITY IMPROVEMENT ANNUAL CYCLE	16

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

1. OVERVIEW

Scotland has started a collective endeavour to build an empowered, connected, self-improving education system to achieve excellence and equity for all children and young people as set out in the National Improvement Framework.

In an empowered school led system, school leaders should be part of the collective leadership of the system as well as leaders within their own organisation.

Scottish Borders Council is committed to the delivery of a high-quality education service for all children and young people. This is underpinned by a commitment to work in partnership with parents and communities. Our vision is to embed a culture of continuous improvement which ensures our children and young people are achieving the best possible outcomes.



Achieving Excellence in Learning #play your part, the council strategy to Raise Attainment for All comprises six key frameworks: Teaching and Learning, Literacy, Numeracy, Learning Together (Parental Engagement and Family Learning), Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

This quality improvement framework seeks to support and enable Head Teachers to take responsibility and be accountable for their own improvement journey.

Effective self-evaluation is a rigorous process which identifies a unique and valuable picture of what is having most and least impact on learners, in a single class, across a school, learning community or a local authority. It should take place within an aspirational culture of 'How good can we be?'

The significant relationship between effective self-evaluation and school improvement can also be seen as an 'inwards, outwards, forwards' approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

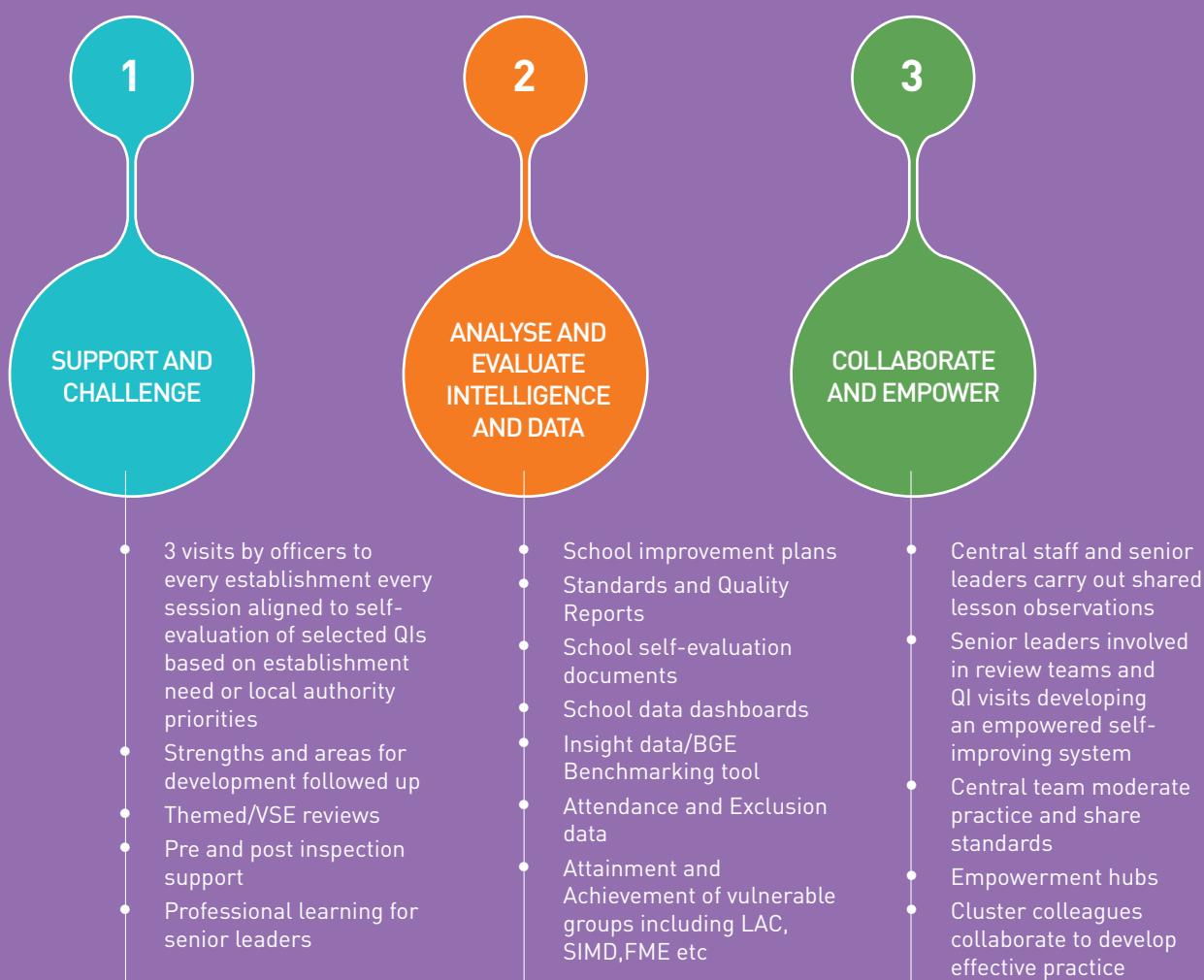
- How are we doing?
- How do we know?
- What are we going to do now?

