

# Excellence and Equity Strategy



Improving life  
through learning



# Excellence and Equity in Stirling

**“A child’s circumstances – where they live, their family’s circumstances – still have a disproportionate impact on their chances of success.” (*Delivering Excellence and Equity in Scottish Education, 2006*)**

The National Improvement Framework, published in January 2016 sets out a clear vision for Scottish education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed.
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Stirling’s vision is that it will be a place for *everyone* to thrive and where we are committed to “improving lives through learning” (Schools, Learning and Education vision statement). This articulates clearly with the national vision to achieve excellence and equity for all.

This strategy is influenced by a number of local and national frameworks, policies and plans which are referenced in the [Excellence and Equity Overview](#).

Scottish Government has provided additional funding directly to schools to reduce the poverty related attainment gap through Pupil Equity Funding, Scottish Attainment Challenge Schools Programme and Care Experienced Funding. Additional funding has also secured Raising Attainment Senior Early Childhood Educators in Early Learning and Childcare establishments. Stirling has an allocated Attainment Advisor who provides support.

[Stirling’s context](#) creates both opportunities and challenges. In Stirling, significant inequalities exist in an overall relatively affluent area, along with key urban and rural differences. Our aim is to provide an excellent education and equitable opportunities regardless of these differences.

**Our expectation is that all educational establishments in Stirling will:**

- Create a culture and vision which actively promotes excellence and equity.
- Ensure learning experiences are high quality, engaging and accessible to all.
- Develop a robust contextual analysis which identifies key strengths as well as gaps and barriers to learning.
- Identify clear improvement outcomes based on contextual analysis.
- Identify clear impact measures which support meaningful evaluation.
- Regularly track and monitor progress and impact.
- Actively engage staff, children and young people, parents and communities in this process.
- Make most efficient use of available resources to maximise impact (regular review and evaluation).
- Work collaboratively with peers and partners to share best practice and support improvement for all of Stirling’s children and young people.

A range of supports have been provided for schools including:

- [Excellence and Equity Overview](#) diagram with live links to policies and guidance.
- [Equity Toolkit](#) detailing Stirling's gaps and barriers to learning, research and possible interventions.
- Practice exemplars linked to Interventions for Equity available on Excellence and Equity GLOW tile.
- [Outcomes and Impact Measures Toolkit](#).
- [Data Toolkit](#).
- [NIF Roles and Responsibilities](#).
- Attainment Advisor and Lead Officer support for schools in relation to excellence and equity.

All document links are available on [The Source](#) and on Stirling's Excellence and Equity GLOW tile.



### Review of Excellence and Equity Strategy

	Date	Lead Officers(s)
<b>Produced</b>	January 2004	
<b>Updated</b>	June 2019	Gillian Robertson, Lead Officer Excellence & Equity
<b>Review</b>	June 2022	

If you need help or this information  
supplied in an alternative format  
please call 01786 404040.