HGIOS 4 /HGIOELC Education Scotland 2015

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

2. QUALITY IMPROVEMENT FRAMEWORK

Supporting the on-going cycle of self-evaluation and improvement planning, the framework consists of 3 key areas:





ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

3. STANDARDS AND QUALITY REPORT AND IMPROVEMENT PLANNING PROCESSES

The processes for completing the standards and quality report and the school improvement plan should be underpinned by the following quality indicators:

QI 1.1 – Self Evaluation for Self-Improvement

QI 1.3 – Leadership of Change – Strategic Planning for Continuous Improvement

This section provides guidance to assist schools with self-evaluation and in developing their standards and quality report and improvement plan.

This guidance takes into account Education Scotland's 'Delivering Excellence and Equity: Advice on School Improvement Planning 2018/19', the National Improvement Framework, HGIOS4 and HGIOELC.

It is vital that a culture of self-evaluation exists where staff, pupils, parents and the community regularly self-evaluate against national quality indicators, authority and establishment priorities. This should take place formally at planned points throughout the school year and informally on a daily basis.

Schools should use the quality indicators, the challenge questions and the features of highly effective practice in HGIOS4/HGIOELC to guide them in establishing their current position.

School should consider the following key principles:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan;
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions;
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy; and
- consider both the local context and the NIF priorities when developing a plan that works for your children and young people.

Schools should provide an annual standards and quality report, as a record of progress in taking forward their annual improvement plan and defining the priorities for the forthcoming year.

Education Scotland's guidance states that schools should ensure:

- ✓ progress towards NIF drivers is communicated clearly and briefly
- ✓ evaluation of the impact of the schools actions to improve excellence and equity and achieve positive outcomes for all children and young people is clear
- ✓ strengths which have been successful in engaging children and young people, staff, parents and the wider community are highlighted.

Avoid using jargon or abbreviations as this is a public facing document and should be written in plain English for a wide public audience. This report should be provided in an accessible way which clearly tells the reader what is working well and what needs to improve.

The local authority's priorities over the last few years have focussed on improving learning and teaching in literacy and numeracy, reducing the impact of poverty on attainment, improving curriculum and developing partnerships. These priorities reflect the national Improvement framework and should also clearly identified in schools improvement plans.

DEVELOPING A MANAGEABLE, MEASURABLE ANNUAL IMPROVEMENT PLAN

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- ✓ observable, measurable outcomes which focus on learning, achievement and wellbeing;
- ✓ priorities clearly linked to NIF drivers and HGIOS4 /HGIOELC quality indicators (QIs);
- ✓ clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- ✓ clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- ✓ clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- ✓ measures of success which include performance data, quality indicators and stakeholders views.

This plan should be developed to reflect priorities arising from the needs of pupils, parents, staff and the wider community and should be deliverable within a clearly negotiated working time agreement with your school collegiate group. This plan should be a working document which is regularly reviewed, amended and updated depending on progress made.

There is no expectation to have a separate pupil equity fund (PEF) or Early Learning and Childcare plan however priorities and areas for improvement within each of these should be clearly identified within your overall plan.

'Bureaucracy light' templates are provided to support schools with their school improvement report and plans (see appendix)

The school improvement report and the school improvement plan should be submitted to the improvement team by the end of May each year.

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

4. TOWARDS AN EMPOWERED SYSTEM

'The Education Reform Joint Agreement between Scottish Government and Local Government sets out clear expectations to create an empowered education system. This agreement is founded on the understanding that everyone involved in the education system will require to work together to create a system which promotes collaboration and professional judgement at school level and beyond.'

Towards an empowered system, Improving school empowerment through self-evaluation (July 2019)

COLLABORATION FOR IMPROVEMENT

Collaboration is the most important feature of the self-improving system. It is essential that opportunities are created which allow senior leaders the time and head space to work together to lead improvements in education provision.

Throughout each session we will offer to host '**Empowerment Hubs**' to support collaboration for improvement. The themes of each hub will be directed by the collective goals and aspirations for learners and schools as set out in school, cluster and local authority plans. These hubs will give participants the opportunity to share views, interesting practice and innovative ideas as well as engage in co-production and solution-oriented approaches.

The empowerment hubs will be both cross and single sector depending on school's own self-evaluation of priorities and will be available for all senior leaders to opt in and make an active contribution to improvement.

PROFESSIONAL LEARNING AND LEADERSHIP DEVELOPMENT FOR IMPROVEMENT

We support and promote professional learning and leadership development which focusses on building capacity for improvement.

As part of our shared responsibility, ownership and accountability of local priorities we will align our '**Education Practicums**' to support our key areas for improvement.

The practicum approach will use improvement methodologies and will focus on using data and research to improve outcomes for learners. These hubs will be cross sector and where appropriate have multi agency membership.

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

5. SUPPORTED SELF EVALUATION AND HMI INSPECTION

QUALITY IMPROVEMENT MEETINGS

A rolling programme of quality improvement and attainment meetings are planned throughout the year (see appendix).

Every school will have two focussed meetings with a member of the quality improvement team as well as an attainment and achievement review. HTs will be expected to prepare evaluative statements in advance of these meetings.

SUPPORTED SELF EVALUATION

The purpose of supported self-evaluation is to work in partnership with schools to:

- Validate and moderate school's self-evaluation
- Provide professional learning for staff
- Gather information regarding the schools capacity for improvement
- Identify key strengths and provide critical feedback for improvement
- Identify level of support needed to ensure continuous improvement

The quality improvement team will identify priority schools to be involved in supported reviews. The review team will use the current information which is available from each school including SIP/SIR, attainment data, exclusion and attendance data, SIMD profile. Each review will be proportionate and fit the needs and size of each school.

Supported self-evaluation teams may comprise of:

- Quality Improvement Manager
- Quality Improvement Officer(s)
- Early Years team members
- Educational Psychologists
- SEIC Associate
- Peer HT(s)
- Additional staff depending on focus e.g SfL/ASN

THEMATIC REVIEWS

Thematic reviews will be carried out throughout the session and will be aligned to our service priorities. These reviews will last for one day, be focussed on an individual quality indicator or a theme within the quality indicators e.g. Quality of family learning programmes or wellbeing.

In an empowered learning system schools are supported to lead improvements in their own education provision. Head teachers can request a thematic inspection to validate their self-evaluation and to support the identification of areas of strength and improvement.

The thematic reviews will offer flexibility and choice in an empowered system and be designed to offer a bespoke package of support for schools.

The quality improvement team will work alongside HTs to plan, carry out and agree next steps from each review.

Depending on the context and agreed priorities a review team may consist of:

- Quality Improvement Officers
- HT/DHT/PT colleagues
- Early Years team members
- Learning Community members
- Members of CLD
- SEIC Associates
- Educational Psychologist

EDUCATION SCOTLAND INSPECTIONS AND FURTHER INSPECTION

Following inspection by HMI, specific strengths and areas for improvement are identified. In collaboration with officers arrangements for monitoring and review of progress are agreed including timescales, governance and reporting to elected members through the Education Performance Committee.

LOW RISK

Where Education Scotland inspectors indicate that they will not be returning to the school. The improvement team will monitor progress with aspects identified in the summary of inspection findings. A summary of progress after one year will be prepared by the HT and officers and presented to the Chief Officer.

MEDIUM RISK

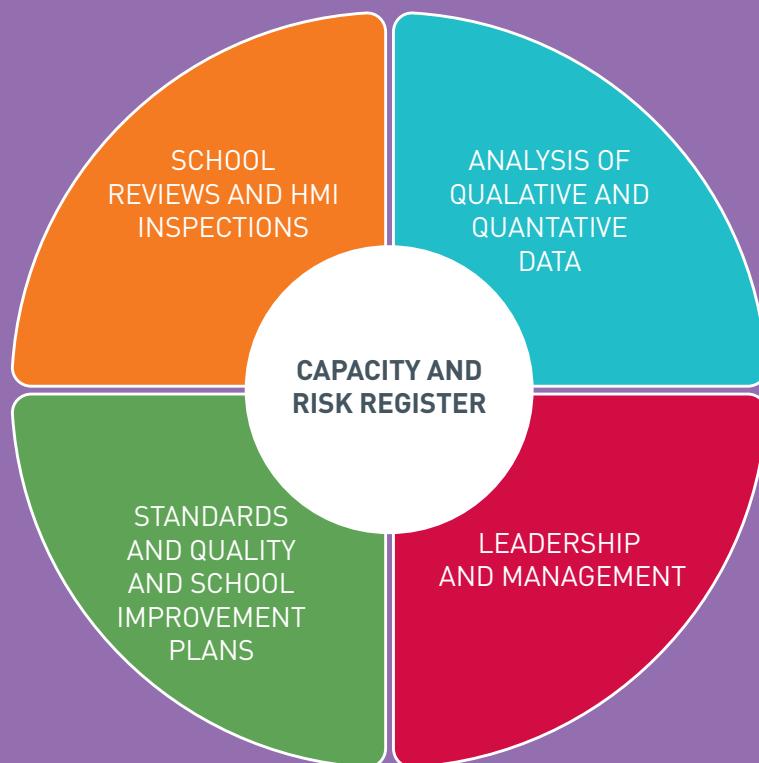
Where HMI stipulate a requirement by the local authority to monitor progress. A supported self-evaluation review will be carried out by officers to review the progress made with the aspects for development identified at the time of the inspection. In these instances a formal report will be provided following the review which will be submitted to the Chief Officer.

HIGH RISK

Where HMI stipulate they will return to a school to monitor progress, the quality improvement team will work with the school to agree how progress will be monitored. This will include visits to classes, presentation of progress by SLT and collection of other evidence including focus groups.

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

6. CAPACITY AND RISK REGISTER



To ensure a consistent, robust overview of self-evaluation activity across the authority, the Capacity and Risk Register is maintained. This provides a clear summary of core self-evaluation activities, school review and inspection and scrutiny of quantitate and qualitative data. It provides an overall assessment of the level of capacity and/or support required for each school. At the beginning of each session, the Quality Improvement Manager along with the Quality Improvement Team and other lead officers review each school's capacity for continued improvement.

They agree a support band of high, medium or low based on the following drivers for improvement:

- the school's self-evaluation within Standards and Quality Report and Improvement Plan
- attainment and achievement data, inclusion and exclusion statistics
- known levels of parental engagement and satisfaction
 - questionnaires
 - complaints
- quality of teacher professionalism
 - engagement with authority-led professional learning
 - leadership and masters' level learning
- relevant local knowledge, for example new or acting Headteacher, personal circumstances, staffing, societal, environmental factors such as new school build, ASN impact or Headteacher request.

Bands of high, medium or low support, are shared and agreed in consultation with each Headteacher during a meeting which takes place within term 1.

This agreement informs appropriate levels of proportionate and intelligence-led support and challenge from the Quality Improvement Team or other officers. It also informs centrally provided CPD. The Capacity and Risk Register is reviewed frequently by the Quality Improvement Team and any changes discussed with head teachers.

ACHIEVING EXCELLENCE IN LEARNING QUALITY IMPROVEMENT FRAMEWORK

7. ROLES AND RESPONSIBILITIES

To ensure the 3 key areas of the framework are addressed, class teachers will:

- Know and understand the data available for the learners in their class
- Use the data to plan high quality learning experiences for their pupils
- Work in partnership with colleagues within and across schools and clusters to moderate standards and share practice including across the improvement collaborative
- Engage in relevant professional learning
- Contribute effectively to SIP and SIR for their school and cluster

To ensure the 3 key areas of the framework are addressed, senior leaders will:

- Set targets for attainment and achievement using the authority tracking processes
- Produce a Standards and Quality Report and a School Improvement Plan annually
- Consistently engage in and contribute to Empowerment Hubs
- Provide relevant professional learning for their staff in accordance with their improvement priorities
- Embed relevant Council policies in all areas of their work

To ensure the 3 key areas of the framework are addressed, officers will:

- Devise an annual calendar of quality assurance activity in partnership with schools and stakeholders
- Establish professional learning for all appropriate staff
- Provide support and challenge to schools to ensure improved outcomes for learners

APPENDIX

QUALITY IMPROVEMENT ANNUAL CYCLE

WHEN	WHO	QI FOCUS	ACTIONS/PURPOSE
Visit 1 Sept - Oct (half day)	QIO School SLT	QI 1.3 Leadership of change QI 3.2 Raising attainment & achievement NIF Drivers School Improvement School Leadership	<ul style="list-style-type: none"> • SIP/SIR – review and QI target setting • CfE attainment data analysis • Schools prepare attainment predictions for academic year
Visit 2 Nov - Dec (half day)	Attainment Officers School SLT	QI 3.1 Ensuring wellbeing, equity and Inclusion QI 3.2 Raising attainment & achievement NIF Drivers School Improvement Assessment of Children's Progress	<ul style="list-style-type: none"> • Attainment Surgery • Professional dialogue • Data scrutiny
Visit 3 Jan - Mar (full day)	QIO School SLT Peer HTs	QI 2.3 Learning, teaching and assessment NIF Drivers School Improvement Assessment of Children's Progress	<ul style="list-style-type: none"> • Schools submit self-evaluation before visit • Professional dialogue • Classroom visits • Pupil focus groups
Quality Improvement Day April/May	HTs QIOs Attainment Officers	SIP/SIR Authority priorities Evaluative writing	<ul style="list-style-type: none"> • Authority priorities and CLPL are discussed • Support given around evaluative writing from QIO team • QIOs are available for support

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: xxxxxx@scotborders.gov.uk



Printed in the Scottish Borders. Designed by Scottish Borders Council Graphic Design Section. KG/08/19.